



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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Department/Program Review and Assessment 2012-2018

A. Mission and purpose of the program

At the time of our last program review, in 2012, the program reviewer, Marta Caminero-Santagelo, from the University of Kansas, advised that the department construct a mission statement. In the immediate aftermath, we did so. The Mission Statement is now posted on our website, as below:

The Department of English promotes scholarly and creative discovery within FAU's uniquely diverse community. English study trains students in textual analysis, communication, and critical thinking, thus preparing our students for any job requiring imaginative thinking, analytical thinking, and/or communication skills. These jobs exist in numerous fields, including, but not limited to: business, publishing, marketing, advertising, teaching, public relations, law, technical and professional writing, public radio, and medicine.

We encourage our students to make original and important contributions to the discipline and develop their own analytic and creative voices through innovative assignments, research papers, one-on-one interactions between faculty and students, and significant feedback on student work, enabled by our small classes and rigorous instruction. Our faculty's creative activity and groundbreaking research model a culture of investigation for our students while expanding human knowledge and enriching the arts. Additionally, the Department of English plays a dynamic role in the community, providing a hub of intellectual and cultural activity in South Florida.

The English tenure-line faculty are sited on two campuses, Boca Raton and Davie, and the department provides courses on a third, Jupiter. The program offers three degrees: A BA and MA in English, and an MFA in Creative Writing. It contributes significantly to the College's interdisciplinary MA in Women, Gender, and Sexuality Studies (WGSS), to the Peace, Justice, and Human Rights Initiatives, to the recently launched Our Americas project, and to the Jewish Studies program. In primary collaboration with faculty in the Department of Languages, Linguistics, and Comparative Literature, the faculty of English contributed to the successful

2013 relaunch of the Dorothy F. Schmidt College of Arts and Letters' Comparative Studies Ph. D. program, with the "Cultures, Languages, and Literatures" track.

The Department's place within the University Strategic Plan: The FAU strategic plan specifies that FAU pursue excellence in its mission of research, scholarship, creative activity, teaching and active engagement with its communities. As the below report should indicate, the Department of English has been, over the course of the review period, one of the most productive in terms of scholarship and creative activity, producing important, influential and award-winning scholarship and creative writing. Likewise, English has been a model of excellent and respected teaching, as judged by SPOT scores, Annual Report scores, awards, and more anecdotal metrics. Likewise, English faculty have been among the leaders in FAU's renewed commitment to Community Engagement.'

Though the university **Pillars** are defined largely within STEM disciplines outside the purview of our department, the Department of English has both research and coursework oriented toward some of the pillars. As support for the **Environmental Sciences** pillar, the Department of English offers a course entitled "Literature and the Environment" and have recently hired an Assistant Professor in the area of Environmental Humanities (hired for the 2017-18 academic year). That professor, Stacey Balkan, is publishing research, and working on an important book addressing the intersection of environmental issues, postcolonial histories and economies, and literary study, particularly in regard to the impact of environmental disaster and climate change in South Asia, and the literature that addresses it. Prof. Andrew Furman's creative work, including his last two books, a book of nonfiction called *Bitten* and a novel entitled *Goldens Are Here*, address the relationship of the Florida environment and its human inhabitants. Another new hire (17-18), Devin Garofalo, in 19th century British poetry, does work relating to the intersection of literature and the environment, as does even more recent hire, Shelby Johnson (18-19) whose work is on Colonial and Early American literature.

In relation to the Healthy Aging Pillar, the Department of English, opened a dialogue with the College of Medicine in 2016-17, and had several meetings discussing the ways in which literary study could impact their **Medical Humanities** initiative. Though these talks have been on hold for slightly over a year, recent hire (18-19) Clarissa Chenovick's work on 17th century poetry examines the intersection of medical and literary discourse. She is eager to renew our proposed collaboration with the College of Medicine, as well as potentially teaching courses about the relationship of medicine and literature.

In relation to the **Neuroscience** pillar, creative nonfiction writer, and faculty member, Kate Schmitt has published a memoir, *Singing Bones*, about psychiatric illness and mental health. Her latest works continues to address these issues, combining poetry and visual art.

Many of FAU's **Platforms** are impacted by English research, creative activity, and teaching. Another recent hire, Carla Thomas (18-19), was hired because of her facility with Digital Humanities work, a field which may ultimately yield work in **Big Data Analytics**.

Another longtime faculty member, Wendy Hinshaw, is the College of Arts and Letters' liaison to the university **Community Engagement** efforts, and the university-wide attempt to gain the

Carnegie designation. Prof. Hinshaw's research and teaching nearly always engages the community, as she is a board member for Exchange for Change, a nonprofit organization that facilitates understanding between incarcerated people and those on the "outside." This understanding is accomplished through writing exchanges, and Prof. Hinshaw has facilitated many writing exchanges between FAU students, in a number of her classes, and prisoners. Prof. Hinshaw also teaches a Writing for Nonprofits class that encourages community engagement and oversees a robust internship program (more details below) that connects English students to their community. In addition to Prof. Hinshaw's efforts, several other English classes have been designated "service learning." Prof. Jeff Galin not only oversees the University Center for Excellence in Writing, but the more recently founded (2014) Community Center for Excellence in Writing, which provides writing tutoring and help to community members. The Creative Writing program at FAU (overseen by Prof. Becka McKay) offers Community Workshops (taught by MFA in Creative Writing graduate students) to feed and foster the community desire for writing instruction.

Many English faculty and courses are devoted to fostering **Diversity** and open-minded thinking among our students. The undergraduate curriculum requires students to take six credits in multicultural and/or world literatures, including African-American literature pre-1895 and 1895-present, U. S. Latinx Literatures, Asian American Literature, Postcolonial Literatures, Major Writers of World Literature in English, World Literature: Critical Approaches, Asian Literatures in English, American Indian Literature, Black Literatures, and Caribbean Literature. English also runs courses in Women in Literature and has a new course on the books on LGBTQI+ literatures. The graduate curriculum has an MA track in Multicultural and World Literatures as well. Over the past two years, the department has made a variety of hires in these areas (Asian world literatures, early African-American literature, Caribbean Literature) in the interest of fostering diverse faculty and meeting the needs and intellectual desires of a diverse student body. English Assistant Professor Adam Spry was a member of the university Diversity Council until he departed the University in Spring 2018. Likewise, many of these hires and courses address the **Global Perspectives and Participation** Platform, as they provide students context and information about English-speaking nations and cultures around the world (including South Asia, Africa, and the Caribbean).

English is also a heavy contributor to the **Peace, Justice, and Human Rights** initiative. Several of our faculty members are either PJHR fellows (Wendy Hinshaw) or affiliate faculty (Stacey Balkan), and many of our courses (including those named in the previous paragraph, as well as Literature and Social Movements) address Human Rights concerns, and questions of peace and justice. Likewise, several English faculty are among those developing the Barb Schmidt Fellowship Program dedicated to Community Involvement, Activism, and Social Change. (This program also addresses the Platform of **Community Engagement**).

English is also deeply involved in the **South Florida Culture** platform devoted to making FAU an "international hub for the arts and humanities." The Creative Writing Program's Off the Page series invites 5-6 influential and important writers to read from their work each year, both for the community and the student body. Additionally, each year we bring the Lawrence A. Sanders Writer-in-Residence to read from their work, answer questions, and deliver a one-week seminar to MFA graduate students. Off the Page also frequently invites literary agents, an event that is

very popular in the community, as many local authors attend the event in order to ask questions about the publishing and marketing of their literary work. FAU also invites scholars in the Humanities to discuss their scholarship, including, in recent years, such scholars as John Lennon (from the University of South Florida), Daniel Cross Turner (Coastal Carolina University), Pawel Freluk (Marie Curie-Sklodowska University, Lublin), and Faith Smith (Brandeis University). FAU has also launched their own international literary magazine, *The Swamp Ape Review*, in the interest of becoming a “hub for the arts.” A grant from the South Florida Culture Platform allowed the previously online *Swamp Ape Review* to publish their first print issue in Spring 2018.

Finally, English has been quick to embrace the **Undergraduate Research and Inquiry Platform**. Over the past three years, *Coastlines*, FAU’s in-house literary magazine has become exclusively for FAU undergraduates, allowing them to develop and publish their work. We have also launched a scholarly undergraduate Honors program which requires students to produce original research (and we have recently officially labeled the Honors Research course as RI—or Research Intensive). The Creative Writing Honors programs also teaches students how to produce original creative work and requires a capstone project. Faculty member Julieann Ulin has been awarded OURI grants to develop assignments for undergraduate research, and faculty member Lisa Swanstrom, before departing the university, worked with several students on undergraduate research projects, while serving as College liaison to OURI for two years.

English is also, of course, cooperating with University-wide initiatives to improve the BOG-determined metrics, including improving retention and graduation rates, promoting timely graduation, increasing numbers of eLearning offerings, expanding summer offerings, helping students get into graduate programs of their choosing and to become employed upon graduation.

Despite FAU’s commitment to primarily funding STEM-related pillars, English has “supported” those pillars through developing programs that address the Platforms of the Strategic Plan (and where possible, the Pillars) often with little or no related funding.

B. Date and description of the last external review

The Department of English was last evaluated in the Fall of 2012. The program was also reviewed by the Southeastern Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or SACS) in the context of the university’s overall re-accreditation in 2013.

Findings and recommendations

The 2012 review made five of primary recommendations. These are listed below.

- 1. The department should consider a substantial conversation about its larger mission, strategic vision, and articulation of disciplinary contribution to the production of knowledge (and, if possible, craft a mission statement for the department).**

2. The department should discuss whether exposure to the principles of disciplinary research is important to its own sense of its educational goals for the major, and if so, how such a goal might be met.
- 3. The department should discuss and consider the rationale behind current concentrations in the major and whether or not they ought to be revised.**
- 4. The department should consider creative strategies for meeting increasing student demand through higher enrollment caps.**
5. The department should consider ways to challenge and push students through active learning strategies, how to ensure how they master “content” information, how to make pedagogy transparent so that students understand and participate in the goals of the classroom, etc.

The 2012 review also made three secondary or supplementary recommendations regarding data collection.

1. The department might consider supplementing the English major exit survey with a few questions assessing student satisfaction with the major.
2. The department should continue records gathering on professional/graduate school placement outcomes for undergraduate students; office support for the effort, with regard to graduate students in particular, should be funded as soon as budget permits.
3. The department might also consider how to gather information in a more systematic way about expectations of graduate applicants—for example, in an entrance survey. It might, in addition, consider including some information on its website and/or application materials about realistic expectations for outcomes.

The 2012 review also made a series of recommendations about institutional support

1. Increase GTA stipends as soon as financially possible.
2. Increase financial support for faculty travel and research.
- 3. Provide institutional commitment to the proposed Cultures, Languages, and Literatures Ph. D. track.**
- 4. Hold class enrollment caps down wherever possible, particularly in writing-intensive classes. Grant unit flexibility to handle to pressure to increase caps in creative ways.**
5. Provide the department with financial/office staff support for data collection on retention of students in English compared with the trends in FAU as a whole.

6. Extend the appointment of the Director of Writing Programs to provide for summer appointment.
7. Conduct panel discussions or workshops on promotion and tenure (if this is not already done) so that untenured faculty can discuss expectations and application of criteria with College and University P & T Committees.

Of the above, the bolded were identified as “Critical Recommendations.”

Major changes made since last review

While the department has not been able to address all of the issues raised by the last review, many have been addressed or are in the process of being addressed.

Among the primary recommendations:

- 1) **Mission and strategic planning:** The department wrote a mission statement (included above) and have engaged in several strategic planning meetings to identify short and long term goals for the department.
- 2) **Undergraduate research and creative activity:** The department remodeled ENG 3822: Introduction to Literary Studies so as to require some research project of some kind of all English majors (ENG 3822 is one of only two courses required of all majors). In addition, the department began an Honors program for both literary study and creative writing. The two-semester literary study sequence concludes with a course entitled Honors Research, which includes a required research capstone project. This year, the course has been officially labeled RI (Research Intensive) by the Office of Undergraduate Research and Inquiry (OURI). The department also adopted undergraduate “DIR” (Directed Independent Research) courses to complement DIS (Directed Independent Study) courses. In addition, several English faculty have directed undergraduate research projects funded by OURI, and/or have applied for, and received, grants to help fund research assignments. *Coastlines*, FAU’s literary magazine, has been changed to now exclusively publish undergraduates and is edited by a team of undergraduates.
- 3) **Concentrations:** This recommendation seemed to be largely based upon a misunderstanding about our concentrations, as the reviewer(s) seemed to believe that all majors had to enroll in a concentration. This was never the case and, in fact, few English majors do complete a concentration. This issue was taken up by the undergraduate committee, but for now our concentrations remain the same.
- 4) **Caps:** Over the past six years, English did initiate creative strategies for meeting increasing demands, raising caps for upper division literary study to 35, running lower division surveys at 50, and running occasional boutique/popular courses at 50. Over more recent years, however, our number of majors has decreased (following national trends) sufficiently to return most of our caps to where they were before sudden

enrollment pressures (30 for upper division literary study, 15 for undergraduate writing workshops—other courses remaining the same). Lower division writing-intensive courses remained at 22 (first-year) or 26 (second year) over the entirety of this period. In short, the course cap crisis came and went and was managed as necessary over the six-year period.

- 5) Student-centered pedagogy and engaged learning: This recommendation was not particularly specific about what pedagogy the reviewer was recommending (or about whether or not such pedagogy is being used already). However, over the past 6 years, the English department has initiated pedagogy workshops (aka “Hacks and Snacks”) on a variety of topics, including online teaching, using Canvas/Blackboard for peer review, dealing with sensitive subject matter in the classroom, and related topics. Two of our faculty, Wendy Hinshaw (Associate Professor) and Sheryl Gifford (Senior Instructor) have been named “Master Teachers” by the College, and in that capacity are fostering innovative and effective instruction not only in our department, but across the College.

Among the secondary/supplementary recommendations:

1. Exit survey: The department remodeled the exit survey with the reviewer’s recommendations in mind. However, it became more difficult to administer that survey because the advisor assigned to English was reassigned to more general casework advising and we now have no central way to “force” students to fill out the survey. We now are left with the option of directing students to the survey by email, which has led to reduced responses.
2. The university is now keeping better records on undergraduate student outcomes (because of the state funding metrics requiring that we do so). We have been the beneficiary of this improved data collection, while still keeping our own anecdotal records. Though English did receive increased office support in the form of a Senior Secretary, this served more to alleviate an undue burden on our Coordinator of Academic Business Support Services, and did not create appreciably more time to devote to data collection of the kind the reviewer recommends. The graduate advisor continues to keep records of graduate student outcomes as much as it is possible to do so (by following alumni on social media and keeping in touch with them by email, among other methods).
3. Though FAU still does not administer an entrance survey for MA and MFA incoming students, the websites for graduate study has been updated to include more information about realistic outcomes for the MA and MFA degrees. The graduate committee also arranges information session about potential job opportunities post-graduation; advice for getting into Ph. D. programs; and related topics. This was our practice in 2012 and continues. In addition, we now have an orientation session for all new graduate students (not just for GTAs), that sets out expectations for the program and its potential impact upon students’ career trajectories.

Among the recommendations for institutional support:

1. The university has *still* not raised GTA stipends across the board and thus our baseline for GTA stipends remains \$9000, with no medical benefits. However, the English department has found ways to supplement these stipends in a variety of ways. We continue to offer Lawrence Sanders Fellowships to those we deem, in recruitment, to be our finest MFA applicants in the genres of poetry and fiction. In addition, we have added a Sanders fellow each year in Creative Nonfiction. We have also increased the stipend enhancement for Sanders fellows from 12K/12K/15K (in each of three years of study) to 12K/15K/15K. These enhancements are through the generosity of The Lawrence Sanders Foundation (trustee, Dan Brede). We have also increased the number of Community Workshops we offer, which helps GTA's in two ways. First, GTA's teach the Community Workshops and are paid to do so, supplementing their GTA stipend. In addition, some of the profits from the workshops are kept in an account that is used to enhance/supplement MFA/GTA stipends. We have also started a summer Science Fiction Creative Writing camp, for which MFA GTA's serve as camp counselors and are paid to do so. In the MA program, we have recently initiated "minority recruitment" funding, in which we offer higher stipends to our finest minority applicants in the interest of diversifying the program. The College has agreed to help us fund these efforts. The new Angela Griffin scholarship has provided support for students in both graduate programs. In addition, a limited number of "enhanced" GTA-ships provide 12K stipends rather than 9, and each year both MA and MFA programs have applied for (and occasionally received) Provost's and Presidential Fellowships. "Enhanced," Provost's and Presidential fellowships all existed in 2012, as did the Sanders fellowships (at the lower rate). Other local efforts to improve funding described above are new since 2012. Nevertheless, the standard level of GTA support has not increased, because of lack of funding at the level of the institution.
2. 2012 was a year of budget cuts, and there were several years without faculty travel and research support around that time. Since then, budgets have improved and the College has resumed funding faculty travel at the rate of (this year) \$1,000 per tenure-line faculty member. Previous years have been at or near that number. There is still no College-level line item in the budget for faculty travel, leaving support somewhat precarious. Nevertheless, financial support for faculty travel and research has increased and been relatively stable for several years.
3. The commitment to the Ph. D. program now exists and the Ph. D. track is on a much stronger institutional footing. The Ph. D. students in the program are attenders of English MA program courses, and English faculty frequently teach the Ph. D.-only courses in the Comparative Studies program.
4. English was able to handle enrollment pressure by flexibly handling pressure to increase caps (raising caps on select courses while maintaining low caps in writing intensive courses). Since 2012, our number of majors has decreased (in line with nationwide trends) and FAU's enrollment strategy has shifted (away from a growth-at-all-costs model) and the pressures of the 2012 era are, for the moment, behind us.

5. Since 2012, there has been a change in the Director of Writing Programs, and the current Director is not seeking a 12-month appointment, preferring the flexibility of a 9 month appointment. In the interests of handling the workload, however, the English department has converted an Instructor to a half-time Associate Writing Program Director, allowing either the Director, or her Associate, to handle the program year-round.
6. The College of Arts and Letters has always run workshops on tenure expectations and requirements. The College has continued to do so from 2012-2018. In addition, the Chair had meetings with all 10 junior faculty currently in the department during their first week at the institution in order to establish expectations and answer questions. The Chair has also met individually with all junior faculty members to monitor progress. All junior faculty are also assigned a mentor whose duty it is to discuss life on the tenure-track and provide advice and clarify expectations.

C. Instruction: Baccalaureate Programs

The English Major

The BA in English requires 39 credits within the major per the plan listed below:

- ENG 3822: Intro to Literary Studies (3 Credits)
- LIT 3213: Literary Theory (3 Credits)
- Category I: Literatures of Ethnicity, Gender, and Culture (6 credits)
- Category II: American Literature, British Literature, and Genre Studies, including 6 Credits of pre-1800 Literature (15 credits). Up to 6 credits of lower-division surveys may count in Category II (AML 2010, AML 2020, ENL 2012, or ENL 2022).
- Category III: Writing and Rhetoric (3 credits)
- English Electives (9 credits)

The English Minor

Students majoring in any discipline at the University are eligible to minor in English. The minor encourages breadth of knowledge in literary studies and offers experience in critical analysis. 15 credits in English courses must be completed; 4 out of 5 of these classes must be taken at FAU and at least 4 out of the 5 classes must be taken in the English Department. If a course is taken outside of the English Department, it must be approved by the department and have a literary studies focus. English Education majors should note that no more than 1 course can count toward their major and English minor. The English minor requires:

ENG 3822: Introduction to Literary Studies OR LIT 3213: Literary Theory (3 CREDITS)

One 2000-level Survey Course (AML 2010, AML 2020, ENL 2012, or ENL 2022) (3 CREDITS)

One upper-division course from Category I: Literatures of Ethnicity, Gender, and Culture (3 CREDITS)

Two upper-division courses from Categories I-III (6 CREDITS)

*ENC 3213 does not count toward the minor

Quality of Instruction

The Department's annual evaluations rank faculty and instructors based on the submission of student perception of teaching (SPOT) scores (required) and material related to curricular development (optional). Faculty members may choose to submit peer evaluations of instruction, descriptions of new courses proposed to curriculum committees, documentation of involvement in course and curricular revision, instruction-related competitive grants, awards, and special recognition of excellence in teaching applied for and / or awarded. In the 2017 annual evaluations of tenure-line faculty, 24 faculty members received the top rating of "Exceptional" in the category of "Teaching and other Instructional Activities" and 2 faculty members received a rating of "Outstanding." In the 2017 annual evaluations of instructors, 23 instructors received the top rating of "Exceptional" in the category of "Teaching and other Instructional Activities" and 1 faculty member received a rating of "Outstanding."

In the period under review, Senior Exit Survey responses, student perception of teaching (SPOT) scores, and the annual evaluation of faculty reflect the Department's delivery of high-quality instruction. In 2016, the Undergraduate Committee reviewed and reported to the Department on 4 years of Senior Exit Surveys. In terms of their evaluation of instruction, students praised the high level of faculty engagement with and enthusiasm for the discipline, the variety of pedagogical approaches they encountered throughout the major, and faculty responsiveness to students via email and learning management systems.

The Fall 2012-Fall 2013 student perception of teaching (SPOT) scores for all courses and upper-division courses offered by the Department appear below for the statement "Rate the quality of instruction as it contributed to your learning in the course" (Question 20). In Spring 2014, the SPOT distribution method changed from paper to online and the percentage of enrolled students responding dropped significantly. The key question related to instruction changed to "Rate the instructor's overall effectiveness in this course" (Question 21). SPOT scores for this question are included below for all courses offered by the Department and all upper-division courses through Spring 2015. Complete reports from lower and upper division courses offered by the Department for Fall 2015-Spring 2018 appear below. The question used as a catch-all metric by the university in the latest version of the SPOT forms is Question 6: "Rate Your Instructor's Overall Teaching Effectiveness in the Course."

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Fall, 2012

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: All -- Course Size: All

Number of Classes: 333

Number of Respondents: 6,040

Percentage of Enrolled Students Responding: 82.3%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.85	46.97	28.55	16.98	5.04	1.79	0.68

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Fall, 2012

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 78

Number of Respondents: 1,517

Percentage of Enrolled Students Responding: 82.5%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.69	54.03	27.76	11.65	4.51	0.97	1.07

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Spring, 2013

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: All -- Course Size: All

Number of Classes: 256

Number of Respondents: 4,494

Percentage of Enrolled Students Responding: 81.4%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.80	51.12	25.89	16.68	3.90	2.13	0.28

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Spring, 2013

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 83

Number of Respondents: 1,507

Percentage of Enrolled Students Responding: 80.6%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.62	61.56	21.33	11.77	3.62	1.55	0.17

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Fall, 2013

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: All -- Course Size: All

Number of Classes: 314

Number of Respondents: 5,725

Percentage of Enrolled Students Responding: 81.8%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.87	48.53	26.14	16.68	5.69	2.51	0.46

STUDENT PERCEPTION OF TEACHING -- TRADITIONAL VERSION (PAPER ADMINISTRATION)

Term: Fall, 2013

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 46

Number of Respondents: 950

Percentage of Enrolled Students Responding: 86.0%

20. Rate the quality of instruction as it contributed to your learning in the course.

View Trends By College & Department For This Item	Mean	Percentage of Students Selecting Response					
		Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
		%	%	%	%	%	%
	1.75	55.16	23.74	13.26	5.38	2.00	0.46

STUDENT PERCEPTION OF TEACHING

Term: Spring, 2014

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: All -- Course Size: All

Number of Classes: 220

Number of Respondents: 3,009

Percentage of Enrolled Students Responding: 60.7%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.86	50.81	23.43	16.08	5.81	2.93	0.94

STUDENT PERCEPTION OF TEACHING

Term: Spring, 2014

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 52

Number of Respondents: 780

Percentage of Enrolled Students Responding: 61.8%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.70	58.70	20.73	11.80	3.87	3.25	1.64

STUDENT PERCEPTION OF TEACHING

Term: Fall, 2014

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: All -- Course Size: All

Number of Classes: 298

Number of Respondents: 4,072

Percentage of Enrolled Students Responding: 58.9%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.78	53.01	24.15	14.80	4.94	2.90	N/A

STUDENT PERCEPTION OF TEACHING

Term: Fall, 2014

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 52

Number of Respondents: 796

Percentage of Enrolled Students Responding: 61.7%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.63	61.10	21.78	10.90	4.17	1.89	N/A

STUDENT PERCEPTION OF TEACHING

Term: Spring, 2015

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: All -- Course Size: All

Number of Classes: 230

Number of Respondents: 3,747

Percentage of Enrolled Students Responding: 59.0%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.80	53.81	21.88	15.34	5.12	2.81	1.03

STUDENT PERCEPTION OF TEACHING

Term: Spring, 2015

College: Arts & Letters -- Department: ENGLISH

Campus: All

Course Type: All -- Course Level: Upper Division (3000-4000 level) -- Course Size: All

Number of Classes: 57

Number of Respondents: 806

Percentage of Enrolled Students Responding: 65.3%

21. Rate the instructor's overall effectiveness in this course:

Mean	Percentage of Students Selecting Response					
	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)	No Response
	%	%	%	%	%	%
1.52	66.47	19.56	9.01	2.74	1.62	0.60

Fall 2015-Spring 2018: All Lower-Division Courses Offered by the English Department:

Semester	Department	Number of Classes	Number of Respondents	% of Enrolled Students Responding	Q1. Mean	Q2. Mean	Q3. Mean	Q4. Mean	Q5. Mean	Q6. Mean
Fall 2015	English	255	4,828	65.53%	1.25	1.33	1.36	1.25	1.19	1.63
Spring 2016	English	175	2,798	65.65%	1.22	1.33	1.36	1.23	1.17	1.66
Summer 2016	English	77	1,070	60.74%	1.20	1.29	1.32	1.26	1.20	1.58
Fall 2016	English	299	4,440	62.00%	1.22	1.30	1.33	1.23	1.16	1.59
Spring 2017	English	178	2,724	63.88%	1.21	1.29	1.31	1.22	1.15	1.56
Summer 2017	English	84	1,110	63.36%	1.20	1.28	1.31	1.23	1.16	1.54
Fall 2017	English	341	4,514	55.37%	1.20	1.29	1.32	1.22	1.14	1.56
Spring 2018	English	168	2,409	57.69%	1.24	1.34	1.34	1.25	1.19	1.65

Fall 2015-Spring 2018: All Upper-Division Courses Offered by the English Department:

Semester	Department	Number of Classes	Number of Respondents	% of Enrolled Students Responding	Q1. Mean	Q2. Mean	Q3. Mean	Q4. Mean	Q5. Mean	Q6. Mean
Fall 2015	English	56	873	65.78%	1.21	1.36	1.35	1.28	1.16	1.63
Spring 2016	English	53	778	61.89%	1.15	1.27	1.27	1.19	1.10	1.47
Summer 2016	English	14	199	56.36%	1.13	1.24	1.34	1.14	1.09	1.41
Fall 2016	English	45	710	60.77%	1.14	1.27	1.29	1.17	1.09	1.46
Spring 2017	English	47	619	56.51%	1.17	1.30	1.34	1.20	1.12	1.55
Summer 2017	English	14	176	53.04%	1.13	1.20	1.18	1.10	1.13	1.32
Fall 2017	English	48	715	59.77%	1.16	1.26	1.30	1.18	1.09	1.45

Spring 2018 English 50 639 58.98% 1.23 1.39 1.34 1.26 1.14 1.65

English department SPOT Means have been, in the review period, always between Excellent (1.0) and Very Good (2.0), with the “worst semester” at 1.87 and the best at 1.32. This indicates a widespread student satisfaction with English department teaching both in the major and in the lower division IFP courses.

A more economical three-semester overview of SPOTs, with comparisons to College and University Means is below. Undergraduate and overall SPOTs are comparable to College Means and slightly better than University Means in the semesters reported.

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
English

Scale: 1=Excellent 5=Poor		6. Rate your instructor's overall teaching effectiveness in this course								
		English			College Total			University Total		
		Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017
Undergraduate	# Sections	91	344	225	228	934	791	925	2,655	2,450
	Mean Rating	1.5	1.5	1.5	1.5	1.6	1.5	1.6	1.7	1.6
Graduate	# Sections	1	12	11	4	81	69	202	514	495
	Mean Rating	1.8	1.5	1.3	1.4	1.4	1.3	1.6	1.6	1.6
Total	# Sections	92	356	236	232	1,015	860	1,127	3,169	2,945
	Mean Rating	1.5	1.5	1.5	1.5	1.6	1.5	1.6	1.7	1.6

Goals for student learning (Assessment)

A departmental committee assesses Student Learning Outcomes from representative courses in the curriculum according to the following rotating schedule: Year 1: Courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form); Year 2: Introduction to Literary Studies (ENG 3822) or Literary Theory (LIT 3213); Year 3: Courses that fulfill the Literature requirement (courses from Category I, Category II on the English Major Checklist form). The committee compares the percentages of students who receive Competent, Strong, and Superior ratings to the following target goals: 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior. The Student Learning Outcomes appear below. A full cycle of assessments is appended to this document.

Assessment for literature courses

Outcome 1: Content Knowledge (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Outcome 2: Communication Skills (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

Outcome 3: Critical Thinking (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Outcome 4: Graduates are evaluated on an area of emphasis determined by the faculty based on the previous assessment cycle.

Assessment for writing courses:

Outcome 1: Students will create original and effective titles for their prose and poetry.

Outcome 2: Students will recognize and eliminate clichéd and tired language from their writing.

Outcome 3: Students will recognize and eliminate stereotypes and caricatures from their writing.

Outcome 4: Students will develop effective and original voice in their writing.

Assessment outcomes

The Department regularly meets or exceeds its targets for student achievement in the four outcomes. In the years under review for which we have data (2013-2014, 2014-2015, 2015-2016, 2016-2017), we have never missed our target of 80% competent or better for any outcome and we are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings consistently.

In the three-year cycle most recently completed, Year 3: 2014-5 Literature courses met or exceeded 12 of 12 targets for the 4 outcomes. Year 1, 2015-6: Writing (met or exceeded 10 of 12 targets); Year 2, 2016-7: Introduction to Literary Studies (met or exceeded 12 of 12 targets). The reports from this three-year assessment cycle are appended to this document.

How assessment outcomes are used toward program improvement

The faculty members tasked with assessment are asked to suggest a future 4th outcome based upon recurring issues across the set of papers. At a meeting of the full faculty, the Chair of the Undergraduate Programs Committee reports the year's assessment data and recommends a particular emphasis for program improvement identified by the faculty who assessed the sample student papers. The area of emphasis becomes "Outcome 4" for the next assessment cycle upon approval by the faculty. Faculty are encouraged to address this area in feedback to students on written work.

Based on the recommendations of faculty participants in previous cycles, Outcome 4 has been used to assess use of direct quotation in support of a thesis (Literary Theory, 2013-2014 and Literature courses, 2014-2015), development of an effective and original voice (Writing Courses, 2015-2016), topic sentences that are analytical in nature, support the over-riding thesis being

argued, are appropriate to the supporting evidence contained in the paragraph, and contain (if necessary) a transitional element (Introduction to Literary Studies, 2016-2017, Literature courses, 2017-2018). The most recent cycle of assessment is included as an appendix.

Assessment for lower-division IFP literature courses

The Department of English teaches roughly 90 sections of LIT 2010, LIT 2030, LIT 2040, or LIT 2070 (Interpretation of Fiction, Poetry, Drama, or Creative Nonfiction, respectively) each academic year, which fulfill Gordon Rule Writing and IFP (Category 6) graduation requirements. These courses are regularly assessed by WAC for their writing objectives but have not been regularly assessed for their IFP objectives. The department developed an IFP assessment process in 2016, through which 20% of LIT 20XX courses are assessed each fall semester for the Category 6 IFP goals: Students will reflect critically on the human condition, and students will demonstrate understanding of the theory or methods behind forms of human expression.

For baccalaureate programs, review of lower level prerequisite courses to ensure that the program is in compliance with state-approved prerequisites

The only courses defined as pre-requisites for courses in the English major are ENC 1101 and ENC 1102 (College Writing I and II). The courses are recognized in the Common Prerequisites Manual (CPM) maintained by the State of Florida. Students who take these courses at state colleges or other state universities can transfer them into our program. Students who transfer to FAU but have not met the prerequisites are able to complete them in the Department of English. Careful attention in advising is important and required for each student that transfers to FAU.

Limited Access Programs

The Department of English has no limited access programs.

Admissions criteria

The 39 credits for the English major have as a prerequisite the successful completion of the English Composition sequence (ENC 1101 and ENC 1102, or their equivalents, with minimum grade of "C"). Grades in all courses taken in the major must average "C" or 2.0 or higher, and no course with a grade below "C-" will count toward the major. Students whose grades in major courses average below a "C" or 2.0 will not be able to graduate with an English major. In all other ways, the Department of English relies on FAU as an institution to govern student admission.

Enrollment information (headcount and Student Credit Hour (SCH) production)

In the period under review, English accounted for the following Student Credit Hours:

2013-14: 38,350 (37,233 undergraduate)
2014-15: 37,864 (36,842 undergraduate)
2015-16: 39,295 (38,301 undergraduate)

2016-17: 38,366 (37,395 undergraduate)
 2017-18: 38,422 (37,465 undergraduate)

Further details about upper vs. lower division, state-fundable vs. non-state fundable, undergraduate vs. graduate are indicated in the below table.

	State Fundable SCH						Annualized State Fundable FTE						Non-State Fundable SCH						Non-State Fundable FTE					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Course Level																								
Lower Div	28,188	27,565	28,505	28,373	28,780	141,411	939.6	918.8	950.2	945.8	959.3	4,713.7	456	480	944	955	645	3,480	15.2	16.0	31.5	31.8	21.5	116.0
Upper Div	8,532	8,743	8,795	8,040	8,013	42,123	284.4	291.4	293.2	268.0	267.1	1,404.1	57	54	57	27	27	222	1.9	1.8	1.9	0.9	0.9	7.4
Grad I	1,072	989	973	944	921	4,899	44.7	41.2	40.5	39.3	38.4	204.1	12	0	0	0	0	12	0.5	0.0	0.0	0.0	0.0	0.5
Grad II	33	33	21	27	36	150	1.4	1.4	0.9	1.1	1.5	6.3	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Total	37,825	37,330	38,294	37,384	37,750	188,583	1,270.0	1,252.9	1,284.7	1,254.2	1,266.3	6,328.2	525	534	1,001	982	672	3,714	17.6	17.8	33.4	32.7	22.4	123.9

Undergraduate Enrollment / English majors/Headcount:

		<u>Semester</u>				
		Fall, 2013	Fall, 2014	Fall, 2015	Fall, 2016	Fall, 2017
		#	#	#	#	#
<u>Major</u>	<u>Gender</u>					
English	Female	255	258	274	223	215
	Male	127	118	103	104	110
	Total	382	376	377	327	325
English American Literature	<u>Gender</u>					
	Female	6	8	8	5	4
	Male	3	3	4	1	1
	Total	9	11	12	6	5
English British Literature	<u>Gender</u>					
	Female	8	9	8	17	10
	Male	6	6	5	8	5
	Total	14	15	13	25	15
English: Creative Writing	<u>Gender</u>					
	Female	19	18	17	17	19
	Male	11	10	15	12	12
	Total	30	28	32	29	31
English: Multicultural & Gender	<u>Gender</u>					
	Female	1	.	.	3	1
	Male	.	.	.	1	.
	Total	1	.	.	4	1
English: Writing & Rhetoric	<u>Gender</u>					
	Female	3	4	11	17	17
	Male	1	3	.	10	8
	Total	4	7	11	27	25
Total	<u>Gender</u>					
	Female	292	297	318	282	266
	Male	148	140	127	136	136
	Total	440	437	445	418	402

It is worth noting that if one counts headcount by full year, as opposed to in any given semester, the numbers increase. That is, if every English major in any given year is counted (each student counted only once), it yields a significantly higher number indicated in the below table (compare Bachelor's numbers to the above).

	English			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	463	480	449	4,492	28,830
Masters/Specialist	43	43	39	377	4,788
Doctoral				51	990
Unclassified					3,158
Total	506	523	488	4,920	38,025

In regard to Student Credit Hour (SCH) production, the department has remained remarkably stable over the course of the five-year review period (with incomplete data from 2018-19). A closer look indicates that enrollments in the upper-division have decreased by approximately 6% over the period (with the losses being compensated for by lower division increases). This is accounted for by the 8.7% reduction in the number of English majors over the period, as well as by the loss of a large number of ENC 3213: Writing for Management sections in 12-13 to the College of Business as a result of budget cuts (only partially compensated for by the new ENC 3213: Professional Writing, which serves only non-Business majors). In addition, Davie enrollments have sunk precipitously across the university, affecting English along with all other departments). Because the state and university mandates that all students take two semesters of first-year writing, and because of strong continuing enrollments in our sophomore-level IFP classes (LIT 2010, LIT 2030, LIT 2040, and LIT 2070) undergraduate enrollments have remained very strong. In fact, English accounted in 2017-18 for 22% of the College of Arts and Letters' State-fundable SCH's in 2018, approximately the same number reported in 2010-11 (23%), despite all of the factors enumerated above.

Though English still maintains a robust number of majors, the downturn in numbers of English majors is part of a national trend. According to the Association of Departments of English (ADE) national enrollments in the English major are down 20% nationwide since 2012. Given that figure, FAU's own 8.7% reduction may be viewed as a positive rather than a negative. The report cites the 2008 economic collapse and the "devaluing of the humanities" in favor of STEM fields by individuals, governments, and universities themselves. In addition, the decline of "leisure reading" in favor of the "saturation of electronic media" may have had an impact. In addition, since the last program review, English has lost its dedicated departmental advisor, a person who historically has been successful in recruiting majors to the program. This loss has had a further impact on the (relatively minor) decline in the number of majors. Finally, the institution has, over the past couple of years, elected not to grow, somewhat inhibiting our ability to grow the major somewhat (though this trend seems to be coming to an end). Regardless, in the face of the national trend, the ADE recommends an interrogation of major programs and notes that programs that focus more on writing (both creative and professional/technical/practical) have maintained their majors better than those focused on literary study. It also recommends that programs emphasize to their majors and their institution the professional advantages of being a Humanities/English major. In response to some of these pressures, English has made an effort to build its writing program by hiring a new Rhetoric and Composition specialist (in either Technical Writing or Digital Rhetoric) in the line of a retired literary scholar. English has also recently hired a Digital Humanities specialist in recognition of shifts in the field toward the digital. English has also highlighted the professional success of recent graduates and worked to emphasize the career paths of English majors. The department has also been examining ways to reconfigure the major in response to these pressures. Despite all of the above, the department remains committed to the importance of literary study and is looking for help from this review to help us strategize ways to start growing the major again without losing that core identity.

For the moment, the slight tilting of the balance toward lower division SCH's should allow more of our tenure-line faculty to teach lower-division/IFP courses, which should serve to help recruit majors to the program.

Data for numbers of students graduating with B.A.'s in English over the past three years are in the below table. The final year reported is compared to College and University statistics.

		English			College	University
		14-15	15-16	16-17	16-17	16-17
Bachelors	Degrees awarded with a:					
	Single major	134.0	138.0	122.0	1,042.0	5,553.0
	Double or triple major	5.5	5.0	1.0	30.5	141.0
	All	139.5	143.0	123.0	1,072.5	5,694.0

Average class size and faculty/student ratio

In the period under review, average class size across all courses offered by the Department of English has varied from 19 to 22.

Lower-division caps: ENC 1101 and ENC 1102 are currently capped at 22 (the maximum WAC cap for these 1000-level courses). LIT 2010/2030/2040 are currently capped at 26 (27 is the maximum allowed by WAC guidelines). Our four survey courses (AML 2010, AML 2020, ENL 2012, or ENL 2022) are capped at 30 (35 for the majority of the review period).

Upper-division caps: Our required courses in the major, Introduction to Literary Studies (ENG 3822) and Literary Theory (LIT 3213) are both capped at 25. Our upper-division courses in the major are capped at 30 (35 for most of the review period). Introduction to Creative Writing is capped at 24 (or 44 if staffed with TA's). Upper-division Creative Writing workshops are capped at 15 (17 for most of the review period) Our honors courses in the major are capped at 15 (ENG 4932: Honors Seminar and ENG 4910: Honors Research) and 12 (CRW 4932: Creative Writing Honors Seminar).

Three-year IEA data presents the following, somewhat inaccurate, picture of faculty/student ration. IEA does not count GTA's when counting faculty for statistical purposes. Thus, the many English courses taught primarily by GTA's are not factored into the number of *faculty* in the faculty/student ratio figure below, yielding a significantly higher undergraduate faculty/student ration number than is reflective of English course sizes.

	English			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	29.4	32.7	37.3	38.3	37.1
Graduate	1.0	1.1	1.2	1.6	4.5
Total	30.4	33.8	38.6	39.9	41.7

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

In terms of credit hours for the major, the Department of English requirement of 39 credits (33 of which must be upper division) is slightly higher than a number of our peers and aspirational peers: George Mason University (36), Georgia State University (30), Indiana University Purdue (33), University of Akron (36), University of Memphis (33), University of Texas Arlington (30), University of Toledo (36), University of Wisconsin Milwaukee (36), Virginia Commonwealth University (33). In the SUS, University of Florida requires 30 credits in upper division English courses for the major and Florida State University requires 36 credits (FAU falls between these two institutions). Among peers and aspirational peers, FAU's credit requirement for the major is lower than Old Dominion (43), Portland State (60), University of Louisville (50), University of Nevada Las Vegas (45).

With the exception of University of Florida (which offers suggested models of study but does not enforce tracks within the major), all of the above institutions offer concentrations within the English major. The Department of English offers 5 concentrations: American Literature, British Literature, Multicultural Literature and Gender Studies, Writing and Rhetoric, World Literature. A survey of our peer institutions shows that the majority of programs do not separate out different areas of literature in their concentrations. We are also the only program among our peers to join gender exclusively with one area of literature (multicultural). Four of our five concentrations are an area of literary studies. The Undergraduate Committee is considering a proposal to reduce the number of concentrations and redesign them (i.e. Creative Writing, Professional and Digital Writing, Literature and Culture).

Internships, Study Abroads, and Field Experiences

Internships: In the period under review, 165 students completed internships through the Department of English. These students received course credit for ENG 4940 and professional experience in various fields with a range of local agencies. Internships are offered in Fall, Spring and Summer semesters. Beginning in Fall 2014, a faculty member was assigned to the internship program as a recurring annual course assignment, allowing for more stable and ongoing oversight and support for students and partnering agencies. In the 2012-13 academic year (Fall through Summer), 8 students completed English internships. In comparison, in the 2017-18 academic year (Fall through Summer), 30 students completed English internships, a 275% increase. Students are placed in a variety of positions with local agencies as well as within FAU, including the English undergraduate literary publication *Coastlines* and FAU's Theatre Lab. Frequent agency placements outside of FAU include local publisher HCI Books, several area lifestyle magazines (including The Boca Observer, Boca Raton Magazine, and Gulfstream Media Group), and several media and marketing agencies (including LoSoMo, TransMedia, and DSquared Media). In editorial internships (such as with HCI Books, Boca Raton Magazine, and *Coastlines*), students receive training in reviewing and responding to manuscript proposals and submissions, copyediting, research and fact-checking, and working under real-world deadlines. In marketing and public relations positions (such as with LoSoMo, TransMedia, etc.), students receive training and practice in creating online content for real clients, and learn to compose using multiple platforms and modalities (including video, info graphics, blogs, and social media). Students have also interned with local nonprofits, including the Pediatric Oncology Support

Team and the Hab Center, gaining experience in grant writing, website development, social media and marketing, and nonprofit administration. Several of our students have gone on to full-time positions at agencies where they have interned, including LoSoMo (two students hired as marketing and content writers after graduation), The SilverLogic (one student hired as a technical writer after graduation), and many others have built on their internship experiences in order to locate jobs in the fields that they have practiced.

Study Abroads: The department, in theory, participates in the activities of the Office of International Programs (OIP). Faculty members from across the university are invited to propose specific programs that meet the educational criteria of the OIP and their respective departments. There have not been any English Study Abroads during the review period, with the last program being run by Julieann Ulin, to Ireland, in 2010. English does have a Study Abroad program scheduled for Summer 2019, again to Ireland, this time with Instructor J. Andrew Gothard.

Innovation in Teaching and Distance Learning

Distance Learning: The English Department increased its offerings of online courses significantly during the period under review. Since 2012 we have developed online versions of the following courses: ENC 1101, ENC 1102 (College Writing I and II), ENC 1939 (Special Topics College Writing II), ENC 3213 (Professional Writing), ENG 4114 (Literature and Film), CRW 3010 (Creative Writing), CRW 4120 (Fiction Writing Workshop), LIT 2010, LIT 2030, LIT 2040, LIT 2070 (Interpretation(s) of Fiction, Poetry, Drama, and Creative Nonfiction), LIT 3213 (Literary Theory), AML 2010 and AML 2020 (both halves of the American literature survey) and LIT 4930 (James Bond). We have offered 123 online sections during the period under review, starting with zero online courses in Fall 2012 and increasing our offerings to 15 online courses in Fall 2017. We offered two online courses in the 2012-13 academic year (including Summer) and, in comparison, 28 online courses in the 2017-18 year, an 1800% increase. We worked with the College of eLearning to develop online versions of our IFP courses (ENC 1101/02, LIT 2010/30/40/70). These courses represent our greatest number of online course offerings, and our continued support for instructional development in these courses will ensure that we are prepared for future FL SUS Metric goals for online teaching. Additional online courses are under development, including Florida Women Writers, Literature of Adolescence, and CRW 3010: Creative Writing. The Department of eLearning has helped fund the development of the above courses and particularly was flexible in its policies for funding different version of the “same course” for our IFP courses.

In addition to online innovations, the English Department Writing Program initiated an ongoing professional development series in 2014, “Teaching Hacks and Snacks,” which includes regular workshops each semester supporting teaching in a number of areas. Workshop topics have included: Developing Assignment Prompts, Making Group Projects Work, Responding to Student Writing, Preventing and Addressing Plagiarism, and many others. These workshops are regularly led by Instructors and GTAs in the department, and have contributed to our department’s professional development while also building collegiality and supporting collaboration among our teachers. The Writing Program offers an average of six “Hacks and Snacks” workshops per year, in addition to regular August and December Writing Program orientations.

Beginning in 2015, the Department of English Writing Program incorporated a LIT Workshop into its annual August Writing Program Orientation, providing an opportunity for sustained professional development for Instructors teaching out second-level Writing and Literature (WAC) courses. Prior to this, the August Orientation was targeted exclusively for new GTAs and Instructors. Our LIT Workshop now provides an opportunity for new and experienced instructors to share teaching strategies for these courses, and also includes PhD GTAs who have the opportunity to teach LIT courses beginning in their third year.

The Writing Program also developed a Teaching Mentor Program that launched in Spring 2018. This program matches GTAs in our MA, MFA, and Interdisciplinary PhD program with full-time Instructors in our department, in an effort to provide teaching mentoring and professional development for the GTAs as well as mentoring and professional development experience for the Instructors. Interested GTAs and Instructors applied to participate in Spring 2018, and 8 Instructors and GTAs (16 total) were matched for a one-semester mentoring partnership in Fall 2018. Outcomes for the mentoring partnership include class observations for both parties, and GTAs will draft or revise a CV and Teaching Philosophy in preparation for the job market.

New/Changed Course Offerings: In addition to the online additions above, we have developed (or changed) a large number of courses in response to the changing field. A course in Asian Literatures in English has been added to the catalog since the last program review, along with a recently added course in LGBTQ+ Literatures (taught previously as Queer Literature and the Literature and Social Movements banner). Other courses have been modified. Our Victorian literature courses, once divided into two dated courses (1832-1867 and 1867-1914) is now simply “Victorian Literature.” We have also added a Victorian Genres and Themes variable topic course (Victorian Poetry, Victorian Sensation Novel, etc.). Southern Literary Renaissance is now “Southern Literature” and “Irish Literary Renaissance” is now “Irish Literature.” “Women in Literature” is now “Women and Literature.” (Some of these changes are so new they are not yet reflected in the checklist or catalog). ENC 3213: Writing for Management is now a course taught out of the College of Business (GEB 3213), and the number has been repurposed for non-Business majors as “Professional Writing.” We are also offering a special topics “Introduction to Digital Humanities” next year and hope to make this a catalog course shortly. Other recent special topics courses, like Technical Writing, may also be added to the catalog shortly. All of these changes, major or minor, are responses to shifts in the field and in response to student demand.

Cross-listing and Collaboration: English has always collaborated with other departments and cross-listed courses where appropriate. In particular, literature courses taught in English in LLCL count for the English major in limited amounts. English has also cross-listed courses like “Dante in the West” and other literature courses, as well as both “Old Testament” and “New Testament” courses from Religious Studies (alternated with our own Bible as Literature) course. Jewish-American Literature fulfills a requirement for the Jewish Studies certificate. Literature and Environment fulfills a requirement for the Environmental Studies certificate. Many of our courses serve not only our majors but also English Education majors from the College of Education. Structures of Modern English is a course for our major that also serves not only English Ed. majors, but also Linguistics majors and even Linguistics graduate students (and has been, occasionally, taught by LLCL faculty in the Summers). The graduate

History of the English Language course not only serves our MA students, but is also required of students earning an MA in Linguistics. This past year, one faculty member, Ashvin Kini, has been team teaching a course in Cultural Studies with Chris Robe of Communications for the new interdisciplinary Global Studies program. Faculty member Taylor Hagood is the Director of the Our Americas initiative, an interdisciplinary program devoted to studying America in a hemispheric context. Several of our faculty members in American Literature, Caribbean Literature, African-American, Latino literatures, and Asian World Literatures are involved in the initiative. English faculty often teach courses for the Ph. D. in Comparative Studies program (in addition to welcoming students to our MA-level classes). English faculty have taught Feminist Theory, Postcolonial Theory, Cultural Theory, New Materialisms, History of the Book (team-taught with LLCL) (and possibly other courses) specifically for this interdisciplinary program. Graduate courses on Alfred Hitchcock and Spy Fiction and Film have counted for the Graduate Film Certificate out of the Communications Department. We have, in recent years, also explored partnerships with the College of Medicine (though this has yet to materialize). English's Creative Writing program is one of the departments in the School of the Arts (along with VAAH, Theater and Dance, and Music) and is collaborating with those departments on the Arts brochure and on School of the Arts matters. An English faculty member now directs Graduate Studies and is the Director of the Comparative Studies Ph. D. program and several others sit on its executive committee. Another English faculty member now directs the Center for Women, Gender, and Sexuality Studies (WGSS), and another is on their executive committee. Several other English faculty are WGSS affiliate faculty. English crosslists courses with WGSS whenever appropriate and the Chair of English has taught their core Feminist Theory and Praxis course twice when one or more of their core faculty have been on leave. As the above indicates, English collaborates with other departments and Colleges whenever it seems necessary for accomplishing important educational goals.

Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, "service courses," inter-professional education efforts, certificate programs

The English Department provides the vast majority of instruction in Category 1 of the Intellectual Foundations Program: Foundations of Written Communication, offering 130+ sections of ENC 1101, ENC 1102 and ENC 1939 (a special topics equivalent to 1102) and ENC 1930 (Honors College Writing) each semester. The English Department also provides a substantial amount of instruction in Category 6 of the IFP: Foundations of Humanities, offering 40+ sections of LIT 2010/30/40/70 each semester. In addition to fulfilling IFP requirements, these courses all fulfill Gordon Rule Writing requirements, enabling students to fulfill IFP and GW requirements needed for graduation. The vast majority of the lower-division SCH production detailed above comes from these IFP/service courses (as only approximately 50 seats per semester are devoted to lower-division non-IFP courses).

The English Department Writing Committee spearheaded the development of an interdisciplinary undergraduate certificate in Professional and Technical Writing, which became available beginning Fall 2014. The English Department provides a substantial number of courses for the certificate, including required courses ENC 3213 (Professional Writing) and ENG 4940 (English Internship), as well as a number of electives (ENC 4930: Writing for Social Media,

ENC 4354: Writing for Nonprofits, etc.). The table below indicates completed certificates. The Director of the program (Julia Mason) predicts 11 certificates to be completed in 2018, which, if inaccurate, shows a robust growth of the program in just 4 years.

year	term	c	yr tot
2015	Spring	2	2
	Summer	0	
	Fall	0	
2016	Spring	0	0
	Summer	0	
	Fall	0	
2017	Spring	2	6
	Summer	0	
	Fall	4	

Another interdisciplinary venture is the College Advanced Media Production (AMP) Lab, founded and shepherded into existence by English faculty Wendy Hinshaw, Lisa Swanstrom (since departed), and Barclay Barrios. The lab is a College space for cutting edge technology and teaching with technology (it contains a suite of up to date iMacs, laptops, a 3D printer, eye-tracking software, Adobe Photoshop, film editing software, and etc.) The room is used primarily for graduate instruction in digital composition, film editing, digital art production, and more. It also houses a variety of workshops on digital teaching and composition. It is overseen by a committee of faculty from throughout the College, over the past few years chaired by Prof. Hinshaw (and previously by Prof. Swanstrom). English hopes it becomes the site for instruction in Digital Humanities methods by new faculty member Prof. Carla Thomas and/or by other faculty or new hires with interest in these areas. It is also the home of classes in these areas by professors throughout the College.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

Student Diversity and Demographics

See below tables (Race/Ethnicity of English graduate and undergraduate students, F13-F17). The first table includes both gender and racial diversity. Subsequent tables reframe the data by percentage.

		Semester				
		Fall, 2013	Fall, 2014	Fall, 2015	Fall, 2016	Fall, 2017
		#	#	#	#	#
Ethnicity (2010 and beyond)	Gender					
Asian	Female	3	3	4	6	6
	Male	1	4	2	2	6
	Total	4	7	6	8	12
Black or African American	Gender					
	Female	37	39	41	34	40
	Male	11	8	11	17	16
	Total	48	47	52	51	56
Hispanic or Latino	Gender					
	Female	63	64	68	73	78
	Male	30	26	28	28	39
	Total	93	90	96	101	117
American Indian or Alaska Native	Gender					
	Female	.	.	.	.	1
	Total	.	.	.	.	1
Two or more races	Gender					
	Female	11	8	17	15	12
	Male	4	7	6	4	4
	Total	15	15	23	19	16
Nonresident alien	Gender					
	Female	.	2	4	2	5
	Male	.	.	.	2	3
	Total	.	2	4	4	8
White	Gender					
	Female	176	181	181	152	124
	Male	102	93	79	83	67
	Total	278	274	260	235	191
Race and ethnicity unknown	Gender					
	Female	2	.	3	.	.
	Male	.	2	1	.	1
	Total	2	2	4	.	1
Total	Gender					
	Female	292	297	318	282	266
	Male	148	140	127	136	136
	Total	440	437	445	418	402

Fall 2013	Total	440	100.00%
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Fall 2013	American Indian or Alaska Native		
Fall 2013	Asian	4	0.91%
Fall 2013	Black or African American	48	10.91%
Fall 2013	Hispanic or Latino	93	21.14%
Fall 2013	Nonresident alien		
Fall 2013	Race and ethnicity unknown	2	0.45%

Fall 2013	Two or more races	15	3.41%
Fall 2013	White	278	63.18%

Fall 2014	Total	437	100.00%
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Fall 2014	American Indian or Alaska Native		
Fall 2014	Asian	7	1.60%
Fall 2014	Black or African American	47	10.76%
Fall 2014	Hispanic or Latino	90	20.59%
Fall 2014	Nonresident alien	2	0.46%
Fall 2014	Race and ethnicity unknown	2	0.46%
Fall 2014	Two or more races	15	3.43%
Fall 2014	White	274	62.70%

Fall 2015	Total	445	100.00%
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Fall 2015	American Indian or Alaska Native		
Fall 2015	Asian	6	1.35%
Fall 2015	Black or African American	53	11.91%
Fall 2015	Hispanic or Latino	95	21.35%
Fall 2015	Nonresident alien	4	0.90%
Fall 2015	Race and ethnicity unknown	4	0.90%
Fall 2015	Two or more races	23	5.17%
Fall 2015	White	260	58.43%

Fall 2016	Total	418	100.00%
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Fall 2016	American Indian or Alaska Native		
Fall 2016	Asian	8	1.91%
Fall 2016	Black or African American	51	12.20%
Fall 2016	Hispanic or Latino	101	24.16%
Fall 2016	Nonresident alien	4	0.96%
Fall 2016	Race and ethnicity unknown		
Fall 2016	Two or more races	19	4.55%
Fall 2016	White	235	56.22%

Fall 2017	Total	402	100.00%
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Fall 2017	American Indian or Alaska Native	1	0.25%
Fall 2017	Asian	12	2.99%
Fall 2017	Black or African American	56	13.93%
Fall 2017	Hispanic or Latino	117	29.10%
Fall 2017	Nonresident alien	8	1.99%
Fall 2017	Race and ethnicity unknown	1	0.25%
Fall 2017	Two or more races	16	3.98%
Fall 2017	White	191	47.51%

It is worth noting that the percentage of Black or African-American English majors has increased by approximately 3% since 2013, while the percentage of Hispanic or Latino students has

increased by approximately 8%. Meanwhile the percentage of White English majors has decreased by approximately 13%. This is to say that English majors are becoming more diverse and our curriculum and faculty have responded to that diversity. Nevertheless, the 13+% of Black or African-American English majors lags behind the 19% of the overall student body that identifies by those categories, while the percentage of Hispanic/Latino English majors (29%) actually exceeds the 25% of the university as a whole.

As is the case with FAU as a whole, the vast majority of English majors are Florida residents. Nevertheless, in accordance with the university's efforts to recruit out-of-state and international students, the percentage of those students has increased marginally. In 2013, 95.7% of English majors were Florida residents. In 2017, only 93.5% of English majors were Florida residents.

Scholarships

From August 2012 – August 2018, 6 majors received athletic scholarships, 104 received an external scholarship, 86 an institutional scholarship, 285 a state scholarship.

The Department serves a significant percentage of first-generation college students and low-income students. In Fall 2012, 111 of 391 majors identified as first-generation college students (28%). In Fall 2017, the last year for which data is available, 69 of the 341 English majors identified as first-generation college students (20%). In Fall 2012, 108/391 were classified as low-income (28%). In Fall 2016, the last year for which data is available for this statistic, 111 of 357 majors were classified as low-income (31%).

In Fall 2017, 41.9% of Florida Atlantic University students had a Pell grant (Metric 7: Access Rate).

Scholarly Activity

Since the last program review, the Department has worked to increase research opportunities in lower-division courses and across the major. We introduced research as a requirement into ENC 1102, a required course for all FAU students (not just English majors), including information literacy. In 2015, the Department changed the course description for Introduction to Literary Studies (ENG 3822) to ensure that all majors receive exposure to scholarly research practices in the discipline early in their major coursework. In the period under review, the Department created opportunities for advanced research through Directed Independent Research courses (AML 4915/4916, ENL 4915/4916, ENC 4915/4916, LIT 4915/4916) and ran research-enriched sections of Introduction to Literary Studies supported by the Office of Undergraduate Research and Inquiry (OURI) in 2016 and 2017. We labeled one of the courses in our Honors sequence, Honors Research (ENG 4910), as Research Intensive.

Honors students present their research and creative theses to the Department at a public forum. They also have the opportunity to participate in FAU's Undergraduate Research Symposium. In the 2012-2013 academic year, 9 students completed honors in the major (141 total graduates). In 2013-2014, 11 students completed honors in the major (121 total graduates). In 2014-2015, 14 students completed honors (139 total graduates). In 2015-2016, 15 students completed honors

(143 total graduates). In 2016-7, 8 students completed honors (123 total graduates; no Honors Creative Writing course was offered that year). In 2017-2018, 14 students completed honors (110 total graduates). In the current academic year, 14 students are enrolled in Honors Seminar and we expect that with the Honors Creative Writing course in Spring 2019 we will see our highest number of students completing honors in the major.

In the period under review, 14 faculty members have participated with the “Distinction through Discovery” Program by applying for curriculum grants, attending OURI workshops, mentoring students in preparation for the Undergraduate Research Symposium, and/or serving as a judge or reviewer for the symposium or the journal. At the department level, faculty members mentor majors in our honors sequence as they develop research questions, conduct research and inquiry, apply for funding through OURI, and present their research.

In the period under review, six students have presented at the OURI symposium. In both 2016 and 2017, an English honors student won first place in the interdisciplinary category of “Music, Art, Literature, Theater, and Philosophy” at FAU’s annual Undergraduate Research Symposium. In 2017-2018, an English major published in FAU’s Undergraduate Research Journal.

From August 2012-August 2018, 99 students completed an English co-op or independent study, 145 students completed an English internship, and 2 students completed supervised research.

Advising procedures

Students interested in the major are advised to consult with Student Academic Services (SAS, College Advising). At the time of the last review, English had their own advisor assigned to the Department, in an office in the English departmental suite. Recent shifts in the College advising model have moved the advisor out of the departmental offices. This may have had some impact on the number of English majors as noted above. In addition to SAS advising, majors are assigned a faculty mentor to serve as a resource for opportunities within the major and with whom to discuss postgraduate study. As noted above, significant turnover in the English advisor position since 2013 and in 2018, and the loss of an advisor specifically dedicated to English majors and located in the English suite has also reduced our capacity to administer an exit survey to our majors and to receive consistent feedback over the course of the year from our majors.

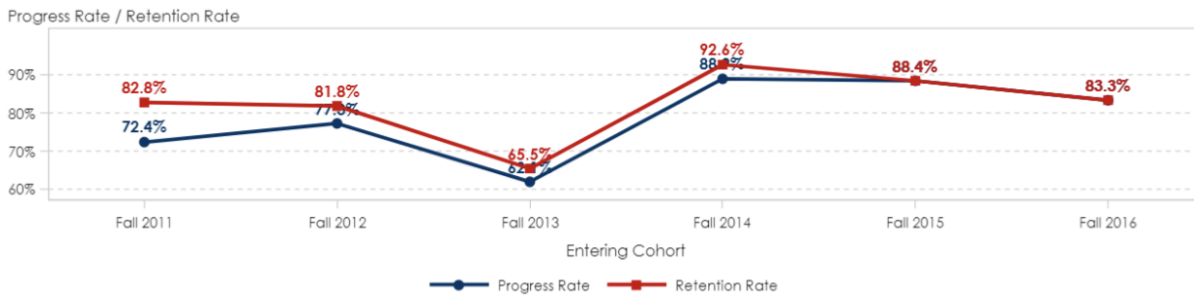
Retention rates (2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0--FL SUS Metric #5)

[“This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). The Board of Governors 2025 Strategic Plan contains the goal of a 90% Academic Progress Rate. The Academic Progress Rate differs from a standard retention rate in that it captures the percentage of those students who have maintained a grade point average of 2.0 or higher by the end of their first year and continue to their second Fall term. This progress serves

as a good early indicator of graduation within four- and six years.”] It is worth noting that a large number of FAU students are transfers, particularly from local state colleges (PBSC and BC). These students are not included in state metrics or the available data, leaving us with only a partial picture of our majors in this category.

Progress/Retention (Department)

Entering Cohort	Progress Rate	Retention Rate	N
Fall 2011	72.4%	82.8%	29
Fall 2012	77.3%	81.8%	22
Fall 2013	62.1%	65.5%	29
Fall 2014	88.9%	92.6%	27
Fall 2015	88.4%	88.4%	43
Fall 2016	83.3%	83.3%	30

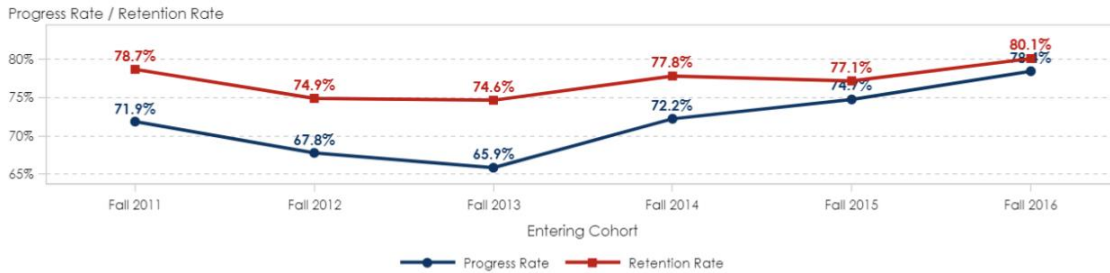


Progress/Retention (College):

1st Year College	Entering Cohort	n	Progress Rate	Retention Rate
D. F. Schmidt Col Arts Letters	Fall 2011	502	72.9%	79.5%
D. F. Schmidt Col Arts Letters	Fall 2012	395	68.6%	73.2%
D. F. Schmidt Col Arts Letters	Fall 2013	421	68.2%	75.1%
D. F. Schmidt Col Arts Letters	Fall 2014	380	73.7%	77.1%
D. F. Schmidt Col Arts Letters	Fall 2015	502	75.7%	78.3%
D. F. Schmidt Col Arts Letters	Fall 2016	408	81.4%	82.6%

Progress/Retention (University):

Entering Cohort	Progress Rate	Retention Rate	n
Fall 2011	71.9%	78.7%	3167
Fall 2012	67.8%	74.9%	3037
Fall 2013	65.9%	74.6%	3320
Fall 2014	72.2%	77.8%	2913
Fall 2015	74.7%	77.1%	3286
Fall 2016	78.4%	80.1%	3039



As the above series of tables and graphs indicates, English has consistently had stronger progress and retention rates than both the College and the University (excepting a dramatic and baffling downturn in 2013, which was even larger than those at the level of the broader institution). There is still some work to do to reach the stated 90% progress rate goal (though English was as high as 89% in 2015), but the Department, College, and University are all trending in the right direction.

Graduation rates (6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students - FL SUS Metric #4)

This metric, too, ignores transfer students, a significant portion of the FAU student population.

University 6th year graduation rates:

Entering Cohort	Grad Rate
Fall 2010	49.21%
Fall 2011	50.61%
Fall 2012	50.60%
Fall 2013	43.41%

College 6th year graduation rates:

Entering Cohort	Grad Rate
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Fall 2010	55.29%
Fall 2011	57.99%
Fall 2012	55.41%
Fall 2013	52.92%

Department of English 6th year graduation rates:

Entering Cohort	Grad Rate
Fall 2010	56.14%
Fall 2011	61.33%
Fall 2012	58.54%
Fall 2013	57.69%

Again, in this metric, English’s majors perform better than both College and University students as a whole in some cases substantially (+11% comparing Fall 2011 English majors with the university as a whole). More than anything, this speaks to the horizontal curriculum for English majors. There are very few impediments to students gaining access to the courses they wish to take and many choices for students to fulfill all of their requirements. We recently removed arbitrary distinctions between 3000 and 4000-level courses to further facilitate progress toward graduation.

Licensure rates (if applicable) – N/A

Placement rates/employment profile – (Source = Metric One – earning at least \$25,000 or enrolled in a graduate program one year post graduation)

For the period 2012-2013, 54% of graduates in our major were employed and earning at least \$25,000 and 17% were enrolled in a graduate program one year after graduation from FAU. (Source: Metric One). For 2013-4, 55% of graduates in our major were employed and earning at least \$25,000 and 8% were enrolled in a graduate program one year after graduation from FAU. For 2014-5, 57% of graduates in our major were employed and earning at least \$25,000 and 17% were enrolled in a graduate program one year after graduation from FAU. For 2015-6, 45% of graduates in our major were employed and earning at least \$25,000 and 16% were enrolled in a graduate program one year after graduation from FAU.

For the period under review, median salary has increased for English majors from \$32,480 in 2012-3 to \$38,384 in 2015-6, the last year for which this data is available. (Source: Metric Two)

Since 2014, English BA, MA and MFA students and alumni have been accepted into graduate programs such as Arizona State University, City College of New York, Columbia University, Emerson College, Florida State University, Harvard University, Howard University, Illinois State University, Long Island University, New York University, University of Connecticut, University of Florida, University of Florida School of Law, University of Miami, University of

Miami School of Law, University of Massachusetts Amherst, University of Missouri, University of New Mexico, University of Rochester, Seattle University School of Law, St. Thomas University School of Law. Our alumni have secured jobs as tenure-track faculty, and in fields such as education, nonprofit development, technical writing, curriculum editing and creation, freelance writing, photography, academic administration, and magazine publishing.

Student recruitment

The Chair of the English Department and the Director of Undergraduate Studies attend prospective student events and accepted students events hosted by the University and the College of Arts and Letters. Student members of the English Club may also attend these events. The Chair and the Director of Undergraduate Studies phone accepted students who have indicated an interest in majoring in English. In Spring 2018, the Undergraduate Committee gathered contact information from local high school English programs in order to determine opportunities for outreach. We are open to receiving ideas from the review committee about major recruitment. Some of the College and University events are College Connect Week (assists current students in establishing connection with their college and/or department), FAU Expo (a university-wide event held twice or thrice in FAU stadium, designed for students of all prospective majors. English maintained a table with literature and answered questions of prospective students). Open House (similar to the Expo, held at the bottom of the CU building, where all College departments have tables, literature, and Q and A sessions), Campus Day/Choose FAU (similar to the Open House, Arts and Letters typically staffs tables in the Performing Arts building. At Campus Day students and families explore student services and residence halls and meet faculty to learn more about their colleges/departments. The event encourages tuition deposits and enrollment). Variations on the titles and the exact disposition of these events occur each year, but basic formats are described above. The Chair and former English advisor also visited several local high schools (Dreyfoos School for the Arts, Grandview Preparatory School) to try to recruit high achieving students. With the loss of the English advisor, these efforts stalled, but have now been renewed under the auspices of the English Directory of Undergraduate Studies, Julieann Ulin.

C. Instruction: Graduate Programs

The Department of English has two graduate programs (formerly three), an MA in English (Literary Study and Composition/Rhetoric) and an MFA in Creative Writing. During the review period, English eliminated its MAT due to declining interest and enrollment. The founder of the program also retired during this period. The data below is split, for the most part, between the two programs. MAT data (a very small number of students) is included in the MA report. Some data about graduate student SCH and the like already appears in the above tables, but is separated out, in most cases, below for closer analysis.

English MA Program

Limited Access Programs

N/A

Admissions Criteria

The MA program requires the below items of its applicants. The materials are reviewed by our graduate committee, which votes to accept or deny candidates. 2017-18 marked the first year that we were able to advertise the program as “fully-funded” and thus all admitted students are now offered a GTA-ship of a minimum of \$9000, plus tuition waiver. Previously, we had admitted some students without funding. We have now begun to only accept students that we feel comfortable funding, though, of course, some students (particularly part-time students with full-time jobs) decline the funding.

10-20 page writing sample (critical essay)

3-4 page statement of purpose outlining preparation for graduate study and areas of interest.

2 letters of recommendation

Undergraduate transcripts (minimum 3.0 GPA)

GRE scores

Enrollment information

Since 2012, MA enrollment has decreased and is currently the lowest it has been in a decade. The reasons for this decrease vary but they include changes in the U.S. economy and an increase in competitive offerings from other SUS and peer institutions. The MA program is pursuing a variety of strategies. SCH data in the table refers to both programs (MA and MFA combined)

Year	MA Headcount	MAT Headcount*	SCH
Fall 2012	43	1	1294
Fall 2013	32	2	1105
Fall 2014	35	2	1022
Fall 2015	38	1	994
Fall 2016	31	1	971
Fall 2017	30	0	957

As the below table (used above in undergraduate data) indicates, a look at headcount by whole year (rather than just in Fall semesters) paints a slightly rosier picture, as a total of 39 students were in the MA program in 16-17, as opposed to the 31 cited as Fall 16 only. Nevertheless, the overall downward trend persists.

B 4 a Majors Enrolled By Level (Annual Headcount)
English (Program CIP: 230101)

	English			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	463	480	449	4,492	28,830
Masters/Specialist	43	43	39	377	4,788
Doctoral				51	990
Unclassified					3,158
Total	506	523	488	4,920	38,025

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Note on MAT: In Spring 2016, the department eliminated the Master of Arts in Teaching (MAT) program for the following reasons: the program has attracted a low number of students; the reasons for the inception of this program were no longer relevant; and many MAT students, despite warning to the contrary, believed that the degree granted them certification which it did not.

Average Class Size and Faculty/Student Ratio

The below data, for 17-18 only, was hand-counted by adding all enrollments for graduate classes and dividing by the number of classes. Faculty/student ration was determined by using the headcount enrollment number and dividing by the number of professors who teach in the M.A. program.

Average Class Size: 7.38

Faculty/Student Ratio: 1.25

Three-year data from IEA (table below) provides a slightly different number for faculty/student ratio and includes both MA and MFA programs.

	English			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	29.4	32.7	37.3	38.3	37.1
Graduate	1.0	1.1	1.2	1.6	4.5
Total	30.4	33.8	38.6	39.9	41.7

Curriculum (duration of program/comparison)

FAU MA Curriculum: Our program requires 24 credit hours of graduate course work plus six thesis or exam credits for a total of 30 credits. In the course of their graduate program, graduate students must complete two core courses: Principles and Problems of Literary Study (ENG 6009) which serves as an introduction to graduate study and disciplinary research and Literary Criticism I or II (ENG 5018, 5019). In addition to these required courses, students choose one of the following areas of concentration for their studies: American Literature, British Literature, Multicultural and World Literatures, Rhetoric and Composition, or Science Fiction and Fantasy. M.A. students must fulfill (or test out of) a language requirement (two semesters of intermediate level foreign language or a reading for research course) or enroll in History of the English Language (LIN 6107) to fulfill this requirement.

Peer Programs: Out of State and SUS

In comparison to our peer programs (out of state and SUS), 4 out of the 11 listed below share our MA total credit number of 30. The 6 others are close to 30, often mandating 33 or 36 credit hours, 3-6 more credit hours than our program. The majority of these schools offer concentrations within the degree (6 out of 11), similar to FAU. In terms of required courses, each academic institution has different stipulations; however, most specify some kind of historical requirement (for our British or American literature concentration, we stipulate that one British literature course must be pre-1800 or American literature course must be pre-1900 or one).

School	MA Credit Hours	Concentrations	Required Classes	Other requirements
Florida Atlantic University	30	American Literature, British Literature, Multicultural and World Literatures, Rhetoric and Composition, Science Fiction and Fantasy	2: Principles and Problems of Literary Study and Literary Criticism I or II	Foreign Language Requirement. Other requirements vary depending on the concentration. All concentrations allow 9 elective credit hours
George Mason University	30	Cultural Studies, Literature, Linguistics, Professional Writing/Rhetoric	*vary depending on concentration	
Georgia State University	36	Literary Studies, Creative Writing, Rhetoric and Composition	2: Bibliography and Research Methods and MA Proseminar	1 class in English language study ; 1 class in literary theory/critical methodology/cultural studies; 3

				classes in literature before circa 1800; 3 classes in literature after circa 1800
Indiana Univ-Purdue Univ – Indianapolis	36 or 40		2 out of 3: Introduction to the English Language; Introduction to Writing and Literacy Studies; Introduction to Methods of Criticism and Research	
Old Dominion University	30	Literature, Professional Writing, Rhetoric and Composition	2: Seminar in Textual Studies, Seminar in Literary Studies	18 credits of “controlled electives”; 9 credits of electives
Portland State University	45		Problems and Methods of Literary Study	English 507; One course in pre-1800 British or American literature; One course in literature or rhetoric before 1900; One critical theory course; a University Foreign Language Requirement
University of Akron, Main Campus	33 or 36		Chaucer; Shakespearean Drama; Literary Criticism; History of the English Language	At least one course in four of the following five categories:: British up to 1660; British 1660-1900; British 1900-present; American up to 1865; American 1865-present
University of Louisville	30	Literary studies, creative writing, rhetoric and	2: Introduction to English Studies and a Theory requirement	3 courses before 1700, 3 courses from 1700-1900, 3 courses after

		composition, and professional writing		1900, and 5 electives
University of Memphis	33	Composition Studies; ESL; Linguistics; Literature; Professional Writing		All students must complete a four-hour comprehensive written examination. Literature students are required to take Literary Research and one literature course from before 1800; one literature course from after 1800, and at least one Literary Theory class
University of Nevada - Las Vegas	31 or 33	Language, Literature, Writing, and Public Engagement		1 course in Poetry, Fiction, Drama, Linguistics, Nonfiction/Intellectual Prose, Rhetoric, Literary Criticism, American Literature, British Literature before 1800, and British Literature after 1800. Students take 2 courses in a particular field of interest, determined in consultation with his or her MA committee chair.
University of Texas-Arlington	30 or 36		1: Theory and Practice in English Studies	
Florida State University	33	Literature, Media, and Culture and Rhetoric and Composition	Issues in Literary and Cultural Studies; One course pre-1660; One	3 classes in an Area of Concentration

			additional course pre-1800; One additional course 1660-1900	
University of Florida	*NO MA Program			

Descriptions of Internships

The MA Graduate Internship Program allows students the opportunity to gain hands-on experience using their English skills in a wide variety of settings. The organizations and agencies we partner with include Sandow Media (NewBeauty, Luxe Interiors and Design), Sun Sentinel, HCI Publishing, The Boca Museum of Art, and Shamin Abas Public Relations. Interested students can get workforce experience during the summer in fields such as writing, editing, publishing, law, public relations and the non-profit sector. Although most internships are non-paying, some do provide a small stipend. Internships do not count toward the graduate degree; students however, gain invaluable on-the-job experience and training. Perhaps because the internship does not count as part of the degree, relatively few students have participated (2-3), but English is hoping to grow this program.

Pedagogy/Pedagogical Innovations

Our faculty take innovative pedagogical approaches in their graduate classes including service learning, hands-on methodological training in print culture studies and archival work, and Book Arts. Three examples of these courses include RJ Boutelle’s Early African American Print Culture course, Wendy Hinshaw’s Writing in Other Places/Rhetorics of Incarceration course, and Kate Schmitt’s Book Arts course. *Early African American Print and Culture* examines print culture studies and how nineteenth-century African Americanists expanded, critiqued, and revised some of the central questions of that field. The course explores the archival methodologies and conceptual concerns of print cultural approaches to early African American literature, a field that continues to experience an “archival turn.” It involves hands-on methodological training in print culture studies and archival work. *Writing in Other Places/Rhetorics of Incarceration* analyzes how all writing is shaped by its physical, institutional and cultural locations, and explores the potential for writers to intervene in the places and spaces that shape us in order to effect social change. The course focuses particularly on writing by incarcerated women, and analyzes how prisoners write within and across social and institutional barriers. The course includes exchanging writing regularly with a group of incarcerated writers at the Homestead Corrections Facility, through the help of a local prison writing organization Exchange for Change. Lastly, *Book Arts*, open to MA and MFA students, combines the traditional creative writing workshop with the practical and theoretical elements of Book Arts, examining the development of Book Arts as an accepted genre within the art world, and the use

of text and art that complement one another and are, in effect, inextricable from one another in the final product. Students complete focused writing assignments that consider the possibilities of the Book Arts context and may be used in their projects.

Scope of Institutional Contributions

Cross Listed Courses: English MA classes are routinely cross listed with Women, Gender and Sexuality Studies, Department of Languages, Linguistics, and Comparative Literature (LLCL), and our Comparative Studies PhD program.

Student Profile (diversity, demographics, scholarships, assistantships)

Data for diversity and headcount for the MA are below. Scholarship data is deferred until the end of the “Instruction: Graduate” section and combines MA and MFA data.

Gender

MA

Year	Men	Women	X* category added 2017
Fall 2012	15	28	
Fall 2013	12	24	
Fall 2014	9	26	
Fall 2015	14	27	
Fall 2016	13	22	
Fall 2017	11	19	0

MAT

Year	Men	Women	X* category added 2017
Fall 2012	0	1	
Fall 2013	0	1	
Fall 2014	1	0	
Fall 2015	1	0	
Fall 2016	1	0	
Fall 2017	0	0	0

Race/Ethnicity

Our MA program has, for the most part, maintained our diversity since 2012 with an average of 45% of students who identify as White. The next largest number is an average of 23% of students who identify as Hispanic or Latino followed by Black/African American, Asian, Multiracial, Unknown, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander.

	% of American Indian or Alaska Native	% of Asian	% of Black or African American	% of Hispanic or Latino	% of Native Hawaiian or Pacific Islander	% of Non resident alien	% of Race/Ethnicity Unknown	% of Two or more races	% of White
Fall 2012	.17	4.33	17.73	22.31	.12	2.09	.83	2.42	50
Fall 2013	.15	4.27	18.01	23.17	.14	2.18	1.23	2.75	48.11
Fall 2014	.18	4.33	18.70	23.91	.12	2.47	.85	3.06	46.38
Fall 2015	.19	4.23	18.88	24.23	.13	3.16	.91	3.46	44.77
Fall 2016	.20	4.34	19.13	24.92	.11	3.58	.58	3.53	43.61
Fall 2017	.17	4.49	19.11	25.52	.10	3.75	.71	3.51	42.63

The table below indicates raw numbers of students by both gender and ethnicity in the MA program over the most recently reported three-year period.

			14-15	15-16	16-17
Graduate	American Indian/Alaskan Native	Female			
		Male			
		Total			
	Asian or Pacific Islander	Female	1	2	2
		Male			
		Total	1	2	2
	Black (Not of Hispanic Origin)	Female	5	5	3
		Male			
		Total	5	5	3
	Hispanic	Female	4	4	1
		Male	1	2	3
		Total	5	6	4
	White (Not of Hispanic Origin)	Female	21	17	19
		Male	10	12	9
		Total	31	29	28
	Non-Resident Alien	Female	1	1	1
		Male			1
		Total	1	1	2
	Not Reported	Female			
		Male			
		Total			
Total	Female	32	29	26	
	Male	11	14	13	
	Total	43	43	39	

Advising Procedures

Students consult with our graduate advisor to obtain information about course offerings and which concentrations they satisfy in addition to any questions they have about semester offerings. Course Descriptions are also solicited and posted every semester in order to aid in the advising process. Students consult the advisor to fill out a Plan of Study form with the Graduate College (this must be completed after 15 hours of coursework).

Other than matters of course selection, the advisor might include stipulations about a student's completing prerequisite work before beginning work for the degree. The advisor also keeps students abreast of graduation deadlines and general information for MA students.

Placement Rates/Employment Profile (based on responses to surveys and inquiries)

2012-2013: Of the fourteen respondents, 2 have gone on to doctoral study, one to the University of Buffalo and one to FAU's Comparative Studies Ph. D. program. Three of the respondents are adjuncts: 2 at Broward College and one at Embry Riddle University. Another is a High School teacher in Juno Beach, FL. One is a tutor at a KUMON learning center. One is a technical writer for a software company and one teaches for FAU's LLS program in Jupiter.

2013-2014: Of the fourteen respondents, several have gone on to doctoral study, one to the University of Rochester, another to the University of South Florida, and two others to FAU's Comparative Studies Ph. D. program. Two of the respondents are full-time lecturers in FAU's Department of English. Another is a curriculum editor at The Learning Experience, and teaches courses at PBSC. Three others teach at PBSC, BC, and Middlesex Community College, Connecticut. Ten of the fourteen respondents, then—71%—have achieved a career in teaching or a profession of choice, or have gone on to further education.

2014-2015: Of the 9 respondents, one has gone on to doctoral study. One respondent is an adjunct at the University of Tampa, one is an instructor at FAU and one continues to teach and advise at Broward College. 4 out of the 9 respondents have achieved a career in teaching or profession of their choice, or have gone on to further education.

2015-2016: Of the 13 respondents, 4 have been accepted into Ph. D. programs and 3 have gone onto doctoral study (2 plan on applying to doctoral programs in the future). 6 are teaching as adjuncts or are teaching at high schools. 1 is working as a librarian. 10 out of 13 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

2016-2017: Of the 9 respondents (out of 11 students), 2 were accepted into PhD programs; 1 has gone onto doctoral study while the other has deferred for a year (2 plan on applying to doctoral programs in the future). 4 are teaching as adjuncts or are teaching at High Schools. 1 is working as a copywriter for an ad agency. 5 out of 9 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

2017-2018: Of the 8 respondents (out of 12 students), 2 have been accepted into Ph. D. programs; 1 has gone onto doctoral study while the other has deferred for a year. 4 are teaching as adjuncts or are teaching at High Schools. 1 is a full-time employee at FAU. 5 out of 8 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

Retention Rates

Awaiting this data.

Graduation Rates

Awaiting this data.

Below is a table reflecting degrees produced in the MA program in the last 3 years.

MA in English 14-15 15-16 17-18

Masters	Degrees awarded with a:			
	Single major	7.0	13.0	10.0
	Double or triple major			
	All	7.0	13.0	10.0

Student Recruitment

In an effort to increase MA applications and enrollment, the department has implemented several strategies. We offer workshops for FAU undergraduates about our graduate program (informational as well as tips on applying for graduate school). Graduate students work with undergraduate students in various organizations such as Sigma Tau Delta where they learn a bit about the graduate program. Some graduate students also train undergraduates in our Literary Publishing and Editing class—this interaction serves to introduce students to the graduate program as well. We have targeted potential students via the GRE list (i.e. purchased email addresses of students who have recently taken the exam and indicated an interest in English MA programs).

Our program has recently been given funds from the college for minority recruitment. To this end, we have been or will be visiting local schools (Bethune-Cookman University, Florida A&M University) to recruit students of color.

We have also been recruiting students directly from our relatively new undergraduate Honors Program in literary study with some success (two of last year's Honors students have elected to matriculate in the M. A. program). Faculty have been encouraged to identify high-achieving undergraduates and to recruit them individually, with some success.

In addition, the department is considering the initiation of a 4+1 program, in which students can complete a BA and an MA in English, through careful planning and overlapping coursework, in a 5 year period. The department hopes to recruit high-achieving students early in their undergraduate career in this fashion, if feasible.

MFA in Creative Writing

Limited Access Programs

N/A

Admissions criteria

Our admissions criteria allow students to apply to the program for one of three concentrations: poetry, fiction, or creative nonfiction. Each application is read by at least two faculty members who have published work in that area. Applications are assessed based on the writing sample, statement of intent, college transcript, and letters of recommendation, as detailed below.

Applicants whose work does not meet our standards are rejected. Applicants whose work demonstrates originality, polish, and innovation are placed in a pool of accepted students who are then ranked by the committee so that we can make funding decisions. While all accepted applicants receive full funding (tuition waiver, stipend, and GTA position), our top-ranked applicants are offered enhanced funding such as the Lawrence Sanders fellowship.

Applications must include:

1. Writing Sample

Fiction: 20 to 25 double spaced pages of literary fiction (this can be one story or several)

Creative Non-Fiction: 20 to 25 double spaced pages of literary creative non-fiction (this can be one piece or several)

Poetry: 15 to 20 pages of poetry

2. A Brief Statement of Intent

The Statement of Intent discusses the following two things: First, what fuels the student's desire to earn an MFA degree? Second, the student should place their writing within a literary tradition, describing their experiences as both a reader of literature and a writer (specific to the genre in which they are applying). Applicants should consider these questions simply as a guideline; the statement of intent should be composed creatively and in whatever way that best captures the interests and influences of the individual writer.

3. Two letters of recommendation

Students include a required letter of recommendation form along with their letters of recommendation

4. Undergraduate transcripts (minimum 3.0 GPA)

The GRE is no longer required for admission.

Enrollment Information (headcount and SCH production)

MFA Headcount

- Fall 2012: 29
- Fall 2013: 30

- Fall 2014: 28
- Fall 2015: 32
- Fall 2016: 29
- Fall 2017: 31
- Fall 2018: 33

SCH data (as mentioned above, this data refers to combined MA and MFA program data).

Year	SCH
Fall 2012	1294
Fall 2013	1105
Fall 2014	1022
Fall 2015	994
Fall 2016	971
Fall 2017	957

Average class size and faculty/student ratio

The data below, for 17-18 only, was determined, for class-size, by counting numbers of students per class and dividing by the number of classes and, for faculty/student ration, by dividing the number of students in the MFA program by the number of faculty who teach in that program.

Class size average: 11
 Faculty/student ratio: 7.1

Three year IEA data for faculty student ratio (as mentioned above) includes both the MA and the MFA program and counts all full-time faculty (whether tenure-earning or not) and thus skews the data downward.

IEA data for Faculty/Student ratio

	14-15	15-16	16-17	College 16-17	University 16-17
Graduate	1.0	1.1	1.2	1.6	4.5

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The MFA is a three-year, 48-credit program. In addition to the required course Principles and Problems of Literary Study, students take 21 credit hours of workshop (fiction, poetry, nonfiction, translation, and other special topics courses), 18 credits of literature/theory courses,

and 6 credit hours of thesis work, completing their thesis in fiction (novel or short stories), creative nonfiction (memoir or essays), or poetry.

When compared to our aspirational peers, FAU's requirement of 48 credit hours is standard among schools that offer a creative writing MFA: George Mason University, University of Akron, University of Memphis, Virginia Commonwealth University, Portland State University. Like FAU's MFA, the degree requirements for all of these programs are divided between literature courses and creative writing workshops. A few programs allow up to 18 hours of "electives," which allows them to broaden their course offerings beyond the English department.

Old Dominion University and University of Nevada, Las Vegas both require 54 credit hours for the degree.

The following aspirational peers do not offer the MFA:

- University of Louisville (offers MA with creative writing concentration)
- University of Texas at Arlington
- University of Toledo
- University of Wisconsin-Milwaukee (offers both MA and PhD with concentrations in creative writing),

FAU is one of six SUS institutions offering the creative writing MFA. (The others are University of Florida, Florida State University, Florida International University, University of Central Florida, and University of South Florida.) Florida State also offers the PhD with a concentration in creative writing.

Description of internships, practicum, study abroad, field experiences

In 2016, the MFA began offering students the opportunity to do an internship for three hours of course credit. (The credits are applied to the literature/theory requirement.) The internship must be related in some way to the student's course of study or future employment plans (such as editing/writing work, nonprofit/arts administration, and educational outreach). Students have interned for FAU's Theatre Lab, the American Literary Translators Association, Tethered by Letters (editorial services), the Palm Beach Poetry Festival, and others.

Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)

One of the MFA's most significant innovations in the last few years is the introduction of a publishing and editing course in conjunction with a brand-new national literary journal, *Swamp Ape Review* (SAR). Housing a literary journal is considered a program hallmark by the Association of Writers and Writing Programs (AWP), and in its short existence, SAR has already been a key factor for number of our students when decided to attend FAU.

In addition to providing students with a comprehensive history of literary publication in the United States, this course provides students with important, hands-on experience in the editorial and production processes of a literary journal—making editorial selections, soliciting work,

marketing, and event planning. Besides working on SAR, the graduate students in the course work with their undergraduate counterparts to help the latter produce *Coastlines*, FAU's undergraduate literary journal.

The MFA program also offers an innovative course in Book Arts (described at length above in the MA section on curriculum) and offers Teaching Creative Writing, a course designed to prepare graduate students to teach in their chosen field. Students who complete the course gain opportunities to TA for CRW 3010 and to teach Community Writing Workshops

Scope of institutional contributions, such as cross-listed courses, "service courses", inter-professional education efforts, certificate programs

Another innovation in the last few years has been the creation, with the department of Languages, Linguistics, and Comparative Literature, of the Graduate Certificate in Literary Translation (mentioned briefly above). The certificate consists of fifteen credits: five courses plus a capstone project: three literature courses and two translation workshops. The certificate offers students an opportunity to study and practice literary translation in more depth during the course of their studies. Literary translation is an increasingly in-demand vocation in the rapidly globalizing world. This certificate gives students tangible training in the field and acknowledgment of that training. Through directed coursework in the history and practice of translation, as well as through a capstone translation project, students gain knowledge and competency beyond that of their cohort who simply take a class or two in the field. Students typically work from Spanish, French, Italian, German or Hebrew into English or the reverse. However, students are welcome to work in a wide variety of other languages. The certificate is not a certificate in simultaneous interpretation, technical translation or any other type of non-literary translation.

In the first year of its existence, we have already granted a translation certificate to MFA student Trina Sutton, who translated several short stories of the Brazilian writer Lygia Fagundes Telles into English. While she is an important and well-known writer in Brazil, Telles has not been translated into English previously, and Ms. Sutton is hoping to find a publisher for these stories. Several more current students are exploring the possibility of adding the certificate to their studies. As with *Swamp Ape Review*, this addition to the program's offerings has played a role in the decision of several new students to attend FAU.

In the last several years, the MFA has also expanded its offerings to the community with our community creative writing workshops. We now offer these once-a-week, not-for-credit classes three times a year. These courses strengthen our ties with the local community and have increased attendance at our literary reading series. In addition, they provide important teaching experience for our MFA students and help fund enhancements to student assistantships as well as expenses related to *Swamp Ape Review*. Finally, as part of our commitment to offering a variety of writing opportunities for the community as well as teaching opportunities for our students, we have run a one-week creative writing summer camp for high-school students for the last two years. Called "Sci-Fi Collab Lab," this program offers intensive instruction in both the craft and the history of science-fiction and fantasy writing. The students work together for the week to create a magazine of short stories. They design the cover and the magazine is printed out and

given to them as a keepsake of their week.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

The following data reflects the diversity of our student body and other key profile factors:

Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	0	1 (3.33%)	1 (3.57%)	1 (3.13%)	0	0
Black or African-American	1 (3.45%)	2 (6.67%)	1 (3.57%)	0	0	1 (3.33%)
Hispanic or Latinx	4 (13.79%)	3 (10%)	2 (7.14%)	2 (6.26%)	0	3 (10%)
Nonresident alien	0	0	0	0	2 (6.9%)	3 (10%)
Two or more races	1 (3.33%)	1 (3.33%)	1 (3.57%)	1 (3.57%)	1 (3.45%)	1 (3.33%)
White	24 (82.76%)	23 (76.67%)	23 (82.14%)	28 (82.14%)	26 (89.66%)	22 (73.33%)
Total (100%)	29	30	28	32	29	30

Gender breakdown, by year:

- 2012: 22F 7M
- 2013: 19F 12M
- 2014: 18F 10M
- 2015: 17F 15M
- 2016: 17F 12M
- 2017: 19F 12M

Three-year IEA data for both gender and ethnicity in the MFA in Creative Writing is presented in the below table. It does not include 17-18 (Fall 17 included above), which represents the program's most diverse MFA student body yet.

Graduate			14-15	15-16	16-17	College 16-17	University 16-17
American Indian/Alaskan Native	Female					1	16
	Male						9
	Total					1	25
Asian or Pacific Islander	Female	1	1	1	8	163	
	Male	1	1		3	123	
	Total	2	2	1	11	286	
Black (Not of Hispanic Origin)	Female				22	712	
	Male				25	308	
	Total				47	1,020	
Hispanic	Female	1	1	1	46	617	
	Male	2	1	2	25	394	
	Total	3	2	3	71	1,011	
White (Not of Hispanic Origin)	Female	16	15	15	150	1,690	
	Male	10	14	12	107	1,187	
	Total	26	29	27	257	2,877	
Non-Resident Alien	Female	1		1	24	243	
	Male			1	16	313	
	Total	1		2	40	556	
Not Reported	Female				1	2	
	Male					1	
	Total				1	3	
Total	Female	19	17	18	252	3,443	
	Male	13	16	15	176	2,335	
	Total	32	33	33	428	5,778	

Advising procedures

In addition to sharing an in-house advisor with the MA students (see above), MFA students can find a wide range of important and helpful information about required procedures and paperwork for their degrees on our department website, as follows.

The website includes information on graduation deadlines, thesis formatting, plans of study, applications for degree, academic calendars, graduation deadlines, and graduation deadlines.

Licensure rates (if applicable)

N/A

Placement rates/employment profile

While employment teaching creative writing at the university/collegiate level is probably more difficult to find than ever before, our program's recent efforts to provide both opportunity (in the form of more teaching and internships) and experience (in the form of professionalization in and out of the classroom) have given our graduates valuable tools when they hit the job market. For several of our annual assessments, we have followed up with recent MFA alumni (three years post-graduation) to determine whether they have found employment in the field or are pursuing further graduate education. We consider employment in the field to be teaching (post-secondary/collegiate), publishing or editorial work, or arts administration. The following reports summarize that data. We were especially pleased to note that the last time we surveyed recent graduates, the numbers of alumni working in the field had increased, and we were able to make a connection between that increase and our increase in teaching opportunities for MFA students—particularly the community workshops.

2013-2014: A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 of the 7 graduates are working at FAU (one as an instructor and one at the UCEW) and one is writing grants at PBSC. This exceeds our goal of 30%.

2015-2016: A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school. This exceeds our goal of 30%.

2016-2017: A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school. This exceeds our goal of 30%. Of the 7 graduates above, 6 had the opportunity to teach one or more community workshops during their time in the MFA program. The jump from 50% (in the previous year's assessment) to 80% employment in the field is a strong indicator that the expansion of the community workshops has helped graduates as we'd hoped.

Retention rates

Waiting for the data

Graduation Rates

Waiting for the data

Below is a table indicating degrees produced in the MFA over the past three years:

Creative Writing		14-15	15-16	16-17
Masters	Degrees awarded with a:			
	Single major	9.0	9.0	6.0
	Double or triple major			
	All	9.0	9.0	6.0

Student recruitment

Every year the Graduate College holds several recruitment events, all of which are attended regularly by the Director of Creative Writing (DCW) and the Director of Graduate Study (DGS), sometimes with graduate students in tow (for the annual Graduate Open House). Through the Graduate College’s recruitment grant program, each program has received an average of \$1500 each year toward our recruitment efforts. The MFA program has used this money for advertising in *Poets & Writers* magazine and for redesigning the website. The MFA program has also produced a brief video as part of AWP’s “Campus Visit” series.

The Graduate College also provides Presidential and Provost scholarships for recruitment. Every year the MFA program has received at least one Provost fellowship and have been able to give it to a promising incoming student, providing them with an extra \$1500 their first year in the program. The MFA program has also received Presidential fellowships in the past. These offer an extra \$5000 for the student’s first two years in the program.

Between the Lawrence Sanders fund and our community workshop fund, the program is also able to enhance the stipends of three or four incoming students each year. The Sanders fellowships allows the program to increase student stipends to 12K for their first year in the program and 15K for the second and third years. The community workshop fund allows us to increase a student’s stipend to 12K for all three years of the program.

These additional funding and recruitment opportunities has led to the program to maintain (and even increase) program enrollment while other programs in the department (BA and MA) have had declining numbers in recent years.

Information about scholarships and assistantships for graduate students in both programs

Basic support for graduate students in both programs is a \$9000 stipend, plus tuition waiver, for teaching a 2:2 load. Some students split their load, tutoring at the University Center for Excellence in Writing. Other students are assigned as assistant to the Director of Writing Programs, as editor of *Swamp Ape Review*, as Assistants in large sections of CRW 3010: Creative Writing, and elsewhere. These other assignments are typically combined with a 1:1 teaching load.

Totals of students receiving departmental support (both programs):

- 2012 - 44 students
- 2013 - 39 students
- 2014 - 49 students
- 2015 - 49 students
- 2016 - 45 students
- 2017 - 38 students
- 2018 - 44 students

Students who win awards or scholarships are typically awarded the scholarship on top of a standard Assistantship. Thus the winner of a \$5000 Presidential Award (below) typically receives \$14,000 for the academic year, combining a standard GTA-ship with their scholarship.

Awards/scholarships/enhancements beyond the standard funding are indicated below.

	<u>ACADEMIC YEARS</u>							<u>CUM. TOTALS</u>
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
11 - AWARDS/SCHOLARSHIPS/ENHANCEMENTS								
Lawrence Sanders Fellowship								
total # awardees	2	2	2	2	2	3	2	15
total amt. awarded	\$6,000	\$6,000	12,000	\$6,000	\$6,000	\$9,000	\$6,000	\$51,000
Swann Memorial Scholarship								
total # awardees	1	award	3	3	3	3	3	16
total amt. awarded	\$500	not given	\$1,500	\$1,500	\$1,500	\$900	\$1,050	\$6,950
Angela Griffin Award								
total # awardees	award	award	1	1	1	3	5	11
total amt. awarded	not avail.	not avail.	\$1,500	\$1,500	\$1,500	\$3,000	\$4,000	\$11,500
Presidential Award								
total # awardees	3	4	3	1	1	1	1	14
total amt. awarded	\$15,000	\$20,000	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$70,000
Provost Award								
total # awardees	1	not given	2	2	1	4	5	15
total amt. awarded	\$3,000		\$5,000	\$5,000	\$2,500	\$10,000	\$12,500	\$38,000
Diversity Fellowship Award								
total # awardees		not avail.	not avail.	not avail.	not avail.	not avail.	1	1
total amt. awarded							\$3,000	\$3,000
Deans Award								
total # awardees	not avail.	not avail.	not avail.	1	2	1	not given	4
total amt. awarded				\$1,000	\$2,000	\$1,000		\$4,000

Grad. College Enhance. MA/MFA Award								
total # awardees	12	6	16	6	4	6	3	53
total amt. awarded	\$36,000	\$18,000	\$48,000	\$18,000	\$12,000	\$18,000	\$9,000	\$159,000
MFA Comm. Workshop Enhancement Award								
total # awardees	not avail.	not avail.	not avail.	not avail.	1	1	1	3
total amt. awarded					\$3,000	\$3,000	\$3,000	\$9,000
Hollingsworth Scholarship								
total # awardees	1	1	1	1	1	1	1	7
total amt. awarded	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$3,500
Grad. College Income-based Need Award								
total # awardees	not avail.	not avail.	not avail.	not avail.	not avail.	not avail.	3	
total amt. awarded							\$7,500	
	TOTAL 20	TOTAL 13	TOTAL 28	TOTAL 17	TOTAL 16	TOTAL 23	TOTAL 25	CUM. 142
	AWARDEES	AWARDEES	AWARDEES	AWARDEES	AWARDEES	AWARDEES	AWARDEES	AWARDEES
	TOTAL AMT.	TOTAL AMT.	TOTAL AMT.	TOTAL AMT.	TOTAL AMT.	TOTAL AMT.	TOTAL AMT.	CUM. AMT.
	\$61,000	\$44,500	\$77,500	\$38,500	\$34,000	\$50,400	\$51,550	\$357,450

C. Instruction: Faculty

Administrative Structure

The Department of English is housed within the Dorothy F. Schmidt College of Arts and Letters along with Music, History, Theater and Dance, Philosophy, Visual Art and Art History, Sociology, Communication and Multimedia Studies, Political Science and Languages, Linguistics and Comparative Literature.

There is a Department Chair, an Associate Chair, a Director of Undergraduate Programs, a Director of Graduate Programs, a Director of Writing Programs, and Director of Creative Writing. Advising takes place within Student Academic Services (SAS) and, as noted above, is not housed in the department.

The Chair oversees all of the below and any other departmental matters overlooked in the below.

The Associate Chair (currently Emily Stockard) creates the English schedule, especially, but not limited to, all tenure-line faculty and upper-division and graduate courses. In English's case this involves a full schedule on 2 campuses (Boca and Davie) and a smaller schedule in Jupiter, as well as coordinating much movement between campuses, as 12 faculty members with Boca assignments teach once every 2-3 semesters in Davie, and Davie faculty teach graduate courses (and occasionally undergraduate ones) in Boca. The AC also oversees the Instructor assignments, and lower division courses and coordinates with the Director of Writing Programs to schedule lower level WAC courses principally assigned to GTA's. The Associate Chair also serves as an officer in the department, typically serves on the Evaluation Committee, and acts as Chair whenever the Chair foolishly takes annual leave or is sick.

The Director of Graduate Studies (currently Sika Dagbovie-Mullins) serves as the chair of the Graduate Committee and has primary responsibility for the Department's MA program. During each Fall semester, the DGS (in conjunction with the Graduate Committee) conducts program assessment for these degree programs and (again in conjunction with the Committee) formulates revised assessment standards. In Fall and Spring semesters, the Graduate Committee under the DGS's direction evaluates prospective students' applications and comes to decisions regarding their admission to the programs; similarly, the DGS in consultation with the Graduate Committee ranks incoming students as to their suitability for GTAships. The DGS is the Department's primary liaison with the Graduate College, and is responsible for interpreting Graduate College directives. The DGS has final responsibility for graduate student advisement (though the Graduate Advisor does much of the ground-level work) and for the interpretation of requirements towards the degrees. The DGS represents the Department's graduate programs—including the MFA—on the College Graduate Studies Committee, which meets monthly. Most recently, the DGS has served *ex officio* as a member of the Comparative Studies PhD Executive Committee, whose responsibilities include evaluating applications (Spring semester only) to the PhD program, in which the English Department is considerably invested. There are approximately 40 MA students in the program for which the DGS holds primary responsibility. She also represents the interests of the MFA program and its 30+ students with the College GPC. The DGS (along with the DCW) arranges workshops, trainings, and information sessions for graduate students throughout the year, including a Fall Orientation. The DGS also oversees the solicitation of nominees for the Howard Pearce Outstanding Thesis Award, and the deliberation over the recipient of that award.

The DGS also has a Program Assistant: (currently Mary Sheffield-Gentry). The Program Assistant has a half-time administrative assignment. She also receives a \$2400 summer stipend to advise MA and MFA students in the summer. She serves the MA and MFA programs (and so, both the DGS and the Creative Writing Director). As well as advising current and prospective students, she coordinates with the Graduate College, maintains communication with alumni, edits the MFA blog, maintains the MFA Web site, works with both the DGS and Creative Writing Director on recruitment, helps coordinate English Department reading events, assists with the Graduate Internship program, and completes myriad other necessary tasks as such that assist the graduate students in their progress toward their degrees. She also serves the 10-20 requests each year for placement in graduate courses from non-English graduate students (usually in Education, but not exclusively).

Director of Undergraduate Studies (currently Julieann Ulin). The Director of Undergraduate Studies serves as chair of the Undergraduate Committee and holds primary responsibility for the curriculum in the major. In so doing, she serves our 400+ majors and a large number of English Education majors (whose requirements differ from our own, but whom we still must provide regular coursework for.). She performs and coordinates the assessment of the major program (creative writing, literary study, and gateway courses in rotating fashion). She also serves as *ex officio* member of the STECC committee, coordinating the undergraduate English major with the Secondary Education/English concentration in the College of Education. She administrates the undergraduate Honors program, including the recruitment and review of applicants and decisions on their provenance. She reviews courses transferred in from Study Abroad for course equivalencies and is responsible for the interpretation of course requirements, in consultation

with the English advisor. The UGS represents the department on the College Undergraduate Studies committee, which meets monthly. She is also responsible for the production of the English department newsletter, in consultation with the Chair and the Undergraduate advisor. She solicits faculty recommendations for Outstanding English Senior Award, designs and schedules 4 workshops and seminars for majors and honors students (Applying to Graduate School, Meet the Press, Internship Opportunities for English Majors, What Can I Do With an English Major?, Honors Ceremony and Research Presentations), and certifies to the Honors program that English Honors candidates have met all requirements to receive honors on their transcripts. She oversees the administration of the English exit survey.

Director of Writing Programs (currently Wendy Hinshaw): The Director of Writing Programs (DWP) is responsible for the management and development of the English department's Gordon Rule/WAC courses. She chairs the Writing Committee, which also is the primary organ for observation of and evaluation of Instructors in the program. The DWP plays a primary role in hiring, firing, training, and evaluating all teachers in the program, including instructors, GTAs, and adjuncts. The DWP schedules all GTA's and plays a significant role in scheduling other teachers in the program (in coordination with the AC). She handles enrollment management for all writing program courses, conducts orientations for fall and spring semesters, manages a \$20,000 support budget and a variable technology budget, supervises the English department's computer classrooms, develops existing and new courses as needed, including online courses, produces orientation materials, and works with advising to determine course equivalencies for transfer students. The DWP also plays a primary role in the handling of all cases of plagiarism in the program, chairs the Writing Committee, and serves as an executive officer of the department. The DWP has a quarter-time GTA assistant (paid from the support budget), a half-time Associate Chair, and oversees the program during the summer with a stipend drawn from the support budget. She has recently undertaken oversight of IFP Assessment of the LIT 2010/30/40/70 courses in coordination with the Chair.

Administrative/Clerical Support: T.A. (currently Emily White) receives a one-course release (10 hours) each semester to help with the scheduling and administration of lower-division writing courses (especially ENC 1101 and 1102). She also receives a portion of the support budget to perform these tasks over the summer and between Fall and Spring semesters. A half-time Associate Director has recently begun helping with all of the above, freeing the Director to pursue new initiatives.

Director of Creative Writing (currently Becka McKay). The Director of Creative Writing holds primary responsibility for overseeing both the graduate program in Creative Writing (the MFA program) and the undergraduate creative writing courses. She has recently also taken on the oversight of the Honors in Creative Writing program. The DCW chairs the creative writing committee and ultimately makes decisions on admittance to the MFA program (and in the oversight of that program). She also organizes and schedules the "Off the Page" series of public readings and the Lawrence Sanders Writer-in-Residence visit each Spring (this includes fee negotiations, advertising of the series, and the coordination of the actual visit). In doing so, she serves as a liaison (along with Laurie Carney) to the donors who contribute to these events. She also coordinates with the campus Veterans group in order to arrange readings by writer-veterans, along with yearly readings at the National Day on Writing (coordinated with the UCEW).

Similarly, she liaises with the Boca Festival of the Arts, coordinating visits by creative writers to the festival and to FAU. She ranks incoming graduate students for the awarding of Graduate Teaching Assistantships and coordinates with the DWP to place GTA's in the MFA program in the best teaching situation for them and their students. Along with the DGS, above, she holds final responsibility for the advisement of MFA students. Along with her committee, she determines GTA assignments for the oversized CRW 3010: Creative Writing, which English runs 1-2 times a year. She also coordinates the community writing workshop program (recently expanded to the Fall and Summer), which serves 20-40 community members, while giving MFA students valuable teaching experience in the field. She oversees our new Creative Writing website. Both the DCW and the DGS work on graduate student professionalization. There are more than 30 students currently in the MFA program, and 5 Creative Writing faculty members on the Creative Writing committee that the DCW oversees. There are also undergraduate majors with a Creative Writing concentration (numbers in above tables), and CRW 3010: Creative Writing meets an English Ed. requirement, thus serving those students as well. Stipend is linked to administrative work done over the summer, in addition to that done during the academic year.

Administrative/Clerical Support for the Department as a whole: Rebecca Al-Hattab (full time Coordinator of Academic Business Support Services—responsible for executing the mechanics of much of the above, particularly anything to do with budgeting), Hendreck Joseph (Senior Secretary, full time), and Julissa Corales (front-desk worker, part-time). Student workers as available.

The Chair teaches a 1/1 load. The Associate Chair, Director of Graduate Studies, Director of Creative Writing, and Director of Undergraduate Studies teach a 2/2 load and receive a stipend. The Director of Writing Programs teaches a 2:1 load (with directing the Internship program counting as one course) and receives a summer stipend and administrative budget. The Associate Writing Program Director and Graduate Program Assistant are both Instructors who teach 2/2 loads rather than the usual 4/4 load.

Faculty Profile: The faculty is currently comprised of 31 full-time tenure earning professors, 23 full-time Instructors, and 2 Visiting Instructors. English also employs a handful of adjuncts each semester (usually fewer in the Spring). Two of the full-time tenure-line faculty members are Associate Deans who continue to teach a 1/1 load in the Department of English. The Department of English produces (as mentioned above) 22% of all of the SCH's in the College of Arts and Letters, yet has only 16.5% of the tenure lines. English is hiring a 32nd tenure-line faculty member this year, which will raise our share of the tenure-lines to 17%.

Full Professors: 10
Associate Professors: 11
Assistant Professors: 10

Senior Instructors: 13
Instructors: 10
Visiting Instructors: 2

Broadly speaking, there are 3 areas of English tenure-line faculty. The distribution is as follows.

Rhetoric and Composition: 4 (the new hire will also be in this area)
Literary Study: 21.5
Creative Writing: 5.5

Faculty are assigned to two campuses as follows.

Tenure-earning

Boca Raton: 26 (12 of these have a partial Davie assignment and teach a course there once every 2-3 semesters)
Davie: 5 (3 of these have taken on substantive administrative roles and thus split their instructional time between the two campuses)

Instructors

Boca Raton: 24 (occasionally, Instructors travel to teach a course in Davie or Jupiter)
Davie: 1 (because there are no lower-division courses in Davie, this Instructor usually teaches 1-2 courses each semester in Boca Raton)

The gender and ethnic diversity of the department changes over time

Currently, there are 16 tenure-earning women (51.6%) and 15 men (49.4%). There are 2 Black or African-American tenure-line faculty (6.4%), 1 Asian-American (3.2%), and 2 Hispanic or Latinx faculty members (6.4%). Slightly under 84% of the tenure-line faculty is Caucasian.

Among Instructors: Currently, there are 18 women (72%) and 7 men (28%). There are two Black or African-American Instructors (8%) and 1 Hispanic or Latina (4%). The remainder (82%) are Caucasian.

Below is a table detailing the gender and ethnic makeup of the instructional faculty in the department over the past 3 years and compared to the College and University in the most recent reported year. The first table includes all full-time faculty, the second adjuncts.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
English

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		English			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					
	Male					1
	Total					1
Asian or Pacific Islander	Female	1			2	42
	Male				3	97
	Total	1			5	139
Black (Not of Hispanic Origin)	Female	3	4	4	9	39
	Male				5	24
	Total	3	4	4	14	63
Hispanic		0				
	Female	1	2	2	18	41
	Male				4	30
	Total	1	2	2	22	71
White (Not of Hispanic Origin)		4	1			
	Female	24	25	26	93	318
	Male	18	18	18	97	396
	Total	46	44	44	190	714
Total		4	1			
	Female	29	31	32	122	440
	Male	18	18	18	109	548
	Total	51	50	50	231	988

Adjuncts		English			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female			1	1	12
	Male					14
	Total			1	1	26
Black (Not of Hispanic Origin)	Female	1	2		2	39
	Male				2	25
	Total	1	2		4	64
Hispanic	Female			1	16	48
	Male			1	6	27
	Total			2	22	75
White (Not of Hispanic Origin)	Female		1	3	51	285
	Male	2	1	5	46	219
	Total	2	2	8	97	504
Non-Resident Alien	Male					1
	Total					1
Total	Female	1	3	5	70	385
	Male	2	1	6	54	287
	Total	3	4	11	124	672

Below is a table indicating number and percentage of classes taught by full-time faculty (as opposed to by adjuncts and/or GTAs) over the past three years and compared to the College and University over the past year.

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
English

Course Level	Type			English			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	Lecture/Seminar	Sections Offered	#	587	618	674	1,895	5,337
			# Enrolled	13,903	14,650	15,640	56,292	203,020
			Avg Section Enrollment	23.7	23.7	23.2	29.7	38.0
		Sections Faculty-Taught	#	386	337	403	1,370	3,624
			%	65.8	54.5	59.8	72.3	67.9
		Lab	Sections Offered	#				23	878
			# Enrolled				396	16,292
			Avg Section Enrollment				17.2	18.6
	Sections Faculty-Taught		#				19	441
			%				82.6	50.2
	Discussion		Sections Offered	#				121	330
			# Enrolled				2,893	9,256
			Avg Section Enrollment				23.9	28.0
		Sections Faculty-Taught	#				101	254
			%				83.5	77.0
		Other Course Types	Sections Offered	#	3	9	5	500	1,362
			# Enrolled	32	83	115	3,488	8,784
			Avg Section Enrollment	10.7	9.2	23.0	7.0	6.4
Sections Faculty-Taught	#		3	8	4	320	1,033	
	%		100.0	88.9	80.0	64.0	75.8	
Graduate	Lecture/Seminar		Sections Offered	#	30	31	30	204	1,680
			# Enrolled	287	278	281	1,419	23,308
			Avg Section Enrollment	9.6	9.0	9.4	7.0	13.9
		Sections Faculty-Taught	#	29	30	29	198	1,400
			%	96.7	96.8	96.7	97.1	83.3
		Lab	Sections Offered	#				1	64
			# Enrolled				8	497
			Avg Section Enrollment				8.0	7.8
	Sections Faculty-Taught		#				1	44
			%				100.0	68.8
	Other Course Types		Sections Offered	#	50	35	37	318	1,900
			# Enrolled	73	68	49	483	3,995
			Avg Section Enrollment	1.5	1.9	1.3	1.5	2.1
		Sections Faculty-Taught	#	50	34	37	313	1,817
			%	100.0	97.1	100.0	98.4	95.6

Over the past few years, English has gone through a crisis in staffing, as 11 of our tenure-earning faculty either retired or departed for other employment. In the 15-16 and 16-17 academic years, in particular, English hired a large number of Visiting Instructors (mostly from among our own former graduate students) and adjuncts (likewise) to cover courses and many non-tenure-earning faculty were forced to teach in the upper division. During trying budgetary years, English was not given the lines to replace departed faculty. However, in 16-17, English was able to run 6 searches (resulting in 7 new tenure-line faculty), and in 17-18, four additional searches were conducted to replace retired faculty, and three of the searches were successful. This has transformed the department, as a full third of our current tenure-earning faculty are now in their first or second years at FAU. As a result, our reliance on adjunct labor has diminished

somewhat, though the recent administrative shift towards enrollment growth is once more making the widespread hiring of adjuncts necessary. As an example, we have been asked to add 12 sections of first-year writing for Spring 19, for which we do not have full-time staffing. An additional 6 sections for Summer 19 have also been requested, again without any prospect of full-time staffing. English is producing nearly as many SCH's as it did years ago (despite the loss of majors, of our Writing for Management program, and significant Davie enrollments). If the university is to grow, English will need additional full-time (and tenure-earning) staffing to meet the demand. As noted above, English produces 22% of the College SCH with only 17% of the tenure-lines. This indicates an overbalancing toward teaching faculty (Instructors) and towards adjuncts which is unhealthy given the relative level of training and education among these bodies of faculty. For purposes of retention and graduation rates, for superior pedagogy, and for recruiting new majors, it is important to avoid reliance on part-time faculty at the expense of full-time faculty (and teaching faculty at the expense of tenure-lines).

Faculty teaching load and methods of calculation

The faculty teaching load is specified by the University Faculty Union's Collective Bargaining Agreement. Full-time tenure-earning faculty teaching loads are 5 (alternating schedules of 2 or 3 courses per semester) per academic year. Summer teaching is taught as a voluntary overload with a stipend attached according to the Collective Bargaining Agreement. The only exceptions are for those with administrative assignments or those who are awarded competitive sabbaticals or fellowships. Junior faculty teach a 2:2 in their first year and in either their third or fourth year (typically fourth, but with some flexibility). The Chair, considered out of unit, teaches 2 courses a year (1 may be in Summer without additional stipend). Administrative releases for academic officers are described at length above. Instructors teach 8 courses per year (4/4) with no service or research assignment.

Summary of faculty scholarship and research productivity, including grants and publications

Below is data detailing research productivity by English faculty since 2012-13 (with some overlapping data).

C 1-9 Research/Scholarly Productivity
English

		English			College Total	University Total
		2012-2013	2013-2014	2014-2015	2014-2015	2014-2015
1. Books (including monographs & compositions)	#	5	5	8	21	115
2. Other peer-reviewed publications	#	45	46	32	124	1,269
3. All other publications	#	13	21	29	137	544
4. Presentations at professional meetings or conferences	#	65	56	71	311	1,757
5. Productions/Performances/Exhibitions	#	0	0	0	277	335
6. Grant Proposals Submitted	#	0	0	0	3	345
Sponsored Research & Program Expenditures						
7. Organized Research	#	\$0	\$0	\$0	\$0	\$0
8. Sponsored Instruction	#	\$152	\$2,500	\$0	\$0	\$0
9. Other Sponsored Activities	#	\$0	\$0	\$0	\$0	\$0

C 1-9 Research/Scholarly Productivity
English

		English			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions)	#	8	7	3	19	115
2. Other peer-reviewed publications	#	32	41	42	141	1,485
3. All other publications	#	29	8	5	199	714
4. Presentations at professional meetings or conferences	#	71	25	20	264	1,862
5. Productions/Performances/Exhibitions	#	0	0	2	249	285

The Department’s research and creative activity over the period has been fairly steady and quite prodigious, with an average of 5.6 books per year and an average of 41.2 other peer-reviewed publications (including poems, short stories, nonfiction essays, journal articles, and peer-reviewed book chapters). This is an average of 1.32 “other” peer-reviewed publications per tenure-line faculty member per year and an average of .18 books per faculty member per year. Though no grants appear on these tables, English’s *Swamp Ape Review* did receive a \$10,000 grant to produce a print issue in 16-17 (awarded in 17-18) and several English faculty were prime movers in the Digital Humanities and Social Justice grant awarded by the College in 16-17. Two tenure-line faculty (Regis Fox (né Mann and Adam Spry) and one Instructor (Lilleth Trewick) have been awarded McKnight Fellowships by the Florida Education Fund during the period under review, and creative writing faculty, Papatya Bucak and Becka McKay, have both been awarded artistic residencies (several in Bucak’s case). All of which is to say that the data captured by IEA above has some lacunae. The above tables also indicate (accurately) a fairly steep decline in conference attendance in 15-16 and 16-17 which may be attributed to English’s steep decline in tenure-line faculty during these years. English expects a sharp uptick in conference presentations in 17-18 and 18-19, as we now have a large complement of junior faculty who are conferencing in preparation for publication of forthcoming work.

At the time of our last review, the reviewer noted that our productivity as a department was comparable to UF and FSU despite heavier teaching loads and less support. Our productivity has not diminished during that time (though in the past few years, we have lost some of our most productive faculty to retirement or departure). A dip in 17-18 and 18-19 may be expected as new faculty ramp up their research agendas. The recent university and college emphasis on grants is likely to increase grant proposals (and hopefully grant awards) in the next few years. Nevertheless, compared to Science and Engineering, there is little opportunity for substantial windfalls of grant money in the Humanities and the Arts. Smaller grant awards are the most we can reasonably hope for from that quarter and faculty members have begun pursuing those awards on a more consistent basis.

In addition to raw numbers of productivity, it is worth noting that faculty members have been winning awards for their work, indicating its quality. Prof. Papatya Bucak won both a Pushcart Prize and an O. Henry Award for her short stories (two different stories) in 2013. She also won residencies at the Betsy South Beach, the Millay Colony for the Arts, in Key West, in Wyoming, and elsewhere. Taylor Hagood won the C. Hugh Holman Award for best book on Southern Literature in 2014 for his book *Faulkner, Writer of Disability*. Tom Martin won the Beverly Rogers literary prize for his essay on Edmund Spenser and Jacques Lacan in 2016. Kate Schmitt's 2013 memoir, *Singing Bones*, was published by Zone 3 Press as a result of winning their literary prize. Jason Schwartz's 2013 novel *John the Posthumous* received rave reviews. Several English faculty have been named College of Arts and Letters' Scholar of the Year during the review period. Taylor Hagood won that honor in 2016-17 (Associate level). Oliver Buckton won the award in 15-16 (full Professor level). Both Julieann Ulin and Rafe Dalleo won the award in 2014-15 (Assistant and Associate level, respectively). Becka McKay in 2013-14 (Associate level). All of which is to say that the department's publications and its faculty's scholarship, have been recognized for their quality, over and above the quantity reflected in the above tables.

Strategic Planning for Hires

After our final replacement hire (search being conducted in 18-19), there seems to be little prospect for new tenure lines, at least over the next year or two. Nevertheless, this hire speaks to a strategic reallocation of resources given the realities surrounding the decline in English majors (and MA students) detailed above. As the ADE study cited above indicates, students interested in the major are increasingly interested in writing (Creative, Rhetorical, Professional/Technical, etc.), and in digital media, rather than traditional texts and literary study. (This is not to say that the latter students have ceased to exist, just that the balance is shifting). Because of this shift, our latest hire is in Rhetoric and Composition (with a focus on digital rhetoric and/or Technical Writing). In addition, we made it a priority to make one of our 17-18 searches one which resulted in the hiring of an expert in Digital Humanities, a priority successfully accomplished with the hire of Carla María Thomas, a medievalist who does extensive Digital Humanities work and can teach in DH, and perhaps take over the management of our Advanced Media Production (AMP) Lab.

Future hires will also need to attend to the shifts in priorities of English majors. In particular, the growth and continuing strength of our MFA in Creative Writing, while other programs face

declining numbers, suggests that the next hire should be in this area. Though technically the number of Creative Writing faculty has remained static in the review period, practically speaking the department lost someone who taught regularly in the Creative Writing program when scholar/poet Mark Scroggins retired two years ago (it is his line English is currently replacing). Given our very diverse undergraduate student body, the department should prioritize diversifying our creative writing faculty to help attract both FAU undergraduates and other strong diverse applicants to the program. Adding creative writing faculty makes sense as it is the one graduate area with increasing student applicants and enrollment numbers.

Adding additional faculty in professional and technical writing is also a possible strategic goal, as adding a graduate certificate program or graduate track in these areas might be a way to attract more graduate students, as well as majors who might be interested in becoming majors or minors in these areas. The Chair of English also proposed an interdisciplinary hire in Digital Humanities, for someone in any field in Arts and Letters who could focus their efforts on teaching DH methodologies, without splitting their time with other courses and fields (as Prof. Thomas is English's sole medievalist stationed at the Boca campus, in addition to her DH expertise).

Another possibility for strategic hiring might be the rebuilding of the Davie campus. English has offered the full major at Davie since the engulfment of the Davie College of Liberal Arts into FAU's College of Arts and Letters (more than 15 years ago). In recent years, however, Davie enrollment numbers have dwindled by well over 50% across the board (that is, not merely in English, but in all departments). FAU's new Provost seems inclined to make an institutional commitment to Davie, attempting to rebuild the campus and attract larger numbers of students. If this goal is accomplished, it would make sense to hire additional faculty for the campus. Our most recent Davie hires go back nearly ten years and both of the most recent hires (Adam Bradford and Becka McKay) have taken on large administrative commitments (as Associate Dean of Arts and Letters and Director of Creative Writing, respectively) and now spend more of their time teaching and working in Boca Raton (though both still teach in Davie). Associate Chair Emily Stockard is also Davie faculty but is splitting her time in Boca for similar reasons. Due to declining enrollments, our current model (which includes a number of Boca faculty traveling to Davie to teach once every 2-3 semesters, in order to diversify the curriculum, combined with a small number of faculty who do most of their teaching in Davie) has continued to serve Davie students. An increase in Davie students would necessitate additional Davie hires. Similarly, there has been institutional discussion of revitalizing the Jupiter campus (home to 2 English tenure-earning faculty at the time of the last program review, both since moved to Boca Raton), particularly with IFP courses. Should this happen, English would need to hire both tenure-earning and instructional faculty in Jupiter.

All of the above is to say that strategic hiring in writing programs, digital media, creative writing, and professional and technical seem to be the most likely to recruit new students at the moment. In all fields, English should commit to further diversifying its faculty, considering our increasingly diverse student body (both as an institution and as a major).

[Abbreviated vita for each full-time faculty member](#)

See appendices

D. Research

Review of Part II of the Departmental Dashboard Indicators for Department, Center, or Unit faculty

See above discussion under “Faculty,” particularly the section under “Summary of faculty scholarship and research productivity, including grants and publications” for tables revealing/detailing numbers and types of publications, average publications per faculty member and some analysis of the data.

Interdisciplinary efforts and community engagement efforts

See below (in the service and community engagement) section for a full discussion of community engagement.

Most English department research is firmly rooted in the discipline and is particular to the faculty member’s disciplinary interests. Nevertheless, during the review period, several English faculty and graduate students participated in a Digital Humanities and Social Justice research group. With funding from the College of Arts and Letters, the group invited artist Sharon Daniel to campus to teach professors and students how to construct digital artwork in 2016. The following year, Daniel returned to campus with her own exhibit, which included an additional side exhibit by faculty from VAAH, Communications, and English. English faculty who participated included Jeffrey Galin (with three of his graduate students), Wendy Hinshaw, and Becka McKay (with graduate student Donovan Ortega). English faculty member Barclay Barrios, director of the center for Women Gender and Sexuality Studies (WGSS) also oversaw a student photography creative/research project.

Several English faculty’s work might accurately be described as interdisciplinary as well. Kate Schmitt’s latest work is interdisciplinary in that it combines visual art and her poetry. Prof. Oliver Buckton’s current research is on spy fiction and film (particularly on the writings of Ian Fleming and the film representation of James Bond). Prof. Eric Berlatsky’s is currently research comics, a hybrid form that combines writing and visual art. Prof. Sika Dagbovie-Mullins’ recent work has been on film, comics, and popular culture. Prof. Ashvin Kini works on African and Asian diasporic fiction and film. Prof. Clarissa Chenovick is working on the intersection of Early Modern medical discourse and poetry. Prof. Devin Garofalo’s research is on 19th century poetry and scientific discourse. Prof. Stacy Lettman works on Caribbean literature and music. Prof. Wendy Hinshaw’s recent work involves “writing with sound” and she has prepared several art exhibits which combine prison writing and the recorded voices of incarcerated men and women (combining art, writing, and multimedia). Carla Thomas’ research in early medieval literature involves Digital Humanities approaches, combining traditional literary study and multimedia.

Some of the work described above also engages with the community, particularly the art exhibits of the Sharon Daniel Working Group and of Prof. Hinshaw, which were placed in public galleries or libraries. Many English faculty bring their work to the community in more traditional ways as well. All of English's creative writing faculty have performed public readings in the review period, both on campus, and in local bookstores, libraries, and community spaces. In 2018, both Prof. Oliver Buckton and Prof. Eric Berlatsky have been part of the Distinguished Scholar reading series presented by the College of Arts and Letters, a lecture series aimed at the community. Prof. Taylor Hagood and Prof. Buckton are also regular contributors to the Lifelong Learning Program (as has been Instructor Stephanie Anderson), presenting some of their research interests to community members. As mentioned above, the English department also organizes the presentation of creative work as part of its Off the Page series, and related events (like the reading of the Mary Blossom poet in most years, as arranged by Professor Susan Mitchell).

Establishment of Goals for Research

Goals for research are set forth by the department's Annual Evaluation Criteria (see appendices) and the criteria for tenure and promotion (see appendices). To boil down the lengthy Annual Evaluation documents in a sentence or two, faculty must publish one peer-reviewed article/essay/story/poem (plus some secondary activity) to earn the highest ranking (Exceptional) each year. Or, they must publish a book every other year. Or, some combination of the above. The second highest ranking (Outstanding) is awarded for a peer-reviewed publication each year (without a secondary research activity) or for a non-peer-reviewed publication as specified in the document. The third highest ranking (Good) can be earned by presenting at a conference in the year specified. Accepted and forthcoming work is also considered in this category. The bottom two categories encompass faculty members who do not conference or publish in a given year. These short-term expectations are supplemented by the tenure and promotion criteria, which typically require a book publication, or equivalent, in the five-year review period. Equivalency is flexible and is evaluated by the tenure and promotion committee (of all tenured faculty), but typically involves the publication of five or more peer-reviewed journal articles, or a number of short stories or poems equivalent to a book for creative writing faculty. It is important to emphasize that this paragraph is a general summary of much more fully articulated criteria detailed in the documents themselves, which are located in the appendices to this document.

The university has recently also adopted criteria for Sustained Performance Evaluation (post-tenure review), to be undergone every 6 years after most recent promotion (failing advancement to the next level of promotion). Criteria for SPE are also available in appendices and are largely tied to Annual Evaluation criteria.

Assessment of how well goals are being met

The department of English has an evaluation committee that meets each January to review faculty Annual Reports (in which faculty self-report their accomplishments for each calendar year). The research accomplishments are carefully measured and discussed in relation to the annual evaluation criteria. For each faculty member, the committee makes a recommendation to the Chair as to their "score" on a five-tier scale (until recently four tiers):

- 5- Exceptional
- 4- Outstanding
- 3- Good
- 2- Needs Improvement
- 1- Unsatisfactory

The criteria themselves were approved by the College Dean and the University Provost. Each year, scores on Annual Evaluations are reviewed by the Dean’s office for discrepancies between the criteria and the score awarded, ensuring the department’s adherence to approved criteria. The evaluation committee makes a recommendation to the Chair, who ultimately is responsible for the evaluation score.

Promotion and tenure are awarded on the basis of research, teaching, and service. Again, the tenure and promotion committee (all tenured faculty, or all full professors depending on the rank the candidate is seeking), compare accomplishments in all three categories to the criteria and vote on tenure and/or promotion. The Chair writes a separate letter evaluating the candidate. Subsequent levels of review (College and University committees, Dean and Provost letters) follow.

The following charts the calendar year review for research only for 2017 and represents overall professor scores by rank.

Faculty Rank	Exceptional	Outstanding	Good	Needs Improvement	Unsatisfactory
Assistant Prof.	4	3	0	0	0
Associate Prof.	9	1	1	0	0
Professor	8	0	1	0	0

Three English faculty members are not indicated. Barclay Barrios, Adam Bradford, and Eric Berlatsky are all twelve-month administrative appointments, evaluated by the Dean, and do not get evaluated by the same departmental criteria. It is also worth noting that even since this 2017 review, the composition of the department has changed significantly. Three new Assistant Professors have been hired, one full professor has retired, and one Associate Professor has been promoted to full Professor. Nevertheless, the distribution of research Annual Evaluation scores is fairly consistent with past years and is reflective of the level of productivity indicated in the publication tables presented in the previous section of this review.

E. Service and Community Engagement.

Discussion of community engagement including public service, special projects, service learning, and other services to the community

The Department of English has a strong history of service-learning and community engaged teaching. Courses including ENC 4930 (Visual Rhetoric), ENC 4138 (Principles in Research Writing) and AML 4607 (African-American Literature post 1800) have been taught with community and/or service partnerships. For example, in Spring 2017, students in ENC 4930 (Visual Rhetoric) partnered with a local retirement community in order for students to help community members develop visual memoirs of their lives and experiences. Beginning in Fall 2017, the university developed an Academic Service-Learning (ASL) designation in order to make these courses more visible and easier to track. In 2017-18, several English courses were approved for this designation, including ENG 4020 (Composing Advocacy), CRW 4930/ENC 6930 (Literary Publishing and Editing), and ENC 4354 (Writing for Nonprofits).

The literary magazine *Coastlines*, which publishes creative writing by FAU students, represents an important way in which the Department of English serves the FAU and wider local community. Students in CRW 4930, along with *Coastlines* interns, assist in the production of the magazine. 1 issue is printed each year and is distributed across FAU campuses and locally in the community.

In Spring 2017, the Creative Writing Program launched *Swamp Ape Review* (SAR), a national literary magazine, which features writing and reaches readers from across the country. SAR has received thousands of submissions for its first three issues (two online, one print) and published dozens of pieces of fiction, creative nonfiction, poetry, and visual art. In 2017, the literary journal received a \$10,000 grant from the South Florida Arts and Cultures platform at FAU, and that money was used to fund the first print issue and travel to the conference of (AWP), which is the major conference in Creative Writing. One of the grant's stipulations was that the magazine reflect the art/cultural landscape of South Florida, so *Swamp Ape Review* introduced a new section in both the print and online versions featuring writers and artists from our region. This South Florida feature has helped us to explore and make connections to the local arts community as well as allow more local writers and artists to reach a national audience. Currently the SAR staffers are planning several events to showcase the work of these regional writers.

Some of the work described in above sections (research, teaching) also engages with the community, particularly the art exhibits of the Sharon Daniel Working Group and of Prof. Hinshaw, which were placed in public galleries or libraries. Many English faculty bring their work to the community in more traditional ways as well. All of English's creative writing faculty have performed public readings in the review period, both on campus, and in local bookstores, libraries, and community spaces. In 2018, both Prof. Oliver Buckton and Prof. Eric Berlatsky have been part of the Distinguished Scholar reading series presented by the College of Arts and Letters, a lecture series aimed at the community. Prof. Taylor Hagood and Prof. Buckton are also regular contributors to the Lifelong Learning Program (as has been Instructor Stephanie Anderson), presenting some of their research interests to community members. As mentioned above, the English department also organizes the presentation of creative work as part of its Off the Page series, and related events (like the reading of the Mary Blossom poet in most years, as arranged by Professor Susan Mitchell).

As mentioned in the "Strategic Plan" section earlier in this document, the Creative Writing Program's Off the Page series invites 5-6 influential and important writers to read from their

work each year, both for the community and the student body. Additionally, each year we bring the Lawrence A. Sanders Writer-in-Residence to read from their work, answer questions, and deliver a one-week seminar to MFA graduate students. Off the Page also frequently invites literary agents, an event that is very popular in the community, as many local authors attend the event in order to ask questions about the publishing and marketing of their literary work. Off the Page has been fortunate to receive generous funding from Chris and Lori Fluehr for the series. In addition to the Fluehrs' support (currently \$7500/year), Off the Page has funding from the Lawrence Sanders Foundation (about \$10,000/year) to bring a writer for one week. The Sanders writer in residence runs a workshop with MFA students in addition to giving a public reading. Finally, the Creative Writing program has funds through the Mary Blossom Lee endowed chair (ranges from \$3000 to \$5000/year) to bring a poet in most years for a public reading. Off the Page has brought award-winning writers of fiction, creative nonfiction, and poetry to campus, including Russell Banks, Roxane Gay, Justin Torres, Cristina Garcia, Phil Klay, Lucie Brock-Broido, Tayari Jones, and more. These events are popular with FAU students, faculty, and the large Boca community, with attendance ranging from 50 to 100-plus per reading. In addition to reading from their work, writers answer questions and sign their books for audience members.

FAU also invites scholars in the Humanities to discuss their scholarship though there is not an equivalent consistent fund to do so. In recent years, such scholars as John Lennon (from the University of South Florida), Daniel Cross Turner (Coastal Carolina University), Pawel Frelik (Marie Curie-Sklodowska University, Lublin), and Faith Smith (Brandeis University) have given talks at FAU.

Review of Part III of the Departmental Dashboard Indicators

A Assessment Goals and Outcomes for Service (reported separately)
 B 1-3 Service Productivity
 English

		English			College Total	University Total
		2012-2013	2013-2014	2014-2015	2014-2015	2014-2015
1. Faculty memberships on department, college or university committees	#	95	71	100	597	3,055
2. Faculty memberships on community or professional committees	#	17	15	11	154	1,086
3. Faculty serving as editors or referees for professional publications	#	15	17	15	73	629

Source: College Dean's Offices

A Assessment Goals and Outcomes for Service (reported separately)
 B 1-3 Service Productivity
 English

		English			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees	#	100	70	70	538	3,237
2. Faculty memberships on community or professional committees	#	11	12	12	221	1,313
3. Faculty serving as editors or referees for professional publications	#	15	14	14	90	695

Source: College Dean's Offices

The above tables indicate service on FAU committees and service to the community and the profession. English department faculty members have always been significant contributors to all

levels of service. Our relatively large size as a department allows us to share committee work more or less equitably. The downturn in committee work between 14-15 and 15-16 represents the downturn in tenure-line faculty due to retirements and departures discussed above. Because English tries not to burden its junior faculty with an overabundance of service, this downturn may continue for several more years, until our ten most junior faculty approach tenure.

Establishment of goals for service

Goals for service are set forth by the department's Annual Evaluation Criteria (see appendices) and the criteria for tenure and promotion (see appendices). Junior faculty have lower expectations for service (mentioned above). They are required to serve on one committee and do one other service activity to achieve the highest service score (Exceptional). Senior faculty are expected to do at least four service activities in order to receive the highest score. Subsequent scores are governed by de-escalating numbers of activities. Certain activities are acknowledged in the criteria documents as being more work and time-intensive. These short-term expectations are supplemented by the tenure and promotion criteria, which detail service requirements in accordance with the annual evaluation criteria. It is important to emphasize that this paragraph is a general summary of much more fully articulated criteria detailed in the documents themselves, which are located in the appendices to this document.

The university has recently also adopted criteria for Sustained Performance Evaluation (post-tenure review), to be undergone every 6 years after most recent promotion (failing advancement to the next level of promotion). Service criteria for SPE are also available in appendices and are largely tied to Annual Evaluation criteria.

Assessment of how well goals are being met

The department of English has an evaluation committee that meets each January to review faculty Annual Reports (in which faculty self-report their accomplishments for each calendar year). The service accomplishments are carefully measured and discussed in relation to the annual evaluation criteria. For each faculty member, the committee makes a recommendation to the Chair as to their "score" on a five-tier scale (until recently four tiers):

- 5- Exceptional
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- 2- Needs Improvement
- 1- Unsatisfactory

The criteria themselves were approved by the College Dean and the University Provost. Each year, scores on Annual Evaluations are reviewed by the Dean's office for discrepancies between the criteria and the score awarded, ensuring the department's adherence to approved criteria. The evaluation committee makes a recommendation to the Chair, who ultimately is responsible for the evaluation score.

Promotion and tenure are awarded on the basis of research, teaching, and service. Again, the tenure and promotion committee (all tenured faculty, or all full professors depending on the rank the candidate is seeking), compare accomplishments in all three categories to the criteria and vote on tenure and/or promotion. The Chair writes a separate letter evaluating the candidate. Subsequent levels of review (College and University committees, Dean and Provost letters) follow.

The following charts the calendar year review for service only for 2017 and represents overall professor scores by rank.

Faculty Rank	Exceptional	Outstanding	Good	Needs Improvement	Unsatisfactory
Assistant Prof.	6	1	0	0	0
Associate Prof.	11	0	0	0	0
Professor	8	1	0	0	0

F. Other Program Goals

All program goals can be categorized under the rubrics of Instruction, Research, or Service and Community Engagement.

G. Strengths and Opportunities that support achievement of program goals

Strengths and Opportunities

Faculty: English, first and foremost, has excellent faculty, who are both productive in their research and/or creative goals, but are also excellent teachers, and collegial and diligent in terms of service. Our Annual Evaluation scores, SPOT scores, rate of publication, and rate of promotion and tenure indicate this.

Administrative Structure: English also has a strong administrative structure as described above, which helps divide the heavy administrative workload, and make decision-making a team effort. The leadership in these positions is proactive and engaged, making initiatives easier to initiate and to complete.

Curriculum: English has a diverse and easily navigable curriculum at both graduate and undergraduate levels. Graduate and undergraduate committees constantly evaluate and re-evaluate the curriculum in order to add courses of interest to our students, to consider salutary changes, and to initiate those changes.

Collegiality: The faculty in the English department have excellent working relationships between people at the head of departmental programs, and little friction within the department. Occasional disagreements are typically handled amicably and professionally.

Students: English has a large and diverse student body. Students are enthusiastic and hardworking, even when their reading or writing skills need to be cultivated. Students also tend to appreciate their instructors, respecting their expertise even if/when their grades are not as they might wish. As the above blizzard of statistics and tables indicate, English students are graduating at a faster rate than their contemporaries in other departments and Colleges, and their retention and promotion rate are also typically better. Recent changes in FAU admissions standards has improved the quality of our students and will likely lead to better graduation rates, retention rates, etc.

Undergraduate research: English has been a leader in the College in partnering with OURI (putting through DIR course numbers, labeling courses Research Intensive, and mentoring students doing undergraduate research). Our relationship with undergraduate research is listed above.

Community Engagement: English has also been a College leader in Community Engagement, with English faculty (Wendy Hinshaw) serving as the College's liaison to the university Community Engagement committee. Our community engagement activities are detailed above and are combined with a thriving internship program (again under Prof. Hinshaw's leadership).

Honors program: English's Honors programs in both literary study and creative writing have been slow-growing, but we have our largest cohort yet this year (18-19) and expect the program to serve as a pipeline for our MA program. The Honor's program also feeds our strength in undergraduate research.

Multicultural Literatures: FAU has longstanding strengths in both research and teaching of multicultural literatures. Faculty loss during the review period threatened that strength, but in the last two years, English has hired specialists in Asian world literatures, Caribbean literature, early African-American literature, early Native American literature, and U. S. Latinx literatures. This replenishment of strengths should guarantee that our strength in this area continues.

MFA program: Our MFA program has been receiving more applicants than ever and has been gaining a larger national profile due to the success of our professors, public coverage and the launching of *The Swamp Ape Review*. The continued rising profile of the magazine also makes it an opportunity to recruit even more quality students to the program. Increasing contributions to and growing monetary interest in the Lawrence Sanders Fund provides the opportunity to recruit more and better students (as Sanders fellows) to the MFA program.

Robust SCH production: Despite declining enrollment in some areas, English continues to be among the most robust producers of SCH and FTE in the university. As long as this is the case, we should be considered for additional tenure lines and instructional lines and should get ample opportunity to recruit new majors in our IFP courses.

Medical Humanities: Over the past three years, overtures have begun towards working with the College of Medicine on a Medical Humanities Initiative. Though this has stalled, it may be an opportunity to pick up in the future.

MA program changes: The Master's in English program is considering launching a "4 + 1" program, allowing students to complete a Bachelor's and Master's over a 5 year period. Doing so may help reverse the trend of declining MA numbers. Shifts in the MA curriculum have also been under discussion, also with the hopes of reversing the trend of declining numbers. The MA program has also launched a minority recruitment program, awarding better stipends to strong minority candidates, as well as recruiting students from local HBCU's. This gives us the opportunity to diversify our program. (The MFA program is also looking into minority recruitment.

TA teaching loads and stipends: We did offer a proposal to decrease teaching loads for our GTAs as a means of increasing enrollment in our graduate programs. Likewise, the university has periodically indicated that stipends might increase across the university, which would be a great recruitment opportunity for our programs.

Alumni tracking and solicitation: In recent years, we have improved tracking of our alumni. We hope to continue to improve as a means of promoting our programs. Being able to develop more donations from alumni (or elsewhere) may help us to fund our programs without relying as much on the state of Florida and the university as a whole.

Improved outreach to local High Schools: The undergraduate committee is exploring opportunities to recruit high achieving students in local high schools, as a means of both improving our level of student achievement and to reverse declining enrollment numbers.

Professional and technical writing and/or digital rhetoric (and Digital Humanities): Recruiting new faculty in this area (these areas) may allow us to expand our course offerings and to add a certificate program or graduate track in these areas, helping to attract new students to English.

Online teaching: Increasing our online teaching (as we have been doing over the review cycle) will be an opportunity to attract new students and perhaps general resources, particularly in the summer, thanks to the new RCM model.

H. Weaknesses and threats that impede program progress

Stipends: Currently, low GTA stipends in the College of Arts and Letters make for smaller- weaker graduate programs (which is leading to smaller enrollments, cancelled courses, etc.). Also, 2:2 loads, even in the first-year, is a heavy burden for MA/MFA students (weakening our graduate enrollments). This also weakens the quality of first-year courses staffed by first year graduate students (at least potentially). The MFA program has been better able to offset this problem through donations and through money generated in the Community Writing Workshops and summer camp. These opportunities do not currently exist in the MA program.

Alumni tracking: Though we have improved in this regard, tracking of alumni can be improved.

Advising: Recent shifts away from department-specific advising at the undergraduate level may be fiscally necessary at the College level, but it weakens our ability to communicate directly with our students and even to recruit students to the major. This may account for declining major enrollments in our undergraduate programs.

Departures: As mentioned several times above, over the past 4-5 years, English lost 11 faculty members. Four of these were to retirements of long-standing (20+ year) faculty and cannot be considered weakness/threats to the department on any level. The remaining lines were departures to different, higher-paying (and/or lower load) jobs. Though each had personal reasons for leaving that may have been unavoidable and have had little to do with their experience at FAU, the high level of attrition does point to the need for FAU to improve its salaries for faculty and perhaps its approach to partner hires. In particular, the departure of three Assistant Professors of color before even going up for tenure suggests that the department, College, and University need to concern themselves with matters of retaining faculty. With an almost fully replenished complement of tenure-line faculty as of 18-19, it would be a significant threat to the department to go through another round of so many departures. Some departmental turnover is inevitable (and even desirable), but retention of faculty is essential going forward.

Declining enrollments in the major and in the MA program: This has been detailed at some length above (along with some possible solutions), but it is a possible threat to some elements of the department. To be clear, enrollments in the major are only down 8.7% (as mentioned above) and there are a variety of explanations, and so this is more of a minor concern than a major weakness at the moment. It is important to arrest these declining enrollments for the health of our programs, however, particularly in the MA program.

Budget: Many of the above concerns come down to resources (GTA stipends, faculty salaries, and the like), a university-wide problem. The potential university-wide shift to an RCM model may address these concerns and improve the budget for the College and the department, but it is hard to know at this preliminary stage.

Deficit of tenure-lines: Though English has 31 tenure lines (with another being recruited) (as many as it has ever had), it is still at a deficit for what it needs, all things considered. While English is producing 22% of SCH's in the College, it only has 17% of tenure lines, suggesting that the balance of faculty has shifted toward Instructors and adjuncts since the last program review. We have also "lost" two full-time faculty (Barclay Barrios and Adam Bradford) to College-level administration. Though they both continue to teach in English, English has lost 6 courses a year between them (more than a tenure-line faculty typically teaches in a year). The overall thinness of tenure-line faculty leads nearly all of that faculty to teach almost exclusively in the upper division and graduate programs. Though it is a goal of the department to have tenure-line faculty teaching further down in the curriculum (both for pedagogical reasons and to help recruit students to the major), this has frequently not been possible during the review period. New lines are a necessity in the department of English, though none have been forthcoming in recent years (all 11 hires over the past 3 years have been replacements).

I. Resource analysis

English remains a relatively inexpensive discipline, outside (and actually inside) of expenses on salary. Books and a means to write (typically computers) remain the most consistent expense.

One exception is our (actually the College's) Advanced Media Production Lab, which requires updated technology on a regular basis, but which has no consistent revenue stream to provide that technology. Each year, the College AMP committee submits a tech fee to the university, but in years that the tech fee is not awarded, the "advanced" lab can fall behind in the quest to remain on the cutting edge. Some form of regular funding for technology for the lab would be immensely helpful, but does not currently exist. Other computer labs administered by the department also require periodic replacement of technology, which again relies primarily on tech fees.

Over the past 3-4 years, the College has provided a faculty travel budget that, while insufficient to cover *all* faculty conferencing and archival research, is appreciated and contributes to departmental productivity. There has also been an uptick over the past few years of special fellowships and travel awards awarded by the College, again making it more possible for faculty to conduct research that needs (minimal) funding.

The current College and University plan for supplying computers to non-tenure-earning faculty (Instructors) is probably insufficient to instructional needs. As increasing numbers of instructors do more and more of their teaching online (as well as using technological learning systems in face to face classes), it seems necessary to have a budget to supply Instructors with new computers regularly. The current plan to provide Instructors with castoffs of tenure-earning faculty computer, while (it seems) a budgetary necessity seems somewhat unsustainable given the increasing reliance on technology.

In terms of revenue streams, English (like most departments) is reliant on the funding decisions of the state, the College, and the university. The potential shift to the RCM model may be a financial boon to the College of Arts and Letters and the Department of English given the department's productivity by most metrics (SCH's, FTE's, research productivity, number of majors), though this remains to be seen.

English should also continue to cultivate donors to our various programs to help provide supplementary funding. Other revenue streams currently include the Community Writing Workshops and the Summer SF Collab Lab. Last year, the NAVITAS program also provided compensations for English's role in teaching their international students in the IFP. This is, at the moment, not guaranteed recurring money, though it may turn out to be so.

Other potential revenue streams could come from a Creative Writing graduate certificate or a graduate Professional and Technical Writing certificate, or other certificate programs for which those in the surrounding community might be inclined to pay.

Additional resources could help solve some of the budgetary shortfalls enumerated in Weaknesses and Threats.

J. Future Directions

Technology: The department has a goal to improve our engagement with technology, whether that be teaching with technology, acknowledging and producing specifically technological research modes (Digital Humanities and etc.) and/or making the best use of the technological spaces available to us, including especially the Advanced Media Production (AMP) Lab, but also other computer classrooms. Ultimately, the goal of the above is to prepare our students for the contemporary world where everything (even literature and humanities study) is mediated by digital media. This may include more and better training for online teaching for our faculty, more and better online teaching, etc., but is really more focused on using a swiftly changing technological landscape to improve our research and teaching in the classroom and in our publications. A more longterm associated goal would be to establish a nationally recognized Digital Humanities Center that would attract graduate students and scholars in the field. Currently, we (shared with the College, but principally managed by English) have an "Advanced Media Production Lab," which has some advanced technology (including a 3D printer, eyeball tracker, Van Der Graaf Generator, Video Editing software, Adobe Photoshop software, etc.) It includes Macintosh desktops and laptops (the latter secured in a cabinet). Unfortunately, technology becomes less "cutting edge" yearly, and sometimes (and often more recently) tech fees are not granted. To rely on yearly tech fees to update the lab, acquire new technology, etc. is not completely sustainable. While the lab has some cool/new technology for teaching and research, its teaching station is severely out of date and the computers are now out of date and in need of replacement as well. To truly make this work, English needs a yearly budget to maintain and upgrade the AMP Lab. I'm not sure, as of yet, what that budget would be, but it would serve the whole College, as the lab does now. We also should consider hiring someone whose research specialization is Digital Humanities, regardless of period/field. We need someone to teach Digital Humanities methods to graduate students and to colleagues and to use the lab to its utmost capacity (potentially becoming a Digital Humanities Center). Our efforts to hire DH specialists in specific fields have borne some fruit, but the hires were hired for other fields we needed to cover from a teaching and research point of view and thus will only be able to devote a portion of their time to teaching DH, managing the lab, etc. A dedicated faculty member in this area could, perhaps, take a reduced teaching load, and devote more time to both managing the lab/center and writing (and receiving!) grants to support it. Given the explosion of research (and research funding) in Digital Humanities in recent years, it's easy to see how our investment in this field would support not only our college's participation in our Big Data Analytics platform, but also platforms in Engagement and Undergraduate Research: digital humanities provides a salient link between the humanities and STEM fields, and a productive site for community engagement as well as student research at all levels. To really make this work the way it should, we need new resources.

To return to the idea of online teaching, it is possible that English will develop and begin offering an online English minor in the next 2-3 years. This should attract students in the online Interdisciplinary Studies major and perhaps attract enough students to consider offering an online major at some point in the more distant future.

Graduate study: Improvement of graduate study in English. One primary goal of the department for years has been to attract more and better students to our Master's program. In addition, we would like to be able to attract a more diverse graduate student body. The MFA program has

made strides in both directions in recent years, but for a variety of reasons the MA program has been suffering. If FAU can distinguish itself in Digital Humanities (mentioned above), it might attract such students. Likewise, if we can get grants associated with DH, it might be possible to use some of that money to support graduate students. More importantly, however, GTA stipends must improve if we are to attract more and better students. Having more and better graduate students will also improve the undergraduate teaching of composition/writing. Our current MA and MFA students teach first-year writing classes. Obviously, having stronger GTA's in those classes will improve the level of instruction. In turn, stronger instruction should lead to better retention, more timely graduation, and other positive ramifications that help the metrics. All FAU students take ENC 1101 and 1102. Many take our sophomore level IFP/WAC classes. Staffing first-year classes with more accomplished, brighter, and better compensated instruction improves FAU's metrics and funding. Another possible avenue to attract more and better graduate students is the development of a disciplinary Ph. D. program. This is more a thought than a "goal" at the moment, but many students choose to go elsewhere for a Ph. D. and get their MA along the way. Not having a disciplinary Ph. D. may be pushing students to other institutions where they can get one. We would not want to undercut the Comp. Studies Ph. D. program...and there is some disagreement in the department about the wisdom of a disciplinary Ph. D. Thus, for now, the priority is to improve GTA stipends, to get them medical insurance, and to make FAU a more attractive place to get a graduate degree. Since this can only be fully accomplished at an institutional level, our associated goal is to raise funds and supplement current stipends insofar as that is possible. In addition, if we could acquire resources to enhance stipends even further for applicants of color, we could attract a more diverse student body.

Diversity, Social Justice, and/or Environmental Studies. In recent years we have made a number of hires in Postcolonial Studies/World Literature, in Multi-ethnic American Literature, in Environmental Studies, and in Social Justice. Given the University's Platforms of Diversity and PJHR, and the Pillar linked to Environmental Science, it makes sense for us to further develop these areas. Over the past two years, creative writers and scholars in the department earned grant money for a Digital Humanities and Social Justice exhibit, bringing in the prominent artist Sharon Daniel to train faculty in digital methods and how to apply them to social justice. Making additional grant money available for similar creative and scholarly interdisciplinary projects may serve to make FAU English a distinctive department in the region and the nation. Likewise, we have made three hires over the past two years whose research is linked to Environmental Studies, and one goal for the future would be to link some of that research to the Environmental Studies program centered in Davie, perhaps become members of grant-earning teams in the field and link FAU's location and expertise in environmental studies to humanities and/or creative projects that would heighten awareness of our precarious environmental moment, and perhaps encourage funding of science to help us out of our predicament. Likewise, again, given our current social and political moment, it makes sense to both foster and highlight the work being done in the department on social justice (whether justice directed creative work and/or research with a social justice angle). Establishing an Environmental Humanities center in the College might be one avenue to accomplish some of the above, allowing Environmentally focused faculty members in our and other departments to have a nexus for their work and interdisciplinary work. Making a senior hire in the field of Environmental Humanities (possibly an English faculty member, but not necessarily so) and a budget for such a project might be one possibility, if an expensive one. Having such a center might be a place from which grant

proposals to an outside agency could be made, bringing money into the College, department, and the university. On a more modest scale, providing a yearly budget for competitive College(or University) grants linked to creative and scholarly social justice work (and communally directed work), both for faculty and for graduate students would help foster this kind of work and raise the community and campus profile of research in the department.

Researching and increasing success in first-year writing: Recent analytics have shown that success in ENC 1101/02 are strong predictors of retention and graduation within four years. Our department serves over 3,000 students each semester in these classes, and our instruction in our classes remains consistent, even as the majority of sections are taught by GTAs and several sections (particularly in the fall) are taught by adjuncts. We would like to research how we can use ENC 1101/02 to better connect to and support students as they prepare for the rest of their degree. This includes better integrating campus resources (including student services, Writing Center/tutoring, etc.), as well as increasing our focus on research and information literacy skills in these courses. We have already increased our department's investment in first-year writing by creating an Associate Director of Writing Programs position for one of our instructors (in line with the program model of LLCL as well as writing programs at our peer institutions including FIU, FSU, UF, USF, etc.). We would like to continue to invest in these courses first by evaluating current teaching practices in 1101/02 and needs of ENC 1101/02 students. In particular, we hope to target the needs of students receiving less than a B in ENC 1101, as recent data has shown that earning a B or better in ENC 1101 is a strong predictor of retention and graduation within four years. We hope to identify ways to better serve these students with existing university resources, such as earlier intervention with students at risk for earning below a B in ENC 1101, and also develop new resources, such as enhanced writing center partnerships with targeted classes, developing new peer tutoring opportunities, and/or revising elements of the curriculum to better support student conferences, peer review practices, etc. We would also like to enhance student learning in the areas of information literacy and research in 1101/02, looking for new ways to incorporate undergraduate research more prominently in first-year writing. We will also investigate opportunities for our first-year writers to participate in national research projects, such as the LILAC Project (Learning Information Literacy Across the Curriculum), a multi-institutional study of student information-seeking behaviors.

K. Student Feedback

English performs exit surveys for both undergraduate and graduate students. Responses cannot help but be optional and so the data can better described as anecdotal than as somehow scientific. Results are discussed, briefly, below.

Undergraduate Strengths

Students repeatedly said they valued the engagement and passion of the professors in a variety of areas. As one undergraduate committee member wrote, "I don't think I am exaggerating when I say that many students pointed to the diversity of courses and approaches and how every professor seemed to bring a different angle. I think our department should hear this. These

statements from our students also can combat what I often sense is implicit pressure, coming from above or somewhere, that we should all teach exactly alike. That is not what our students say is valuable to them when they think back over their experience in the major.” The word “passionate” appears 16 times in the written responses. Students valued the “amazing” “knowledgeable professors” who “really care” about the students. They found their elective courses to be “very rewarding.” Students found faculty here to be “approachable” and repeatedly praised faculty responsiveness to student emails.

Students felt that the internship program enhanced their experience in the major and taught them valuable job skills.

Students recorded similar positive comments for Study Abroad.

A number of students wrote about access to classes on partner campuses as a program strength.

Student comments on partner campus experience were very positive in spite of more limited faculty numbers.

In terms of teaching technique, students prefer whole class discussion. Lecture ranks second. Small group discussion comes in at a distant third.

Undergraduate areas for improvement

Student comments reflected anxiety about job preparedness and skills. In addition to our Alumni and What Can I Do with My English Major? workshops and our internship program, we might do more to encourage students to visit the career center.

Students expressed a desire for more online and evening classes, more variety in courses, access to fuller and up to date course descriptions so that they “know what they are getting into ahead of time,” access to syllabi for previous versions of courses, more courses tied to non- academic career paths, more sections of required courses, and fewer time conflicts between classes. Students expressed confusion at the number of courses on our checklist that had never been offered in their time here (this concern has, to some degree, been addressed). Students would like “free coffee available to English majors.”

MA program student feedback

M.A. students typically fill out an exit form before or immediately following their graduation. Overall, the feedback (in response to “Please describe what aspects of the program have served you well”) suggests that students are impressed by the faculty. As one student wrote in November 2017, “The professors in the English department are amazing. The quality of instruction makes for a quality education.” Students mention smaller class sizes and the variety of courses as qualities they appreciate. Another student (also November 2017) noted, “I greatly enjoyed the majority of my coursework. Class-size was small, the new facilities on the Boca campus were wonderful, and the course content was interesting and well-delivered. The program was appropriately rigorous, particularly for individuals who work full-time.” Students

consistently cite the graduate advisor as “amazing.” In a December 2016 survey one student wrote, “I enjoyed working with staff members who were friendly, helpful, and supportive. It made the initial transition to graduate school a lot easier. I also enjoyed the insightful talks, coffee roundtables, and guest speakers.”

In response to “Please describe what aspects of our program need improving,” students repeatedly noted low pay and lack of insurance. As one student put it (in December 2017), “it was very difficult to complete the program and live on just the GTA salary alone. I worked two other part time jobs on top of full-time classes and teaching at FAU. It would have been great to not worry as much about finances and focus more on my studies/teaching.” Another student (July 2016) found teaching to be too consuming: “I feel like it is very hard to graduate this program in the recommended two years. This might be easier achieved if teaching-loads were lightened or we were required to take less classes. The pay is also extremely low and we do not have insurance.” Lastly, some students also complained about course offerings as they relate to the concentrations. One student (April 2016) was upset that s/he “didn’t get to study British lit (my concentration) until preparing for my MA exam (only two classes focused on British Lit only).” Another student (March 2017) offered, “The most immediate issue with the program is that there is not enough opportunity to explore one’s concentration before beginning a thesis. In my opinion, there is no reason that 6700 and Colloquium couldn’t be condensed into one course, and also no reason that the major elements of Principles and Problems of Literary Theory couldn’t be addressed in the literary theory courses or in a combined entry level course.” The Graduate Committee is currently revising its requirements, including the concentrations which we have decided to eliminate (with the exception of Science Fiction/Fantasy).

MFA program feedback

Each year the graduating MFAs fill out an exit survey that asks for feedback about their experience in the program, including their coursework, their teaching, and their experience writing the thesis. From these surveys we have learned that students very much appreciate the wide range of creative-writing-related coursework we offer them, particularly the translation workshop and the revision workshop. They have been appreciative of the new internship program and have on occasion gone on to continue working for the company with which they interned. They have also expressed repeatedly their appreciation of the professionalization opportunities they have received: teaching the community workshops, taking the Teaching Creative Writing course, attending specialized workshops about applying for jobs and submitting their work to journals. They are also generally pleased with the thesis process, praising their thesis advisors for careful and thorough feedback and guiding them through what is often an arduous and complicated process.

L. Questions for Reviewers

1. Do you have any suggestions for arresting and reversing the decline in the number of English majors (among those suggested above, or beyond them?)

2. Do you have any suggestions for arresting and reversing the decline in the number of students in the M.A. program (among those suggested above, or beyond them).
3. Do you have any suggestions for revising our major, or for adding majors, or adding programs, or concentrations (Professional/Technical Writing? Other possibilities?)
4. Do you have any suggestions for revising the curriculum of our MA program?
5. Do you have any suggestions for better keeping contact with alumni, cultivating connections, finding potential donors, and etc. for the department?
6. Do you have recommendations for developing “for profit” certificate programs of any kind? Any suggestions of ways to cultivate income to help support our graduate students (and attract new ones?)
7. Do you have any recommendations for retaining faculty (beyond more competitive salaries), a problem in recent years?
8. Do you have any recommendations for increasing both faculty and student diversity, in both graduate and undergraduate programs (though perhaps more pressingly in graduate programs)?
9. Do you have any suggestions for improving the structure and teaching of our IFP courses (College Writing I and II and Interpretation of Fiction, Poetry, Drama, and Creative Nonfiction).
10. Do you have any recommendations regarding the (likely) expansion of online teaching in our department?

Thanks

Substantial contributions to this report came from Julieann Ulin, Sika Dagbovie-Mullins, Becka McKay, Wendy Hinshaw, and Emily Stockard. Thanks are also due to Andrew Furman who completed the 2012 English Self Study (useful as a model) and to colleagues in the College of Arts and Letters who allowed their own reports from previous years to be used as models. In particular, Eric Landes’ and Des Gallant’s were helpful. Thanks also due to Adam Bradford who usually answered his phone. All errors belong to Eric Berlatsky.



Undergraduate English Major Checklist (BA)

Note: English Education majors cannot double major with English.
LIT 2010, LIT 2030, LIT 2040, LIT 2070, LIT 2090, and LIT 2100 can NEVER be applied toward the English major.

Requirements

- At least **39 credits** must be completed within the major per the plan listed below. At least 30 of these credits must be completed in residence at FAU.
- Students must earn a 'C-' or better so that English courses may be applied toward the major, however, a 'C' (2.0 or higher) average for English major courses is required to graduate with a B.A. in English.

ENGLISH DEGREE REQUIREMENTS (39 CREDITS TOTAL)

REQUIRED COURSES (6 CREDITS TOTAL)

NOTE: It is strongly recommended that students take ENG 3822 during their first semester taking English major courses. LIT 3213 should be taken in the subsequent semester.

ENG 3822: Introduction to Literary Studies (3 credits)

LIT 3213: Literary Theory (3 credits)

CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE (6 CREDITS TOTAL)

CATEGORY II: AMERICAN LITERATURE, BRITISH LITERATURE, & GENRE STUDIES (15 CREDITS TOTAL)

- At least two upper-division courses must pay significant attention to literature before 1800 (denoted by the *).
- Up to six credits at the 2000-level may be applied to Category II (AML 2010, AML 2020, ENL 2012, or ENL 2022 only).

*Pre-1800's

*Pre-1800's

CATEGORY III: WRITING & RHETORIC (3 CREDITS TOTAL)

ENGLISH ELECTIVES (9 CREDITS TOTAL)

- English electives may come from ANY courses in Categories I-III.
- Only 1 course from the optional electives section (electives offered outside the English Department) may be applied to the English major.

OPTIONAL

Areas of Concentration

Students may only choose one area of concentration. Concentrations are noted on students' transcripts.

(1) American Literature

12 credits must have the AML prefix.

(2) British Literature

12 credits must have the ENL prefix.

(3) Multicultural Literature & Gender Studies

12 credits must be selected from Category I. Special Topics courses may also be included as approved by the English Department.

(4) Writing & Rhetoric

12 credits must be selected from Category III.

(5) World Literatures

12 credits must be denoted with (WL) or be selected from the optional electives section. Special Topics courses may also be included as approved by the English Department.

English Honors Program

Recommended for students who intend to pursue graduate studies in English. Unless noted, these courses require a minimum overall GPA of 3.0 and an English major GPA of 3.5. Please see your advisor for other required prerequisites. All honors courses may be applied toward the English Electives category of the English Major Checklist. Application process required.

ENG 4932: Honors Seminar (3 credits)

Offered during fall semesters. This course is required for Honors, but is open to students interested in more advanced literary study. Requires departmental permission.

ENG 4910: Honors Research (3 credits)

Offered during spring semesters. Requires departmental permission.

CRW 4932: Creative Writing Honors Seminar (3 credits)

Offered during spring semesters. Requires departmental permission.

ENG 4940: English Internship (3 credits)

Requires a minimum overall GPA of 3.0 and an English major GPA of 3.0. ENG 4940 may be applied toward the English Electives category of the English Major Checklist. Application process required.

Student: _____ Z#: _____

Date: _____

English Major GPA: _____

- Classes listed for Categories I-III and optional electives are NOT taught every semester. Course offerings vary from year to year.
- AML 4930, ENL 4930, ENC 4930, CRW 4930, and LIT 4930 are Special Topics courses. Applicability of these courses to a specific category is determined by the English department. For additional information, please seek assistance from the English department academic advisor.

REQUIRED COURSES

____ ENG 3822: Intro to Literary Studies

____ LIT 3213: Literary Theory

CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE

- | | |
|---------------------------------------------------|------------------------------------------------------------------|
| ____ AML 3265 Florida Women Writers | ____ LIT 3184 Irish Literary Renaissance (WL) |
| ____ AML 4604 African American Lit to 1895 | ____ LIT 4192 Caribbean Literature in English (WL) |
| ____ AML 4607 African American Lit 1895 – Present | ____ LIT 4225 World Literature: Critical Approaches (WL) |
| ____ AML 4630 U.S. Latino/a Literatures | ____ LIT 4233 Postcolonial Literature (WL) |
| ____ AML 4640 American Indian Literature | ____ LIT 4244 Major Writers of World Literatures in English (WL) |
| ____ AML 4663 Jewish American Literature | ____ LIT 4355 Black Literatures (WL) |
| ____ AML 4673 Asian American Literatures | ____ LIT 4383 Women in Literature |
| ____ SPECIAL TOPICS 4930 _____ | ____ LIT 4832 Asian Literature in English (WL) |

WL = World Literature concentration course

NOTE: See bullet point above for more information about special topics

CATEGORY II: AMERICAN LITERATURE, BRITISH LITERATURE, & GENRE STUDIES

- | | |
|------------------------------------------------------------------|-----------------------------------------------------------|
| ____ AML 2010 American Literature to 1865 | ____ ENL 4210 Medieval Literature* |
| ____ AML 2020 American Literature 1865 – 1945 | ____ ENL 4220 Renaissance Literature* |
| ____ AML 3111 American Novel 19 th Century | ____ ENL 4221 17 th Century Literature* |
| ____ AML 3121 American Novel 20 th Century | ____ ENL 4230 18 th Century Literature* |
| ____ AML 3263 Southern Literary Renaissance | ____ ENL 4243 British Romanticism |
| ____ AML 4213 Colonial & Early American Literature* | ____ ENL 4251 Victorian Literature |
| ____ AML 4223 American Lit – 19 th Century Traditions | ____ ENL 4264 Victorian Genres & Themes |
| ____ AML 4242 American Lit – 20 th Century Movements | ____ ENL 4273 20 th Century British Literature |
| ____ AML 4311 Major American Writers – 19 th Century | ____ ENL 4311 Chaucer* |
| ____ AML 4321 Major American Writers – 20 th Century | ____ ENL 4333 Shakespeare* |
| ____ ENG 4114 Literature & Film | ____ ENL 4341 Milton* |
| ____ ENL 2012 British Literature to 1798 | ____ LIT 3043 Modern Drama |
| ____ ENL 2022 British Literature since 1798 | ____ LIT 3312 Fantasy Literature |
| ____ ENL 3112 British Novel – 18 th Century* | ____ LIT 3313 Science Fiction |
| ____ ENL 3122 British Novel – 19 th Century | ____ LIT 3333 Literature of Adolescence |
| ____ ENL 3132 British Novel – 20 th Century | ____ LIT 3344 Detective Fiction |
| ____ ENL 3425: Backgrounds in British/American Lit (*usually) | ____ LIT 4001 Literary Genres |
| NOTE: There are multiple courses with the prefix ENL 3425. | ____ LIT 4032 Modern Poetry |
| ____ ENL 3425 _____ | ____ LIT 4094 Contemporary Dramatic Literature |
| ____ _____ | ____ LIT 4434 Literature & the Environment |
| ____ _____ | ____ LIT 4484 Literature & Social Movements |
| ____ SPECIAL TOPICS 4930 _____ | ____ LIT 4605 Literature of War |

* = Pre-1800's course

NOTE: See bullet point above for more information about special topics

CATEGORY III: WRITING & RHETORIC

- | | |
|-------------------------------------------------------------------|---------------------------------------------|
| ____ ENC 3213 Professional Writing | ____ CRW 4121 Fiction Workshop 2 |
| ____ ENC 3310 Advanced Exposition | ____ CRW 4211 Creative Writing: Nonfiction |
| ____ ENC 4138 Principles of Research Writing | ____ CRW 4310 Poetry Workshop 1 |
| ____ ENC 4354 Writing for Nonprofits | ____ CRW 4311 Poetic Forms |
| ____ ENG 4020 Studies in Writing & Rhetoric | ____ CRW 4321 Poetry Workshop 2 |
| ____ CRW 3010 Creative Writing | ____ CRW 4723 Literary Editing & Publishing |
| Note: CRW 3010 is a prerequisite for all 4000-level CRW workshops | ____ LIN 4680 Structure of Modern English |
| ____ CRW 4120 Fiction Workshop 1 | ____ SPECIAL TOPICS 4930 _____ |

NOTE: See bullet point above for more information about special topics

OPTIONAL ELECTIVES OFFERED OUTSIDE THE ENGLISH DEPARTMENT (CATEGORY IV) – ONLY 1 COURSE MAY BE APPLIED TO ENGLISH MAJOR REQUIREMENTS

- | | |
|----------------------------------------------------------------|----------------------------------------------------------------------|
| ____ FRT 3140 Literature in Translation: The French Tradition | ____ ITT 3111 Love & Lovers in Italian Literature |
| ____ FRW 4930 Special Topics in French Literature | ____ ITT 4440 Dante: The Commedia in Translation |
| ____ GET 3130 German Literature in Translation | ____ LIT 4194 Comparative Caribbean Literature |
| ____ GET 3600 Kafka, etc. | ____ SPT 3100 Literature in Translation: The Spanish Tradition |
| ____ GET 3610 Thomas Mann | ____ SPT 4130 Latin American Literature in Translation |
| ____ GEW 4930 Special Topics in German Literature | ____ SPW 4930 Special Topics in Spanish or Latin American Literature |
| ____ ITT 3110 Literature in Translation: The Italian Tradition | |

Other OPTIONAL ELECTIVE courses not listed may be offered. Please speak with the English academic advisor about specific course questions.



Undergraduate English Minor Checklist

Note: English majors cannot minor in English.

LIT 2010, LIT 2030, LIT 2040, LIT 2070, LIT 2090, and LIT 2100 NEVER count toward the English major.

The minor encourages breadth of knowledge in literary studies and offers experience in critical analysis.

- 15 credits in English courses must be completed.
- At least 4 of 5 courses must be taken at FAU and at least 4 of 5 courses must be taken in the English Department. If a course is taken outside of the English Department, it must be approved by the department and have a literary studies focus.
- Students must earn a 'C-' or better for English courses to count toward the minor, however, a 'C' (2.0 or higher) average for English minor courses is required for successful completion of the minor.
- *English Education majors should note that no more than 1 course can count toward their major and the English minor.*

Students interested in the English minor should contact the Department of English advisor.

ENGLISH MINOR REQUIREMENTS (15 CREDITS TOTAL)

CHOOSE ONE REQUIRED COURSE (3 CREDITS)

ENG 3822: Introduction to Literary Studies (3 credits)

OR

LIT 3213: Literary Theory (3 credits)

NOTE: ENG 3822 is recommended

CHOOSE ONE 2000-LEVEL SURVEY COURSE (3 CREDITS)

(Choose from AML 2010, AML 2020, ENL 2012, or ENL 2022 only)

CHOOSE 1 UPPER-DIVISION COURSE FROM CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE (3 CREDITS)

CHOOSE 2 UPPER-DIVISION COURSES FROM CATEGORIES I –III (6 CREDITS)

*ENC 3213 does not count toward the minor

(ONLY ONE COURSE MAY BE TAKEN FROM OPTIONAL OUTSIDE ELECTIVES SECTION – SEE NOTE ABOVE REGARDING OUTSIDE ELECTIVES)

Student: _____

Z#: _____

Date: _____

- Classes listed for Categories I- III and optional electives are NOT taught every semester. Course offerings vary from year to year.
- AML 4930, ENL 4930, ENC 4930, CRW 4930, and LIT 4930 are Special Topics courses. Applicability of these courses to a specific category is determined by the English department. For additional information, please seek assistance from the English department academic advisor.

REQUIRED COURSES

ENG 3822: Intro to Literary Studies

LIT 3213: Literary Theory

CATEGORY I: LITERATURES OF ETHNICITY, GENDER, & CULTURE

- ___ AML 3265 Florida Women Writers
- ___ AML 4604 African American Lit to 1895
- ___ AML 4607 African American Lit 1895 – Present
- ___ AML 4630 U.S. Latino/a Literatures
- ___ AML 4640 American Indian Literature
- ___ AML 4663 Jewish American Literature
- ___ AML 4673 Asian American Literatures
- ___ SPECIAL TOPICS 4930

- ___ LIT 3184 Irish Literary Renaissance (WL)
- ___ LIT 4192 Caribbean Literature in English (WL)
- ___ LIT 4225 World Literature: Critical Approaches (WL)
- ___ LIT 4233 Postcolonial Literature (WL)
- ___ LIT 4244 Major Writers of World Literatures in English (WL)
- ___ LIT 4355 Black Literatures (WL)
- ___ LIT 4383 Women in Literature
- ___ LIT 4832 Asian Literature in English (WL)

WL = World Literature concentration course

NOTE: See bullet point above for more information about special topics

CATEGORY II: AMERICAN LITERATURE, BRITISH LITERATURE, & GENRE STUDIES

- ___ AML 2010 American Literature to 1865
- ___ AML 2020 American Literature 1865 – 1945
- ___ AML 3111 American Novel 19th Century
- ___ AML 3121 American Novel 20th Century
- ___ AML 3263 Southern Literary Renaissance
- ___ AML 4213 Colonial & Early American Literature*
- ___ AML 4223 American Lit – 19th Century Traditions
- ___ AML 4242 American Lit – 20th Century Movements
- ___ AML 4311 Major American Writers – 19th Century
- ___ AML 4321 Major American Writers – 20th Century
- ___ ENG 4114 Literature & Film
- ___ ENL 2012 British Literature to 1798
- ___ ENL 2022 British Literature since 1798
- ___ ENL 3112 British Novel – 18th Century*
- ___ ENL 3122 British Novel – 19th Century
- ___ ENL 3132 British Novel – 20th Century

- ___ ENL 4210 Medieval Literature*
- ___ ENL 4220 Renaissance Literature*
- ___ ENL 4221 17th Century Literature*
- ___ ENL 4230 18th Century Literature*
- ___ ENL 4243 British Romanticism
- ___ ENL 4251 Victorian Literature
- ___ ENL 4264 Victorian Genres & Themes
- ___ ENL 4273 20th Century British Literature
- ___ ENL 4311 Chaucer*
- ___ ENL 4333 Shakespeare*
- ___ ENL 4341 Milton*
- ___ LIT 3043 Modern Drama
- ___ LIT 3312 Fantasy Literature
- ___ LIT 3313 Science Fiction
- ___ LIT 3333 Literature of Adolescence
- ___ LIT 3344 Detective Fiction
- ___ LIT 4001 Literary Genres
- ___ LIT 4032 Modern Poetry
- ___ LIT 4094 Contemporary Dramatic Literature
- ___ LIT 4434 Literature & the Environment
- ___ LIT 4484 Literature & Social Movements
- ___ LIT 4605 Literature of War

* = Pre-1800's course

ENL 3425: Backgrounds in British/American Lit (*usually)

NOTE: There are multiple courses with the prefix ENL 3425.

- ___ ENL 3425

- ___ SPECIAL TOPICS 4930

NOTE: See bullet point above for more information about special topics

CATEGORY III: WRITING & RHETORIC

- ___ ENC 3213 Professional Writing
- ___ ENC 3310 Advanced Exposition
- ___ ENC 4138 Principles of Research Writing
- ___ ENC 4354 Writing for Nonprofits
- ___ ENG 4020 Studies in Writing & Rhetoric
- ___ CRW 3010 Creative Writing

Note: CRW 3010 is a prerequisite for all 4000-level CRW workshops

- ___ CRW 4120 Fiction Workshop 1

- ___ CRW 4121 Fiction Workshop 2
- ___ CRW 4211 Creative Writing: Nonfiction
- ___ CRW 4310 Poetry Workshop 1
- ___ CRW 4311 Poetic Forms
- ___ CRW 4321 Poetry Workshop 2
- ___ CRW 4723 Literary Editing & Publishing
- ___ LIN 4680 Structure of Modern English

- ___ SPECIAL TOPICS 4930

NOTE: See bullet point above for more information about special topics

OPTIONAL ELECTIVES OFFERED OUTSIDE THE ENGLISH DEPARTMENT (CATEGORY IV) – ONLY 1 COURSE MAY BE APPLIED TO ENGLISH MAJOR REQUIREMENTS

- ___ FRT 3140 Literature in Translation: The French Tradition
- ___ FRW 4930 Special Topics in French Literature
- ___ GET 3130 German Literature in Translation
- ___ GET 3600 Kafka, etc.
- ___ GET 3610 Thomas Mann
- ___ GEW 4930 Special Topics in German Literature
- ___ ITT 3110 Literature in Translation: The Italian Tradition
- ___ ITT 3111 Love & Lovers in Italian Literature
- ___ ITT 4440 Dante: The Commedia in Translation
- ___ LIT 4194 Comparative Caribbean Literature
- ___ SPT 3100 Literature in Translation: The Spanish Tradition
- ___ SPT 4130 Latin American Literature in Translation
- ___ SPW 4930 Special Topics in Spanish or Latin American Literature

Other OPTIONAL ELECTIVE courses not listed may be offered. Please speak with the English academic advisor about specific course questions.

4 YEAR FLIGHT PLAN: BA in English

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in *collaboration with an academic advisor* to ensure good understanding of:

- Which graduation requirements you have satisfied
- Which Intellectual Foundations and elective courses match your career plans
- How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
- How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

- Complete an average of 30 credit hours per year
- Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
- Earn at least 9 credit hours in summer coursework (or equivalent)

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

Your Academic Advising Professionals

<i>University Advising Services</i>	
Office Location:	Student Support Services building (SU80), Room 201
Email Address, Phone Number:	advising@fau.edu , 561-297-3064
Additional Information:	www.fau.edu/uas
<i>College/Program Advisor</i>	
Office Location:	CU 306
Email Address, Phone Number:	english@fau.edu , 561-297-3830
Additional Information:	www.fau.edu/english
<i>Academic Program Information</i>	
Office Location:	CU 306
Email Address, Phone Number:	smaxwell2@fau.edu , 561-297-3830
Additional Program Information:	www.fau.edu/english
English Internship Program:	http://www.fau.edu/english/englishinternship_program.php

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

NOTE: Some students may be required to maintain a GPA of 2.75 or higher to remain eligible for scholarships or to be stronger candidates for admission to Internships, graduate programs, and professional schools. Please confirm your required GPA with your academic advisor.

YEAR 1			
Semester ____ : () Summer (X) Fall () Spring			
Courses and Credit Hours		Milestones	Advising Tips
ENC 1101 College Writing I (req)	3	1. One math course must contain the prefix MAC or MGF	2. Declare your major by end of semester 3. Complete Major Knowledge, print out and bring to advising appointment 4. Create student profile in OWL CareerLink 5. Meet with your academic advisor
Foundations of Math course (Group A)	3		
Foreign Language	4		
SLS 1503 Learning Strategies and Human Development	2		
Total	12		
Balance/Other Commitments & Activities: Join the English Club (optional)			
Semester ____ : () Summer () Fall (X) Spring			
Courses and Credit Hours		Milestones	Advising Tips
ENC 1102 College Writing II (or equiv)	3	1. One math course must contain the prefix MAC or MGF	1. Develop Individual Learning Plan for career development 2. Attend Carnival of Majors Fair 3. Confirm/declare your major 4. Meet with your academic advisor 5. Formalize your academic major
Foundations in Global Citizenship	3		
Foundations of Math course (Group A or B)	3		
Foreign Language	4		
Foundations of Science & the Natural World (Group A)	3		
Total	16		
Balance/Other Commitments & Activities:			
Semester ____ : (X) Summer () Fall () Spring			
Courses and Credit Hours		Milestones	Advising Tips
Foundations of Society and Human Behavior (Group A or B)	3		1. Schedule appointment to meet with English Department advisor
Balance/Other Commitments & Activities:			

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

YEAR 2			
Semester ___ : () Summer (X) Fall () Spring			
Courses and Credit Hours		Milestones	Advising Tips
ENGL 3822 Introduction to Literary Studies	3	1. Take a WAC course from Global Citizenship OR take two WAC courses from Humanities.	1. Meet with your academic advisor 2. You will receive an email from your faculty mentor 3. Attend "What Can I Do With My English Degree Workshop?" 4. English majors are encouraged to take LIT 2010, 2030, 2040, or 2070 (WAC) for Foundations in Humanities
Foundations of Humanities (Group A or B)	3		
Foundations in Global Citizenship	3		
Foundations of Society and Human Behavior (Group A)	3		
Free Elective	3		
Total	15		
Balance/Other Commitments & Activities:			
Semester ___ : () Summer () Fall (X) Spring			
Courses and Credit Hours		Milestones	Advising Tips
Foundations of Science in the Natural World (Group A or B)	3-4	1. Be sure you take a lab science course if you have not already done so. 2. Complete WAC requirement if you have not already done so.	1. Select English concentration track (optional) 2. Attend English Internship Opportunities workshop 3. Touch base with Faculty Mentor 4. Schedule appointment to meet with English advisor 5. Explore the English Internship Program
Free Elective	3		
LIT 3213 Literary Theory	3		
English Category II	3		
Foundations of Humanities (Group A)	3		
Total	15-16		
Balance/Other Commitments & Activities:			
Semester ___ : (X) Summer () Fall () Spring			
Courses and Credit Hours		Milestones	Advising Tips
Free elective	3		1. Apply for an English Internship 2. Visit Career Development Center for help with Resume
Total	3		
Balance/Other Commitments & Activities:			

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

YEAR 3		
Semester : () Summer (X) Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
English Category I	3	1. Attend job/graduate school fairs 2. Meet with your academic advisor 3. Attend English Major Workshop Series 4. Attend English Major GRE Prep
English Category II - Pre-1800	3	
English Category III	3	
Free Elective	3	
English Category I	3	
Total	15	
Balance/Other Commitments & Activities:		
Semester : () Summer () Fall (X) Spring		
Courses and Credit Hours	Milestones	Advising Tips
English Category II	3	1. Visit with career counselors for job search or graduate school planning 2. Attend English Major Workshop Graduate School Planning Road Map 3. Meet with English Advisor 4. Meet with English Faculty Mentor
English Elective (select from category I-IV)	3	
English Elective (select from category I-IV)	3	
Free Elective	3	
Free Elective	3	
Total	15	
Balance/Other Commitments & Activities:		
Semester : (X) Summer () Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
Free Elective	3	1. Maintain good academic standing 2. Apply for English Internship (if you haven't already)
Total	3	

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

YEAR 4		
Semester ___ : () Summer (X) Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
Free Elective	3	1 Continue job/graduate school planning 2 Attend job/graduate school fairs 3 Meet with your Academic Advisor
Free Elective	3	
English Elective (select category I-IV)	3	
Free Elective	3	
Balance/Other Commitments & Activities:		
Semester ___ : () Summer () Fall (X) Spring		
Courses and Credit Hours	Milestones	Advising Tips
		Submit Graduation Application by the posted deadline
English Category II - *Pie-1800	3	
English Category II	3	
Free Elective	3	
Free Elective	3	
Total		
Balance/Other Commitments & Activities:		
Semester ___ : (X) Summer () Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
Total		
Balance/Other Commitments & Activities:		

You and your advisor will customize your Flight Plan and update it as necessary as you progress through your program.

More Information

<http://www.fau.edu/finaid/>

Academic Program Requirements and Career/Professional Development Information:
<http://www.fau.edu/cdc/students/majors/>

Students with Disabilities: <http://osd.fau.edu/>

Student Policies, Services, Resources (Handbook):
<http://www.fau.edu/handbook/>

Student Life (Housing, Events & Organizations, Wellness, Counseling, Leadership, Military Affairs, etc.):
<http://www.fau.edu/student/S\ADepts.php>

Registration, Transcripts, Forms, Student Records:
<http://www.fau.edu/registrar/>

Tips for Success

Academic Support (Center for Teaching and Learning, Tutoring, Writing Center, Undergraduate Research):
<http://www.fau.edu/ctl/>

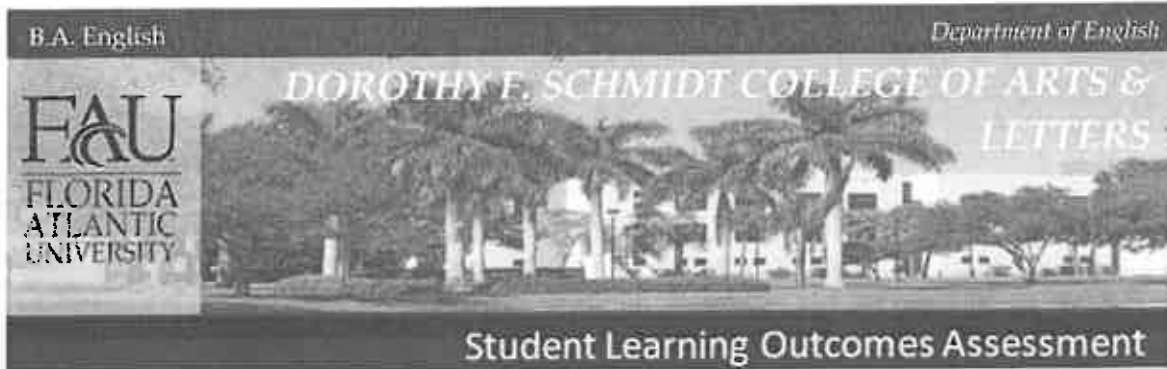
- Meet with your advisor at least once a semester.
- Monitor your progress in your courses; "check-in" with your instructors regularly!
- Check your degree audit every semester.
- Stay aware of important deadlines.

Student Financial Aid, Other Financial Services:

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

- Take advantage of resources FAU has made available to you to help you succeed on your flight.

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.



CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Essays in a sample of 3000- and 4000-level English courses will be assessed annually and holistically according to a rubric (see next page) developed and shared by faculty and communicated to students. The rubric distinguishes levels of competence and defines the minimum requirements for demonstrating the skills designated above.

Students whose essays are rated Competent, Strong, or Superior are making progress toward the degree. Students whose essays are rated Inadequate will be referred to the University Center for Excellence in Writing. Students whose essays are consistently rated Inadequate in any course will effectively fail that course and must successfully retake the course or an equivalent course.

RUBRIC FOR HOLISTIC ASSESSMENT OF ESSAYS

SUPERIOR

Addresses the question or prompt fully

Demonstrates substantial comprehension of relevant material

Shows substantial depth, complexity, and creativity of thought

Demonstrates clear and coherent organization

Develops arguments fully with ample supporting detail

Demonstrates superior control of diction, syntactic variety, and transitions

STRONG

Address the question or prompt substantively, yet not fully

Demonstrates comprehension of relevant material

Shows depth, complexity, and creativity of thought

Demonstrates clear organization

Develops arguments with supporting detail

Demonstrates control of diction, syntactic variety, and transition

COMPETENT

Adequately addresses the question or prompt

Demonstrates adequate understanding of relevant material

Shows clarity of thought but may treat the topic simplistically or repetitively

Demonstrates adequate organization

Develops arguments adequately, with some detail

Demonstrates adequate facility with syntax, mechanics, and usage but contains some errors

INADEQUATE

May distort or neglect parts of the question or prompt, and/or

Fails to comprehend relevant material

Lacks clarity of thought; demonstrates confused/simplistic thinking, and/or

Lacks adequate organization, and/or

Fails to provide adequate or appropriate details to support generalizations, or may provide details without

generalization, and/or

Demonstrates significant errors in language, syntax, or mechanics

Honors Program in English

The Honors Program in English provides the opportunity for qualified majors to undertake advanced literary research in a community of their undergraduate peers. This program is especially recommended for students who plan to pursue a graduate degree in literary studies.

Eligibility Requirements

1. Minimum overall GPA of 3.0 and a GPA of 3.5 or above in English major courses;
2. Completion of 60 credits, including at least 15 upper-division English major credits;
3. Completion of ENG 3822, Introduction to Literary Studies, or LIT 3212, Literary Theory (or, may petition to take either concurrently with the Honors Seminar).

Application Requirements

1. A copy of the student's (unofficial) current transcript highlighting all English major courses;
2. A one-to-two page statement of purpose detailing why the student is applying to the Honors Program and describing the possible focus of the student's honors thesis;
3. A copy of a critical essay the student wrote for an English class that exemplifies the student's best work (no more than 10 pages). Please include the course name and instructor.

Program Requirements

The English Honors Program entails taking two related courses (3 credits each) in the fall and spring and completing an honors thesis between 20-40 pages.

1. Honors Seminar, ENG 4932: Required for honors students but open to those interested in more advanced literary study. Allows students to synthesize the literary knowledge and critical skills gained in the English major. More intensive and interactive than the department's other courses and organized in ways that anticipate graduate-level courses. Topics of the seminar change from year to year. Offered once a year in the fall.
2. RI: Honors Research, ENG 4910: Facilitates the writing of the honors thesis, the final aim of the course. Exposes students to the standards and best practices of research-level literary scholarship while also preparing the ground for the students' intended research topics. May include library research visits, presentations on different research and analytical methodologies and peer editing workshops. At the end of spring semester, students will present their theses at an Honors Research course event or the Undergraduate Research Symposium. Offered once a year in the spring.

Students will receive the designation "Honors in English" at the time of graduation upon satisfactory completion of the following requirements:

1. Fulfillment of all normal field distribution requirements for the English major;
2. Completion, with a grade of "B" or higher, of Honors Seminar and Honors Research;
3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation;
4. Completion of a thesis of substance and quality that meets with the approval of the course instructor and/or thesis chair.

Students in the Honors Program in English who complete all requirements, but do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors Program and face additional penalties from the University.

For more information, contact Dr. Julieann Ulin at julin@fau.edu.

Honors Program in Creative Writing

Eligibility Requirements

1. Completion of at least 60 credits toward degree;
2. Successful completion of CRW 3010 (Creative Writing) and at least two 4000-level creative writing workshops. At least one of these workshops must be in the genre (poetry, fiction or creative nonfiction) for which the student is applying;
3. Minimum overall GPA of 3.0 with a minimum GPA of 3.5 in English major courses.

Note: Students who do not meet the GPA requirements or who have not taken a second 4000-level workshop may apply for the course and may be admitted to the program if their applications are considered strong enough. However, in order to receive the honors designation upon graduation, students must meet the GPA requirements.

Application Requirements

1. A writing sample in the genre in which the student is applying (student's thesis will be written in that genre). For prose (fiction or creative nonfiction), please submit a minimum of 10 pages. For poetry, a minimum of 6 poems (each poem must start on a new page);
2. A brief (200-250 words) statement of intent explaining the student's interest in the program and what the student hopes to achieve in the program, with a cover sheet attached;
3. A copy of the student's (unofficial) current transcript with all English major courses highlighted.

Program Requirements

The Honors Program in Creative Writing entails completion of the Honors Creative Writing Seminar, CRW 4932: This course provides a structured framework for students in the Honors Creative Writing Program to complete their honors thesis (either a work of fiction, nonfiction or a collection of poetry). Provides information about post-graduate opportunities for creative writers. Examines works of fiction, poetry and creative nonfiction in more depth and with more of an eye toward craft than may have been possible in previous coursework.

Note: Students will receive the designation "Honors in Creative Writing" at the time of graduation upon satisfactory completion of the following requirements:

1. Fulfillment of all normal field distribution requirements for the English major;
2. Completion of the Honors Creative Writing Seminar with a grade of "B" or higher, which includes the completion of a thesis of substance and quality that meets with the approval of the course instructor and a second faculty reader (assigned by the Department of English);
3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation.

Students in the Honors Program in Creative Writing who complete all requirements, but do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors Program and face additional penalties from the University.

For more information, contact Dr. Becka McKay at rmckay3@fau.edu.

Florida Atlantic University Department of English Honors Program
2018-2019 Application
Due: February 15, 2018

The Honors Program in English provides the opportunity for qualified majors to undertake advanced literary research in a community of their undergraduate peers. This program is especially recommended for students who plan to pursue a graduate degree in literary studies.

English Honors eligibility requirements:

Minimum overall GPA of 3.0 and a GPA of 3.5 or above in English major courses

Students must have already completed 60 credits (including at least 15 English major credits) and must have already completed ENG 3822: Introduction to Literary Studies or LIT 3212: Literary Theory (if, for some reason, a student has not yet taken ENG 3822 or LIT 3212, he or she can petition to take either concurrently with the Honors Seminar)

Application:

Please submit your completed application as a single pdf to english@fau.edu with the subject "English Honors Application." Completed applications for the 2018-2019 Honors Program must be received by February 15, 2018.

1. Completed Application Cover Sheet (below)
2. A copy of your (unofficial) current transcript highlighting all English major courses.
3. A brief (1-2 page) statement of purpose that outlines why you are applying for the Honors Program and that describes potential areas of interest for your honors thesis. While you may not have a specific topic in mind, you should have some interests in literary research that you can discuss.
4. A copy of a single essay of literary analysis that you have written for an upper-division English class that exemplifies your best work (5-10 pages). Please include the course name and instructor.

Admission will be selective; you will be contacted by email once a decision has been made on your application.

The Honors Program:

The English Honors Program entails taking two related courses (3 credits each), taken in the fall and spring and completing an Honors thesis between 20-40 pages.

1. *Honors Seminar (ENG 4932)*. Honors Seminar is required for honors students but open to those interested in more advanced literary study. This course allows students to synthesize the literary knowledge and critical skills gained in the English major. The seminar is more intensive and interactive than the Department's other courses and will be organized in ways that anticipate graduate-level courses. The topics of the seminar change from year to year. This course will be offered once a year in the fall.

2. *Honors Research (ENG 4910)*. Honors Research facilitates the writing of the honors thesis, which will be the final aim of the course. The course will expose students to the standards and best practices of research-level literary scholarship while also preparing the ground for the students' intended research topics. The course may include library research visits, presentations on different research and analytical methodologies, and peer editing workshops. At the end of spring semester students will present their theses at an Honors Research course event or the Undergraduate Research Symposium. This course will be offered once a year in the spring.

Note: Students will receive the designation "Honors in English" at the time of graduation, upon satisfactory completion of the following requirements:

1. Fulfillment of all normal field distribution requirements for the English major.
2. Completion, with a grade of "B" or higher, of Honors Seminar and of Honors Research.
3. Achievement of an overall GPA of at least 3.0 and a GPA of at least 3.5 in all English courses at the time of graduation.
4. Completion of a thesis of substance and quality that meets with the approval of the course instructor and/or thesis director.

Students in the Honors Track in English who complete all requirements, but who do not meet the GPA requirements for honors at the time of graduation, will receive credit for all work completed, but will not be certified as having received honors. Students who engage in academic dishonesty will be dismissed from the Honors program and face additional penalties from the university.

Florida Atlantic University English Honors Application Cover Sheet

Name:

Z#

Email:

Total Credits Earned

Cumulative GPA:

Total English Major Credits Earned:

*This does not include ENC 1101, 1102 or the LIT 2010/30/40/70 courses

Have you taken ENG 3822 Introduction to Literary Studies? (Give semester/year)

Have you taken LIT 3212 Literary Theory? (Give semester/year)

Expected Graduation Date (month and year):

Spring 2018 English courses in which you are enrolled:

Course Number	Course Title	Instructor
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Provide the names of two English Department faculty members who would be able to speak about your work. These should be professors familiar with your work in upper-division courses:

- 1.
- 2.

DEPARTMENT OF ENGLISH UNDERGRADUATE ASSESSMENT RESULTS, Full Assessment Cycle

2014-2015

Year 3 in assessment rotation: courses that fulfill the Literature requirement

Outcome 1

Graduates will demonstrate competency in content knowledge in the discipline. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of CONTENT KNOWLEDGE from representative courses that fulfill the Literature requirement.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Content Knowledge, the results were as follows:

Superior (30%)

Strong (37%)

Competent (31%)

Inadequate (2%)

Analysis:

For the superior ranking, we have exceeded our target of 10% by 20%.

98% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 18%.

With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 27%.

Program Improvement

In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be

reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

Outcome 2

Graduates will demonstrate competency in communication skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. **COMMUNICATION SKILLS (Written Communication):** Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of **COMMUNICATION SKILLS** from representative courses that fulfill the Literature requirement.

For this assessment year, this outcome, **COMMUNICATION SKILLS** will receive special emphasis. The faculty who assessed the essays from the previous assessment cycle noted weaknesses in paragraph development and essay organization that had debilitating effects on the papers as a whole.

In particular, for this assessment cycle (2014-15) faculty will emphasize paragraph development: strong thesis statements for paragraphs and systematic support of thesis. This emphasis should also increase performance in the other outcomes: content, critical analysis, and use of quotations. In a later assessment cycle, we can make essay-level organization an area of emphasis.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Communication Skills, the results were as follows:

Superior (21%)

Strong (29%)

Competent (43%)

Inadequate (7%)

Analysis:

For the superior ranking, we have exceeded our target of 10% by 11%.

93% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 13%.

With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 10%.

Program Improvement

In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

Outcome 3

Graduates will demonstrate competency in critical thinking skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. **CRITICAL THINKING** (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of critical thinking skills from representative courses that fulfill the Literature requirement.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Critical Thinking, the results were as follows:

Superior (26%)

Strong (35%)

Competent (29%)

Inadequate (11%)

Analysis:

For the superior ranking, we have exceeded our target of 10% by 16%.

90% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 10%.

With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 21%.

Program Improvement

In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would

benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

Outcome 4

Students will use direct quotation in support of a thesis. Quotations will be: sufficient in number, pertinent to the argument, of appropriate length, syntactically correct (that is correctly incorporated within the student's own writing), and correctly cited.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of quotation integration from representative courses that fulfill the Literature requirement.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Instructors of 2 sections of Nineteenth-Century American Literature (a course that fulfills the Literature requirement) ranked the students' final papers, a total of 42 pieces of writing, each of which received 2 rankings in the specified outcome, one from each instructor, for a total of 84 rankings. For this outcome, Use of Quotations, the results were as follows:

Superior (48%)

Strong (17%)

Competent (30%)

Inadequate (6%)

Analysis:

For the superior ranking, we have exceeded our target of 10% by 38%.

95% achieved a ranking of at least Competent, so we have exceeded the target of 80% by 18%.

With respect to our target that 40% should be ranked Strong or Superior, we exceeded the target by 15%.

Program Improvement

In looking at the 84 papers as a group, the faculty who ranked the papers recommend that future assessment focus on improving sentence clarity. One of the faculty observes that students would benefit from focusing on writing simple, articulate sentences that express complete, persuasive thoughts. In looking at the papers as a group, another notes that students struggled with writing strong transitions between and within paragraphs, causing them to lose the thread of their arguments. He recommends that future assessment focus on improving transitions in written arguments. Along with the data from this assessment cycle, these recommendations will be

reported to the department at the department meeting on 10/16. Faculty will be encouraged to address these areas in feedback to students on written work.

2015-2016

Year 1 in the assessment rotation: Writing

Outcome 1

For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome one** is as follows: Students will create original and effective titles for their prose and poetry.

Assessment Method

A committee of four instructors of CRW 3010 (Creative Writing) ranked the final portfolios of 36 students (55% of the total number of portfolios) on the originality and effectiveness of titles. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Superior or Strong.

Data Summary: Analysis and Evaluation

Data Collected:

For Outcome 1 (original and effective titles), the portfolios were ranked as follows:

Superior = 13.8% (10)

Strong = 25% (18)

Competent = 57% (41)

Inadequate = 4% (3)

Analysis and Evaluation of Data:

95.8% were ranked Competent and above; we surpassed our target of 80% by 15.8%.

38.8% were ranked either Strong or Superior; we missed our target of 40% by .2%

13.8% were ranked Superior; we surpassed our target of 10% by 3.8%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)

The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus,

assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of “inadequate,” but this can also be explained by the fact that the other three assessors knew eighteen of the stories’ writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as it is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students’ revisions into his assessment of other instructors’ student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

Outcome 2

For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome two** is as follows: Students will recognize and eliminate clichéd and tired language from their writing.

Assessment Method

A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on elimination of cliched and tired language. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Superior or Strong.

Data Summary: Analysis and Evaluation

Data Collected:

For Outcome 2 (Students will recognize and eliminate clichéd and tired language from their writing), the portfolios were ranked as follows:

Superior = 4.2% (3)

Strong = 50% (36)

Competent = 43% (31)

Inadequate = 2.8% (2)

Analysis and Evaluation of Data:

97.2% were ranked Competent and above; we surpassed our target of 80% by 17.2%.

54.2% were ranked either Strong or Superior; we surpassed our target of 40% by 14.2%

4.2% were ranked Superior; we missed our target of 10% by 5.8%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)

The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of "inadequate," but this can also be explained by the fact that the other three assessors knew eighteen of the stories' writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as it is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students' revisions into his assessment of other instructors' student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

For the next iteration (which will be in three years), we will assess student work according to the plan in place.

Outcome 3

For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome three** is as follows: Students will recognize and eliminate stereotypes and caricatures from their writing.

Assessment Method

A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on the elimination of stereotypes and caricatures from their writing. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Data Collected:

For Outcome 3 (Students will recognize and eliminate stereotypes and caricatures from their writing), the portfolios were ranked as follows:

Superior = 2.8% (2)

Strong = 44% (32)

Competent = 43% (31)

Inadequate = 9.7% (7)

Analysis and Evaluation of Data:

89.8% were ranked Competent and above; we surpassed our target of 80% by 9.8%.

46.8% were ranked either Strong or Superior; we surpassed our target of 40% by 6.8%

2.8% were ranked Superior; we surpassed our target of 10% by 7.2%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)

The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of "inadequate," but this can also be explained by the fact that the other three assessors knew eighteen of the stories'

writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as it is an critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students' revisions into his assessment of other instructors' student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

For the next iteration (which will be in three years), we will assess student work according to the plan in place.

Outcome 4

For the Assessment Year 2015-16, the department will be assessing, in accordance with its overall assessment plan, courses that fulfill the Writing requirement (courses from Category III on the English Major Checklist form). Based on the assessment report from the 2012-13 cycle, which last assessed the Category III courses, the department has created outcomes that are pertinent to the courses in Category III. For this cycle, these outcomes will replace those used for assessment of literature courses. **Outcome four** is as follows: Students will develop effective and original voice in their writing.

Assessment Method

A committee of four instructors of CRW 3010 ranked the final portfolios of 36 students (55% of the total number of portfolios) on development of effective and original voice in their writing. A round robin of instructors was constructed such that portfolios received multiple rankings. In total, 72 rankings were given for each of the four outcomes.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

Data Collected:

For Outcome 4 (Students will develop effective and original voice in their writing), the portfolios were ranked as follows:

Superior = 7% (5)

Strong = 54% (39)

Competent = 36% (26)

Inadequate = 2.8% (2)

Analysis and Evaluation of Data:

97% were ranked Competent and above; we surpassed our target of 80% by 17%.

61% were ranked either Strong or Superior; we surpassed our target of 40% by 21%

7% were ranked Superior; we surpassed our target of 10% by 3%.

Plans for future priorities for CRW 3010 can be made based on the assessment of the portfolios gathered from two sections. (See Program Improvement for details.)

The data seems to indicate that ranking was quite consistent overall. Inconsistencies can be accounted for as follows.

It's not easy to draw straightforward conclusions from this process because of its complicated nature; however, in examining the ratings given to individual stories, the differences are primarily between the rankings given by JW in comparison to the other three assessors. This makes sense, given that K was the professor of the course and J and N were GTAs; thus, assessment of all the assignments in their course (including final grades) were discussed during the entire semester and at great length as a group. JW gave more rankings of "inadequate," but this can also be explained by the fact that the other three assessors knew eighteen of the stories' writers very well and saw their progress over the course of the term (as well as the various drafts of the stories themselves), while JW could not have taken that into account—something that was an important emphasis in the course taught by K, J, and N (and therefore the final assessment). While JW spent time on revision in his CRW 3010 course as well (as it is a critical aspect of teaching a creative writing workshop), it wouldn't have been possible for him to factor students' revisions into his assessment of other instructors' student work. Finally, because none of the assessors were aware that they would be tasked with this project until after the semester ended, they were not able to coordinate the final short story assignment itself. The differences in the way the assignment was framed can explain to a degree the reasons final assessments differed, since the two assignments' requirements were not exactly the same (nor were the rubrics provided to students on their assignment sheets).

Program Improvement

According to the assessment data collected, based on the number of Inadequate rankings, the two outcomes that seem to warrant attention in future were the first and third (having original and effective titles and avoiding stereotypes and/or caricatures). Though this assessment was based on short fiction, these things can be taught in terms of all three genres introduced in the course: poetry, creative nonfiction, as well as fiction.

We are meeting our targets for the combined percentage of Superior and Strong rankings and for combined Superior, Strong, and Competent rankings. Ideally, the number of Superior rankings would be slightly higher for each outcome. The likely way to achieve this target is for instructors to continue to stress the importance of all four outcomes. Overall, student performance is in line with our expectations.

For the next iteration (which will be in three years), we will assess student work according to the plan in place.

2016-2017

Year 2 in the assessment rotation: Introduction to Literary Studies

Outcome 1

Graduates will demonstrate competency in content knowledge in the discipline. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate use of critical methods together with mastery of pertinent declarative knowledge in formal essays as they analyze/interpret a complex literary work.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of content knowledge in the required course, Introduction to Literary Studies.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

A faculty committee ranked 71 essays written for Introduction to Literary Studies, with the following results with regard to Content Knowledge:

19 Superior (27%) [Exceeded target of 10% by 17%]

30 Strong (42%) [Exceeded target of 40% Strong or Superior by 29%]

19 Competent (27%) [Exceeded target of 80% Competent or better by 16%]

3 Inadequate (4%)

Program Improvement

In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. The majority of the students demonstrated the ability to construct essays with rhetorical and mechanical quality, strong incorporation of evidence, and strong transitional elements. One member noted that the wide gap between some of the papers in terms of textual analysis and writing ability may have to do with a number of students taking Introduction to Literary Studies late in their major coursework. Given the course description and the skills emphasized in this course, and the recent elimination of the 3000/4000 distinction in major requirements (which had served as a barrier to waiting too long to take Intro to Literary Studies) it may be worth revisiting ways to encourage students to take the course in their first semester as a junior.

Recommendations for a 4th category when next assessing Introduction to Literary Studies:

The committee recommend an assessment of the balance between close textual analysis and secondary sources in keeping with the with the course description ("Course will emphasize close textual analysis and basic research skills"). In these papers, students are engaging in scholarly

conversations often for the first time and may struggle to challenge or extend critics' ideas, to separate their own ideas from those found in the research, and to balance critical sources with literary analysis of the literary texts.

Report to the Department:

Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.

Outcome 2

Graduates will demonstrate competency in communication skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing thesis-driven essays in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of communication skills in the required course, Introduction to Literary Studies.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

A faculty committee assessed 71 essays written for Introduction to Literary Studies with regard to Communication Skills, with the following results:

12 Superior (17%) [Exceeded target of 10% by 7%]

31 Strong (44%) [Exceeded target of 40% Strong or Superior by 21%]

25 Competent (35%) [Exceeded target of 80% Competent by 16%]

3 Inadequate (4%)

Program Improvement

In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. One member noted that three prominent challenges that students faced were constructing focused thesis statements, incorporating evidence effectively, and organizing information logically. Students who wrote broad thesis statements were often successful in explaining the topic and why that topic held value for them, but they did not demonstrate the ability to extend the ongoing critical conversation. A positive aspect regarding this challenge is that students often "found their way" to a more specific critical thesis at some point in the essay; unfortunately, though, that essential critical claim was then left undeveloped as it came too late in the paper.

The committee recommends an assessment of the balance between close textual analysis and secondary sources in keeping with the with the course description (“Course will emphasize close textual analysis and basic research skills”). In these papers, students are engaging in scholarly conversations often for the first time and may struggle to challenge or extend critics’ ideas, to separate their own ideas from those found in the research, and to balance critical sources with literary analysis of the literary texts.

Outcome 3

Graduates will demonstrate competency in critical thinking skills. "Competency" is defined by the grading rubric attached to the Academic Learning Compact. CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of critical thinking skills in the required course, Introduction to Literary Studies.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation A faculty committee assessed 71 essays written for Introduction of Literary Studies with regard to Critical Thinking Skills, with the following results:

19 Superior (27%) [Exceeded target of 10% by 17%]

30 Strong (42%) [Exceeded target of 40% Strong or Superior by 29%]

19 Competent (27%) [Exceeded target of 80% Competent or better by 16%]

3 Inadequate (4%)

Program Improvement

In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. The majority of the students demonstrated the ability to construct essays with rhetorical and mechanical quality, strong incorporation of evidence, and strong transitional elements.

The committee members agreed that the assignment requirements to incorporate secondary research caused students to struggle to distinguish their own arguments from the arguments in the secondary scholarship. This lack of distinction may impede readers’ understanding what the students are contributing by way of original textual analysis. One member noted that several of the papers required significant organizational revision, while a few required only minor adjustments of the transitions and topic sentences.

Report to the Department:

Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.

Outcome 4

Students will write topic sentences that: are analytical in nature, support the over-riding thesis being argued, are appropriate to the supporting evidence contained in the paragraph, contain (if necessary) a transitional element.

Assessment Method

Using the common assessment rubric, a departmental committee will assess student demonstration of topic sentences in the required course, Introduction to Literary Studies.

Criterion for Success

The committee will compare the percentages of students who receive Competent, Strong, and Superior ratings. 80% should receive at least Competent; 10% should receive Superior; 40% should be ranked Strong or Superior.

Data Summary: Analysis and Evaluation

A faculty committee assessed 71 essays written for Introduction to Literary Studies with regard to topic sentences, with the following results:

16 Superior (23%) [Exceeded target of 10% by 13%]

24 Strong (34%) [Exceeded target of 40% Strong or Superior by 17%]

27 Competent (38%) [Exceeded target of 80% Competent by 15%]

4 Inadequate (5%)

Program Improvement

In looking at the 71 papers as a group, the faculty committee noted that the submissions incorporated a wide range of critical approaches to a number of complex primary texts and contributed meaningful ideas to the ongoing literary and cultural conversations surrounding the literature. Three prominent challenges that students faced were constructing focused thesis statements, incorporating evidence effectively, and organizing information logically. Students who wrote broad thesis statements were often successful in explaining the topic and why that topic held value for them, but they did not demonstrate the ability to extend the ongoing critical conversation.

Report to the Department:

Along with the data from this assessment cycle, these recommendations will be reported to the department at the department meeting in Spring 2017. Faculty will be encouraged to address these areas in feedback to students on written work in Introduction to Literary Studies.

Outcome 1

Thesis Outcome Description

Students will produce writing that is characterized according to the following rubric: 1) mature in thought, rhetorically accomplished, and proficient in style and mechanics; that 2) demonstrates a professional maturity in the discipline, including knowledge of existing scholarship on the writers/works under discussion; that 3) reflects an awareness of critical traditions and can engage in contemporary critical debate.

Thesis Assessment Method:

Thesis: After the two-member thesis committee has approved a final draft of the thesis, the graduate committee, or an ad hoc committee, will read a sample of these to analyze students' accomplishments, ranking them on a four-point scale as "superior," "above average," "average," or "weak." The committee will indicate the general strengths and weaknesses of the sample read.

Thesis Criterion for success

50% of theses read should be in the top two categories, and 25% should be considered "superior."

Data Summary

Data Collected:

Of the eight MA theses submitted between Fall 2016 and Summer 2017, a randomly selected sample of five theses (approximately 60% of the total) were examined and ranked according to the above criteria by a two-member subcommittee of the Graduate Committee. One thesis (20%) was found to be "weak"; one thesis (20%) was found to be "average," and one thesis (20%) was found to be "above average." One thesis was rated "weak" and "average" while another thesis received one "above average" and one "average."

Data Analysis:

The assessment of the subcommittee suggests that we have not met our "superior" goal (25%) as no thesis received a "superior." One thesis unanimously received "above average" (in addition to one additional "above average" for another thesis) thus we have fallen short of our stated goal of 50% of theses in the "above average" range.

Exam Option Outcome 1 Description

Students will produce writing that is characterized according to the following rubric: 1) mature in thought, rhetorically accomplished, and proficient in style and mechanics; that 2) demonstrates a professional maturity in the discipline, including knowledge of existing scholarship on the writers/works under discussion; that 3) reflects an awareness of critical traditions and can engage in contemporary critical debate.

Exam Option Assessment Method After the three-member thesis committee has approved a final draft of the thesis, the graduate committee, or an ad hoc committee, will read a sample of these to analyze students' accomplishments, ranking them on a four-point scale as "superior," "above average," "average," or "weak." The committee will indicate the general strengths and weaknesses of the sample read.

Exam Criterion for success 50% of theses read should be in the top two categories, and 25% should be considered "superior."

Exam Data Collected and Analysis:

Of the four thesis exams submitted between Summer 2017 and Spring 2018, the Grad committee contacted four faculty members and asked them to rank the thesis exam they chaired according to above criteria (modified to apply to the thesis exam). Two theses were ranked "average"; two theses were ranked "above average." These rankings met one goal, with 50% ranked in the top two categories but fell short of the other goal since no thesis was considered "superior" (the other 50% ranked "average").

Program Improvement

The Graduate Committee will continue to work closely with faculty who direct theses to ensure a higher quality end product. In Spring 2017, the Graduate Committee developed sample reading lists for the thesis exam. These lists were revised in 2018 and will be available online for faculty and students beginning this semester.

This information will be reported to the full faculty.

Outcome 2

Outcome Description

Writing that is publishable, meeting the standards of appropriate professional journals in the discipline and being accepted for presentation at conferences.

Assessment Method:

Record of presentations at conferences and publication; graduating students' files should show such professional involvement. We are instituting the "exit interview," with a questionnaire

about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for success

20% of students should have submitted proposals to conferences or papers for publication; and 10% should show acceptances by the time of graduation.

Data Summary and Analysis

Of the 8 respondents (out of 12 possible), 1 presented papers at regional and national conferences; 2 presented papers at FAU conferences. 1 student had 2 publications (1 co-authored journal article and 1 book review).

2 students reported activities, with one reporting more than one activity. We surpassed our target, with 25% of responding MA graduates presenting papers at conferences or submitting essays for publication.

Program Improvement

Our faculty continues to encourage students to submit their work to conferences, though for the most we have been less proactive in helping them towards publication. Faculty will be urged to stand ready to advise students about publishing their work, and to keep in mind journals (both print and online) that are interested in student writing.

This information will be reported to the full faculty.

Outcome 3

Outcome Description

Academic and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method:

Exit Interview: Follow up graduates for ascertaining career choice and successful pursuit of it; thesis directors will report graduates' progress and contribute to continued interest in their success. The exit interview is being implemented, with questionnaire, as satisfying the need for information on outcome 3. Submission of the exit interview is a condition of the department chair's signing-off on the master's thesis.

Criterion for success

25% of graduates should reveal in an exit interview that degree completion led to a career choice or further education. Upon follow-up of graduates, 40% of each year's graduates shall achieve a career choice or further education.

Data Summary

Of the 8 respondents (out of 12 students), 2 have been accepted into PhD programs; 1 has gone onto doctoral study while the other has deferred for a year. 4 are teaching as adjuncts or are teaching at high schools. 1 is a full time employee at FAU. 5 out of 8 respondents have achieved a career in teaching or a profession of their choice, or have gone on to further education.

We have surpassed our target, with 62% of responding graduates in a degree-related career or chosen profession, or continuing their education.

Program Improvement

For the last few years, a subcommittee of the Graduate Committee has organized an informational session, "Applying to Ph.D. Programs." This year the session will be held in October 2018. Topics of discussion included researching degree programs, writing strong application materials, funding, teaching, and coursework. We will continue to promote our internship program for our graduate students, so that they can gain experience in such fields as publishing, museum curatorship, and publicity, and are exposed to professional opportunities outside of education.

This information will be reported to the full faculty.

MFA Assessment Results Collated for Five Academic Years

2013-2014

Outcome 1

The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method

The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as "superior," "above average," "average," or "weak," according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success

50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation

All theses for this reporting cycle were ranked by members of the creative writing faculty. Out of our 7 graduates, 4 received superior rankings, and 3 received above average.

This meets and even exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement

Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 2

Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method

Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success

25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation

The exit surveys indicate that 6 out of the 7 graduates have demonstrated professional activity, exceeding our goal of 25%.

7 out of the 7 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.

Students have been published in the following journals: *The Explicator*, *The Found Poetry Review*, *Halfway Down the Stairs*.

Program Improvement

We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Outcome 3

Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method

The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master's thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey

Criterion for Success

25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 7 graduate in the most recent cohort, 2 of the 7 graduates are working at FAU (one as an instructor and one at the UCEW) and one is writing grants at PBSC.

This exceeds our goal of 30%.

Program Improvement

We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

2014-2015

Outcome 1

Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method

The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master's thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success

25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation. A survey of MFA alumni that graduated three or more years ago indicates that 50% have secured employment or education in a relevant field. Of the 9 graduate in the most recent cohort, one is working at FAU as an instructor, 4 are teaching in high schools.

This exceeds our goal of 30%.

Program Improvement

We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Outcome 2

The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method

The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and

rank each on a four-point scale as “superior,” “above average,” “average,” or “weak,” according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success

50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation All theses for this reporting cycle were ranked by members of the creative writing faculty. Out of our 9 graduates, 4 received superior rankings, 3 received above average, and 2 received average.

This meets and even exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement

Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 3

Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method

Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success

25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation

The exit surveys indicate that 9 out of the 9 graduates have demonstrated professional activity, exceeding our goal of 25%.

9 out of 9 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.

Students have been published in the following journals: *Copper Nickel*, *The Bicycle Review*, *Blue Lyra Review*, *SCOPE*, *Devil's Lake*.

Program Improvement

We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

2015-2016

Outcome 1

Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method

The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master's thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success

25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation

A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field. Of the 7 graduates in the most recent cohort, 2 are working at FAU as visiting instructors, 3 are adjunct instructors and 1 is teaching high school.

This exceeds our goal of 30%.

Program Improvement

We are expanding our community workshop offerings to give more of our students an opportunity to teach creative writing. We will track the effect of this expansion to see whether it helps our graduates secure jobs in the field.

Of the 7 graduates above, 6 had the opportunity to teach one or more community workshops during their time in the MFA program. The jump from 50% (in the previous year's assessment) to 80% employment in the field is a strong indicator that the expansion of the community workshops has helped graduates as we'd hoped.

Outcome 2

The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method

The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as "superior," "above average," "average," or "weak," according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success

50% of theses read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation

All theses for this reporting cycle were ranked by members of the creative writing faculty.

Out of our 7 graduates, 4 received superior rankings, 2 received above average, and 1 received average.

Thus 57% received a superior ranking and 85% received a ranking of superior or above average.

This exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement

Our improvement goal for future assessment involves further attention to the thesis essay. Now that we have implemented the early-reading-list initiative, we plan to assess the thesis essay for its use of this more extensive, supervised bibliography.

Outcome 3

Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method

Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success

25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation

7 out of 7 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it does help students prepare for academic conferences, and the AWP conference, which is the largest gathering of professional writers in the country.

Students have been published in the following journals: *Porkbelly Press*, *Drunken Boat*, *Passages North*, *Tahoma Review*, *A3 Review*, *Proximity Magazine*, *JMWW*, *Decades Review*, *DIAGRAM*, *Hermeneutic Chaos*, *Eunoia Review*.

Program Improvement

Our new literary magazine, *Swamp Ape Review*, is giving students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. All of these important experiences should help students expand and improve their job opportunities and marketability.

2016-2017

Outcome 1

Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method

The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master's thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success

25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation

A survey of MFA alumni that graduated three or more years ago indicates that 80% have secured employment or education in a relevant field.

Of the 6 graduates in the most recent cohort, 3 are teaching in high schools and 1 is working in an administrative capacity at FAU.

This exceeds our goal of 30%.

Program Improvement

We continue to expand our community workshop offerings to give more of our students an opportunity to teach creative writing, and to expand our community outreach to new populations. This past summer, for example, 2 MFA grad students taught a 5 day writing camp, “Sci Fi Collab Lab.” As most of our community workshops concentrate on “literary fiction,” and mostly attract an older adult population, the introduction of a new genre to a youth audience expanded both the teaching opportunities for our grad students and the learning opportunities for an underserved segment of our local community. We will continue to explore new community workshop themes and target audiences in the year ahead.

Outcome 2

The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method

The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as “superior,” “above average,” “average,” or “weak,” according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success

50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation

All theses for this reporting cycle were ranked by members of the creative writing faculty.

Out of our 6 graduates, 2 received superior rankings, 3 received above average, and 1 received average.

Thus, 33% received a superior and 83% received a ranking of superior or above average.

This exceeds our goal of 25% superior and 50% either superior or above average.

Program Improvement

While we met our goals, we would still like to see more students achieve the top ranking. We have implemented an early reading-list initiative to encourage more advance planning of the thesis itself. Students should offer a reflection of the usefulness of this reading-list in their “thesis essay,” which we will assess.

Outcome 3

Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method

Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success

25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation

5 out of 6 participated in some kind of conference during the program, including the EGSS conference, which is important as it shows that it helps students prepare for academic conferences, including the AWP conference, which is the largest gathering of professional writers in the country.

Students in this cohort have been published in a variety of literary magazines/journals, including *Eunoia Review*, *Firefly Magazine*, *FishFood Magazine*, *Drunken Boat*, *Sweet Tree Review*, *3Elements Review*, *alice blue*, *Noisemedium*, *tinypoetry: macropoetics*, and *Blue Fifth Review*

1 of our student's published essays was nominated by the editors for a Pushcart Prize, one of the most prestigious awards in our field for a creative publication.

Program Improvement

Our new literary magazine, *Swamp Ape Review*, continues to give students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. Several of our grad students working on the magazine in editorial capacities attended the AWP Conference this Spring—the largest and most prestigious gathering of writers in the US—to promote the magazine. While there, they were able to attend various readings and panels, which furthered their professionalization. All of these important experiences should help students expand and improve their job opportunities and marketability. We plan to continue our support of this magazine.

2017-2018

Outcome 1

Assessment Method

MFA Assessment Report for 2017-2018

Outcome 1

Academic, creative, and professional accomplishment that leads to successful pursuit of a career in teaching, another profession of choice, or further advanced study.

Assessment Method

The exit survey completed upon graduation will provide data on career goals and current career. A follow-up survey, sent to alumni three years after their graduation, will gather data on career progress. The initial exit survey is a required as part of the final sign-off procedure for the master's thesis. The follow-up survey cannot be required but thesis chairs will be asked to stay in touch with their students and aid with administration of the follow-up survey.

Criterion for Success

25% of graduates should reveal in an exit survey that degree completion led to a career choice or further education in a relevant field. The follow-up survey should reveal that 30% of graduates have led to a career choice or further education in a relevant field.

Data Summary: Analysis and Evaluation

Of the 4 students who completed the exit survey, 3 are currently working as adjunct or visiting instructors, teaching composition, literature, or creative writing. The remaining student who took the survey is writing full time. Thus more than 50% of graduating students are working in the field, exceeding our goal.

For this cycle, we have no data to report from our follow-up survey. This data will be reported next cycle.

Outcome 2

The creative writing thesis, which will be characterized according to the following rubric: a significant work in a genre demonstrating originality of technique and thought. The accompanying critical essay, which will be characterized according to the following rubric: demonstrates knowledge of traditions and genres and creates a rationale for the choices made in the thesis.

Assessment Method

The committee evaluating creative writing theses and their accompanying critical essays will include creative writing faculty. The committee will read a sample of theses (with essays) and rank each on a four-point scale as "superior," "above average," "average," or "weak," according to how well they meet the outcomes described above. The committee will indicate to the faculty the general strengths and weaknesses of the sample.

Criterion for Success

50% of these read should be in the top two categories, and 25% should be considered "superior."

Data Summary: Analysis and Evaluation

All theses for this reporting cycle were ranked by members of the creative writing faculty.

Of the 7 theses, 3 were ranked superior, 3 were ranked above average, and 1 was ranked average. Thus 42% were superior and 86% were either superior or above average, exceeding our goals.

Program Improvement

While we met our goals, we would still like to see more students achieve the top ranking. We have implemented an early reading-list initiative to encourage more advance planning of the thesis itself. Students should offer a reflection of the usefulness of this reading-list in their “thesis essay,” which we will assess.

Outcome 3

Students should demonstrate a thorough understanding of the writing profession as appropriate to the student's creative discipline. This should include writing that is of a publishable quality, as well as the active pursuit of professional development opportunities, such as publication, readings, residencies, and other related activities.

Assessment Method

Record of coursework and extracurricular activity; graduating students' files should also show professional involvement. We are instituting the "exit interview," with a questionnaire about students' professional activities, past and ongoing. It is a required step in the final sign-off on the master's thesis.

Criterion for Success

25% of students should have demonstrated professional activity.

Data Summary: Analysis and Evaluation

Of the 7 graduating students in 2018, 4 completed the exit survey. All 4 participated in some kind of local or national conference, such as AWP, which is the largest gathering of professional writers in the country. 3 out of the 4 spent time sending their work out for publication, and 2 of these 3 found homes for their work in such venues as *Smokelong Quarterly* and *North American Review* (the latter of which was in *Best American Essays 2017*).

This participation level exceeds our 30% goal.

Program Improvement

Swamp Ape Review—supported this last year by a \$10,000 grant from the university’s South Florida Cultures platform—continues to give students a number of new opportunities in professionalization: soliciting and selecting materials for the magazine, marketing, and fundraising. Students have taken the initiative to begin an open mic night once a month in Boca, sponsored by the magazine. 17 of our grad students working on the magazine in editorial capacities attended the AWP Conference to promote the magazine. While there, they were able to attend various readings and panels, which furthered their professionalization. All of these important experiences should help students expand and improve their job opportunities and marketability. We plan to continue our support of this magazine.

ENGLISH ANNUAL EVALUATION PROCEDURES AND CRITERIA

Adopted on April 5, 2001
Revised and Submitted in Fall 2010 and Spring 2011
Approved by the Provost on March 4, 2011
Revised and Submitted to the Dean Spring 2016
Rejected and Returned to the Department Fall 2016
Revised and Approved by Department February 21, 2017

Faculty members in the Department of English are evaluated in three general areas:

- Instruction
- Research/creative/professional activities
- Service

Procedures

The Annual Review of faculty members is conducted by a committee made up of the Chair and at least four tenured members of the English Department faculty, who serve three-year terms. The Faculty Evaluation Committee will consider the quality of accomplishment in the three categories as well as other meritorious activity that (given the wide range of faculty activities in English) may not all be specified in these criteria.

The ratings are as follows:

- Exceptional
- Outstanding
- Good
- Needs Improvement
- Unsatisfactory

1. All full-time faculty members submit a completed Annual Evaluation form to the Chair. This shall include supporting materials to substantiate accomplishments in the areas of the faculty member's annual assignment.

2. The Faculty Evaluation Committee reviews the materials submitted and meets with the Chair to discuss and evaluate each faculty member in the terms defined by the faculty member's assignment as well as the Department's criteria.

3. With the advice of the Faculty Evaluation Committee and in accordance with the Department criteria and the faculty member's assignment, the Chair determines the annual evaluation rating of each faculty member. The Chair provides written notification to the faculty member and forwards the results to the Dean of the College.

Criteria

Instruction: University-level instruction encompasses a complex and multivalent set of pedagogical activities, all of them geared towards providing students with the most rigorous possible education. Faculty members develop curricula, create new courses and revise existing courses, and generally work towards keeping their teaching effective and current within the discipline. Faculty members teach WAC courses and service learning courses, they teach in the major and at the graduate level, and they serve as committee members on graduate theses, dissertations, and comprehensive exams. The instructional process goes beyond the classroom and includes directing students in independent studies, promoting and supervising undergraduate and/or graduate research, supervising graduate teaching assistants, and shepherding students from the major into graduate programs and career positions.

To arrive at the rating they recommend for instruction, the Committee will consider evidence of teaching effectiveness and currency. They will review syllabi, documentation of the development of new courses and/or revision of existing courses, and awards or other special recognition received for teaching during the academic year under review. The Committee also considers the numerical scores on the SPOT forms. Faculty members may also choose to include a peer-review by a tenured Department colleague who has observed their teaching.

All graduate faculty are expected also to advise graduate student theses and/or to supervise graduate comprehensive exams. Completed theses or exams chaired by the faculty member will receive most weight, followed by committee work on completed theses or exams, chairing of theses or exams actively in-progress, and committee work on theses or exams actively in-progress (i.e., the faculty member has offered feedback on drafts during the period under review.)

When considering the SPOT scores, the Committee will take the index item, currently #6. If warranted, the Committee may also request a complete set of student responses to individual courses; a selection will not ordinarily be considered. The SPOT scores constitute only part of the holistic evaluation of a faculty member's teaching effectiveness. They will, however, be a factor in the Committee's final recommendation for teaching effectiveness. If special circumstances have affected the faculty member's teaching during the terms under evaluation, these may be briefly described in a statement included among the supplementary materials. In evaluating teaching, the English Department recognizes that there are many effective teaching methods and styles. In arriving at individual recommendations about teaching, the Committee will weigh all elements of the faculty member's teaching materials. No single element will be decisive, but no element can be waived or ignored.

Note: The SPOT scores and thesis or exam advisement for first-year Assistant Professors will be viewed by the Committee with some latitude, as the Department recognizes the challenges of this transitional year. The Chair and the Committee will also exercise discretion in evaluating faculty members with unusual annual assignments and faculty members whose instructional activities focus intensely in one or two areas.

Instructional Activities

- thesis, dissertation, and/or comprehensive exam supervision
- internal and/or external grant on pedagogical development
- teaching WAC courses
- new course development
- revision of existing courses
- Directed Independent Studies
- promotion and supervision of graduate research
- supervising GTAs

- mentoring students (advising, taking students to conferences and readings, participating in students' events, writing recommendation letters, etc.)
- teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
- community engagement through experiential-learning courses such as academic service learning, field experience, co-ops, internships, co-curricula, and independent study
- others

Exceptional: To earn this rating, a faculty member is expected to have engaged in **three** activities listed above and to have earned SPOT scores at or better than 2.0 in the majority of classes taught. When a faculty member has served on four or more thesis, dissertation, or comprehensive exam committees, the requirement is two activities. The Committee will make allowances for especially challenging classes, including WAC courses, new courses, and other required courses. In weighing the SPOT scores, the Committee will take into consideration the special difficulties of courses taught for the first time, WAC courses, and required courses at all levels.

Outstanding: To earn this rating, a faculty member is expected to have engaged in **two** activities listed above and to have earned SPOT scores at or better than 2.5 in the majority of classes taught. When a faculty member has served on three thesis, dissertation, or comprehensive exam committees, the requirement is one activity.

Good: To achieve this rating, a faculty member is expected to have engaged in **one** activity listed above, and to have earned SPOT scores at or better than 3.0 in the majority of classes taught.

Needs Improvement: This rating indicates that a faculty member does not meet the criteria of "Good." The designation of "Needs Improvement" serves as an indication to the faculty member that future progress in this category is expected.

Unsatisfactory: To merit the rating of "Unsatisfactory," the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a "Needs Improvement" rating will result in a rating of "Unsatisfactory." This designation serves as a warning to the faculty member that significant improvement is urgently required.

The expectations for SPOT scores given above are guidelines, subject to exception on the basis of unusual teaching assignments, extraordinary circumstances, or other atypical conditions.

Research, Creative, and Professional Activity: Typically, faculty members engage in multiple research and creative projects. Some are long-term, some are near-completion, and some are newly undertaken. The Committee and Chair will be holistic in evaluating a faculty member's creative activities and research. The following categories of publication will be considered, in this order of importance:

- 1. refereed books
- 2. refereed articles, chapters, and creative publications
- 3. non-refereed books, articles, chapters, and creative publications

- encyclopedia articles, reviews, interviews
- conference papers and other professional activities

The Department recognizes that excellence in research and creative writing is documented by a pattern of sustained and significant publication over time. We affirm, too, that research/creative excellence is demonstrated when faculty members receive professional recognition such as grants and awards, or when their expert opinions are sought by other scholars or creative writers in their field(s) beyond the FAU campus. All faculty accomplishments tending to increase the Department's and University's reputation for scholarly and creative excellence are valid elements in an Annual Evaluation Report. Citation of faculty scholarship by other scholars and/or reprinting of previously published work are further examples of Research/ Creative effectiveness that will be considered by the Committee.

The ratings associated with individual projects are given below, but multiple activities that suggest broad professional engagement and recognition will tend to raise the rating. According to the guidelines below, for example, a faculty member absorbed in a long-term project, with no publication in a given year and one conference within the last year who has received an NEH Summer Stipend in recognition of the promise of the scholarly project would raise the rating to at least "Above Satisfactory." The award in a very competitive and stringently refereed national program would in its own way affirm the faculty member's current research project as highly significant.

Attention to multiple factors is part of the English Department's holistic approach to evaluation; but this does not mean (for instance) that three conference presentations in a single year, particularly in cases where variations on the same paper are presented, will increase a research/creative rating threefold, or even by one step. Excellence in research and creative activities is to be judged in terms of the quality and significance of publications and other research/creative activities, not in quantity per se.

Note: In all cases, co-written publications will be evaluated in terms of the extent of the faculty member's contribution, which should be clearly described in the Annual Report.

Exceptional: This rating acknowledges a refereed publication within the last year (article or short work) or two years (book), or an invited book publication within the last year. A refereed publication or invited book publication within the last year should be accompanied by some other indication (aside from work in progress) of continuing scholarly or creative activity: an item in press or accepted for publication, a book review or encyclopedia entry, a conference presentation, a digital humanities project, a residency or fellowship granted by an outside institution, or some other such endeavor. In determining what constitutes acceptable evidence of continuing scholarly or creative activity, the Chair and Faculty Evaluation Committee will be mindful that members of the English department do very different kinds of work in very different professional environments; the available outlets for academic and creative accomplishment will vary widely from one faculty member to another.

Within the last two years:

- a refereed book from a university press or from a trade press; for Creative Writing candidates, a refereed book published by a university press, trade press, or literary small press. (A book counts in the year of its acceptance and the year it is in print. If both activities happen in the same year, it counts again in the following year.)
- a refereed book published electronically by a recognized academic e-publisher

- a textbook or pedagogically oriented study that has received external reviews
- a scholarly edition that has received external reviews.

Within the last year:

- an edited collection that has received external reports, whether scholarly, pedagogical, or creative in focus.
- a scholarly article or chapter in a book that has received external reports
- a work of short fiction, a poem, a work of nonfiction, or a translation of any of these genres.
- refereed scholarship of shorter length that advances pedagogical theories and practices. Among these might be included a refereed article, website, video, or database.
- an invited book in the faculty member's field
- an invited chapter in a book

Outstanding: This acknowledges a refereed article accepted or a briefer editor-reviewed publication within the last year to be evaluated in terms of complexity as well as the quality of the journal in which reviews appear. As implied by the criteria given above for Exceptional ranking, an isolated refereed publication within the last year, without any other evidence of continuing scholarly or creative activity, would earn the rank of Outstanding.

- an entry for an encyclopedia, handbook, or reference work
- an editor-reviewed textbook
- a reprint of work previously published. Such re-publication attests to the continuing importance of the work

Good: This rating acknowledges evidence of conference presentations, works under review, works under contract but still in progress, and works in progress.

Needs Improvement: This rating indicates that a faculty member does not meet the criteria of "Good." The designation of "Needs Improvement" serves as an indication to the faculty member that future progress in this category is expected.

Unsatisfactory: This rating indicates that a faculty member has had no publication, conference presentation, or evidence of professional activity. The designation of "Unsatisfactory" serves as a warning to the faculty member that significant improvement is urgently required.

As mentioned above, in addition to publications, professional activities that document a faculty member's research/creative activities will be factors affecting the overall rating. Such factors include (but given the range of English faculty members' activities are not limited to) the following:

- an award for a research or creative publication
- applying for and/or receiving an internal or external grant
- serving as editor of a scholarly journal
- designing professional websites or databases
- inquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, juried exhibition, or performance
- community-engaged, collaborative research or creative activity with the goal of contributing to the discipline and strengthening the well-being of community stakeholders

Evidence of national or international professional recognition of research/creative activities that is well documented in the Annual Evaluation report will be considered in determining the faculty member's overall rating.

Service: The Department of English prioritizes junior faculty members' research and creative activities over service and thus evaluates them by criteria different from those applied to tenured faculty members. We expect all faculty members to serve diligently and participate actively in the Department's life. In documenting committee service, faculty members should briefly describe the work of each committee, the frequency of meetings, and the estimated hours needed to prepare. Faculty members should also report, and receive credit for, professional and community services outside the confines of the university.

University Service:

- chairing a committee or taskforce (University, College, or Department)
- serving on a committee or taskforce (University, College, or Department)
- serving as an officer in College FA or UFF
- mentoring a junior colleague
- advising student bodies, such as EGSS, *Coastlines*, Sigma Tau Delta, and directing the English Internship Program, etc.
- mentoring undergraduate students in research and inquiry through the department or a grants program; serving as judge or reviewer for undergraduate research journals, grant programs, symposia, etc.
- other services to the Department, College, and University

Professional service:

- organizing or chairing panels for professional conferences
- judging professional competitions
- serving as an officer in state, regional, and professional organizations
- serving on the editorial board of or as a referee for scholarly journals and presses
- writing external reviews of P&T cases
- community-engaged service that applies professional expertise in collaboration with the community in order to address a community-identified need and support the goals and mission of the university
- other professional services

CRITERIA FOR TENURED FACULTY MEMBERS:

Exceptional: To earn this rating, a faculty member is expected to have engaged in **four** activities listed above.

Outstanding: To earn this rating, a faculty member is expected to have engaged in **three** activities listed above.

Good: To earn this rating, a faculty member is expected to serve on **two** University, College, or Department committees.

Needs Improvement: This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

Unsatisfactory: To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.” This designation serves as a warning to the faculty member that significant improvement is urgently required.

CRITERIA FOR TENURE-EARNING FACULTY:

Exceptional: To earn this rating, a faculty member is expected to serve productively in one committee and engage in two other activities listed above.

Outstanding: To earn this rating, a faculty member is expected to serve productively in one committee and engage in one other activity listed above.

Good: To earn this rating, a faculty member is expected to serve in one committee.

Needs Improvement: This rating indicates that a faculty member does not meet the criteria of “Good.” The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

Unsatisfactory: To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that egregiously fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.” This designation serves as a warning to the faculty member that significant improvement is urgently required.

Department of English
Promotion and Tenure Procedures and Criteria

Adopted on April 5, 2001

Revised in Fall 2009 and Spring 2010

Approved by the Provost on June 15, 2010

Revised and Approved by Department on October 23, 2017

Revised and Approved by Department (again) on January 8, 2018

The programs of the English Department at Florida Atlantic University cover three broad areas:

- Literary Studies
- Rhetoric and Composition
- Creative Writing

Faculty members in these fields have significantly different assignments and will present very different profiles as candidates for promotion and tenure.

The Department is in all cases committed to distinction and currency in teaching, to the publication of original scholarship and creative work, and to service that advances the missions of the Department, College, and University. These criteria remain consistent across the Department yet are met somewhat differently depending on a faculty member's assignment and area of specialization.

The English Department recognizes that promotion is earned by accomplishment, with an emphasis on achievements following the candidate's tenure-line appointment to FAU. Many such accomplishments in research/creative activities, scholarship, teaching, and service will be documented in the candidate's Annual Evaluations, which should show overall ratings of Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or better (under the 5-tier evaluation system in place as of 2017). The awarding of tenure is linked to candidates' promise of future substantial scholarship, to their continued excellence in teaching, and to their willingness to serve effectively as a colleague in the Department, College, and University. Tenure cannot be awarded unless the candidate is in every way qualified for promotion.

Mission: The English Department offers the BA, MA, and MFA degrees. The Department administers the Freshman Composition program and contributes significantly to the University's core curriculum and Writing across the Curriculum programs, as well as to interdisciplinary certificate undergraduate programs in the College. In its upper-division classes, the Department offers specialized courses for English majors and minors, for prospective high school English teachers, and for other interested students.

Our graduate programs serve advanced students in English and in interdisciplinary graduate programs in the College. Our graduate degrees (the MA and MFA) require a thesis or a comprehensive exam. The advisement of theses and/or comprehensive exams is a painstaking, time-consuming activity that is expected of all faculty members who are active in the graduate programs.

Across different degree programs and student constituencies, the Department's mission remains consistent. The Department values scholarly and creative activities that contribute to the production and distribution of knowledge and to the enhancement of literary culture. Our faculty members publish scholarly monographs, trade books, textbooks, fiction, poetry, biographies, creative non-fiction, translations, anthologies, editions, essays, and book reviews; they present papers at national and international conferences and edit scholarly journals. They are teachers

committed to increasing the knowledge and skills of their students, and they support the wider programs of the university by their commitment to service and governance.

Procedures: Tenured members of the Department vote on tenure decisions. Full professors vote on promotion to the rank of Full and Associate Professor. Full Professors and Associate Professors vote on promotion to the rank of Associate Professor. Tenured faculty members discuss candidates for third-year review and offer an advisory vote on the candidate's progress. All tenure-line faculty vote on tenure-line appointments.

- Application for tenure and/or promotion is made by the candidate through the Chair.
- For all candidates for promotion, the Chair solicits letters from at least five external reviewers. In the case of candidates for promotion to Associate Professor and/or tenure, the external reviewers must be at the rank the candidate is aspiring to or higher (or, in the case of creative writing candidates, accomplished, active, and recognized figures) in the candidate's field. These external reviewers should be faculty members at Ph.D. granting universities or highly regarded four-year colleges, and their credentials and publications should confirm a high level of distinction.

In the case of candidates for promotion to Professor, all external reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, receive external reports from reviewers who are well-recognized authors, distinguished in the candidate's field, who do not hold the academic rank of Full Professor.

- The Chair should consult the Department P&T committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that s/he thinks are appropriate, revealing any relationship that s/he may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's friends, co-authors/collaborators, mentors, and/or dissertation or MFA thesis advisors should not be invited to serve as external reviewers.
- Candidates should consult the Provost's remarks on Promotion and Tenure, located on the Provost's page of the FAU website. They should also review the two-part statement of the College Promotion and Tenure Committee that is posted on the College's website page. The candidate prepares all documents as stipulated in the University's tenure and promotion guidelines. The Chair makes the files available for review by the Department faculty eligible to vote. Faculty eligible to vote must read the full dossier of each candidate, signing a checklist after consideration of all documents.
- The Chair calls an ad hoc meeting to discuss each application. Only faculty eligible to vote may attend. After full review and discussion, and having arrived at a consensus that a vote is in order, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who participate in the meeting virtually, in real time, may vote. Voting members who cannot participate in the deliberations should write a letter to the Chair explaining the reason for their absence.

- The Department Chair coordinates and takes notes at the meeting but does not vote. The Chair writes a letter that reports the result of the faculty vote to the candidate and the Dean of the college and includes the Chair's recommendation about the candidate's promotion and tenure. The candidate has five days from receipt of this letter to submit a written response to the Chair.
- A representative of the voting faculty also writes a letter to the Dean summarizing the discussion of the candidate's teaching, research/creative achievements, and service. This letter may be reviewed by all who attended the meeting, and the candidate has five days from receipt of this letter to submit a written response to the Chair.

Third-Year Review of tenure-line faculty members requires a current *C.V.*, copies of all Annual Evaluations since appointment to FAU, the summary sheets for SPOT evaluations for all classes taught since appointment to FAU, peer evaluation (two letters of recommendation solicited by the candidate that evaluate teaching), a letter of self-evaluation, and a dossier of published and in-progress research/creative work. Candidates should familiarize themselves with the guidelines for Third-Year Review posted on the Provost's web-page and with the comments of the College Committee on Promotion and Tenure that are posted on the College web-page. If they wish, candidates may include additional materials and documentation in a supplementary folder.

The Third-Year Review file is made available to tenured English faculty, who will meet to discuss, and to take an advisory vote on, the candidate's progress toward tenure. The Chair and a faculty representative summarize the Department's discussion in letters to the Dean of the College, as described above for promotion and tenure cases.

Criteria for Tenure and Promotion to Associate Professor

Teaching: All candidates in English are expected to challenge and inspire their students in the classroom, demonstrating pedagogical currency by regular updating of their syllabi and course materials. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. Candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Candidates are also expected to engage in active and conscientious thesis and/or comprehensive exam advisement. In evaluating a faculty member's thesis or exam advisement, more weight is given to completed theses or exams than to work in progress, and directing theses or exams is given more weight than serving on committees.

All candidates will document distinction in teaching by including, either in their primary or supplementary dossier, some or all of the following:

- copies of representative syllabi for classes taught since tenure-line appointment
- a grid, as described in the Portfolio Requirements, showing SPOT scores for all classes taught since tenure-line appointment
- evidence of curriculum/program development, including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.

- two letters of peer evaluation, dating back no further than two years, written by tenured English Department colleagues who have observed the candidate's teaching
- candidates active in the MA or MFA programs will document their advisement on graduate theses, dissertations, and/or comprehensive exams, separating in-progress from completed work and stating whether the advisement was as a committee member or as a director.
- titles of courses offered as a Directed Independent Study, with names of students and semester taught.
- participation in pedagogy workshops with dates and descriptions; presentations concerning teaching methods.
- a list of any grants obtained in support of curricular and pedagogical development, giving the amount, semester, and name of the funding agency.
- a list of guest lectures in colleagues' courses, by course, title, and date, with a copy of the invitation.
- evidence of teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
- evidence of community engagement through experiential-learning courses such as academic service learning, field experience, co-ops, internships, co-curricula, and independent study

Service: Candidates are expected to demonstrate effective and conscientious service. Service assignments shall be reflected in the file by a full summary on the candidate's C.V. and also by the activities documented in Annual Evaluations. Some examples of meritorious service include:

- Chairing Department, College, or University Committees
- Membership on Department, College, and/or University Committees
- Leadership as Department, College and/or University Administrator
- Collegiality, demonstrated by collaboration and constructive cooperation
- Advising student groups, including the literary magazine *Coastlines*, Sigma Tau Delta (the English Honor Society), and EGSS (the English graduate students' organization), as well as giving presentations at meetings and/or conferences of these groups
- Mentoring undergraduate students in research and inquiry through the department or a grants program, serving as judge or reviewer for undergraduate research activities
- Professional service such as organizing or chairing panels for professional conferences, serving as an officer in professional organizations, serving on the editorial board of or as a referee for scholarly journals or presses, writing external reviews of P&Tcases, etc.
- Community-engaged service that applies professional expertise in collaboration with the community in order to address community-identified needs
- Other services to the Department, College, and University

Research, Creative Activity, Scholarship: The criteria for promotion and tenure are consistent across the Department; the activities of candidates in the three broad areas covered by the English curriculum (Rhetoric and Composition, Creative Writing, and Literary Studies) will vary.

All candidates are expected to show substantial scholarly or creative achievement since their appointment to FAU as Assistant Professors. Quality of research is the primary criterion. This is verified by at least five letters from external reviewers and by the majority vote of the Department, as well as by the Department representative's report on the tenure and promotion meeting and the Chair's letter and recommendation.

Candidates are expected to have a book in print or in press when they become candidates for promotion and tenure or to have the equivalent, in refereed publications in journals (or chapters in books that have received external reports). Candidates should document some national influence in their field and the promise of continued influence. Evidence of scholarship with resonance at the national level might include panel presentations at national conferences, publication in journals and books that reach a national audience, serving as an external reviewer for nationally distributed journals or publishers, and any citations to or full reviews of the candidate's publications. (It is not expected to achieve all of these, but some such evidence of scholarly and creative activity at the national level is required.)

Collaborative research is conducted by many Department faculty across the areas of concentration and is especially characteristic of published research in Rhetoric/Composition; such co-authored work is valued by the Department. The Department notes also that topics addressed in Rhetoric and Composition often address wide audiences, that online publication is typical and valued in this field, and that projects in literacy studies, textbooks, and research on the teaching of writing are recognized and important activities for specialists in Rhetoric and Composition.

All candidates for promotion and tenure must show, in addition to research/creative activities as described above, other evidence of scholarly promise and activity; examples of such activities are described below. No one candidate is expected to engage in all the activities listed from A-G, but a candidate's documentation of excellence in research/creative activities/scholarship must include an item or items from Section A (refereed publication); non-refereed publications (Section B) will be considered, although not given the weight of the refereed publication (Section A). Further activities as listed in Sections C-G are also recommended, as providing evidence of future promise.

1. **Publication** The quality of the candidate's work, as judged by external reviewers and the Department, is to take precedence over the perceived status of the publication venue or the number of publications per se. Sections A-G are listed in order of their importance, but no priority is implied by the order of listing within each section.

A. Refereed publication:

These may include

- (for all candidates) a refereed book from a university press or from a trade press that requires external reports
 - (for all candidates) a refereed book published electronically by a recognized academic e-publisher
 - (for all candidates) a textbook (or pedagogically oriented study) that has received external reviews
 - (for all candidates) scholarly articles or chapters in books that have received external reports.
- When refereed journal articles form part of a broader publication profile (i.e., when the candidate

has additional scholarly accomplishments as described in Sections B, C, and D below), the nuanced evaluation of quality is to take precedence over any specific, arbitrary “minimum” number of publications.

- (for all candidates) a scholarly edition or other edited book (whether scholarly, pedagogical, or creative in focus) that has received external reviews, with the complexity of the topic and significance of the work to be taken into consideration.
- (for candidates in Creative Writing): short fiction, poems, translations, or nonfiction essays. When such work constitutes the majority of a candidate’s creative profile, the quality of the publications takes precedence over quantity per se.
- (for candidates in Rhetoric and Composition): refereed articles and books that advance pedagogical theories and practices. Among these might be refereed articles, websites, videos, and databases. In the case of the multi-authored works typical of the field, the candidate’s specific contributions should be clearly described.

Note: Collaborative scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.

B. Non-Refereed publication: The Department’s guidelines on the evaluation of non-refereed scholarship in English studies follow those recommended for promotion and tenure by the *Modern Language Association Taskforce Report* (2007).

Across the three sub-disciplines of Rhetoric and Composition, Creative Writing, and Literary Studies, many first-rate publication venues are not refereed. These carry less weight per se than refereed books and articles but may in substantial quality become elements in a candidate’s tenure and promotion portfolio. The most relevant factor in evaluating non-refereed scholarship is the significance of the work as a contribution to the candidate’s field; the reputation of the venue is also of some weight.

Among many significant and meritorious non-refereed projects are:

- a non-refereed book in the candidate’s field
- a non-refereed textbook, to be considered in terms of its usefulness as a contribution to the candidate’s field
- invited chapters in books, to be evaluated in terms of the significance of the book and the quality of the press publishing the work
- review essays and book reviews, to be evaluated in terms of length and complexity as well as in terms of the quality of the journal in which reviews appear
- entries for encyclopedias or reference works
- reprints of works previously published. Although such reprints are typically not sent out for further review, any such re-publication attests to the continuing importance of the candidate’s work
- websites and online databases and multimedia or New Media texts

Note: Collaborative non-refereed scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.

C. In Press: Books and/or articles that have been completed but are still in press are taken by the Department as evidence of significant research/creative activity (when candidates can document the successful completion and acceptance of the manuscript). Forthcoming books are (like articles accepted for publication but still forthcoming) considered a legitimate element in a candidate's application for promotion and tenure.

D. Under Contract: Works under contract but still to be completed are taken by the Department as evidence of professional activity, but they do not carry the weight of publications that are in print or in press.

E. In-Progress: The Department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field. All candidates for promotion and tenure should discuss their project(s) in development along with listing and describing the publications in hand discussed in items A-D.

2. Other Professional Activities

F. Conferences

- The size and/or location of the conference are less important than the relevance of the conference topic to the candidate's research/creative interests.

G. Professional Activities

- applying for internal and/or external grants or other sources of funding
- securing internal and/or external grants or other sources of funding
- serving as Editor for a scholarly journal
- membership in professional organizations such as the MLA or other important groups in the faculty member's field(s).
- designing professional websites or databases; directing or participating in digital humanities projects
- inquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, exhibition, or performance
- community-engaged, collaborative research or creative activity with the goals of contributing to the discipline and strengthening the well-being of community stakeholders

Criteria for Promotion to Full Professor

Candidates for promotion to Full Professor should review the online Provost's Guidelines on promotion for current information on criteria. Typically, candidates will have held the rank of Associate Professor for at least five years. Candidates will have maintained an overall evaluation of Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or better (under the 5-tier evaluation system in place as of 2017) on annual evaluations since their promotion and tenure.

Teaching: As teachers, candidates will have continued to develop new courses, to revise and update existing courses, and to challenge and inspire their students in the classroom. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. All our candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Faculty members standing for promotion to Full Professor should have a track record of active and conscientious graduate thesis, dissertation, and/or comprehensive exam advisement.

Research, Creative Activity, Scholarship: During their tenure as Associate Professors, they will have published, depending on their assignment, significant additional refereed creative and/or scholarly work of high quality. The Department's approach to the evaluation of research is holistic and the quality of research/creative activity is more important than any fixed quantity of publication. Nonetheless, candidates usually will have published an additional refereed book as well as several substantial juried articles. Candidates for promotion to Full Professor should have achieved national and/or international recognition. Evidence of such recognition might include (among other possibilities) invitations to speak at universities and/or conferences in the US or abroad, publication in journals or books that reach a national and/or international audience, work as an external reader for nationally and/or internationally distributed journals and books, invitations to serve as an external reviewer for promotion and tenure candidates at universities in the US or abroad, citations to and/or full reviews of the candidate's publication(s) in national and/or international venues, and any research awards, grants, or fellowships received since promotion and tenure. (It is not expected to achieve all of these, but some such evidence of national and international recognition is required.)

In considering candidates for promotion to Full Professor, the Department adheres to University guidelines and also to those outlined in the *2007 MLA Task Force on Promotion and Tenure*: "a body of essays or articles in peer-reviewed journals can demonstrate the quality of scholarly work as well, or in some cases better, than a monograph of similar length. Moreover, edited collections of articles, critical editions, annotated translations of important primary texts, essays written for a general audience, trade books, textbooks, and pedagogically useful monographs, as well as publications or other professional work in electronic form, may contribute to a body of scholarly and professional work that can meet the highest standards of the...review process" (40-41). The candidate's *overall* body of work (completed and published since the last promotion) will form the basis for the Department's assessment of research accomplishment.

For co-authored work published after tenure, the faculty member's individual contribution should be clearly specified. At least five external readers will report on applications for promotion to Professor; each will be a major scholar in the relevant field(s) who can attest to the significance and high quality of the candidate's work. External reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, be supported by external reports from highly regarded authors, distinguished in the candidate's field, who do not hold the academic rank of Full Professor.

**Sustained Performance Evaluation (SPE) Standards and Procedures
English Department**

Approved by Department of English, 8/28/17

Returned by Provost's office February 2018

Approved by Department of English again, 2/19/18

In accordance with the university mandate for a Sustained Performance Evaluation (SPE) process to "follow a seven-year cycle for each tenured faculty member," the department of English establishes the following standards and procedures, as supplemental to those specified in the Provost's SPE memorandum of October 3, 2016.

1) As stated in the Provost's memorandum, the faculty member under review will provide the following items in his/her SPE portfolio: a current curriculum vitae, copies of the faculty member's last seven annual assignments and annual evaluations, a copy of the SPE performance expectations of the English department, a brief (2 pages) narrative of accomplishments for the period under review, and a copy of the report of the previous SPE, if available.

2) Portfolios will be reviewed by the English department's SPE committee, which will include all tenured faculty members. The entire committee will discuss and vote on the cases of associate professors. Only full professors will discuss and vote on the cases of full professors. If a faculty member disagrees with the decision of the departmental SPE committee, the result will be reviewed by the College Performance Review Committee of the College of Arts and Letters.

3) The results of SPE reviews will be duly recorded by the chair of the department. Full records of SPE proceedings, including portfolios, will be delivered to and stored by the dean of the College of Arts and Letters; copies will also be kept by the department.

4) The Provost's SPE memorandum specifies that "each academic unit that does annual evaluations shall define expectations for sustained performance among its tenured faculty in the areas of teaching, scholarship, and service." Moreover, these guidelines expressly require inclusion of annual evaluations in SPE portfolios. Because consistency between long-term and short-term evaluation criteria is both desirable and necessary, the English department establishes the following relation between annual evaluations (which weigh teaching, scholarship, and service equally) and the three available SPE rankings:

Exceeds Expectations: In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top two categories (Exceptional, Outstanding); the faculty member will have received no overall annual evaluation score in the bottom two categories (Needs Improvement, Unsatisfactory).

Meets Expectations: In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top three categories (Exceptional, Outstanding, Good) but will not have met the above criteria for "Exceeds Expectations." No more than one annual evaluation can have received an overall score in

the bottom category (Unsatisfactory). If the faculty member has received a Performance Improvement Plan connected to any of the annual evaluations, it is expected that he or she will have fulfilled the plan, or be in the process of doing so (in accordance with the timeline specified in the plan).

Fails to Meet Expectations: The faculty member has not met the criteria for either Exceeds Expectations or Meets Expectations.

The above standards employ the new five-tier annual evaluation system mandated by the university: Exceptional, Outstanding, Good, Needs Improvement, Unsatisfactory. In the many cases where SPE portfolios will include some annual evaluations from years when the old four-tier system (Excellent, Above Satisfactory, Satisfactory, Below Satisfactory) was still in use, those particular years will be assessed as follows:

Exceeds Expectations: In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top two categories (Excellent, Above Satisfactory); the faculty member will have received no overall score in the bottom category (Below Satisfactory).

Meets Expectations: In at least 4 out of the 7 years under review, the faculty member will have received annual evaluations with an overall score in the top three categories (Excellent, Above Satisfactory, Satisfactory). If the faculty member has received a Performance Improvement Plan connected to any of the annual evaluations, it is expected that he or she will have fulfilled the plan, or be in the process of doing so (in accordance with the timeline specified in the plan).

Fails to Meet Expectations: as above.

5) The Provost's memorandum also states that "the SPE is separate and distinct from annual and other employee evaluations in that the evaluation will focus on long-term accomplishments over a period of multiple years." That is, evaluation over a protracted period will capture long-term patterns in a faculty member's professional progress that may not be apparent from the annual reviews regarded separately. To take one example, long-term work on a major scholarly or creative project will not necessarily result in a regular series of annual publications, and, in any case, qualitative judgments must prevail over quantitative measures in evaluations of intellectual achievement. Likewise, on-going activities that fall under the headings Community Engagement and Undergraduate Research, categories that have only recently been added to the English department's annual evaluation criteria, may not be fairly and fully represented in the annual evaluations alone. The SPE review committee will of course consider such activities whether or not they were part of the annual evaluation criteria in the years under review. If the SPE candidate has relevant accomplishments during the review period that are not captured by annual evaluations, the candidate should highlight those accomplishments both in the curriculum vitae and in the 2-page narrative to be submitted in the portfolio. In addition, the candidate should discuss in the narrative any extraordinary circumstances that have a clear bearing on the period under review. Taking all such factors into account,

the department's SPE review committee may consider the adjustment of a candidate's SPE evaluation as defined above.

In accordance with the above, the SPE committee will look not only at Annual Evaluation scores but will, if necessary, count and average quantifiable accomplishments over the 7 year period under review in order to be able to evaluate longer-term developments in teaching, research and service not captured in the Annual Evaluation. The faculty member under review should use the brief narrative to trace such developments.

For example, a faculty member might publish 4 peer-reviewed journal articles in a single year and publish 3 additional articles in another year within the review period. In that case, the faculty member would have received an "Exceptional" ranking for those two years but lower (potentially significantly lower) in the other 5 years under annual review. In this case, the SPE committee may note that had the 7 publications been evenly distributed, the faculty member would have received 7 "Exceptionals" in research and therefore should easily receive "Exceeds Expectations" in the research portion of SPE. Likewise, graduate teaching might lead to an exceptionally heavy theses advisement over 2 to 3 years and may offset a lack of advisement in other years. Criteria added to Annual Evaluations (such as service learning, undergraduate research) may not have been recorded in earlier Annual Evaluations, but should nevertheless be counted and averaged.

The English Department notes that the publishing cycle for academic work, particularly in the humanities, is long and delays related to the editing of any publication type enumerated in the Annual Evaluation criteria will not be held against the SPE candidate. However, it is possible that faculty members may earn "Outstanding" or "Good" Annual Evaluation ratings based upon works list as "In Press" or "Works in Progress." If such work does not appear in print within the review period, the SPE committee will consider these as "non-publications" and will assign a ranking based upon publications in print along the principles of averaging total publications (and other quantifiable accomplishments) by 7.

F.A.I.R. ASSIGNMENT AND ACTIVITY CATEGORY DEFINITIONS

Faculty Activity and Information Reporting (F.A.I.R.) definitions are based on the Provost's Faculty Assignment Guidelines and the standard practice for the Florida Board of Governors' Instruction and Research Data file. The definitions are provided as guidelines for recording information via the F.A.I.R. system: Annual Assignment module; Activity Reporting module.

TEACHING

The percentage of effort for instructional activity in the classroom and/or laboratory resulting in the production of Student Credit Hours reported in the official university files. The percentage of effort is based on the overall assignment and not contact hours. This activity involves instructional preparation, lectures, supervising laboratory work, evaluating student efforts, and conference with and tutoring of students. Variables that may affect the total effort include, but are not limited to, enrollment, travel time, use of teaching assistants, multiple sections of the same course, and the amount of preparation required. Directed Independent Studies, where students study a specifically assigned topic on their own and meet regularly with a faculty member to review progress and evaluate achievements, may be reported here as well. In certain situations, effort for Directed Independent Studies, theses, dissertations and Honors capstone courses may be split and reported both here and under Research, Scholarship and Creative Activity.

Community-Engagement courses may be reported here. Curricular activities that connect students with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples may include experiential-learning courses such as academic service learning, internships, and educational field experiences.

Undergraduate Research and Inquiry (URI) courses may be reported here. Curricular activities that actively engage undergraduates in the process of research and inquiry through projects/assignments centered on a question or unstructured problem for which no clear answer exists. Examples include courses supported by the OURI curriculum grants program and research intensive (RI) designated courses/capstones as well as supervised research experiences, internships, co-ops or independent study that include research and inquiry activities. As stated above, in certain situations a percentage of the effort may be reported here and a percentage of the effort under Research, Scholarship and Creative Activity.

DROP DOWN BOXES

The top 5 below are auto-populated by semester (Fall, Spring, Summer)

Lower Level

Upper level

Graduate Classroom

Thesis/Dissertation

Graduate III (Medical)

INSTRUCTION RELATED

Narrative

The narrative should describe the activities undertaken in these assigned areas, as appropriate.

DROP DOWN BOXES

Academic Advising

Formal counseling with students on academic course or program selection, advising on graduate and professional programs and career counseling. Supervision of teaching assistants and mentoring activities may be reported in this category. Reports shall describe advising activities in the supporting documentation area.

Other Instructional Effort

Performance of instructional related activities that are not directly tied to specific credit courses reported in "Teaching". This includes any development activities for courses not reported in "Teaching" for the current term, new course development, new program planning, preparation of assessment plans and academic learning compacts. Preparing, coaching and evaluating students for papers presentations, performances and exhibits outside of courses listed in "Teaching" may be reported here. The development, recruitment and administration of a Study Abroad program could be reported here. Efforts expended on Honors Compacts, as well as the supervision of internships not tied to specific courses reported in "Teaching" may be reported here.

Other instructional effort may also include teaching residents and fellows in graduate medical programs. A significant portion of this teaching may be done outside the classroom and may include, but is not limited to: 1) teaching in the operating room and on ward rounds; 2) one-on-one teaching during mentoring and review process for scholarly activity and resident QI-projects; 3) small group educational sessions related to specific educational assignments.

Clinical Instruction

Instruction conducted with students in clinical settings where the course is not listed in the "Teaching" category.

RESEARCH, SCHOLARHIP AND CREATIVE ACTIVITY

Narrative

The narrative should describe the specific activities in these assigned areas, as appropriate.

DROP DOWN BOXES

University Research

Research, scholarly or creative activities ordinarily managed within academic departments. Assignments should be accompanied by the identification of a specific activity and specific expected outcomes. Reports should include a description of activities toward the fulfillment of the research assignment. General research, scholarly or creative activities required to maintain currency in the discipline and keep teaching up-to-date should be reported under "Other Instructional Effort". Supervision of Graduate Assistants may be reported here.

For graduate medical education programs, a significant amount of the research/scholarship effort occurs outside of the laboratory, at participating clinical training sites.

Community- Engagement activities may be reported here. In this section it may include a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Undergraduate Research and Inquiry (URI) may be reported here. Supervising an inquiry or investigation conducted by an undergraduate that makes an original intellectual, technical, or creative contribution to the discipline or practice, or applied research, where the student uses discipline-appropriate data to address a research question/problem for which no clear answer exists. The contribution to the discipline or practice should be documented in appropriate ways within each discipline such as written works, presentations, publications, juried exhibitions, performances, works of art, and other appropriate documentation with undergraduate students as co-authors.

As indicated in the “Teaching” section, a portion of theses and dissertations and capstone projects in disciplines that have an Honors program may be reported here.

Internally funded research may be reported in this section. This would include all scholarly or creative activities that are supported by internal grant-funding agencies, such as OURI Summer Undergraduate Research Fellowships, Undergraduate Research grants, Curriculum grants, Graduate Research and Inquiry (GRIP) grants, and the Division of Research Seed grant program. Research and scholarship activities funded through the FAU Foundation, Inc. may be included here. Sabbaticals and Fulbrights, which are supported by university funding, should also be reported here.

Externally Funded Research

All research, scholarly or creative activities that are paid from Contracts and Grants budget (sponsored by federal, state, local and non-federal agencies and organizations, including federal flow-through). This includes all grant, contract and industry supported research activities both basic and clinical. This section is auto-populated.

SERVICE

Narrative

The narrative should describe the assigned activities in these areas, as appropriate.

DROP DOWN BOXES

Service – University Committees/Councils

Activities that provide advisory support, including special assignments as consultation service to university offices and units, faculty governance, and service on curricular and non-curricular related committees, including accreditation and program reviews. This may also include attending and participating in department/school/college meetings, attending commencement and other university ceremonies, and participating in recruitment and retention efforts.

Participation in resident interview and selection; participation in resident and program evaluation; functioning in the role of resident mentor and career guide; participation in program development activities.

Service – Professional/Public/Academy

Extends the professional and/or discipline related services of individuals to the community, the state, or the nation. This includes service in professional organizations, such as membership on an editorial board, professional committee or advisory board. The primary intent is to provide professional and/or discipline related services, other than instruction, that are beneficial to groups, organizations or individuals external to the university. Such public service shall not generate remuneration from third parties, although honorariums are acceptable. Reports shall list, in the supporting documentation area, the activities toward fulfilling the assignments.

Working with the Career Center, coordinating the placement of Cooperative Education students into supervised work experiences, evaluating student progress, and counseling and conducting seminars for Cooperative Education students.

Community Engagement activities which involve the application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Undergraduate Research and Inquiry activities that involve the application of professional expertise to support undergraduate research efforts aligned with the institution's strategic plan. Activities could include mentoring of undergraduate students in research and inquiry either through the department, an outside grant, or the OURI Undergraduate Research grants program, serving as judges or reviewers for undergraduate research-related journals, grant programs, and symposia etc...

Service Mandated

Public service activities required by rule or statute to be performed by state universities. This category is to be used for reporting education service effort of faculty and other professional employees involved in the performance of public service activities in the K-12 system that have been assigned by the unit administrator.

Service Clinical

Service in medical clinical settings where the course is not listed in the "Teaching" category.

OTHER ASSIGNED DUTIES

Narrative

Anything that does not fit into another category above should be reported here. The narrative should describe the assigned activities in these areas, as appropriate.

DROP DOWN BOXES

Academic Administration

Supervisory, management, or staff activities related to the administration of a department, school, college, or university. This activity provides administrative support and management direction to instructional, research and public service programs and is formally assigned and evaluated. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgement and to direct the work of others. Normally only academic administrators will report in this category. If the individual does not hold an administrative title, effort in this activity will describe the administrative activities performed by the individual in

the supporting documentation. Coordination of a university-wide program and service on inter-institutional SUS Committees may be reported here.

Auxiliary Effort

All activities paid from the auxiliary budget that are not specifically assigned to other categories. This category includes effort expended on the operation of residence halls, dining halls, student unions, intercollegiate athletics, and other similar auxiliary enterprises.

Leave of Absence With Pay

An authorized, compensated leave of absence granted to an employee by the university.

Release Time

A reduction in an employee's course load (for instruction) or hours of work (for non-instruction) for purposes of carrying out activities for faculty governance or the United Faculty of Florida (UFF).

Leave of Absence Without Pay

Any leave of absence without pay.

Retirement

DON ADAMS

Department of English
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University (FAU)
3200 College Avenue
Davie, FL 33314
+1 954-557-6231 (USA)
+91 88847 98504 (INDIA)
+84 09378 19945 (VIETNAM)
radams@fau.edu
zenoadams@gmail.com

EMPLOYMENT

- | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2011- | Professor, Department of English, FAU |
| 2017-18 | Visiting Senior Fulbright Scholar, Christ University, Bangalore, India |
| 2002-04 | Visiting Senior Fulbright Scholar, Ho Chi Minh City University of Education, Vietnam |
| 1999-2011 | Associate Professor, Department of English, FAU |
| 1999-2002 | Chair, Division of Arts and Humanities, College of Liberal Arts, Florida Atlantic University
—Responsible for administering partner-campus programs in English, Art, History, and Music. |
| 1999 | Assistant Chair, Division of Arts and Humanities, FAU |
| 1994-99 | Assistant Professor of English, FAU |
| 1993-94 | Visiting Assistant Professor of English, Lawrence University, Appleton, Wisconsin |

EDUCATION

Degrees

- | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1993 | PhD, Washington University in St. Louis
Major field of concentration: 20 th Century British and American literature |
|------|-----------------------------------------------------------------------------------------------------------------------------------|

1988 MA, English, University of Missouri-Columbia

1986 BJ (Bachelor of Journalism) with honors, University of Missouri-Columbia

Dissertation

Title: "Making Destiny His Choice: The Quest to Choose Necessity in James Merrill's *The Changing Light at Sandover*"

Director: Naomi Lebowitz, Lewin Distinguished Professor Emerita

Fellowships and Scholarships

2017-18 Fulbright Senior Scholar Fellowship to India

2002-04 Fulbright Senior Scholar Fellowship to Vietnam

1991-92 Dissertation Fellowship, Washington University

1986-88 Graduate Fellowship in English, University of Missouri

1985-86 Alumni Scholarship for Academic Excellence, University of Missouri School of Journalism

1982-86 Curators' Scholarship, University of Missouri

PUBLICATIONS

Books

2009 *Alternative Paradigms of Literary Realism*. New York, NY: Palgrave Macmillan, 2009.

1997 *James Merrill's Poetic Quest*. Westport, CT: Greenwood, 1997.

Chapters in Books

2016 "Down the Rabbit Hole: Snippets of a Saigon Sojourn." *On the Back of a Motorbike: Stories and Poems about Southeast Asia*. Ed. Kris Williamson. Bakersfield, CA: Literary Concepts, 2016. 58-74.

2004 "Ronald Firbank's Radical Pastorals." *Critical Essays on Ronald Firbank*. Ed. Gill Davies et al. Lewiston, NY: Edwin Mellen Press, 2004. 1-31.

- 2001 "Pleading the Permanence of Ignorance: The Poetry of William Bronk," in *The Body of This Life: Reading William Bronk*. Ed. David Clippinger. Jersey City: Talisman House, 2001. 133-36.
- 1999 "Elizabeth Bishop and the Pastoral World." In *Worcester, Massachusetts: Essays from the 1997 Elizabeth Bishop Conference*. Ed. Laura J. Menides and Angela G. Dorenkamp. New York: Peter Lang, 1999. 157-166.

Articles in Scholarly Reference Works

- 2016 "Pleading the Permanence of Ignorance: The Poetry of William Bronk." *Poetry Criticism*. Volume 178. Ed. Lawrence J. Trudeau. Farmington Hills, MI: Gale Cengage Learning, 2016. 33-35.
- 2008 "Doris Lessing." *The Blackwell Companion to the British and Irish Short Story*. Eds. David Malcolm and Cheryl Alexander Malcolm. Oxford: Blackwell, 2008. 440-447.
- 2005 "James Merrill's *The Changing Light at Sandover*." *The Facts on File Companion to 20th Century American Poetry*. Ed. Burt Kimmelman. Lewiston, NY: Facts on File, 2005. 89-90.
- 2005 "James Merrill." *The Facts on File Companion to 20th Century American Poetry*. Ed. Burt Kimmelman. Lewiston, NY: Facts on File, 2005. 314-15.
- 2005 "James Schuyler." *The Facts on File Companion to 20th Century American Poetry*. Ed. Burt Kimmelman. Lewiston, NY: Facts on File, 2005. 446-47.

Print and Print-Online Journal Publications

- 2018 "Whatever Is, Is Wrong: Alternative Realisms." Under review at *Soundings*.
- 2018 "Morality as a Matter of Taste: The Fiction of Ronald Firbank." Forthcoming in *The Cambridge Quarterly*.
- 2016 "Spinozan Realism: The Prophetic Fiction of Jane Bowles." *Janus Head: Journal of Interdisciplinary Studies in Literature, Continental Philosophy, Phenomenological Psychology and the Arts* 15, no 2, June 2016: 85-112. <http://www.janushead.org/15-2/Adams.pdf>
- 2016 "'What Then Is Right Action?' Somerset Maugham's Ethical Parables." *Soundings: A Journal of Interdisciplinary Humanities* 99, no 2, February 2016: 105-135. DOI: 10.1353/sij.2016.0004

- 2016 "Somerset Maugham's Ethically Earnest Fiction." *The Cambridge Quarterly* 45, no. 1. March 2016: 42-67. DOI: 10.1093/camqtly/bfv039
- 2015 "The Enlightenment of Fu Manchu: Buddhism and Western Detective Fiction." *Contemporary Buddhism* 16, no. 2, November 2015: 245-266. DOI: 10.1080/14639947.2015.1020734
- 2015 "John." *Embodied Effigies*. Spring 2015: 7.
- 2011 "Ronald Firbank, Forgotten Apostate." *Gay and Lesbian Review* 18, no. 3, May-June 2011: 29-31.
- 2008 "James Purdy's Allegories of Love." *Texas Studies in Literature and Language* 50, no. 1, Spring 2008: 1-33.
- 2006 "James Schuyler's Pastoral Poetics." *Genre: Forms of Discourse and Culture* XXXIX, Summer 2006: 229-247.
- 2006 "Sons and Lovers." *Harrington Gay Men's Literary Quarterly* 8, no. 3, (2006): 135-146.
- 2002 "Ronald Firbank's Radical Pastorals." *Genre: Forms of Discourse and Culture* XXXV, Spring 2002: 121-142.
- 1998 "'Life is Disgracefully Managed': Ronald Firbank's Complaint." *Lesbian and Gay Studies Newsletter* 23 (1998): 22-23.
- 1997 "Host at Last: James Merrill's Debt to Elizabeth Bishop." *Pleiades* 17, no. 1 (1997): 69-80.
- 1996 "Heroes Without Name or Origin: James Merrill's Poetry of loss." *Notes on Contemporary Literature* 26, no. 3 (1996): 2-4.
- 1996 "James Merrill's *A Different Person*." *The New Review* 6 (Spring 1994): 9-10.
- 1996 "James Merrill's 'Prism'." *The Explicator* 54, no. 3 (1996): 185-7.
- 1993 "Repairing the Broken Home: James Merrill's *Mirabell*." *The Opera Prompter* 34 (1993): 19-21.

Textbook

- 2016 *Introduction to American Literature*. Ho Chi Minh City, Vietnam: Ho Chi Minh City University of Education Press, 2016. Ed. Don Adams, et al. [Note: This university textbook is a slightly revised and enlarged print edition of the "Electronic Sourcebook" below.]
- 2008 *America's Changing World: An Anthology of American Literature, History, and Culture*. Ed. Don Adams, et al. Published as an Electronic Sourcebook by the University of Education in Ho Chi Minh City, Vietnam. Download link:
<http://khoaanh.net/index.php?module=Downloads&func=display&lid=214>

Online Only Publications

- 2017 "At Happy Hour." *Connotation Press*. Vol. IX, 1. September 2017.
<http://connotationpress.com/images/stories/videos/DonAdams.swf>
- 2017 "Saving Face: Learning Vietnamese (or not) in Vietnam." *Anak Sastra*. 28 July 2017. <http://anaksastra.com/current-issue.html>
- 2017 "To Begin With." *Subprimal Poetry Art*. 9 August 2017.
<https://subprimal.com/issues/issuc9/to-begin-with-by-don-adams>
- 2016 "Down The Rabbit Hole: Snippets of a Saigon Sojourn." *Anak Sastra*. 25 October 2016. <http://www.anaksastra.com/current-issue.html>
- 2014 "Chicken Soup for Breakfast: Eating Out in Vietnam." *Anak Sastra*. 17 October 2014. <http://www.anaksastra.com/archives.html>
- 2013 "The Traffic in Saigon." *Crunchable*. 7 October 2013.
<http://crunchable.net/articles/?p=4210>
- 2013 "Living Realism." *Radical Orthodoxy: Theology, Philosophy Politics*, Vol. 1, Number 3 (September 2013): 538-59.
<http://journal.radicalorthodoxy.org/index.php/ROTPP/article/view/57/0>
- 2012 "Four Prose Poems." *Luvah: Journal of the Creative Imagination*. 1, no. 2, August 2012:
<http://mimes.is/volume-1-no-2-2012-august/four-prose-poems.html>
- 2012 "Five Prose Poems as Psychological and Therapeutic Objects." *The Qouch*. August 2012.
<http://theqouch.com/2012/08/27/five-prose-poems-as-psychological-and-therapeutic-objects/#more-466>

- 2012 "Self-Portrait #3: A Dream." Poem. *disClosure: A Journal of Social Theory*. no. 21: Self-Story. 2012.
<http://uknowledge.uky.edu/disclosure/vol21/iss1/7/>
- 2011 "Tourist in Earnest." *Journal of Postcolonial Cultures and Societies*. 2, nos. 1-2, January-April 2011: 1-14.
<http://www.jpccs.in/upload/333971289Tourist%20in%20earnest.pdf>
- 2011 "James Purdy's *Via Negativa*." *Hyperion: On the Future of Aesthetics* 6, no1, March 2011: 101-119.
file:///Users/dadams/Downloads/James_Purdy's_Via_Negativa.pdf
- 2009 "Ronald Firbank: Aggressive, Witty, and Unrelenting." *Point of View* special feature column at the online encyclopedia site *glbtq.com*,
<http://www.glbtq.com/sfeatures/firbankronald.html>
- 2009 "Why Are We Dead Anyway? A Brief Look at James Purdy's Career." *The Rumpus* (March 2009).
<http://therumpus.net/2009/03/why-are-we-dead-anyhow/#more-11432>
- 2006 "Jane Bowles and a Spinozistic Realism." *The Borders of Realism in 20th Century Narrative Literature*, selected papers from the conference at the Catholic University of Leuven, Belgium, December 1-3, 2004, pp.473-484, <http://www.e-montaigne.com/montaigne2/Logon.do>
- 2003 "Nights in Paradise" and "The Rain it Raineth Every Day" (Poems). *Lodestar Quarterly*, 6 (Summer 2003).
www.lodestarquarterly.com/issue/6/

Compact Disk

- 2001 *Don Adams*. Fort Lauderdale, FL: CEC/FAU Studios, 2001.

Web Link

- 2002 *Oxford Anthology of Modern American Poetry*
http://www.english.uiuc.edu/maps/poets/m_r/merrill/broken.htm

CONFERENCE PAPERS

- 2018 "Radical Evil and the Infinite Other in Jim Thompson's Fiction," invited Keynote Address at the Images of Self and Others conference at St. Aloysius College in Kerala, India, and Christ Academy in Bangalore, India.

- 2017 "Increasing Sustainability Awareness in the Humanities Classroom," paper presented at the 2017 Engaging Vietnam conference at the University of Social Sciences and Humanities in Ho Chi Minh City, Vietnam.
- 2017 "Representing a World to Come: Prophetic Realism," invited plenary lecture given at the Politics of Representation Conference at Sikkim University in Gangtok, India.
- 2010 "Teaching Environmental Awareness in the Literature Classroom," paper presented at the Environmental Awareness and Higher Education conference at Hoa Sen University in Ho Chi Minh City, Vietnam.
- 2008 "All Must Have Prizes or Punishing the Loser: Alternative Educational Paradigms," paper read for me at the 2008 Comparative Education conference hosted by the Center for International Education, Culture Exchange, and Research at the University of Education in Ho Chi Minh City, Vietnam.
- 2005 "Sons and Lovers: Gay Saigon," creative nonfiction essay presented at the Sexualities, Genders, and Rights in Asia conference in Bangkok, Thailand.
- 2005 "Jane Bowles and Nomadology," paper presented at the American Comparative Literature Association conference at Penn State University.
- 2004 "Jane Bowles and a Spinozistic Realism," paper presented at the Borders of Realism of 20th Century Narrative Literature conference at Louvain-la-Neuve, Belgium, and later included in a refereed collection of essays chosen from among the papers presented at the conference and published on the scholarly website e-montaigne.com (see "Online Publication" above).
- 2003 "James Purdy's Allegories of Love," paper presented at the Assessing James Purdy conference at the University of Massachusetts, Amherst.
- 2000 "So Natural and So Hard: James Schuyler's Casual Perfection," paper read for me at the National Poetry Foundation conference in Orono, Maine.
- 2000 "No One Knows What My Politics Are: Ronald Firbank's Political Pastorals," paper presented at the annual Cultural Studies conference at Kansas State University in Manhattan, Kansas.
- 2000 "An Exotic Refuge in an Exhausted World: The Pastoral Poetry of John Ashbery and James Schuyler," paper presented at the Northeast Modern Language Association annual conference in Buffalo, New York.

- 1999 "Pleading the Permanence of Ignorance: The Poetry of William Bronk," paper presented at the William Bronk Symposium at the Stevens Institute of Technology in Hoboken, New Jersey, and later included in a refereed volume of essays chosen from among the papers presented at the conference (see "Published Chapters in Books" above).
- 1997 "Ronald Firbank's Radical Pastorals," paper presented at the Modern Language Association annual conference in Toronto.
- 1997 "Elizabeth Bishop and the Pastoral World," paper presented at the Elizabeth Bishop conference in Worcester, Massachusetts, and later included in a refereed volume of essays chosen from among the papers presented at the conference (see "Published Chapters in Books" above).
- 1997 "James Merrill and the Poet as Quester," paper presented at the American Literature Association annual conference in San Diego.
- 1996 "The Poetry in the Poem: John Ashbery's Postmodern Poetics," paper presented at the Twentieth-Century Literature conference at the University of Louisville in Louisville, Kentucky.
- 1995 "James Merrill's Poetry of Loss," paper presented at the Twentieth-Century Literature conference at the University of Louisville in Louisville, Kentucky.

PRESENTATIONS AND WORKSHOPS

- 2018 "Modern Fiction and the Ethical Self," invited guest lecture at Christ University, Bangalore, India.
- 2017 "The Gender Radicalism of Somerset Maugham," invited guest lecture at Christ University, Bangalore, India.
- 2017 "Popular Culture in the Literature Classroom," invited guest lecture at Christ University, Bangalore, India.
- 2016 "Introduction to American Literature," invited guest lecture at the American Center, U.S. Consulate Ho Chi Minh City, Vietnam.
- 2015 "*The Quiet American*: Vietnam Through Graham Greene's Eyes," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.

- 2014 "Curiouser and Curiouser: Observations from 12 Years in Vietnam," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.
- 2014 "The Reorientation of Fu-Manchu: Western Detective Fiction in Asia," Brown Bag Lunch Talk for the FAU Department of English.
- 2013 "Somerset Maugham's *The Razor's Edge*: Asian Spirituality Meets American Materialism," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.
- 2012 "Western Detective Fiction in Asia," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.
- 2012 "The Individual and the Environment," invited guest lecture at the American Center, U.S. Consulate, Ho Chi Minh City, Vietnam.
- 2010 "East-West: Alternative Educational Paradigms," invited guest lecture at the Department of Foreign Languages and Cultures, Hoa Sen University, Ho Chi Minh City, Vietnam.
- 2009 "Teaching English-Language Literature in the American College Classroom," invited guest lecture given at the Department of Vietnamese Literature at the University of Education, Ho Chi Minh City, Vietnam.
- 2005 "The Traffic in Saigon and Other Observations from Two Years in Vietnam," presentation given in the FAU PhD in Comparative Studies Colloquium Series.
- 2004 "Noodle Soup for Breakfast," orientation presentation for incoming Fulbright grant awardees, US Embassy, Hanoi, Vietnam.
- 2004 "Current Trends in Literary Theory," invited guest lecture given at the Institution for Educational Research, Ho Chi Minh City, Vietnam.
- 2004 "Individualism in American Literature and Culture," invited guest lecture given at Vinh University, Vietnam.
- 2004 "Utopianism in American Literature and Culture," invited guest lecture given at Hue University, Vietnam.
- 2003 "Walt Whitman's Pastoral Prophecies," invited guest lecture given at Can Tho University, Vietnam.
- 2003 "The History of American Poetry," invited guest lecture given at An Giang University, Vietnam.

- 2002 "Lingering Voices: American Poetry at the Turn of the Millennium," invited lecture given at the Ho Chi Minh City University of Education, Vietnam.
- 2000 Key West Writers' Workshop with John Ashbery.
- 1996 "The Elevated Highway," readings from my poetry for "Performance/Art Fusion," Broward Community College.
- 1995 "Zeno's Pilgrimage," readings from my poetry for Words After Hours, Florida Atlantic University.
- 1994 "'It's Too Ample': The Poetry of John Ashbery," paper given for Main Hall Forum, Lawrence University.
- 1994 "Homosexual Elitism in James Merrill's Poetry," paper given at the Bisexual, Gay, and Lesbian Conference, Lawrence University.
- 1993 "The Man of Two Minds," readings from my poetry for Main Hall Forum, Lawrence University.
- 1992 "The Nature Of The Quest In James Merrill's Poetry," paper given for Critical Forum, Washington University.

COMPETITIVE GRANTS AND AWARDS

- 2015 Japan Foundation Curriculum Development Grant, FAU
- 2011 Asian Studies Program Curriculum Development Grant, FAU
- 2010-11 Full-Year Sabbatical, FAU
- 2007-8 University Research Grant, FAU
- 2005 International Travel Grant, FAU
- 2004 International Travel Grant, FAU
- 2002 Awarded Full-Pay Sabbatical leave for Fall 2002 (not taken)
- 2002 Finalist, Four-Way Books Intro Poetry Prize
- 1999 Finalist, Salmon Run Press National Poetry Book Award
- 1998 Nominated by FAU for NEH Summer Stipend
- 1997 International Travel Grant, FAU

INSTITUTIONAL SERVICE

Department of English

2013-17 Graduate Committee Member

- 2011-13 Faculty Evaluation Committee Member
- 2011 Library Committee Member
- 2010 Graduate Committee Member
- 2009-13 Davie Schedule Coordinator
- 2009 Americanist Search Committee Member
- 2008 Transatlantic Search Committee Member
- 2008 Creative Writing in Translation Search Committee Member
- 2008-9 Associate Chair for Davie
- 2008 Chair of Visiting Speaker's Committee
- 2007 Pamela White Hadas, Visiting Poet, Trip Coordinator
- 2006 Matthew Stadler, Visiting Novelist, Trip Coordinator
- 2005-8 Faculty Evaluation Committee Member
- 2004-7 Creative Writing Committee Member
- 2004-5 Associate Chair for Davie
- 2004 Writing Director Search Committee Member

Dorothy F. Schmidt College of Arts and Letters

- 2016-17 English Department Representative on the Sustained Performance Evaluation (SPE) Committee
- 2015-7 BC/FAU Joint-Use Library Committee Member
- 2012-17 Davie Campus Liaison to the FAU/BC Joint-Use Library
- 2004-7 Masters of Liberal Studies Committee Member

College of Liberal Arts, Davie

- 2001 English Faculty Search Committee Chair
- 2000 Advancement Officer Search Committee Member
- 2000 Chamber Music Series Administrator Search Committee Member
- 1999 Market Equity Award Committee Member
- 1999 BCC/FAU Joint Use Library Committee Member
- 1998-9 Steering Committee Chair
- 1997 Steering Committee Member
- 1997 Graphic Design Search Committee Member
- 1997 Music Performance Search Committee Member
- 1996 Teaching and Advising Award Committee Member
- 1996 Associate Dean Search Committee Member
- 1995-6 Library Committee Member
- 1995-2002 Masters of Liberal Studies Committee Member
- 1995 United Way Fund Drive Coordinator

University Service

- 2014 Finance Department, FAU Business College, Program Review Committee
- 2000 FAU Institutional Effectiveness Committee Member
- 1997 Broward Faculty Senate Bylaws Committee Member

PROFESSIONAL SERVICE

- 2017 Served as a panel member respondent at the conference on "Shifting Perspectives in Indian Higher Education," Christ University, Bangalore, India, November 11, 2017.
- 2014 Served as an outside manuscript reviewer for the essay, "Robust Body and Social Souls: Reassessing Ronald Firbank's Effeminate Queer Men," for *Studies in the Novel*.
- 2012 Served as international consultant for the conference on the "International Integration of Vietnamese Higher Education," Vietnamese National University, Ho Chi Minh City, Vietnam, November 9, 2012.
- 2011 Served on the 2012-13 Vietnam Fulbright Scholar Grant Award Review Committee.
- 2011 Served as outside reviewer for the project "New York Pastoral: The Poetry of James Schuyler," sponsored by the Polish Science Foundation.
- 2010 Served as an Academic Consultant to the Ho Chi Minh City University of Education Department of English and Foreign Language Center.
- 2010 Served as an Academic Consultant to the Hoa Sen University Faculty of Foreign Languages and Cultures, Ho Chi Minh City, Vietnam.
- 2010 Served as the English Language Editor and Advisor for the Environmental Awareness and Higher Education conference at Hoa Sen University in Ho Chi Minh City, Vietnam.
- 2009 Reviewed Fulbright scholar applications for the U. S. Embassy, Hanoi, Vietnam.
- 2006 Reviewed the manuscript, "Critical Essays on Rebecca West, English Novelist, 1892-1983," edited by Gill Davies, David Malcolm, and John Simons, for the Edwin Mellen Press.
- 2005 Reviewed the manuscript "Postmodern Magus: Myth and Poetics in the Work of James Merrill," by Evans Lansing Smith, for the University of Iowa Press.
- 2004-7 Served on the National Fulbright Scholar Peer Review Committee for Southeast Asia for the 2005-06, 2006-07, and 2007-08 grant awards.

- 2002-4 Fulbright service in Vietnam, including editing an annotated anthology of American literature, history, and culture; serving on a panel to choose Vietnamese Fulbright scholars, and presenting visiting guest lectures throughout the country.
- 1998 Served as an outside reviewer for *PMLA*, the journal of the Modern Language Association of America.
- 1997 Judged Broward County Public Schools annual poetry contest.
- 1994 Judged Florida Phi Theta Kappa poetry award contest.
- 1994 Lectured on James Merrill's poetry for Critical Forum, Washington University, preceding the James Merrill Conference.
- 1994 Judged the Beloit College annual poetry contest.
- 1993 Lectured on James Merrill's poetry at the University of Wisconsin Madison.

TEACHING EXPERIENCE

Christ University, Bangalore, India

Academic Research and Publishing Seminar (Graduate)

Florida Atlantic University, Boca Raton and Davie, FL

Undergraduate

20th Century American Literary Movements
 20th Century British Literature
 Asia in Western Literature and Film
 British Literature 1867-1914
 Creative Writing
 Critical Approaches to Literature
 Detective Fiction
 Interpretation of Poetry
 Introduction to Literary Studies
 Irish Literary Renaissance
 Literary Theory (Face to Face and Online)
 Literature and the Environment
 Major American Writers of the 20th Century
 Modern Allegory
 Modern British Novel

Modern Poetry
Poetry Writing I and II
Sexuality and Modern Literature
Western Fiction in Asia
World Literature

Graduate

20th Century Poetry
American Modernisms
The Autobiographical Mode in 20th Century Literature
Gay and Lesbian 20th Century Literature
Modern Allegory
Modern British Novel
Modern Poetry
Sexuality and Modern Literature

Ho Chi Minh City University of Education, Vietnam

American Literature (Undergraduate)
American Studies (Undergraduate)
Literary Theory and American Literature (Graduate)

Hoa Sen University, Ho Chi Minh City, Vietnam

American and British Culture

Lawrence University, Appleton, WI

Modern British Fiction
Poetry Writing
Survey of British Masterpieces from the 19th and 20th Centuries
Expository Writing
Minority Literature
Modern Poetry
Freshman Studies (Introduction to the Humanities)

Washington University in St. Louis

Modern British Literature
Practical Criticism
Composition

University of Missouri-Columbia

Composition
 Honors Composition
 Television and Radio Reporting, Editing and Producing

GRADUATE THESIS SUPERVISION, FAU

Committee Chair

- 2015, MA Thesis, Maureen Case, "The Final Novels of Ronald Firbank and Virginia Woolf: Carnavalesque and Grotesque Realism in Modernist Literature"
- 2013, MA Thesis, Elliot Shaw, "Grammars of Communion"
- 2012, MA Thesis, Albert Morris, "Feasting With Panthers: Unstable Sexual Identity and the Pedagogic Eros in The Divine Comedy"
- 2012, MA Thesis, Dana Odwazny, "A Humdrum Aha: John Clare's Mundane Sublime"
- 2009, MA Thesis, Tracy Stone, "The Compass of Human Will in Realism and Fantasy: A Reading of Sister Carrie and The King of Elfand's Daughter"
- 1999, MA Thesis, Kathie Russell, "Narrative Technique in Graham Greene's The Power and the Glory"

Committee Member

- 2016, MA Thesis, Pami Beveridge, John Crowley's New Fantastic Space: Reconstructing the Realm of Faerie in *Little, Big*
- 2013, MA Thesis, Erin Kiley, "A Troubled Past: Reconfiguring Postwar Suburban American Identity in Revolutionary Road, 1961 and Mad Men, 2007-12"
- 2012, MA Thesis, Rachel McDermott, "Room for You and Me: An Ethical Critique of Noncanonical Labor Literature"
- 2011, MA Thesis, David Budinger, "The Prairie and the Pampas: A Comparison of Settlement Policy and Environmental Influences on Epic Literature in the United States and Argentina"
- 2010, MA Thesis, Frank Altomore, "Strange Time: Block Universes and Strange Loop Phenomena in Two Novels by Kurt Vonnegut"
- 2010, MA Thesis, Jennifer Skolnick, "Abjection and Social Transformation in John Fowles's Mantissa and A Maggot"
- 2010, MA Thesis, Janine McAdams, "Gender and the Abject in the Symbolic Landscapes of Robert Louis Stevenson's Strange Case of Dr. Jekyll and Mr. Hyde and Olive Schreiner's The Story of an African Farm"
- 2010, MA Thesis, Michael Buso, "A Dark, Uncertain Fate: Homophobia, Graphic Novels, and Queer Identity"

Stacey Balkan

sbalkan@fau.edu

EDUCATION

- 2016 Ph.D., English, The Graduate Center, City University of New York
Dissertation: *Rogues in the Postcolony: The New Picaresque and the Making of Modern India*.
Committee members: Ashley Dawson (director), Robert Reid-Pharr, Alan Vardy, Siraj Ahmed
- 2015 M. Phil., English, Distinction, The Graduate Center, CUNY
- 2012 M.A., Liberal Studies, The Graduate Center, CUNY
- 2003 M.A., English, Summa Cum Laude, Montclair State University
- 2000 B.A., English & Women's Studies, Montclair State University

ACADEMIC APPOINTMENTS

- 2017 - Present Assistant Professor, English, Florida Atlantic University, Boca Raton, FL
- 2012 - 2017 Adjunct Professor, English, John Jay College, New York NY
- 2010 - 2017 Assistant Professor, English, Bergen Community College, Paramus, NJ
- 2005 - 2010 Instructor, English, Bergen Community College, Paramus, NJ
- 2004 - 2005 Adjunct Professor, English, Montclair State University, Montclair, NJ

TEACHING & RESEARCH INTERESTS

Literature and the Environment, Eco-criticism, Postcolonial Literature and Theory, Postcolonial Eco-criticism, Anglophone World Literature

PUBLICATIONS

PEER-REVIEWED ARTICLES

- 2018 "A *Memento Mori* Tale: Indra Sinha's *Animal's People* and the Politics of Global Toxicity." *ISLE: Interdisciplinary Studies in Literature and Environment*. In press.
- 2016 "Rogues in the Postcolony: Chris Abani's *GraceLand* and The Petro-Picaresque." *The Global South* 9.2 (2016):18-37.
- 2015 "Representing India's 'Suicide Economy.'" *Social Text Online*. 8 Mar. 2015.
- 2013 "Latin American Semiotics: 'Metropolitan (Im)migrants' in the 'Lettered City.'" *CLC Web: Comparative Literature and Culture*. 14.5 (2013): 1-10.

- 2012 "Murdering the Innocents: The Dystopian City and the City as Corollary in Charles Dickens' *Hard Times* and Angela Carter's *Nights at the Circus*." *Rupkatha* 4.1 (2012): 22-34.

BOOK CHAPTERS

- 2013 "Abject Spaces and the Hinterland in Bolaño's Work." *The Cambridge Companion to Comparative Literature, World Literature and Comparative Cultural Studies*. Eds. Steven Tötösy de Zepetnek and Tutun Mukherjee. New Delhi: Cambridge University Press India, 2013.

- 2010 "City of Clowns: The City as a Performative Space in the Prose of Daniel Alarcón, Junot Díaz, and Roberto Bolaño." *Wretched Refuge: Immigrants and Itinerants in the Postmodern*. Eds. Jessica Datema & Diane Krumrey. Newcastle: Cambridge Scholars Press, 2010.

REVIEW ESSAYS

- 2016 "Anthropocene and Empire." Rev. of *The Great Derangement: Climate Change and the Unthinkable* by Amitav Ghosh. *Public Books*. 15 Oct. 2016.

BOOK REVIEWS

- 2017 Rev. *Ecological Imaginations in Latin American Fiction* by Laura Barbas-Rhoden. *Configurations*. 25.2 (2017): 256-259.

ENCYCLOPEDIA ENTRIES & OCCASIONAL PIECES

- 2017 "Anthropocene." *Global South Studies: A Collective Publication with The Global South*.

- 2016 "Notes on the Death of the Academy." *Union Matters*. Spring 2016.

WORKS IN PROGRESS

Rogues in the Postcolony: Developing Itinerancy in India (book manuscript)

Oil Fictions: World Literature and our Contemporary Petrosphere (edited collection, manuscript in progress)

Anthropocene, Capitalocene, Thermocene: A Petro-Aesthetic Critique of Amitav Ghosh's *The Glass Palace* (chapter for *Oil Fictions*, manuscript in progress)

"Inhabiting the Cthulucene: Tentacular Intimacies in Jamaal May's Detroit." (manuscript in progress)

SELECTED CONFERENCE PRESENTATIONS

- 2018 "Anthropocene, Capitalocene, Thermocene: Documenting 'Cheap Nature' in Amitav Ghosh's *The Glass Palace*." NeMLA Annual Convention, Pittsburgh, PA.
- 2018 "Cultivating the Local in Anna Lowenhaupt Tsing's *The Mushroom at the End of the World* and Amitav Ghosh's *Sea of Poppies*." MLA Annual Convention, New York City.
- 2018 "Inhabiting the Cthulucene: Tentacular Intimacies in Jamaal May's Detroit." MLA Annual Convention, New York City.
- 2017 "The Age of Flowers: Linnaean Imperialism in Amitav Ghosh's *River of Smoke*." SALA (South Asian Literary Association) Conference at MLA Annual Convention. Philadelphia, PA.
- 2016 "A *Memento Mori* Tale: Indra Sinha's *Animal's People* and the Politics of Global Toxicity." SLSA (Society for Literature, Science, and the Arts) Annual Convention. Atlanta, GA.
- 2016 "Amitav Ghosh and the Environmental Picaresque." MLA Annual Convention. Austin, TX.
- 2015 Chair/Discussant, "Lazarillo on the Ganges: Amitav Ghosh and the Environmental Picaresque." NeMLA Annual Convention. Ryerson University, Toronto.
- 2015 "Rogues in the Postcolony." MLA Annual Convention. Vancouver, BC.
- 2014 "Rogues in the Postcolony: Chris Abani's *Graceland* and the Environmental Picaresque." SCMLA Annual Convention. Austin, TX.
- 2014 "*Lazarillo* on the Ganges: Amitav Ghosh's 'Environmental Picaresque' and Other Representations of India's 'Suicide Economy.'" Radical Materialism: Making the World Matter. CUNY Graduate Center.
- 2014 "The River in/of Time in V.S. Naipaul and Amitav Ghosh." NeMLA

- Annual Convention, Susquehanna University, Harrisburg, PA.
- 2013 "‘The Problem Involves the Existence of God:’ Borges’ Theory of Mind as Divine Theatre." CUNY Graduate Center.
- 2011 "Abject Spaces: The Hinterland in Roberto Bolano’s *2666* and *Amulet*." American Comparative Literature Association (ACLA) Annual Convention, Vancouver, BC.
- 2011 "Abject Spaces: The Hinterland in Roberto Bolano’s *2666* and *Amulet*." NeMLA Annual Convention, Rutgers University, New Brunswick, NJ.
- 2010 "‘Metropolitan Migrants’ after the Apocalypse: Urban Indiós in the Postmodern City." NeMLA Annual Convention, McGill University, Montreal, QC.
- 2009 "The City as a Space of Exile in the Prose of Junot Díaz and Daniel Alarcón." NeMLA Annual Convention, Boston University, Boston, MA.

INVITED TALKS

- 2017 "Scholarship in a Time of Crisis: Notes on the Environmental Humanities." Bi-Annual Scholars Dinner. Keynote Speaker. Bergen Community College.
- 2017 "Water, Contamination, and Community Activism: Henrik Ibsen’s *Enemy of the People*." Post-production respondent. *Bergenstages*. Bergen Community College.
- 2017 "Anthropocene and Empire: Climate Change, Development, and Capital." Center for Peace, Justice, and Reconciliation. Bergen Community College.
- 2017 "A Memento Mori Tale: Indra Sinha’s *Animal’s People* and the Politics of Global Toxicity." English Department. Florida Atlantic University.
- 2016 "Rogues in the Postcolony: Chris Abani’s *GraceLand* and the Petro-Picaresque." English Department. State University of New York, College at Old Westbury.
- 2016 "Postcolonial Ecologies: Indra Sinha’s *Animal’s People* and the Politics of Global Toxicity." Eco-criticism Seminar Series, Center for Humanities, CUNY Graduate Center.

- 2016 Amitav Ghosh's *The Hungry Tide* and the Environmental Imagination. Literary Arts Series/Workshop Series. Bergen Community College.
- 2015 "Land Reclamation in India's 'Red Corridor:' Selections from Arundhati Roy's *Walking with the Comrades*." Bergen Community College, Women's History Month lecture.
- 2014 "What is Sustainability?" Earth Day Panel, Bergen Community College.
- 2014 "Chilean Poetics of Resistance." Bergen Community College, Women's History Month lecture.
- 2014 "*Lazarillo* on the Ganges: Amitav Ghosh's 'Environmental Picaresque' and Other Representations of India's Suicide Economy." James Gallery. CUNY Graduate Center.
- 2013 "Mary Shelley's *Frankenstein*: Some Notes on Cognitive Aesthetics." Bergen Community College, Women's History Month lecture.
- 2012 "Nawal el Saadawi: Notes on Islamic Feminism." Bergen Community College, Women's History Month lecture.
- 2011 "When the Air is Clear: Carlos Fuentes in Mexico City." Suburban Studies Initiative, Bergen Community College.
- 2011 "A Pedagogy of Alienation Revisited." Teaching of Writing Circle, Bergen Community College.
- 2010 "Edwidge Danticat's 'Night Women.'" With Professor Kelly Keane. Bergen Community College, Women's History Month lecture.
- 2010 "The Lower East Side: Abraham Cahan and the Jewish Literary Tradition." With Dr. Alan Kaufman. Suburban Studies Initiative, Bergen Community College.
- 2010 "Alienation and Composition." With Dr. Alan Kaufman. Teaching of Writing Circle, Bergen Community College.
- 2009 "Conversations in Composition." EDRE (English Division Resource Envelope), Bergen Community College.
- 2009 "Alternative Transportation and the Cycling Option in New Jersey." Alternative Transportation Day, Bergen Community College.

FELLOWSHIPS, GRANTS, AND AWARDS

2017	Distinguished Faculty Scholar, Bergen Community College.
2016/2017	Center for Peace, Justice, and Reconciliation at Bergen Community College. Annual Research Fellowship. "The Age of Flowers: The Legacy of Colonial Botany in India's Cotton Belt." \$1500.00.
2016	Faculty Development Travel Grant (BCC): MLA, \$800.00
2015	Faculty Development Travel Grant (BCC): MLA, \$1250.00
2014	Faculty Development Travel Grant (BCC): SCMLA, \$750.00
2014	Oral Comprehensive Examination, The Graduate Center, City University of New York: Pass with Distinction.
2014	Faculty Development Travel Grant (BCC): NEMLA, \$750.00
2013	Faculty Research Sabbatical, Bergen Community College. Competitive scholarly award granted to four faculty members annually.
2012	Center for Institutional Research and Development (CIRD) at Bergen Community College: Literary Arts Series, \$3000.00 (Jennifer Egan program)
2012	Center for the Study of Intercultural Understanding (CSIU) at Bergen Community College: Literary Arts Series, \$5000.00 (Jennifer Egan program)
2011	Center for Institutional Research and Development (CIRD): Literary Arts Series, \$3000.00 (Mary Gaitskill program)
2011	Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, \$5000.00 (Mary Gaitskill program)
2011	Faculty Development Travel Grant (BCC): ACLA, \$1250.00
2011	Faculty Development Travel Grant (BCC): NEMLA, \$500.00
2011	Providence Bank: Literary Arts Series, \$5000.00 (general programming)
2010	Center for Institutional Research and Development (CIRD): Literary Arts Series, \$3000.00 (Joseph O'Neill program)
2010	Center for the Study of Intercultural Understanding (CSIU): Literary

- Arts Series, \$5000.00 (Joseph O'Neill program)
- 2010 Faculty Development Travel Grant (BCC): NEMLA, \$1250.00
- 2009 Center for Institutional Research and Development (CIRD): Literary Arts Series, \$3000.00 (Salman Rushdie & Junot Díaz programs)
- 2009 Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, \$5000.00 (Junot Diaz program)
- 2009 Faculty Development Travel Grant (BCC): NEMLA, \$750.00
- 2008 Center for Institutional Research and Development (CIRD): Literary Arts Series, \$3000.00 (Jhumpa Lahiri program)
- 2008 Center for the Study of Intercultural Understanding (CSIU): Literary Arts Series, \$5000.00 (Jhumpa Lahiri program)
- 2007 Faculty Development Travel Grant (BCC): CCHA, \$1250.00
- 2006 Center for Institutional Research and Development (CIRD): Middle Eastern Studies Initiative, 2005/2006, \$3000.00
- 2006 Faculty Fellow, College Consortium for International Studies
Universidad Veritas, San Jose, Costa Rica
- 2002-2003 Research Fellowship: "Gender in a Time of Change: Interviews with Five Chinese Women." Department of Women's Studies. Montclair State University.
- 2002-2003 Research Fellowship. Women's Center. Montclair State University.

PROFESSIONAL SERVICE

- 2017 - Present Undergraduate Committee, Florida Atlantic University
- 2017 - Present Faculty advisor, English Club, Florida Atlantic University
- 2016 - 2017 Faculty Senate, Elected Departmental Representative, Bergen Community College.
- 2015 - Present Member, Eco-criticism Seminar Series, Center for Humanities, Graduate Center, City University of New York.
- 2008 - 2017 Co-Chairperson, Literary Arts Series, Bergen Community College.

- 2007 – 2017 Senior Editor, *Union Matters*, Bergen Community College Faculty Association.
- 2007 – 2017 Member, Honors Faculty Association, Bergen Community College.
- 2013 – 2015 Co-Chairperson, Women’s History Month Committee, Bergen Community College.
- 2011 – 2013 Chairperson, Women’s History Month Committee, Bergen Community College.
- 2011 – 2013 Co-chairperson, Teaching of Writing Circle, Bergen Community College.
- 2011 – 2012 Representative Assembly of the BCCFA, Elected Departmental Representative.
- 2008 – 2012 Faculty Senate, Elected Departmental Representative, Bergen Community College.
- 2009 – 2010 Program Review Committee, Elected Departmental Representative, Bergen Community College.
- 2008 – 2010 Founder/Advisor, BergenLit, Bergen Community College Student Literature Club.
- 2006 – 2009 College-wide Curriculum Committee, Elected Departmental Representative, Bergen Community College.

EXTERNAL SERVICE

- 2017 – Present Referee, *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*
- 2012 – Present Referee, *Comparative Literature and Culture*

COURSES TAUGHT/DEVELOPED

Florida Atlantic University

Graduate

LIT6934 Postcolonial Environments

Upper Division

LIT4434 Literature and the Environment

ENG4932 Honors Seminar

AML 2020 American Literature from 1865

Bergen Community College

LIT231 Literature and the Environment

WRT101 Reading the Environment (co-taught with Environmental Science faculty)

LIT204 World Literature 1650 - Present

LIT226 Introduction to the Novel

LIT223 Contemporary Latin American Literature

LIT202 American Literature 1880 - Present

LANGUAGES

English, native fluency

Spanish, proficiency

Italian, reading knowledge

CURRENT PROFESSIONAL MEMBERSHIPS

Modern Language Association (MLA)

Association for the Study of Literature and Environment (ASLE)

Postcolonial Studies Association (PSA)

American Comparative Literature Association (ACLA)

Northeastern Modern Language Association (NeMLA)

Society for Literature, Science, and the Arts (SLSA)

South Asian Literary Association (SALA)

REFERENCES

Available upon request.

Barclay Barrios

Curriculum Vitae
Updated: February 14, 2018

HIGHER EDUCATION

Rutgers, the State University of New Jersey, PhD in Literatures in English, May 2005.

Rutgers, the State University of New Jersey, MA in Literatures in English, December 1995.

Tulane University, BA in English, 1992.

EXPERIENCE

Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Associate Dean, 2017-Present.

Florida Atlantic University, Director, Center for Women, Gender, and Sexuality Studies, 2016-Present.

Florida Atlantic University, Associate Professor of English, 2011-Present.

Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Assistant Dean, 2014-2016.

Florida Atlantic University, Interim Chair, Visual Arts and Art History, 2015-2016.

Florida Atlantic University, Interim Director, Center for Women, Gender, and Sexuality Studies, 2015-2016.

Florida Atlantic University, Director of Writing Programs, 2005-2014.

Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters, Coordinator for Credentialing, Assessment, and Interdisciplinarity, 2013.

Florida Atlantic University, Assistant Professor of English, 2005-2011.

Rutgers, the State University of New Jersey, Lead Assistant Director of the Writing Program and Director of Instructional Technology, 2000-2005.

Rutgers, the State University of New Jersey, Assistant Director of the Writing Program and Course Coordinator for Basic Composition, 2000.

HONORS, AWARDS, AND POST-DOCTORAL FELLOWSHIPS

Florida Atlantic University Student Affairs Faculty/Staff Impact Award, 2017.

Nominee, Excellence in Graduate Mentoring, 2012.

Finalist, Best Webtext Award for Rutgers Writing Program homepage, Computers and Writing, 2001.

FUNDED RESEARCH

Externally funded:

2006 \$3,600 Barclay Barrios, Principal Investigator
Grant from Bedford/St. Martin's for six members of the Florida Atlantic University writing program to attend the "Evolving Writing Programs: Needs, Goals, And Strategies For Change" workshop.

2006 \$500 Barclay Barrios, Principal Investigator
Travel grant from Thomson-Wadsworth to attend Conference on College Composition and Communication.

2002 \$6,500 Barclay Barrios, Co-Investigator
"Reaching Other Audiences: Web Authoring for Humanities Graduate Students," Woodrow Wilson Innovation Award (Richard E. Miller, Principal Investigator).

Internally funded:

2016 \$4,000 Barclay Barrios, Co-Investigator
"Queer Images," Summer Undergraduate Research Fellowship, with Charles Pratt.

2013 \$52,702 Barclay Barrios, Co-Investigator
"AMP Lab: Advanced Media Production for Arts and Letters." Tech Fee Grant. (Lisa Swanstrom, Principal Investigator, Wendy Hinshaw Co-Investigator).

2013 \$42,819 Barclay Barrios, Principal Investigator
"Refurbishing AL 337." Tech Fee Grant.

2013 \$7,087 Barclay Barrios, Principal Investigator
"TiLT: Technology Integrated for Teaching and Learning." Tech Fee Grant.

2012 \$2,000 Barclay Barrios, Co-Investigator
"Professional and Technical Writing Certificate Programs," WAC Departmental Development Grant Award (Wendy Hinshaw, Principal Investigator, Julia Mason and Lisa Swanstrom Co-Investigators).

2010 \$25,000 Barclay Barrios, Principal Investigator
"Four Is Greater than Six: A Plan for Enhancing the Teaching of Writing with Technology," FAU Technology Fee Project Proposal.

2010 \$5,000 Barclay Barrios, Principal Investigator
"Researching Research: An Assessment of the Impact of Research-Based Writing in ENC 1102," Assessment Grant, FAU Institutional Effectiveness and Analysis.

2006 \$1,791 Barclay Barrios, Principal Investigator
"Project Codex: Improving Teacher Training in ENC 1101 and ENC 1102," Summer Teaching Development Award, Dorothy F. Schmidt College of Arts and Letters.

REFEREED RESEARCH PUBLICATIONS

Works in progress:

Barrios, Barclay. *Intelligence: A Bedford Spotlight Reader*. Proposal in progress.

Monographs published:

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. Fourth edition. Boston: Bedford St. Martin's, 2018.

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. Third edition. Boston: Bedford St. Martin's, 2015.

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. Second edition. Boston: Bedford St. Martin's, 2013.

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. Boston: Bedford St. Martin's, 2010.

Co-authored books:

Barrios, Barclay, Risa Shiman, Elizabeth Kelly, Ashley Harrington, and Michelle Hasler. *Emerging: Instructor's Manual*. Boston: Bedford St. Martin's, 2015.

Barrios, Barclay, Elizabeth Kelly, Ashley Harrington, Michelle Hasler. *Emerging: Instructor's Manual*. Boston: Bedford St. Martin's, 2013.

Barrios, Barclay and Elizabeth Kelly. *Emerging: Instructor's Manual*. Boston: Bedford St. Martin's, 2010.

Journal articles:

Barrios, Barclay. "On Custom: Revisiting the Relationship between Publishers and WPAs," *WPA: Writing Program Administration*, Spring 2010, pp. 10 – 33.

Barrios, Barclay. "Boi's Life." *Meat Journal*, Spring 2005, np, <<http://www.meatjournal.com/barrios.html>>.

Barrios, Barclay. "Blogs, A Primer." *Computers and Composition Online*, Spring 2005, np, <<http://www.bgsu.edu/departments/english/cconline/bap/>>.

Barrios, Barclay. "Of Flags: Online Queer Identities, Writing Classrooms, and Action Horizons," *Computers and Composition*, September 2004, pp. 341 – 361.

Alexander, Jonathan, Barclay Barrios, Samantha Blackmon, Angela Crow, Keith Dorwick, Jacqueline Rhodes, and Randal Woodland. "Queerness, Sexuality, Technology, and Writing: How Do Queers Write Ourselves When We Write in Cyberspace?" *Computers and Composition Online*, Fall 2004, np, <http://www.bgsu.edu/cconline/moo/MOO_REV.pdf>.

Barrios, Barclay. "Grading the Writing Program Web Site: Assessing Some Assessments." *Computers and Composition Online*, Spring 2004, np, <<http://www.bgsu.edu/cconline/barrios2/index.html>>.

Barrios, Barclay. "Reimagining Writing Program Web Sites as Pedagogical Tools," *Computers and Composition*, March 2004, pp. 73 – 87.

Barrios, Barclay. "The Year of the Blog: Weblogs in the Writing Classroom." *Computers and Composition Online*, Spring 2003, np, <<http://www.bgsu.edu/cconline/barrios/blogs/>>.

Chapters in books:

Barrios, Barclay. "Soul Remedy: Turnitin and the Visual Design of End User License Agreements." *Copy(write): Intellectual Property in the Writing Classroom*. Eds. Danielle DeVoss, Martine Rife, and Shaun Slattery. Anderson, SC: WAC Clearinghouse and Parlor Press: Perspectives on Writing Series, 2011.

Barrios, Barclay. "Boi's Story: Queer Language, Identity, and Technological Literacy on the World Wide Web," *Queers in American Popular Culture*. Ed. Jim Elledge. Santa Barbara, CA: Praeger, In Press 2010.

Barrios, Barclay. "Teaching and Technology: A Primer for Instructors Using The New Humanities Reader," *Instructor's Resource Manual for the New Humanities Reader*, Boston: Houghton-Mifflin 2002, pp. 75 – 81.

CONFERENCE PRESENTATIONS

Papers presented:

Barrios, Barclay. "The Heart of 3.4.11: Meeting the Challenges of Credentialing Academic Program Coordinators," SACSCOC Annual Meeting, December 2017.

Barrios, Barclay. "Green is the New Green: The Challenge of Sustaining Technology Budgets in Writing Programs," South Atlantic Modern Language Association Annual Conference, November 2014.

Barrios, Barclay. "Well Played, WPA: Promoting Growth in an Era of Budget Cuts," South Atlantic Modern Language Association Annual Conference, November 2013.

Barrios, Barclay. "A Funny Thing Happened on the Way to Digital Literacy," invited plenary speaker, NEXUS conference, University of Tennessee—Knoxville, March 2012.

Barrios, Barclay. "A Funny Thing Happened on the Way to Digital Literacy," Conference on College Composition and Communication, March 2012.

Barrios, Barclay. "Hope: Axiomatic," Invited Speaker, Indiana University—South Bend, January 2011.

Barrios, Barclay. "Hard Drive: Moving from Technology Using You to Using Technology," Headwinds in English Symposium, Online, March 2010.

Barrios, Barclay. "Broke: When Technology (and Budgets) Fail," Bedford St. Martin's College Composition in the 21st Century Symposium, Miami, November 2007.

Barrios, Barclay. "The Secrets of Visual Arguments, The Visual Arguments of Secrets: PostSecret and Pedagogy," Conference on College Composition and Communication,

New York, March 2007.

Barrios, Barclay. "The Cave and the Blog: New and Virtual Communities for New Teachers of Writing," Conference for the Council of Writing Program Administrators, Chattanooga, July 2006.

Barrios, Barclay. "EULA-gy for Property Rights: Students, Instructors, and Online Pedagogical Tools," Conference on College Composition and Communication, Chicago, March 2006.

Published as "Soul Remedy: Turnitin and the Visual Design of End User License Agreements." *Copy(write): Intellectual Property in the Writing Classroom*. Eds. Danielle DeVoss, Martine Rife, and Shaun Slattery. Anderson, SC: WAC Clearinghouse and Parlor Press: Perspectives on Writing Series, In Press 2010.

Barrios, Barclay. "Boi's Story: Queer Language, Identity, and Technological Literacy on the World Wide Web," Conference on College Composition and Communication, San Francisco, March 2005.

Published in *Meat Journal*, Spring 2005, np.

Reprinted in *Queers in American Popular Culture*. Ed. Jim Elledge. Santa Barbara, CA: Praeger, In Press 2010.

Barrios, Barclay. "Visible and Transparent: Using the Web to Promote Effectiveness," Modern Language Association Convention, Philadelphia, December 2004.

Barrios, Barclay. "Sector 0,0: Technology, English Departments, and the Center of the New University," The Watson Conference, University of Louisville, Louisville, October 2004.

Barrios, Barclay. "To E or Not to E: Rethinking New Media Dissertations," Conference on College Composition and Communication, New York, March 2003.

Barrios, Barclay. "Tag! You're I.T.," The Watson Conference, University of Louisville, Louisville, October 2002.

Barrios, Barclay. "Copy, Cut, Paste, Undo: Expanding Notions of Critical Thinking in Technology," Conference on College Composition and Communication, Chicago, March 2002.

Barrios, Barclay. "Building Program Communities Online: Rutgers, a Case Study," *Computers in Writing Intensive Classrooms*, Michigan Technological University, Houghton, June 2001.

Workshops and roundtables:

Barrios, Barclay. "Introduction to Sequencing." Bedford St. Martins Comp Ed Month, November 2015.

Barrios, Barclay. "Queer? Digital? Activism?," Talk and Workshop, The Digital Humanities and Social Justice, Florida Atlantic University, February 2015.

Barrios, Barclay. "New Strategies for the Writing Classroom," Workshop, Indiana University—South Bend, January 2011.

Barrios, Barclay and Lyn LaVigne. "Researching Research: An Assessment of the Impact of Research-Based Writing in ENC 1102." Presentation for IEA Assessment Grant, 2010.

Barrios, Barclay. "Talking about Emerging," Roundtable, University of Miami, 2010.

Barrios, Barclay. "Blogging for Teaching and Learning: The Basics and Beyond," Workshop, Conference on College Composition and Communication, Chicago, March 2006.

Barrios, Barclay. "Disc-O-Blogging," Workshop, Computers in Writing Intensive Classrooms, Michigan Technological University, Houghton, June 2005.

Barrios, Barclay. Job Market Roundtable, Computers in Writing Intensive Classrooms, Michigan Technological University, Houghton, June 2005.

Barrios, Barclay. "Blog On!: Accessing Public Audiences through Weblogs," Workshop, Conference on College Composition and Communication, San Francisco, March 2005.

Barrios, Barclay. "The Queer Action Horizon: Imagining the Student as Political Actor," "Composing Activism" Roundtable, Conference on College Composition and Communication, San Antonio, March 2004.

Barrios, Barclay. "Using Technology in Writing Programs," Workshop, Conference on College Composition and Communication, Chicago, March 2002.

Panels chaired:

Barrios, Barclay. "Composing Activism: Queer Pedagogies for Diverse Classrooms," Roundtable, Chair, Conference on College Composition and Communication, San Antonio, March 2004.

Barrios, Barclay. "U. Blog: A Practical Introduction to Using Weblogs for the Classroom and Research," Workshop, Chair, Conference on College Composition and Communication, San Antonio, March 2004.

Barrios, Barclay. "Calling All Bloggers: Academic Bloggers Sharing Strategies and Resources," Special Interest Group, Chair, Conference on College Composition and Communication, San Antonio, March 2004.

NON-REFEREED PUBLICATIONS IN TEACHING

Barrios, Barclay. "Tips for Teaching Composition." *Bedford Bits*. Boston: Bedford St. Martin's, 2006-2017, <<http://bedfordbits.com>>.

Barrios, Barclay. Contributor, "Teaching with A Writer's Reference." Instructor's Edition of *A Writer's Reference*, Seventh Edition. Boston: Bedford St. Martin's, 2011.

Barrios, Barclay. *Emerging*. FAU Third Custom Edition. Boston: Bedford St. Martin's, 2009.

Barrios, Barclay. *Emerging*. FAU Second Custom Edition. Boston: Bedford St. Martin's, 2008.

Barrios, Barclay and Amy Letter. *Elements of ENC 1101 and ENC 1102*. Plymouth, MI: Hayden McNeil, 2008.

Barrios, Barclay. *Emerging*. FAU First Custom Edition. Boston: Bedford St. Martin's, 2007.

Barrios, Barclay. *Emerging, A Teacher*, orientation binder for new instructors at Florida Atlantic University, 2007. Internal publication.

Barrios, Barclay and Amy Letter. *Elements of ENC 1101*. Plymouth, MI: Hayden McNeil, 2006.

Barrios, Barclay and Amy Letter. *Elements of ENC 1102*. Plymouth, MI: Hayden McNeil, 2006.

Barrios, Barclay and Amy Letter. *Elements of ENC 3213*. Plymouth, MI: Hayden McNeil, 2006.

Barrios, Barclay and Amy Letter. *Elements of LIT 2010/2030/2040*. Plymouth, MI: Hayden McNeil, 2006.

Barrios, Barclay. *A Codex for Teachers*, orientation binder for new instructors at Florida Atlantic University, 2006. Internal publication.

Barrios, Barclay. *A Teacher's Almanack*, orientation binder for instructors of Expository Writing at Rutgers University, 2002, 2003. Internal publication.

Barrios, Barclay. *New Humanities Reader Companion CD*. CD-ROM, Boston: Houghton-Mifflin, 2001.

TEACHING

Teaching awards received:

2010 Degree of Difference Award, Florida Atlantic University Alumni Association

2010 Dorothy F. Schmidt College of Arts and Letters Nominee for Distinguished Teacher of the Year

1999 Faculty of Arts and Sciences Award for Distinguished Contributors to Undergraduate Education, Rutgers University

1999 Outstanding Contributor to the Writing Program, Rutgers University

Teaching specialization—FAU:

SLS 1503 Learning Strategies and Human Development

ENC 1101	College Writing I
ENC 1102	College Writing II
ENC 1930	Honors Writing Seminar
ENC 3310	Advanced Exposition: Queer Composition
ENG 4020	Composing Advocacy
AML 4213	Colonial and Early American Literature
LIT 4930	Queer Literature and Theory
LIT 6905	Trans Theory
ENG 6009	Principles and Problems of Literary Study
ENG 6049	Queer Theory
ENC 6700	Introduction to Composition Theory and Methodology
ENG 6925	Colloquium in English
ENG 6933	Rhetorics of the World Wide Web
ENG 6933	Composing Digital Identities
ENG 6906	Directed Independent Study
WST 2608	Introduction to Sexuality and Gender

Courses added to the curriculum—FAU:

IDS 3890	Interdisciplinary Studies Seminar
ENC 1130	Introduction to Writing
ENC 1930	Honors Writing Seminar
ENC 1939	Special Topics: College Writing II
LIT 2070	Interpretation of Creative Nonfiction

Teaching specialization—Rutgers, The State University of New Jersey:

355:095	Rutgers College EOF Program, English Writing Section
355:098	Composition Skills
355:099	Reading Skills
355:100	Basic Composition
355:100R	Basic Composition with Reading
355:101	Expository Writing
355:102	Expository Writing II
355:103	Exposition and Argument
355:203	Business Writing Essentials
355:303	Writing for Business and Professions
355:302	Scientific and Technical Writing
355:402	Advanced Technical Writing
355:425	Web Authoring
355:396	English Internship
350:220	Principles of Literary Studies
352:225	American Literature, Colonial to Civil War
350:315	Colonial American Literature
351:349	Cyberliterature
352:504	Web Authoring for Humanities Graduate Students

Dissertation and thesis advising:

Conor Arevalo, 2017-Present, MA, Chair, in progress.

Trina Sutton, 2017-Present, MFA, Committee Member, in progress.

Dylan Owsiany, 2017-Present, MA, Committee Member, in progress.

Roberto Navarrete, 2016-Present, MFA in Studio Art, Committee Member, in progress.

Michael Clark, 2016-Present, MA in Women, Gender and Sexuality Studies, Chair, in progress.

Claudette Batchelor, 2017-2018, MA, Committee Member.

Brian French, 2015-2016, MA, Committee Member.

Ruben Aguilar, 2013-2016, MA, Committee Member.

Atticus Ranck, 2013-2015, MA in Women's Studies—Internship, Chair, in progress.

Adam Phillips, 2014-2015, MA, Committee Members, in progress.

Renata Bozzetto, 2013, MA Thesis, Committee Member, completed Spring 2013.

Mark Kattoura, 2012-2013, PhD Dissertation, Committee Member, completed Spring 2013.

Sarah Jenkins, 2012-2013, MA Thesis, Committee Member, completed Spring 2013.

Dana DeFalco, 2009-2011, MA Thesis, Committee Member, completed Summer 2011.

Megan Halena, 2010-2011, Women's Studies thesis, Committee Member, completed Summer 2011.

Christina Ginfrida, 2010-2011, MFA Thesis, Committee Member, completed Summer 2011.

Jessica Pitts, 2010-2011, MA thesis, Committee Member, completed Summer 2011.

Dyanne Loput, 2009-2010, MAT Thesis, Committee Member, completed Summer 2010.

Adam Berzak, 2008-2010, MA Thesis, Committee Member, completed Summer 2010.

Gloria Panzera, 2009-2010, MFA Thesis, Committee Member, completed Summer 2010.

Michael Buso, 2009-2010, MA Thesis, Chair, completed Spring 2010.

Beth Norberg, 2008-2009, MFA Thesis, Committee Member, completed Summer 2009.

Courtney Watson, 2008-2009, MFA Thesis, Committee Member, completed Summer 2009.

Megan Hoover, 2007-2008, MA Thesis, Chair, completed Summer 2008.

Fiona McWilliam, 2008-2008, MA Thesis, Committee Member, completed Summer 2008.

Anne Bosworth, 2006, MA Thesis, Committee Member, completed 2006.

SERVICE

Statewide committees:

General Education Communications Faculty Committee, 2012-Present.

University committees and service:

Textbook Adoption Compliance Committee, 2017-Present.

Textbook Affordability Committee, 2016-17.

SACSCOC Working Group on Personnel, 2016-Present.

Super SWAT Team, 2016-Present.

Health Science Oversight Committee, 2016-Present.

Entrepreneurship Platform Steering Committee, 2016-Present.

Mentor, Simone Clunie, Yasmine Shamma, and Caroline Izquierdo, Leadership and Professional Development Program, 2016-2017.

Mentor, Delanie Kirwan and Omeama Yousuf, The Mentoring Project, 2016-2017.

SACSCOC Policy Committee, 2014-Present.

SACSCOC Sustainability Committee, 2014-Present.

Team for Assurance of Student Learning, 2013-Present.

Eligibility Appeals Board, 2018.

Delores A. Auzenne Fellowship Committee, 2018.

University Art Committee, 2015-2016.

Standing Committee on Recruitment and Engagement, 2016.

Task Force on Student Success, 2014-2015.

Intellectual Foundations Program Committee, 2012-2014.

Foundations of Written Communication Subcommittee, Core Curriculum Committee, 2009-2014.

Special Advisory Committee to the Provost, 2013.

Program review, Office of Students with Disabilities, 2013.

QEP Committee, 2012.

Freshman Reading Committee, Chair, 2007-2009.

College committees:

Coalition for the Recruitment of Undergraduate Students Holistically, 2018-Present.

Graduate Programs Committee, 2016-Present.

Undergraduate Programs Committee, 2016-Present.

Strategic Metrics Utilization Team, 2015-Present.

School of the Arts Committee, 2015-2016.

Strategic Planning Committee, 2012-2013.

Teaching Taskforce, 2012-2013.

Ad-hoc Academic Integrity Committee, 2012.

Department committees:

Executive Committee, Center for Women, Gender, and Sexuality Studies, Chair, 2015-Present.

Writing Committee, Chair, 2005-2014.

Master of Arts in Teaching Committee, Chair 2008-2014.

Instructor Promotion Committee, Chair, 2013-2014.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Chair, 2012.

Search Committee for Full Time Instructor, Member, 2012.

Search Committee for Full Time Instructor, Member, 2012.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Chair, 2011.

Search Committee for Full Time Instructor, Member, 2011.

Search Committee for Full Time Instructor, Chair, 2010.

Search Committee for Full Time Instructor, Chair, 2010.

Search Committee for Full Time Instructor, Chair, 2010.

Search Committee for Full Time Instructor, Chair, 2010.

Search Committee for Assistant Professor in Composition/Rhetoric, Chair, 2009-2010.

Search Committee for Full Time Instructor, Chair, 2009.

Search Committee for Full Time Instructor, Chair, 2009.

Search Committee for Assistant Professor in Composition/Rhetoric, Chair, 2008-2009.

Search Committee for Full Time Instructor (WAC), Member, 2008-2009.

Search Committee for Full Time Instructor (UCEW), Member, 2008-2009.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Full Time Instructor, Chair, 2008.

Search Committee for Assistant Professor in Technical Writing, Chair, 2007-2008.

Administrative responsibilities:

Associate Dean, 2016-Present.

Assistant Dean, 2014-2016.

Director, Center for Women, Gender, and Sexuality Studies, 2016-Present.

Interim Chair, Visual Arts and Art History, 2015-2016.

Interim Director, Center for Women, Gender, and Sexuality Studies, 2015-2016.

Director of Writing Programs, 2005-2014.

Officer of the Department of English, 2005-2014.

PROFESSIONAL SERVICE

General service:

Tenure portfolio review for Maria Fackler, Davidson College, 2012.

Editorial responsibilities:

Editorial board member, *Pedagogy*, 2007-Present.

Peer reviewer for "Linguistic Diversity as Resource—A Multi-Level Approach to Building Awareness in First-Year Writing Programs (and Beyond)," *Pedagogy*, 2016.

Peer reviewer for "Breaking Out of the Basic Writing Closet," *Pedagogy*, 2015.

Peer reviewer for "Teaching Metaphors and Learning Consciousness: Dewey, Freire, and First-Year Writing," *Pedagogy*, 2014.

Reviewer for *Undergraduate Research Journal*, 2012.

Peer reviewer for *Language Workouts*, 2011.

Peer reviewer for *Little, Brown Essentials*, 2011.

Peer reviewer for *Core Concepts in Business Communication*, 2011.

Peer reviewer for "What's Wrong with My Paper?," *Pedagogy*, 2011.

Peer reviewer for *Writer's Help*, 2010.

Peer reviewer for *The Little, Brown Essential Handbook*, 2009.

Peer reviewer for *Business Communication*, 2009.

Peer reviewer for *The Business Writer's Companion*, 2009.

Peer reviewer for *Reading Across the Disciplines*, 2009.

Peer Reviewer for *A Writer's Resource*, 2008.

Peer reviewer for "Disciplining Queer," *Pedagogy*, 2008.

Peer reviewer for "Increasing Student Engagement through Learner Narratives," *Pedagogy*, 2008.

Peer reviewer for "The Queer Turn in Composition Studies: Reviewing and Assessing an Emerging Scholarship," *College Composition and Communication*, 2007.

Peer reviewer for "Cruising Composition Texts: Negotiating Sexual Difference in First-Year Readers," *College Composition and Communication*, 2007.

Peer reviewer for *Ways of Reading*, 2006.

Peer reviewer for “The Politics of Persuasion vs. the Construction of Alternative Communities: Zines in the Writing Classroom,” 2006.

Peer reviewer for “Visible Class: Finding One’s Way in the Composition Classroom,” *Transformations*, 2006.

Peer reviewer for “Incremental Understandings: Warblogs and Peaceblogs in Peace Education,” *Transformations*, 2004.

Professional and honorary organizations, service:

Delegate to the Assembly of the Modern Language Association, 2006-2008.

Professional and honorary organizations, memberships:

Member, Modern Language Association

Member, National Council of Teachers of English

Member, Conference on College Composition and Communication

Member, Council of Writing Program Administrators

Member, FL-WPA, Florida’s Writing Program Administrators

CURRICULUM VITAE

PERSONAL

Name: Adam Cunliffe Bradford
Office Phone: (954) 236-1127
Current Academic Rank: Assistant Professor
Primary Department: English Department

HIGHER EDUCATION

Institutional

The University of Iowa; Ph.D., English; 2010

Brigham Young University; M.A., English; 2005.

University of Utah; B.A.; English; 1999.

EMPLOYMENT HISTORY

Florida Atlantic University; Assistant Professor of English, English Department; 2010 to present.

The University of Iowa; Graduate Teaching Assistant, General Education Program, 2005-2010.

Carden Memorial School (Salt Lake City, Utah); Assistant Headmaster, Co-Director/Instructor of Summer Programs, Pedagogical Methods Instructor, Curriculum Developer, Instructor of English, Math, and Science; 1998-2005

REFEREED PUBLICATIONS

Books

Bradford, Adam. *Communities of Death: Whitman, Poe, and the American Culture of Mourning*. University of Missouri Press. 2014. 280pgs. Peer Review.

Journal Articles

Bradford, Adam. "Mourning for the Masses: Walt Whitman's *Drum-Taps*." *Mickle Street Review*. Forthcoming (Fall 2015). 30 pgs. Peer Review.

Bradford, Adam. "Inspiring Death: Poe's Poetic Aesthetics and the 'Communities' of Mourning." *Edgar Allan Poe Review* 12.1 (Spring 2011). 72-100. Peer Review.

Bradford, Adam. "Re-collecting Soldiers: Walt Whitman and the Appreciation of Human Value." *Walt Whitman Quarterly Review* 27 (Winter 2010), 127-152. Peer Review.

Chapters in Edited Volumes

Bradford, Adam. "The Collaborative Construction of a Death-Defying Cryptext: Walt Whitman's *Leaves of Grass*." *Sentimentalism in Nineteenth-Century America: Literary*

and Cultural Practices. Eds. Mary De Jong with Paula Bernat Bennett. Farleigh Dickinson University Press, 2013. 300-319. Peer Review.

Reviews

Bradford, Adam. Review of Ed Whitley's *American Bards: Walt Whitman and Other Unlikely Candidates for National Poet*. *Walt Whitman Quarterly Review* 29.3 (Fall 2011/Winter 2012). 106-111. Editorial Review.

Bradford, Adam. Review of Darren Shan's *The Thin Executioner*. *ALAN Online (The Official Site of the Assembly on Literature for Adolescents)*. 10 Jan. 2011. <http://www.alanya.org/2011/01/alans-picks-january-2011/#more-706>. Editorial Review

Bradford, Adam. Review David Macinnins Gill's *Black Hole Sun*. *ALAN Online (The Official Site of the Assembly on Literature for Adolescents)*. 10 Nov. 2010. <http://www.alan.org/2010/12/alans-picks-november-2010/#more-653>. Editorial Review

Bradford, Adam. Review of Sam Llewellyn's *Lyonesse: The Well Between the Worlds*. *ALAN Online (The Official Site of the Assembly on Literature for Adolescents)*. 10 Jul. 2009. <http://www.alan-ya.org/2009/07/alans-picks-july2009/>. Editorial Review.

Bradford, Adam. Review of Francisco X. Storck's *Marcelo in the Real World*. *ALAN Online (The Official Site of the Assembly on Literature for Adolescents)*. 10 May 2009. <http://www.alan-ya.org/2009/05/alans-picks-may-2009/>. Editorial Review.

Creative Work

Bradford, Adam. "Thesis – At Home after the Defense." *Mickle Street Review* 19/20 (Spring 2008). www.micklestreet.rutgers.edu. (Poetry). Editorial Review.

Bradford, Adam. "Remuneration." *Dialogue* (Spring 2003), 188. (Poetry). Editorial Review.

Other Publications

Bradford, Adam. "Adolescent Literature: In a Class by Itself?" *VOYA (Voice of Youth Advocates: The Library Magazine Serving Those Who Serve Young Adults)* 30.6, (Feb. 2008). 508-511. Editorial Review.

REFEREED PRESENTATIONS

International Conferences

"Mourning for the Masses: Walt Whitman's *Drum-Taps*." The Ninth International Melville Conference.: Whitman and Melville in Washington, D.C. May 2013. To be published in *Mickle Street Review* Fall 2014.

"Inspiring Death: 'Annabel Lee,' 'The Raven,' and Nineteenth-Century America's 'Communities' of Mourning." The Third International Edgar Allan Poe Conference: The Bicentennial. Philadelphia, Pennsylvania. 2009. Published in *Edgar Allan Poe Review* (2011).

"Poet-Priest and President: Whitmanian Politics in 1855." Celebrating Walt Whitman International Conference. University of Paris, Paris, France. 2005.

National Conferences

“The Democracies of Death: Walt Whitman’s ‘Two Rivulets.’” American Literature Association Conference, Special Panel on Whitman’s Work in the Postbellum Era. Washington, D.C. May 2014.

“‘Two Rivulets of Thought’: Walt Whitman’s Poetic Science.” American Literature Association Conference, Special Topics Panel on Science in 19th Century American Literature, May 2012. Became part of Chapter 5 of *Communities of Death: Whitman, Poe and the American Culture of Mourning*.

“Re-collecting Soldiers: Walt Whitman and the Appreciation of Human Value.” American Literature Association Annual Conference. San Francisco, CA. 2008. Published in *Walt Whitman Quarterly Review* (2010).

Regional or Local Conferences

“The Sentimental Origins of Walt Whitman’s *Leaves of Grass*.” Department of English Brown Bag Symposium Series, Florida Atlantic University, 2011.

“The Collaborative Construction of a Death-Defying Cryptext: Walt Whitman’s *Leaves of Grass*.” Center for Body, Mind, and Culture Colloquium, Florida Atlantic University, 2011. Published in *Sentimentalism in Nineteenth-Century America: Literary and Cultural Practices* (2013).

“Embodying the Book: The Material Text as a Site of Reparative U/union.” Midwest Modern Language Association Annual Conference. Special Topics Panel on Book Studies. Minneapolis, MN. 2009.

“Decomposing Life and Death: Poe’s *The Premature Burial*.” Craft, Critique and Culture: Objective Witness – Performance, Document, Memory. University of Iowa, Iowa City, Iowa. 2008.

“A *Common Sense* of Religious Community: Paine’s Pamphlet and the Legitimation of American Revolution.” Midwest Conference on Literature, Language, and Media. Northern Illinois University De Kalb, Illinois. 2008.

“‘Hard and Patient Labor:’ Cable’s *The Grandissimes* and the Problem of Social Progress.” James F. Jakobsen Graduate Conference. University of Iowa. Iowa City, Iowa. 2008.

GRANTS

Professional Advancement Grant, The University of Iowa Executive Council of Graduate and Professional Students, 2009.

Susan Jaffe Tane Travel Grant, The Poe Studies Association, 2009.

TEACHING

Undergraduate Courses taught at FAU

Interpretation of Poetry (LIT 2030)

African American Literature to 1895 (AML 4064)

Colonial and Early American Literature (AML 4213)
American Novel: Nineteenth Century (AML 3111)
American Literature: Nineteenth-Century Traditions (AML 4223)
Literature of Adolescence (LIT 3333)
Gothic Literature (LIT 4001)
Literary Theory (LIT 3213)
American Literature to 1865 (AML 2010)
Landscapes of Literacy: Puritans, Profiteers and Native Peoples in Early America (AML 4930)
American Literature to 1865 (AML 2010)
Major American Writers: 19th Century (AML 4311)

Graduate Courses taught at FAU

Antebellum American Literature (AML 6938)
Whitman, Dickinson, and Poe: Authors, Readers, and Texts (AML 6938)
Principles and Problems of Literary Study (ENG 6009)
Landscapes of Literacy/Early American Literature (AML 5930)
History of the Book (CST 7639)

Thesis Advising

MA Theses

Director; Michelle Rovere; Radical Sentimentalism and Antebellum American Women's Literature. In progress.
Director; Joel Wilson; The Rhetoric of Unity in a Pluralistic Early America. Completed 2012.
Director; Ryan Frabizio; The Ecstatic Whitman: The Body and Sufistic Influences in *Leaves of Grass*. Completed 2011.
Reader; Jason Stephens; Untitled. In progress
Reader; Dawn Zanders; Critical Mixed Race Narratives in late 19th C and early 20th Century America
Reader; Rosemary Toulas; Dystopia and Utopia in Atwood's "A Handmaid's Tale". In progress.
Reader; Betty Feuerberg; Biography and Characterization in Edith Wharton's *Age of Innocence*. Completed 2012.
Reader; Ashley Santy; Heaven's Fertile Soil: Baseball, Gender, and The Natural American Heartland in W.P. Kinsella's "Shoeless Joe Jackson Comes To Iowa." Completed 2012.
Reader; Rachel McDermott; "Room for You and Me": An Ethical Critique of Noncanonical Labor Literature. Completed 2012.
Reader; Skye Cervone; Magic Words: Illuminating the Role of Language in Lord Dunsany's Fictional Prose, Completed 2011.
Reader; Bryan Salgado; Diagnosing Modernity : Walker Percy's "The Moviegoer" as more than a Southern Sickness unto Death. Completed 2011.

MFA Theses

Reader; Mary Ann Hogan; Literary Cargo. Completed 2013.

SERVICE

Departmental Service

Associate Chair; English Department, Florida Atlantic University; 2013 to present.

Organizer; Brown Bag Symposium Series; English Department, Florida Atlantic University; 2010 to present.

Faculty Advisor; *The Rat's Mouth Review: A Graduate Literary Journal*; Florida Atlantic University, 2012 to present.

Search Committee Chair; Native-Americanist Position, English Department, Florida Atlantic University
2013-2014.

Search Committee Member; 19th Century African-Americanist Position, English Department, Florida
Atlantic University, 2012-2013.

Member; Ad Hoc Committee on Medical Humanities, English Department, Florida Atlantic University,
2012.

Member; Undergraduate Program Committee; English Department, Florida Atlantic University; 2010 to
2013.

Member; Writing Committee; English Department, Florida Atlantic University; 2013 to present.

College and University Committees

Member; Faculty Learning Committee to Assess Implementation of Writing Enriched Curriculum,
Florida Atlantic University, 2013-2014.

Member; University Subcommittee to Assess Undergraduate Intellectual Foundations Program, Florida
Atlantic University, 2011.

Member; College of Arts and Letters Intellectual Foundations Program Review Committee. Florida
Atlantic University, 2012.

Professional Service

Editorial Responsibilities

Peer Reviewer; *Walt Whitman Quarterly Review*, 2010 to present.

Peer Reviewer; *Farleigh Dickinson University Press*; 2012 to present.

Peer Reviewer; *LIT: Literature, Interpretation, Theory*; 2012 to present.

Peer Reviewer; *ANQ*, 2014 to present.

Professional and Honorary Organizations

Member; American Literature Association; 2009 to present.

Member, Society for the Study of American Women Writers; 2009 to present

Member; Whitman Studies Association; 2005 to present.

Member; Poe Studies Association; 2009 to present.

Member; Modern Language Association; 2003 to present.

Member; Young Adult Library Services Association; 2008.

HONORS AND AWARDS

Faculty of Distinction Award Nominee, Broward President's Community Council, Florida
Atlantic University; 2011.

Dorothy F. Schmidt College of Arts and Letters Scholarly and Creative Arts Fellowship, Florida
Atlantic University, 2011.

NEH Summer Stipend Nominee, Florida Atlantic University, 2010.

Presidential Fellow, Graduate College, The University of Iowa, 2005-2010.

Outstanding Teaching Assistant Award, Graduate College Council on Teaching, The University of Iowa, 2008.

Parley A. and Ruth J. Christensen Memorial Award for Academic Excellence and Expected Contribution to the Field, Brigham Young University, Department of English, 2003.

Hart-Larson Poetry Award (3rd Place), Brigham Young University, 2003.

RJ BOUTELLE

Department of English
Florida Atlantic University
CU 306
777 Glades Rd. Boca Raton, FL 33431-0091
rboutelle@fau.edu
(561) 297-3830

ACADEMIC APPOINTMENTS

2017–Present Assistant Professor, Department of English, Florida Atlantic University
2016–2017 Lecturer, Department of English, Vanderbilt University

EDUCATION

2016 PhD English, Vanderbilt University
2012 MA English, Vanderbilt University
2009 BA English, University of Massachusetts – Amherst
Summa cum laude, Departmental Honors
2009 BA Philosophy, Spanish Minor, University of Massachusetts – Amherst
Summa cum laude

RESEARCH AND TEACHING INTERESTS

African American Literature, 19th-Century US American Literature, Hemispheric American Studies, Print Culture and Book History, Critical Race Theory, Migration and Diaspora, Slavery and Abolition, Caribbean Literature, Gender

PUBLICATIONS

Peer-Reviewed Articles

- 2018 “‘Greater Still in Death’: Race, Martyrology, and the Reanimation of Juan Placido,”
American Literature (forthcoming)
- 2015 “Manifest Diaspora: Black Transamerican Politics and Autoarchiving in *Slavery in Cuba*,” in
“African American Print Cultures,” ed. Jocelyn Moody and Howard Ramsby II,
special issue, *MELUS* 40.3 (2015): 110-133.
- 2013 “‘The Most Perfect Picture of Cuban Slavery’: Transatlantic Bricolage in Manzano’s and
Madden’s *Poems by a Slave*,” *Atlantic Studies: Global Currents* 10.4 (2013): 528-549.
Reprinted in *Journeys of the Slave Narrative in the Early Americas*, ed. Nicole N. Aljoe and
Ian Finseth (Charlottesville: U of Virginia P, 2014), 143-170.

Conference Proceedings

- 2012 Co-author with Allison Curseen, Sarah Sillin, and Max White, “The Year in Conferences
(American Studies Association Convention),” *ESQ: Journal of the American Renaissance*
58.1 (2012): 102-150.

Book Reviews

- 2018 Marlene L. Daut, *Tropics of Haiti: Race and the Literary History of the Haitian Revolution in the Atlantic World, 1789-1865* (Liverpool: Liverpool UP, 2015) in *CLIO: A Journal of Literature, History, and the Philosophy of History* (forthcoming). Invited Review.
- 2012 Amrita Chakrabarti Myers, *Forging Freedom: Black Women and the Pursuit of Liberty in Antebellum Charleston* (Chapel Hill: U of North Carolina P, 2011) in *Southern Studies: An Interdisciplinary Journal of the South* 19.2 (2012): 58-60.

Online Scholarship

- 2015 Co-author with John Bradley and Jane Hirtle, "Entering the Conversation: Voices from the Vanderbilt Writing Studio," *Another Word* (The Writing Center at the University of Wisconsin-Madison Blog), <http://writing.wisc.edu/blog/?p=5701#more-5701>

Works in Progress

- The Race for America: Manifest Destiny, Emigration, and the Antebellum Black Political Imagination* (book manuscript)
- "Rewriting Race and Freedom in *The Trinidadian*" in *Caribbean Literature in Transition, 1800s-1920s*, ed. Evelyn O'Callaghan and Timothy Watson (forthcoming, Cambridge UP). Invited contribution.
- "Black Transnationalism in the Late Writings of Frederick Douglass and Frances Ellen Watkins Harper" in *African American Literature in Transition, 1880-1900*, ed. Barbara McCaskill and Caroline Gebhard (forthcoming, Cambridge UP). Invited contribution.

FELLOWSHIPS AND GRANTS

-
- 2015–2016 Humanities, Arts, Science, & Technology Alliance & Collaboratory (HASTAC) Scholarship Program in American Studies, Vanderbilt University
- 2015–2016 Martha Rivers Ingram Dissertation-Year Fellowship
Department of English, Vanderbilt University
- 2015 Dissertation Enhancement Grant
College of Arts and Sciences, Vanderbilt University
- 2015 Kate B. and Hall J. Peterson Fellowship
American Antiquarian Society, Worcester, MA
- 2015 English Writing Fellowship
Writing Studio, Vanderbilt University
- 2012 Pre-Prospectus Summer Fellowship
Cuban Heritage Collection, University of Miami, Miami, FL
- 2012–2013 Seminar Grant for "Caribbean Studies Reading Group"
Robert Penn Warren Center for the Humanities, Vanderbilt University
Coordinated with Megan Myers, Annette Quarcoopome, and Petal Samuel
- 2011–2016 University Fellowship
Graduate School, Vanderbilt University
- 2010 Fulbright English Teaching Assistant Fellowship
Instituto Superior Josefina Contte, Corrientes, Argentina
- 2008 William F. Field Alumni Scholarship

- 2005–2009 University of Massachusetts Alumni Association
University Scholarship
- 2005–2009 University of Massachusetts – Amherst
Commonwealth Scholarship
Commonwealth College Honors Program, University of Massachusetts – Amherst

HONORS AND AWARDS

- 2016 Edgar Hill Duncan Award (for highest standards of achievement and promise for the future)
Department of English, Vanderbilt University
- 2013 Mary Kelley Prize (for best graduate student essay presented at annual conference)
New England American Studies Association
- 2013 Second Prize (for best essays presented at annual conference)
Alabama Regional Graduate Conference in English
- 2013 Rose Alley Press Achievement Award (for excellence in collegiality and publication)
Department of English, Vanderbilt University
- 2008 Sanderson Prize (for best undergraduate essay on any topic)
Department of English, University of Massachusetts – Amherst
- 2008 Phi Beta Kappa
Nu Chapter, University of Massachusetts – Amherst

CONFERENCES AND PRESENTATIONS

Invited Talks

- 2016 “*Uncle Tom’s Cabin*, Manifest Destiny East, and the Race for America,” Dissertation Talk
hosted by the English Graduate Student Association, Vanderbilt University
- 2016 “What is American Studies?” Digital Humanities Project,” Digital Works in Progress Series
hosted by American Studies and Scholarly Communications, Vanderbilt University
- 2015 “Manifest Destiny East: *Uncle Tom’s Cabin* and the Segregated Labor of Empire,” Fellows’
Talk, American Antiquarian Society
- 2012 “Up from Slavery, Up from Cuba: The Transnational Re-mapping of Abolition in the 19-
Century Americas,” Cuban Heritage Collection Graduate Fellows Colloquium,
University of Miami

Conference Presentations

- 2018 “*The Martyr of Alabama* and the Bronze Titan of Cuba: Frances Ellen Watkins Harper and the
Limits of Black Transnationalism,” C19: The Society of Nineteenth-Century
Americanists, University of New Mexico
- 2017 “Critical Whiteness Pedagogy and the Liberal Agenda,” American Studies Association,
Chicago, IL
- 2017 “The Coloured Citizens of the World and *todo pueblo americano independiente*: The Appeals of
David Walker and Vicente Rocafuerte,” Society of Early Americanists, Tulsa, OK
- 2016 “The Revolution Will Not Be Televised (But It Might Be Tweeted): Twitter, Teaching, and
Social Justice,” HASTAC Conference, Arizona State University
- 2016 “E.G. Squier, James McCune Smith, and the Race for Central America,” C19: The Society of
Nineteenth-Century Americanists, Penn State University

- 2016 “‘Thanks to Mrs. Stowel’: The Hemispheric Politics of the Trinidadian Antislavery Novel,”
Modern Language Association, Austin, Texas
- 2015 “Whittier’s Arm-Chair Abolitionism and the Challenges of Hemispheric American Studies,”
American Studies Association, Toronto, Ontario
- 2014 “From Jay Gatsby to Jay Z: Racial Appropriation in Baz Luhrmann’s *The Great Gatsby*,”
Northeastern University English Graduate Student Association Conference
- 2014 “How to Start a Revolution, a Manual; or Diaspora Didacticism in Martin Delany’s *Blake*,”
C19: The Society of Nineteenth-Century Americanists, UNC – Chapel Hill
- 2013 “Wiki World Literature: Tech, Texts, and Contexts in the Undergraduate Classroom,”
Professions, the 28th Annual Interdisciplinary Conference in the Humanities,
University of West Georgia
- 2013 “The Hemispheric Ethics of Abolition at the 1872 Cuban Anti-Slavery Committee Meeting,”
New England American Studies Association, Mashantucket Pequot Museum and
Research Center
- 2013 “The Ethical Transgression of Bromance in Popular Cinema,” Alabama Regional Graduate
Conference in English, University of North Alabama
- 2012 “Juan Placido: The Cuban Martyr Poet of the American Antislavery Movement,” American
Studies Association, San Juan, Puerto Rico
- 2012 “Bromantic Comedies and Queer Masculinities at the Movies,” Rocky Mountain Modern
Language Association, Boulder, CO
- 2009 “Revising Authority and the ‘Peer’ Debate in Writing Centers (or Why Peer Tutors Have
Good Reason to Embrace Their Knowledge and Experience),” *Northeast Writing
Center Association Conference*, University of Hartford. Roundtable
- 2008 “CTRL-ALT-DEL, But Will It Reboot?: Technological and Theoretical Tensions of
Rebooting the Writing Center,” *Northeast Writing Center Association Conference*,
University of Vermont. Roundtable

Panels Organized

- 2016 “Unsettling Race at the Borders of US American Empire,” C19: The Society of Nineteenth
Century Americanists, Penn State University
- 2014 “Black Atlantic Revolutions,” C19: The Society of Nineteenth-Century Americanists,
University of North Carolina – Chapel Hill (co-organized with Ben Fagan)

Panels Moderated

- 2014 “Sensing Cuba,” American Studies Association, Los Angeles, California
- 2014 “Literary Borders,” Kentucky-Tennessee American Studies Association, Heritage Center of
Murfreesboro and Rutherford County

TEACHING EXPERIENCE

Florida Atlantic University

Graduate

ENG 6925 Colloquium in English

AML 6934 Early African American Print Culture

Upper Division

AML 2010 American Literature to 1865

AML 4213 Early and Colonial American Literature

Vanderbilt University

Upper Division

ENGL 3644 20th-Century US American Novel

Lower Division

ENGL 1260W Intro to Literary & Cultural Analysis: "Whiteness in the USA"

ENGL 1260W Intro to Literary & Cultural Analysis: "Chicago, I Love You"

ENGL 1270W Intro to Literary Criticism: "Edgar Allan Poe and Literary Theory"

ENGL 100 Composition

ENGL 102W Literature & Analytical Thinking: "You Say You Want a Revolution?"

ENGL 102W Literature & Analytical Thinking: "Masculinities and Bromances"

SEMINARS, INSTITUTES, AND WORKSHOPS

- 2017 History of the Book Summer Seminar, "Other Americas, Other Languages," American Antiquarian Society
- 2016 Early Caribbean and the Digital Symposium, Northeastern University
- 2015 The Humanities and Technology (THAT) Camp, Vanderbilt University
- 2015 Futures of American Studies Institute, Dartmouth College
- 2014 The Humanities and Technology (THAT) Camp, Vanderbilt University
- 2014 Graduate Leadership Academy, College of Arts and Sciences, Vanderbilt University
- 2013 Institute for World Literature, Harvard University
- 2012 History of the Book Summer Seminar, "African American Cultures of Print," American Antiquarian Society

PROFESSIONAL SERVICE

Professional Collaborations2017–Present National Teaching Partner, Colored Conventions Project <http://coloredconventions.org/>Journals2015–Present Peer Reviewer, *MELUS*2013 Senior Advisor, *ESQ: Journal of the American Renaissance* "Year in Conferences" Project at American Studies Association Conference, resulting in the publication of Kathleen Brian, Brenna Casey, and April Davidauskis, "The Year in Conferences (American Studies Association Convention)," *ESQ: Journal of the American Renaissance* 59.1 (2013): 112-230Florida Atlantic University

2017–2020 Undergraduate Committee (English)

2017–2020 Website Manager and Social Media Administrator (English)

2017–2018 Search Committee—Assistant Professor of Colonial American Literature (English)

Dissertations and Theses

- 2018 Jesus Flores, MA English, Comprehensive Exams (Reader)
 2018 Paul Probst, MA English, Comprehensive Exams (Reader)
 2019 Michelle Rovere, PhD Comparative Studies, Dissertation (Reader)

Vanderbilt University

- 2017 Second-Round Reviewer for Undergraduate Writing Symposium (Writing Studio)
 2015–2016 Graduate Committee (English)
 2015 Reviewer for Henrietta Morgan Memorial Award (Writing Studio)
 2015 First-Round Reviewer for Undergraduate Writing Symposium (Writing Studio)
 2014–2015 Vice President (English Graduate Student Association)
 2014 Liaison and Organizer for Rheney Lecture (Eve Dunbar, Vassar College)
 2013–2015 Co-Chair, Faculty Recruitment Graduate Committee for Four Job Searches (English)
 2013–2014 Departmental Representative (Graduate Student Council)
 2012–2013 Social Chair (English Graduate Student Association)
 2012 Coordinator for Graduate Recruitment and Orientation (English)

PROFESSIONAL ORGANIZATIONS

American Literature Society
 American Studies Association
 C19: The Society of Nineteenth-Century Americanists
 HASTAC: Humanities, Arts, Science, & Technology Alliance & Collaboratory
 MELUS: The Society for the Study of Multi-Ethnic Literature of the United States
 Modern Language Association
 Society of Early Americanists

LANGUAGES

English (Native), Spanish (Fluent)

Curriculum Vitae

Updated January 22, 2018

PERSONAL

Name: Ayşe Papatya Bucak

Home Phone: 561-542-7323

Current Academic Rank: Associate Professor

Primary Department: English

HIGHER EDUCATION

Arizona State University; MFA in Creative Writing (Fiction); May 1999
(Committee: Ron Carlson, Chair; Jewell Parker Rhodes; Alberto Rios)

Princeton University; BA; Graduated with Honors in English (Creative Writing Concentration); June 1993. (Thesis advisor: Russell Banks)

Bread Loaf Writer's Conference; Included fiction workshop (led by Percival Everett) and lectures and readings by other prominent writers; only 18 percent of applicants accepted; August 17 – August 28, 2005

Radcliffe Publishing Course; Six week certificate course on all aspects of book and magazine publishing; by application only (now known as Columbia Publishing Course); Summer 1993.

EXPERIENCE

Florida Atlantic University; Associate Professor of English; 2009-present.

Director of Creative Writing Program, 2011-2013.

Florida Atlantic University; Assistant Professor of English; 2003-2009.

Oberlin College; Visiting Assistant Professor of Creative Writing; 2001-2002.

Minnesota State University, Mankato; Visiting Assistant Professor of English; 1999-2001.

Arizona State University; Graduate Teaching Assistant, 1996-1999.

Development and Alumni Relations, University of Pennsylvania; Stewardship Writer; Composed reports to donors on scholarship recipients, as well as other writing projects in support of University development, including writing letters for the president; September 2002-May 2003.

Anchor Books/Doubleday; Editorial Assistant; Edited manuscripts and performed wide variety of related office duties in support of publishing process; September 1994-July 1996.

Mulberry & Beech Tree Books, children's paperback imprints of William Morrow & Co.; Editorial Assistant; Evaluated manuscripts and performed wide variety of related office duties in support of publishing process; September 1993-August 1994.

PUBLICATIONS

Short Fiction:

Bucak, Ayşe Papatya. "A Cautionary Tale." The Pinch. 35.2 (Fall 2015). Editorial Board. Awarded Contributor's Prize in Fiction.

Bucak, Ayşe Papatya. "An Ottoman's Arabesque." Kenyon Review. 36.2 (Spring 2014): 29-47. Editorial Board.

Bucak, Ayşe Papatya. "The Missing Beloved, The Gathering of Desire." The Normal School. 6.2 (2013): 6-14. Editorial Board. Reprinted Litragger. July 9 2015. <<http://www.litragger.com/fiction/the-missing-beloved-the-gathering-of-desire-by-ayse-papatya-bucak-via-the-normal-school/>>. Editorial Review.

Bucak, Ayşe Papatya. "Little Sister and Emineh." Prairie Schooner. 86.4 (2012): 83-94. Editorial Board. Awarded Glenna Luschei *Prairie Schooner* Award.

Bucak, Ayşe Papatya. "Iconography." The Iowa Review. 42.2 (2012): 53-62. Editorial Board. Reprinted in 2014 Pushcart Prize. Ed. Bill Henderson. New York: Pushcart Press. p. 274-284.

Bucak, Ayşe Papatya. "The History of Girls." Witness 25.1 (2012): 26-36. Editorial Board.

Reprinted in 2013 O.Henry Prize Stories. ED. Laura Furman. New York: Anchor/Doubleday. p. 353-366.

Reprinted Aster(ix). May 31, 2016. <<http://asterixjournal.com/the-history-of-girls/>>

Reprinted Sampsonia Way. August 4, 2016. <<http://www.sampsoniaway.org/asterix-journal/2016/08/04/the-history-of-girls/>>

Bucak, Ayşe Papatya. "Me, Then" Pindeldyboz 31 March 2008.

<<http://www.pindeldyboz.com/apbthen.htm>>. Editorial Review.

Bucak, Ayşe Papatya. "The Theater Itself; or Sam, Sometimes." The Saint Ann's Review Summer/Fall (2006): 171-185. Editorial Review.

Bucak, Ayşe Papatya. "Dirty Pool." Swivel 4 (2006): 79-89. Editorial Board.

Bucak, Ayşe Papatya. "Mother/Daughter." Natural Bridge 14 (2005): 102-117. Editorial Board.

Bucak, Ayşe Papatya. "Hitch." Glimmer Train 49 (2004): 137-155 and in Mother Knows: 24 Tales of Motherhood. ED. Susan Burmeister-Brown and Linda B. Swanson-Davies. New York: Washington Square Press, 2004. 133-149. Editorial Board.

- Bucak, Ayşe Papatya. "Also Known as Fiction." Mississippi Review (2003 Mississippi Review Prize Issue) 31.1&2 (2003): 75-87. Editorial Board.
- Bucak, Ayşe Papatya. "Istanbul 11 April." The Literary Review 46.1 (2002): 78-88. Editorial Board.
- Bucak, Ayşe Papatya. "June Wedding." Beloit Fiction Journal 14 (2001): 57-63. Editorial Board.
- Bucak, Ayşe Papatya. "Dear Tiger." Salt Hill 10 (2001): 62-70. Editorial Board.
- Bucak, Ayşe Papatya. "Once There Was a Girl Who Worked in a Coffee Shop." Thema 13.3 (2001): 53-69. Editorial Board.
- Bucak, Ayşe Papatya. "Mapped Water." Blue Mesa Review 13 (2001): 195-203. Editorial Board.
- Bucak, Ayşe Papatya. "Things to Do." Clackamas Literary Review 3.1 (1999): 99-106. Editorial Board.
- Bucak, Ayşe Papatya. "Maymun." Hawai'i Review 52 (1999): 37-48. Editorial Board.

Short-Short Fiction (under 1000 words):

- Bucak, Ayşe Papatya. "Self Portrait with Birds." Pank. 5 (2011): p. 221. Editorial Board.
- Bucak, Ayşe Papatya. "A Boy on the Back of His Mother's Bicycle." Isotope 7.2 (2009): p.94. Editorial Review.
- Bucak, Ayşe Papatya. "You, Too." Hobart Online August (2008).
<<http://hobartpulp.com/website/august/bucak.html>>. Editorial Board.
- Bucak, Ayşe Papatya. "Once There Was, Once There Wasn't." Fairy Tale Review 2 (2006). Editorial Board.
- Bucak, Ayşe Papatya. "Rabbi in a Tea Cup." Mississippi Review Online 8 (2001).
<<http://www.mississippireview.com/2001/bucak-rabbi.html>>. Editorial Review.
- Bucak, Ayşe Papatya. "Goodnight, Alice." Happy 9.5 (1998): 5-6. Editorial Review.

Creative Nonfiction/Essay:

- Bucak, Ayşe Papatya. "Am I White?" Aster(ix) Online. October 25, 2017.
<<http://asterixjournal.com/microeditorial-am-i-white/>>. Editorial Review.
- Bucak, Ayşe Papatya. "The History of Girls Part II." Aster(ix) Online. May 31, 2016.
<<http://asterixjournal.com/history-girls-part-ii/>>. Editorial Review.
- Bucak, Ayşe Papatya. "I Am Not Muslim But." Aster(ix) Online. January 18, 2016. <<http://asterixjournal.com/microeditorial-i-am-not-muslim-but/>>. Editorial Review.
Listed as one of 2016's Most Transformative Essays by Sundress
Publication: <https://sundresspublications.wordpress.com/2016/12/22/2016s-30-most-transformative-essays/>
- Bucak, Ayşe Papatya. "I Cannot Explain My Heart." Hot Metal Bridge. May 2015.
<http://hotmetalbridge.org/number-seventeen/bucak-i-cannot-explain-my-heart/>
Editorial Review.
- Bucak, Ayşe Papatya. "Three Things I Have Never Told Anyone." The Rumpus. June 2014. <<http://therumpus.net/2014/06/three-things-i-have-never-told-anyone/>>
Editorial Review.
- Bucak, Ayşe Papatya. "An Address to My Fellow Faculty Who Have Asked Me To

- Speak About My Work." Brevity 45 (Winter 2014). February 2014.
< <http://brevitymag.com/current-issue/an-address-to-my-fellow-faculty/>>
Editorial Board.
- Bucak, Ayşe Papatya. "A Student Tells Me 'I Would Do Anything, And I Do Mean Anything, For a C.'" The Hairpin 1 April 2013. <<http://thehairpin.com/2013/04/a-student-tells-me-i-would-do-anything-and-i-do-mean-anything-for-a-c.>> Editorial Review.
- Bucak, Ayşe Papatya. "Eight Questions You Would Ask Me If I Told You My Name." Creative Nonfiction 39 (2010): p.73-76. Editorial Board. Nominated for The Essay Prize, 2010. Selected for reprint in the tenth anniversary issue of Creative Nonfiction 50 (Fall 2013/Winter 2014): p.104-108.
- Bucak, Ayşe Papatya. "What Tenure Feels Like." Chronicle of Higher Education Career Network Online 27 May 2009.
<<http://chronicle.com/jobs/news/2009/05/2009052701c.htm>>. Editorial Review.
- Bucak, Ayşe Papatya. "Studies for a Drawing in Red." Brevity 30 (2009).
<http://www.creativenonfiction.org/brevity/brev30/bucak_red.html>.
Editorial Board.
- Bucak, Ayşe Papatya. "I Cannot Explain My Fear." Brevity 26 (2008).
http://www.creativenonfiction.org/brevity/brev26hotcold/bucak_fear.html.
Editorial Board.
- Bucak, Ayşe Papatya. "Teacher's Pet." Chronicle of Higher Education Career Network Online 21 May 2007.
<<http://chronicle.com/jobs/news/2007/05/2007052101c/careers.html>>. Editorial Review.
- Bucak, Ayşe Papatya. "With a Little Help From My Enemies." Chronicle of Higher Education Career Network Online 1 December 2005.
<<http://chronicle.com/jobs/2005/12/2005120101c.htm>>. Editorial Review.
- Bucak, Ayşe Papatya. "No Longer Just Visiting." Chronicle of Higher Education Career Network Online 15 April 2003.
<<http://chronicle.com/jobs/2003/04/2003041501c.htm>>. Editorial Review.

Poetry:

- Bucak, Ayşe Papatya. "Mark Twain's Comet." Descant 40 (2001): 105. Editorial Board.
- Bucak, Ayşe Papatya. "In Alanya." Ohio Review: Thirtieth Anniversary Edition, Volume I (2001): 95. Editorial Review.
- Bucak, Ayşe Papatya. "The Man Chops Another Onion." Ohio Review: Thirtieth Anniversary Edition, Volume I (2001): 96. Editorial Review.
- Bucak, Ayşe Papatya. "Singing Songs of His Own Invention." Ohio Review: Thirtieth Anniversary Edition, Volume I (2001): 97. Editorial Review.

Craft Essays:

- Bucak, Ayşe Papatya. "Complicating Your Conflict." Fiction Writers Review. 24 May

2017. < <http://fictionwritersreview.com/essay/complicating-your-conflict/>>. Editorial Review.

Bucak, Ayşe Papatya. "Person, Place, or Thing?: Characterizing Setting." 29 February 2016. < <http://fictionwritersreview.com/essay/person-place-or-thing-characterizing-setting/>>. Editorial Review.

Reviews:

Bucak, Ayşe Papatya. "Albums at Length: *Shearwater's Fellow Travelers*" At Length 6 January 2014. < <http://atlengthmag.com/music/albums-at-length-shearwaters-fellow-travelers/>>. Editorial Review.

HONORS AND AWARDS

Residency, Willapa Bay AIR, May 2018

Runner-Up, Celia Johnson Emerging Writer Award (for short story), Key West Literary Seminars, 2017

Residency, Studios of Key West, May 2016

Writer in Residence, Betsy Hotel, July 16-19 2015

Residency, Millay Colony for the Arts, June 2015

Pushcart Prize 2014; "Iconography" (short story)

O.Henry Prize 2013; "The History of Girls" (short story)

Glenna Luschei *Prairie Schooner* Award for "Little Sister and Emineh." Prairie Schooner. 86.4 (2012): 83-94.

Finalist; "Iconography" (short story), Summer Literary Seminars Unified Literary Contest (top 20 fiction), 2011

Nominee; "Eight Questions You Would Ask Me If I Told You My Name" (essay); The Essay Prize (University of Iowa), 2010.

Longlist, "Me, Then," Wigleaf Top 200 Very Short Fictions of the year, 2009

Finalist; *Once There Was, Once There Wasn't* (chapbook of short-short fiction); Rose Metal Press Second Annual Chapbook Competition, 2008.

Semi-Finalist; *Things to Do* (short story collection); *Spokane Prize*; Eastern Washington University Press; 2007 and 2004.

Finalist; "Down the Shore" (short-short fiction); *Glimmer Train's* Very Short Fiction Award; 2005.

Finalist; "Also Known as Fiction" (short fiction); *Mississippi Review* Short Fiction Contest; 2003.

Special Mention; "Goodnight, Alice" (short fiction); *Pushcart Prize XXIV*; 2000.

Writing Residency; Hedgebrook Farm, Whidbey Island, Washington; July 1999.

GRANTS/FELLOWSHIPS RECEIVED

2016 College of Arts and Letters Creative Arts Grant: Florida Atlantic University; \$1200 to support summer residency

2015 Faculty Advisory Board Research award; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; \$780 for summer research on new novel

2014 SCAF Award, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic

University; For continued work on my short story collection.
2005; State of Florida Individual Artist Fellowship; Division of Cultural Affairs; awarded to 13% of eligible applicants; \$5,000.
Summer 2005: Scholarship, Creative Accomplishment, and Teaching Development Award; \$3,000; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; For continued work on my novel Wood for Stone.
Summer 2004: Scholarship, Creative Accomplishment, and Teaching Development Award; \$2,000; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; For development of graduate course "Teaching Creative Writing."

CREATIVE ACTIVITY

See publications

PROFESSIONAL

Editorial responsibilities:

2017-present: contributing editor for literary journal, *Aster(ix)*, out of University of Pittsburgh
2014-present: contributing editor for literary journal, *Copper Nickel*, out of University of Colorado, Denver
2013-present: contributing editor for *Pushcart Prize* anthology, a national award for the "best of the small presses"
2012-present, Lit Bits Blogger on Teaching Creative Writing, for Bedford/St. Martin's (<http://blogs.bedfordstmartins.com/litbits/author/cwadmin/>)
2013: Peer reviewer for ninth edition of *Writing Fiction* by Janet Burroway, Elizabeth Stuckey-French and Ned Stuckey French. Pearson.
2012: Peer reviewer for *Modeling the Masters: An Introduction to Writing Poetry*. Pearson.
2010: Peer reviewer for fourth edition of *40 Short Stories*. ED. Beverly Lawn. Bedford/St. Martin's, 2011.
2004: Peer reviewer for *Story Matters*. ED. Margaret Love Denham and Barbara Shoup. Houghton Mifflin, 2006.

Professional and Honorary Organizations (member; officer; date)

Member; AWP: Associated Writing Programs; 1996-present.

Other Professional Activities

Invited Readings:

Craft talk and reading, Palm Beach State College. November 23, 2015.
Keynote Address, Indian River State College Writer's Conference. March 28, 2015.
Texas Book Festival, Austin, TX. "2013 O. Henry Prize Panel." October 26, 2013.

Desert Nights, Rising Stars Writing Conference, Arizona State University, April 2004.
Good Thunder Reading Series; Minnesota State University, Mankato; September 2000.

Conference Presentations:

- Bucak, A. Papatya. "Writers Fighting for Social Justice." NonfictionNow Conference, Reykjavik, Iceland. June 2017.
- Bucak, A. Papatya. "The Nonfiction Collage." NonfictionNow Conference. Flagstaff, AZ. October 28-30, 2015.
- Bucak, A. Papatya. "The Writer is in the Room!" Pedagogy Forum Participant. Annual Meeting of the Associated Writing Programs. Washington D.C. 2-5 February 2010.
- Bucak, A. Papatya. "How (Student) Writer Interviews Can Emphasize Process in the Graduate Workshop." Pedagogy Forum Participant. Annual Meeting of the Associated Writing Programs, Chicago. 11-14 February 2009.
- Bucak, A. Papatya. "The Earned Ending: How a Short Story Can Have a Happy Ending." Annual Meeting of the Associated Writing Programs, New Orleans. 9 March 2002.
- Bucak, A. Papatya. "What You Asked For: Making the Transition from Student to Professor." Annual Meeting of the Associated Writing Programs, Palm Springs. 19 April 2001.
- Bucak, A. Papatya. "Pushed Out of the Ivory Tower: An Overview of Arizona State University's MFA Community-Internship Program." Annual Meeting of the Associated Writing Programs, Albany. 17 April 1999.
- Bucak, A. Papatya. "Old Hands, New Hands, No Hands: Teaching Students to Write and Teachers to Teach Without Losing Their Voices." Annual Meeting of the Associated Writing Programs, Portland. 26 March 1998.
- Bucak, A. Papatya and Susan Allspaw. "Poet, Writer, Scholar: Transformations of the Personal." Annual Meeting of the Conference on College Composition and Communication, Chicago. 2 April 1998.

TEACHING

Florida Atlantic University:

Creative Writing Courses

- CRW 6024 Graduate Special Topics in Creative Writing: Revision (Mixed Genre)
CRW 6024 Graduate Special Topics in Creative Writing: Forms of Prose
CRW 6236 Graduate Workshop: Nonfiction Writing
CRW 6130 Graduate Workshop: Fiction Writing
CRW 6024 Graduate Special Topics in Creative Writing: Teaching Creative Writing
CRW 6130 Graduate Special Topics in Creative Writing: Story to Script
CRW 6024 Graduate Special Topics in Creative Writing: Writing the First Novel
CRW 4120/ 4121: Fiction Workshop I and II
CRW 4211: Creative Writing: Nonfiction
CRW 3010: Creative Writing (Poetry, Fiction, Nonfiction)
CRW 4930 Special Topics in Creative Writing: Writing Magic Realism

CRW 4930 Special Topics in Creative Writing: Writing for Young Adults
CRW 4930 Special Topics in Creative Writing: Novel Writing
CRW 4930 Honors Course in Creative Writing (Fiction, Nonfiction, Poetry)

Undergraduate Literature Courses

AML 4242: 20th Century Literary Movements
Literature of Adolescence
ENL 3132 British Novel: Twentieth Century
LIT 2030 Interpretation of Poetry
LIT 4001: Special Topics in Literature: The Short Story
LIT 4383: Women in Literature

Independent Studies

ENG 6909: Literature of Addiction (Fall 2003)
CST 7905: Detective and Crime Novel (Spring 2004)

Thesis Advising:

Kevin Brolley, Reader, essay collection, Spring 2019
Mary Mattingly, Reader, story collection, Spring 2019
Caitlyn Davidheiser, Chair, novel, Spring 2019
Adam Sword, Chair, story collection, Spring 2019
Madison Garber, Chair, novel, Spring 2019
Christopher Notarnicola, Chair, story collection, Spring 2018
Dustin DiPaulo, Chair, literary nonfiction, Spring 2018
Natalie Rowland, Chair, story collection, Spring 2018
Anthony Padavano, Member, story collection, Spring 2018
Lindsey Averill, Member, PhD dissertation, *Fattitude*, Summer 2017
Jeanette Geraci, Chair, story collection, Spring 2017
Scott Rachesky, Chair, short story collection, Spring 2017
Kira Geiger, Chair, essay collection, Spring 2017
Rebecca Jensen, Member, essay collection, Spring 2017
Justin Kane, Member, story collection, Spring 2017
Jason Stephens, Member, story collection, completed Fall 2016
Lisa Chiles, Chair, short story collection, completed Spring 2016
Kim Grabenhorst, novel, completed Spring 2016
Thomas McDermott, Chair, novel, completed Fall 2015
Donovan Ortega, Chair, novel, completed Spring 2015
Monique McIntosh, Chair, short story collection, completed Spring 2015
Megan Hesse, Chair, novel, completed Spring 2015
Katrina Gersie, Chair, short story collection, completed Spring 2015
Stephanie Anderson, Member, nonfiction, completed Spring 2015
Risa Shiman, Chair, essay collection, completed Spring 2015
Diana Burgos, Chair, short story collection, completed Fall 2014
Mikaela Von Kursell, Chair, short story collection, completed Spring 2014
Christopher Irving, Chair, novel, completed Spring 2014
Benjamin Parham, Member, novel, completed Spring 2014

Caryn Suhr, Chair, story collection, completed Spring 2014.
 Cathy Shelton, Chair, story collection, completed Fall 2013
 Renee Long, Chair, novella, completed Spring 2013
 Mary Long, Member, short story collection, completed Spring 2013
 Abbe Greenberg, Member, memoir, completed Spring 2013
 Kim Pekala, Chair, story collection, completed Spring 2013
 Michelle Hasler, Member, essay collection, completed fall 2012
 Kel McIntyre, Member, essay collection, completed fall 2012
 Kristen McNair, Member, short story collection, completed spring 2012
 Nicole Oquendo, Member, memoir, completed spring 2012
 Michael Gray, Chair, short story collection, completed spring 2012
 Roger Drouin, Chair, novel, completed spring 2012.
 Janelle Garcia, Chair, novel, completed spring 2012
 Mike Shier, Member, essay collection, completed spring 2012.
 Justin Waldron, Member, novel, completed spring 2012.
 Michael Pagan, Member, poetry collection, completed summer 2011
 Kelly De Stefano, Chair, short story collection, completed summer 2011
 George Christakis, Chair, short story collection, completed summer 2011
 Robert Slattery, Member, story collection, completed spring 2011
 Christina Ginfrida, Member, short story collection, completed spring 2011
 Daniel Kennard, Member, novel, completed spring 2011
 Jacob Henson, Chair, short story collection, completed spring 2011
 Scott Wood, Chair, short story collection, completed spring 2011
 Khristian Mecom, Chair, story collection, completed spring 2011
 Kelly Gregorio, Member, memoir, completed spring 2011
 Gloria Panzera, Chair, novel, completed summer 2010
 A.J. Ferguson, Chair, novel, completed summer 2010
 Dyanne Loput, Reader, MAT thesis, completed summer 2010
 Dustin Clark, Chair, short story collection, completed fall 2009
 Elisabeth James, Member, short story collection; completed summer 2009
 Alison Amato, Member, poetry collection, completed summer 2009
 Richard Peacock, Chair, short story collection, completed spring 2009
 Mary Sheffield, Chair, short story collection, completed spring 2009
 Courtney Watson, Member, novel, completed spring 2009
 Kira Frederick, Member, poetry collection, completed spring 2009
 Elizabeth Norberg, Chair, novel, completed spring 2009
 Shannon O'Brien, Member, nonfiction work, completed spring 2009
 Hillary Boles, Member, nonfiction work, completed spring 2009
 Cory Zimmerman, Member, short story collection, completed fall 08
 Claudia Amadori-Segree, Chair, novel, completed summer 08
 Kim Vann, Chair, novel; completed summer 08
 Winifred Storms, Chair, short story collection; completed spring 08
 Eduardo Astigarraga; Chair; novel; completed spring 08
 Phyllis Vanik, Chair; novel; completed spring 08
 Cora Bresciano, Chair, novel; completed fall 07
 Michael Ditusa, Member, short story collection; completed fall 07

Kathrine Wright, Chair, short story collection, completed summer 07
Robert DeGennaro; Member; short story collection; completed spring 07
Rosely Tavares; Chair; novel; completed spring 07
William Cooper; Chair; novel; completed spring 06
Tee Angel; Chair; short story collection; completed spring 06
Kathleen Moorhead; Chair; novel; completed spring 06
Carmel Leen; Chair; novel; completed spring 06
Tiffany Noonan; Member; novel; completed spring 06
Sabrina Davis; Chair; novel; completed fall 05
Laura DeJong; Chair; short story collection; completed fall 05.
Keith Clavin; Member; short story collection; completed fall 05.
Faye Pelosi; Member; poetry collection; completed spring 2005.
Wesley Wright, Member, linguistics/novel dissertation; completed fall 2004.
Christine Sciarrino; Member; short story collection; completed spring 2004.
Sheryl Miller; Member; short story collection; completed spring 2004.

SERVICE

Department Committees

2015-present, AMP Lab Committee, member
2013-present, Creative Writing Committee, member
Spring 2015-present, Bylaws and Annual Evaluation Revision Committee, member
2016-2017, Hiring Search Committee, Member, World Anglophone Literature
2016-2017, Hiring Search Committee, Member, Caribbean Literatures
2013-2016, Faculty Evaluation Committee, member
2013-2014, Hiring Search Committee, Native American Literature
2011-2013: Creative Writing Committee, Chair
2013: Sub-committee to draft department mission statement, Chair
2003-2011: Creative Writing Committee, Member (on sabbatical leave, Spring 2011)
2009 Bylaws Revision, Creative Writing Sub-committee
2008-2009; Hiring Search Committee, Translation/Creative Writing
2008-2009; Hiring Search Committee, Creative Nonfiction Writing
2007-2008: Hiring Search Committee, Composition/Technical Writing, Member
2005-2006: Hiring Search Committee, Creative Nonfiction Writing/Multicultural Literature, Member

College Committees

2016-present: South Florida Cultures Platform, Member
2003-2004: Book Arts Committee, Member

Departmental Service

April 2013, presenter, College of Arts and Letters Faculty Accomplishment Festival
September 2012, presentation, "Rock, Paper, Scissors: Creating Conflict in Short Fiction," Mind
Body Spirit symposium series, College of Arts and Letters
March 2012, presentation "Person, Place or Thing: Writing Setting," Department of English
Brown Bag Colloquium Series.

2011-2012, panelist on Department of English professional development panels on job market and publishing
2011-2013, Creative Writing Program Director
2011-2013, mentor to junior faculty member, Becka McKay
2009-2014, mentor to junior faculty member, Katherine Schmitt
November 15, 2011, presenter, College of Arts and Letters Faculty Accomplishment Festival
2006-2010: Faculty advisor to English Graduate Students Association (EGSS)
2006, 2007, 2008, 2009; Reader for Faculty and Student Reading
March 2007; Panelist on publishing session for English Graduate Students Association
October 2006; Panelist on Sigma Tau Delta's English Graduate School Seminar
2004, 2005: Panelist on professional development session for English Graduate Students' Association
2003-2006: Faculty advisor for *Coastlines* (Student literary publication)
2003-2004: Webmaster, assisted with major updating of department website

Community Activities:

2012-2016: Creative Advisory Board, Blue Planet Writers' Room, West Palm Beach, FL, an organization aimed at teaching kids to write and connect art and Technology
February 2016: Judge, Payton James Freeman Essay Prize, Drake University
October 2014: Young Writers Day, Lynnewood Elementary School, Havertown, PA
Spring 2014: Judge, Best of the Net Fiction
Spring 2013: Judge, Delray Beach Library Centennial Young Adult Writing Contest
Spring 2013: Teacher, Memoir Writing class, Delray Beach Public Library, Lifelong Learning Community Institute
2013, Lecture "A Brief History of Food Writing," Delray Beach Public Library Food Symposium. October 19, 2012.
2004: Book club leader for Courtney Brogan's Boca Raton Book Club; resulted in \$2,000 donation in my honor to Friends of Creative Writing scholarship.
2003-2005: Novel consultant for community member Sandy Simon, who then contributed \$500 donation for two creative writing awards

Professional Service:

Associated Writing Programs 2018 Conference Subcommittee:
https://www.awpwriter.org/awp_conference/event_proposals_subcommittees

Oliver S. Buckton *Curriculum Vitae*

Department of English
Ste. 306
Culture and Society Building (CU-97)
Florida Atlantic University
777 Glades Road
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145 Coconut Road
Delray Beach
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Cell: 001+561.271.1195

Education

1998 School of Criticism and Theory, Summer Program, Cornell University
1987-92 Cornell University: PhD, English (1992), MA English (1990)
1985-87 Tufts University: MA, English and American Literature (1986)
1982-85 Churchill College, University of Cambridge: BA (Honors), English (1985)

Other Professional/Technical Training

2017 Canvas Online Learning training, Center for eLearning, Florida Atlantic University
2015 e-Design Course Development Program: James Bond (LIT 4930), Center for eLearning, Florida Atlantic University
2012 eLearning Designer and Facilitator Certification Program (CEL1001), Center for eLearning, Florida Atlantic University

Academic Appointments

Lifelong Learning Society Distinguished Professor of Arts and Humanities, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2015-16
Visiting By-Fellow (elected), Churchill College, University of Cambridge, Michaelmas Term 2010
Professor of English, Florida Atlantic University: 2008-present
Associate Professor of English, Florida Atlantic University: 1999-2008
Assistant Professor of English, Florida Atlantic University: 1994-1999
Full-time Lecturer in English (post-doctoral), Cornell University: 1992-94
Graduate Teaching Assistant, Department of English, Cornell University, 1987-91
Graduate Teaching Assistant, Department of English, Tufts University, 1985-87

Administrative Roles

Search Committee Chair, tenure-track assistant professor in nineteenth-century British literature, 2016-17 (hired Dr Devin Garofalo, PhD U of Wisconsin)
Promotion and Tenure Representative, Department of English, Florida Atlantic University, 2011-16

Search Committee Chair, tenure-track position assistant professor in British Romanticism, 2006-7 (hired Dr John Golden, PhD, Harvard U)
Director of Graduate Studies, Department of English, Florida Atlantic University, 2003-05
Chair, Graduate Curriculum Committee, Department of English, Florida Atlantic University, 2003-05
Chair of the Committee on Research and Other Creative Activity (ROCA), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2001-03
Coordinator of Research and Creative Activity, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2002-03

Publications

Books

Espionage in British Fiction and Film Since 1900: The Changing Enemy. Lanham, MD, and London: Lexington Books, 2015. xx + 351 pp.

Paperback edition: Lanham, MD, and London: Lexington Books, 2017.

<https://rowman.com/ISBN/9781498504843/Espionage-in-British-Fiction-and-Film-since-1900-The-Changing-Enemy>

Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body. Athens, OH: Ohio University Press, 2007. xii + 344 pp.

<http://www.ohioswallow.com/book/Cruising+with+Robert+Louis+Stevenson>

Secret Selves: Confession and Same-Sex Desire in Victorian Autobiography. Chapel Hill, NC: University of North Carolina Press, 1998. xii + 270 pp.

http://uncpress.unc.edu/browse/book_detail?title_id=2027

Under Contract

Exploring the Many Facets of Diamonds are Forever: James Bond on the Rocks. An edited collection of original essays drawing on the two conference panels I organized on Ian Fleming's *Diamonds Are Forever* at the South Atlantic Modern Language Association Conference at Jacksonville, Florida, in November 2016. As volume editor, I contribute the introduction and one of the essay chapters, a comparative reading of Fleming's novel and his non-fiction book *The Diamond Smugglers*. The book is under contract with Lexington Books.

Book Chapters and Articles

"'The Sordid Shame of The Great City': Sexuality and Aesthetics in Oscar Wilde's Representations of London." *Quintessential Wilde: His Worldly Place, His Penetrating Philosophy and His Influential Aestheticism*. Edited by Annette Magid. Newcastle, UK: Cambridge Scholars, 2017. 16-40.

"Charles Cumming." *British Writers Supplement XXIII*. Edited by Jay Parini. Farmington Hills, MI: Gale/Cengage, 2017. 33-52.

"Frederick Forsyth". *British Writers Supplement XXII*. Edited by Jay Parini. Farmington Hills, MI: Gale/Cengage, 2016. 87-107.

"Wilde life: Oscar on Film." *Oscar Wilde In Context*. Edited by Kerry Powell and Peter Raby. Cambridge: Cambridge University Press, 2013. 347-55.

"Travel Writing: Non-Fiction into Fiction." *Approaches to Teaching Robert Louis Stevenson*. Edited by Caroline McCracken-Flesher. New York: Modern Language Association, 2013. 104-10.

- "'It Touches One Too Closely': Robert Louis Stevenson and Queer Theory." *Anglistik: International Journal of English Studies*. Focus on Scottish Studies: A New Agenda for the Field. Focus editor Carla Sassi. 23/2(Sept 2012): 51-60.
- "Len Deighton." *British Writers. Supplement XVIII*. Edited by Jay Parini. Detroit: Gale/Cengage, 2012. 55-72.
- "'What an Impotent Picture!': William Gladstone, General Gordon, and the Politics of Masculinity in Robert Louis Stevenson's *Prince Otto*." *Studies in the Literary Imagination*. Special Issue on "The Work of Gender in Victorian Culture," edited by Martin Danahay. Vol 43.1(Spring 2010): 1-22.
- "'This Monstrous Passion': Teaching *The Bride of Lammermoor* and Queer Theory." *Approaches to Teaching Scott's Waverley Novels*. Edited by Evan Gottlieb and Ian Duncan. New York: Modern Language Association, 2009. 157-63.
- "Oscar Goes to Hollywood: Wilde, Sexuality, and the Gaze of Contemporary Cinema." *Oscar Wilde and Modern Culture: The Making of a Legend*. Edited by Joseph Bristow. Athens, OH: Ohio University Press, 2009. 305-337.
- "'Mr. Betwixt-and-Between': The Politics of Narrative Indeterminacy in Stevenson's *Kidnapped* and *David Balfour*." *Narrative Beginnings: Theories and Practices*. Edited by Brian Richardson. Frontiers of Narrative Series. Lincoln, Nebraska: University of Nebraska Press, 2008. 228-245.
- "'Cruising with Robert Louis Stevenson: The South Seas from Journal to Fiction.'" *Robert Louis Stevenson: Writer of Boundaries*. Edited by Richard Ambrosini and Richard Dury. Madison: University of Wisconsin Press, 2006. 199-212.
- "'Faithful to his Map': Profit and Desire in Robert Louis Stevenson's *Treasure Island*." *Journal of Stevenson Studies* 1 (2004): 138-49.
- "'Reanimating Stevenson's Corpus.'" *Nineteenth-Century Literature* 55/1(June 2000): 22-58. Rpt in *Robert Louis Stevenson Reconsidered: New Critical Perspectives*. Edited by William B. Jones, Jr. Jefferson, NC: McFarland, 2003. 37-67.
- "'Desire Without Limit': Dissident Confession in Oscar Wilde's *De Profundis*." *Victorian Sexual Dissidence*. Edited by Richard Dellamora. Chicago: University of Chicago Press, 1999. 171-87.
- "'Race, Gender, and Anti-Pastoral Critique in Doris Lessing's *The Grass is Singing* and Olive Schreiner's *The Story of an African Farm*.'" *Doris Lessing Newsletter* Vol 20 No 2 (Summer 1999): 8-12.
- "'The Reader Whom I Love': Homoerotic Secrets in *David Copperfield*." *English Literary History* 64 (1997): 189-222.
- "'Wilde Apocalypse: Tracing Histories of Homosexuality in Current Lesbian/Gay Studies.'" *Review* 19 (1997): 253-281.
- "'An Unnatural State': Gender, 'Perversion,' and Newman's *Apologia pro Vita Sua*." *Victorian Studies* Vol 35 No 4 (Summer 1992): 359-383.

Work in Progress

"'The World is Not Enough': A Critical Biography of Ian Lancaster Fleming." This critical and cultural biography of Ian Lancaster Fleming, most famous as the author of the James Bond novels, will be the first full-length biography of Fleming since Andrew Lycett's in 1995. This new work, based on archival research, will incorporate detailed critical readings of Fleming's fiction and non-fiction with a reevaluation of his life, career, and cultural/historical context for the James Bond novels and films. A particular focus of the study is the significance of geographical, cultural, and national locations of Fleming's writings in creating the widespread cultural significance of Bond.

“Some Other Man Who Would Have to be Set Aside”: Masculine Doubling in Ian Fleming’s *From Russia With Love*. A 7000-word essay contributed to a collection on gender and espionage, edited by Ann Rea of the University of Pittsburgh.

Reviews

- Rev of *Espionage and Exile: Fascism and Anti-Fascism in British Spy Fiction and Film*, by Phyllis Lassner (Edinburgh: Edinburgh UP, 2016). *Studies in the Novel* Volume 49/1 (Spring 2017): 135-6.
- Rev of *Dickens and Race*, by Laura Peters (Manchester: Manchester UP, 2013). *The European Legacy: Towards New Paradigms* Vol 21 (2016): 594-6.
- Rev of *The Life and Times of Moses Jacob Ezekiel: American Sculptor, Arcadian Knight*, by Peter Adam Nash (Madison: Fairleigh Dickinson University Press, 2014). *The Victorian Web: Literature, History, and Culture in the Age of Victoria*. December 2014. <http://www.victorianweb.org/sculpture/reviews/nash.html>
- Rev of *William Clark Russell and the Victorian Nautical Novel: Gender, Genre, and the Marketplace*, by Andrew Nash (London: Pickering & Chatto, 2014). *Review 19: Assessing New Books on English and American Literature of the Nineteenth Century*, October 2014. http://www.nbol-19.org/view_doc.php?index=364
- Rev of *The Edinburgh Companion to Robert Louis Stevenson*, edited by Penny Fielding (Edinburgh: Edinburgh UP, 2010). *Victorian Studies* 54/3 (Spring 2012): 539-41.
- Rev of *Queer Dickens: Erotics, Families, Masculinities*, by Holly Furneaux (Oxford: Oxford UP, 2009). *Nineteenth Century Literature*. 66/2 (September 2011): 256-59.
- Rev of *Robert Louis Stevenson in the Pacific: Travel, Empire, and the Author’s Profession*, by Roslyn Jolly (Farnham, UK: Ashgate, 2009). *Journal of Pacific History* (forthcoming, June 2010)
- Rev of *Romantic Friendship in Victorian Literature*, by Carolyn W. de la Oulton (Aldershot, UK: Ashgate, 2007). *Victorian Studies* 50:4 (Summer 2008): 718-20.
- Rev of *Catholicism, Sexual Deviance, and Victorian Gothic Culture*, by Patrick R. O’Malley (Cambridge: Cambridge University Press, 2006). *Romanticism and Victorianism on the Net (RaVoN)*, Special Issue on “Victorian Internationalisms, Issue 48 (November 2007), <http://www.erudit.org/revue/ravon/2007/v/n48/017452ar.html>
- Rev of *Imperial Masochism: British Fiction, Fantasy, and Social Class*, by John Kucich (Princeton: Princeton University Press, 2007). *Nineteenth-Century Literature* 62/3 (December 2007): 425-29.
- Rev of *Robert Louis Stevenson, Science, and the Fin de Siecle*, by Julia Reid (New York: Palgrave Macmillan, 2006). *Nineteenth-Century Literature* 62/1 (June 2007): 133-37.
- Rev of *Oscar Wilde’s Profession: Writing and the Culture Industry in the Late Nineteenth Century*, by Josephine M. Guy and Ian Small (Oxford: Oxford University Press, 2000). *Journal of Pre-Raphaelite Studies* 11 (Spring 2002): 94-7.
- Rev of *A Queer Chivalry: The Homoerotic Asceticism of Gerard Manley Hopkins*, by Julia F. Saville (Charlottesville: University Press of Virginia). *Journal of English & Germanic Philology* 101/2 (April 2002): 277-79.
- Rev of *Ancestry and Narrative in Nineteenth-Century British Literature: Blood Relations from Edgeworth to Hardy*, by Sophie Gilmartin (Cambridge: Cambridge University Press, 1998). *The European Legacy: Towards New Paradigms* Vol 6, No 4 (2001): 524-6.
- Rev of *Literary Culture and the Pacific: Nineteenth-Century Textual Encounters*, by Vanessa Smith (Cambridge University Press, 1998). *Nineteenth-Century Literature* (September 1999): 260-263.
- Rev of *Projecting Illusion: Film Spectatorship and the Impression of Reality*, by Richard Allen (Cambridge University Press, 1996). *The European Legacy: Towards New Paradigms* Volume 4 Number 2 (April 1999): 86-87.

Rev of *On or About December 1910: Early Bloomsbury and Its Intimate World*, by Peter Stansky (Harvard University Press, 1996). *The European Legacy: Towards New Paradigms* Volume 3 Number 2 (April 1998): 147-148.

Rev of *Virginal Sexuality and Textuality in Victorian Literature*, ed. Lloyd Davis (State University of New York Press, 1993). *Journal of the History of Sexuality* Vol 6/1 (July 1995): 134-136.

Research & Teaching Interests

Nineteenth and twentieth century British literature and culture; espionage fiction and film; landscape, region, and environment in literature; the life and works of Ian Fleming; the life and works of Robert Louis Stevenson; Oscar Wilde; colonial and postcolonial literature; travel literature; literary criticism and theory; cultural studies; gender studies; film and visual culture;

Academic Awards & Honors

- 2018 One-semester Sabbatical (competitive, full pay), Fall 2018, for researching and writing critical biography of Ian Lancaster Fleming
- 2017 Schmidt College of Arts and Letters/Division of Sponsored Research Summer Research Grant (\$5000 for research travel to the UK and Bloomington, Indiana, for Ian Fleming biography)
- 2017 Everett Helm Visiting Fellowship, Lilly Library, Indiana University, Bloomington (\$1500 to assist with expenses while researching the Ian Fleming papers held at the Lilly), August 2017.
- 2017 Lifelong Learning Society Research Travel Award (\$1000 for research travel to UK, summer 2017)
- 2017 Dean's Nominee for Distinguished Mentor of the Year Award: Excellence in Undergraduate Research and Inquiry Mentorship, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University
- 2016 Creative Scholar of the Year, Full Professor level, 2015-16, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University
- 2015 Lifelong Learning Society Distinguished Professorship in Arts and Humanities, 2015-16 (\$5000 stipend for research, invited course for Lifelong Learning Society)
- 2014 College Faculty Advisory Board Travel Grant, Dorothy F. Schmidt College of Arts and Letters (\$1500 to attend and participate in the special Panel on Oscar Wilde 150 Years at the Northeastern Modern Language Association, 2014)
- 2013 Lifelong Learning Faculty Incentive Grant (\$1000 for Research Travel to the UK, to deliver a paper at the International Narrative Conference at Manchester Metropolitan University), June 2013
- 2011 European Center of Excellence Research Award, Florida International University (1500 Euros for Research Travel to Churchill College Archive Center, Cambridge, UK, for research on "The Changing Enemy: Espionage in British Fiction and Film, 1900-2000")
- 2010 Visiting By-Fellow, Churchill College, University of Cambridge, Michaelmas Term 2010 (elected Fellowship)
- 2010 Sabbatical semester (competitive, full pay), Fall 2010, for researching and writing "The Changing Enemy: Espionage in British Fiction and Film, 1900-2000"
- 2009 University Scholar of the Year Award 2008-09, Professor level. Florida Atlantic University (\$2500 award with Matching \$2500 from FAU Division of Research)
- 2009 College Scholar of the Year Award 2008-09, Professor level. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University
- 2004 International Travel Grant, Division of Sponsored Research, Florida Atlantic University (\$1500)
- 2003 Sabbatical semester (competitive, full pay), Spring 2003, Florida Atlantic University for *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*

- 2003 Ernestine Richter Avery Fellowship, Huntington Library, San Marino, California: January-February 2003 (\$2500 monthly stipend) for research on *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*
- 2002 Jackson Brothers Fellowship, Beinecke Rare Book and Manuscript Library, Yale University: May 2002 (\$2800 monthly stipend and travel expenses) for research on *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*
- 2000 International Conference Travel Award, Division of Sponsored Research, Florida Atlantic University, (\$1000)
- 1999 University Researcher of the Year Award 1998-99, Assistant Professor level, Florida Atlantic University (\$2500 award)
- 1999 College Researcher of the Year (Assistant Professor), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 1998-99
- 1999 Teaching Incentive Program (TIP) Award, Florida Atlantic University, 1998-99, (\$5000 increase in base salary)
- 1998 Tuition Scholarship, School of Criticism and Theory at Cornell University, June 15- 1998 (Completed with distinction)
- 1998 N.E.H. Summer Seminar, "Literary Biography," led by N. John Hall, City University of New York, Summer 1998 (award declined)
- 1997 Research Initiation Award, Division of Sponsored Research, Florida Atlantic University 1997 (\$3000)
- 1996 Dorothy F. Schmidt College of Arts and Letters Summer Research Fellowship, Florida Atlantic University, 1996 (\$5000)
- 1995 Dorothy F. Schmidt Schmidt College of Arts and Letters Summer Research Fellowship, Florida Atlantic University, 1995 (\$5000)
- 1991 Andrew Mellon Dissertation Year Fellowship, (\$10000) Cornell University, 1991-92

Symposium Organized

Honors Research Symposium: Department of English, Florida Atlantic University, April 21, 2016. This symposium featured presentations by all the English Honors Research students, based on their research for their Honors Theses. The Symposium concluded with the presentation of the Honors ribbons to graduating Honors students.

Conference Panels Organized

Special Sessions on "*From Russia With Love*: Serious Spy Novel or Popular Escapism?" South Atlantic Modern Language Association (SAML A) Conference, November 3-5, 2017, Atlanta, GA, USA. Conference theme: High Art/Low Art: Borders and Boundaries in Popular Culture.

Special Sessions on: "*Diamonds Are Forever* at 60 (and 45)": Panel 1: "Sound, Affect, and Intertextuality in *Diamonds Are Forever*" Panel 2: "Gender and Sexuality in *Diamonds Are Forever*." South Atlantic Modern Language Association (SAML A) Conference, November 3-6 2016, Hyatt Regency Jacksonville, FL.

Conference Papers, Invited Lectures & Presentations (Since 1994)

- “A Comforting Sense of the Ridiculous: Narrating the Parodic Antihero in Peter Fleming’s *Brazilian Adventure*.” International Conference on Narrative, McGill University, Montreal, Quebec, April 18-22, 2018
- “You’re just a stuffed dummy”: Grant, Fleming, and the “death” of Bond in *From Russia with Love*. Special Sessions on “*From Russia With Love*: Serious Spy Fiction or Popular Escapist Fantasy. South Atlantic Modern Language Association (SAML) Conference, November 3-5, 2017, Atlanta, GA,
- “From Fleming With Love: Ian Fleming Narrating as James Bond in *Thrilling Cities*.” International Conference on Narrative, University of Kentucky, Lexington, KY, March 23-26, 2017.
- “James Bond: A Popular Icon on Page and Screen.” Invited lecture. Boca West Country Club, Boca Raton, FL, December 13, 2016. Westbrook Country Club, Boca Raton, FL, April 18 2017. Broken Sound Club, August 18, 2017.
- “James Bond, Meet John Blaize: Identity Theft and Intertextuality in *Diamonds Are Forever* and *The Diamond Smugglers*” Special Session: “*Diamonds Are Forever* at 60 (and 45)”: Panel 1: “Sound, Affect, and Intertextuality in *Diamonds Are Forever*.” South Atlantic Modern Language Association (SAML) Conference, November 3-6 2016, Hyatt Regency Jacksonville, FL.
- “The Anti-Bond.” Department of English, University of Tulsa, Visiting Speaker, February 25, 2016.
- “The Anti-Bond: Filming Graham Greene’s *The Human Factor*.” Spying on the Spies: Popular Representations of Spies and Espionage Conference. University of Warwick Business School, The Shard, London, September 3-5 2015.
- “James Bond: A Popular Icon on Page and Screen.” Invited lecture series based on my award of the Lifelong Learning Society Distinguished Professor of Arts and Humanities for 2015-16. Lifelong Learning Society, FAU, Boca Raton. January-March, 2016.
- “Filming Forsyth, Forgetting Philby: Adapting *The Fourth Protocol*”. International Conference on Narrative, Chicago, March 5-9, 2015. [paper accepted for presentation: unable to attend conference]
- “Oscar Wilde’s London: Sexuality and aesthetics in the fin de siècle Metropolis.” Special Session on Oscar Wilde’s Diversity: Celebrating 160th Anniversary of Oscar Wilde’s Birth. Northeastern Modern Language Association, Harrisburg, PA, April 2-6 2014.
- “A Question of Security’: Espionage and Domestic Violence in Graham Greene’s *The Human Factor*.” International Conference on narrative, Massachusetts Institute of Technology, March 27-29, 2014.
- “Alfred Hitchcock, *Psycho*, and the Shower Scene.” Bellaggio Winter Residents Association, Lake Worth, Florida. February 12, 2014.
- “Fifty Years of James Bond.” Invited series of eight lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, January 9- March 13, 2014.
- “My Name is.Palmer?” Identity and Narration in Spy Novels by Len Deighton and Ian Fleming and their Film Adaptations.” Center for Body, Mind, and Culture. Coffee Colloquium, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, November 7, 2013.
- “My Name is.Palmer?": Narration and Identity in Spy Fiction by Ian Fleming and Len Deighton.” International Society for the Study of Narrative Conference, Manchester Metropolitan University, Manchester, UK. June 27-29, 2013.
- “Hitchcock’s Sex Frenzy”: Invited series of four lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, January 15- February 13, 2013.
- “Spies, Sex, and Cocktails: The British Spy Hero on Page and Screen.” Invited series of four lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, April 16-May 7, 2012.

- “I Know You’re The Third Man’: Graham Greene, John le Carré, and the Fictional Trauma of the British Spy Scandal.” International Society for the Study of Narrative Conference. Las Vegas, Nevada: March 15-18, 2012.
- “Cold War Secrets: Decoding the British Spy Novel.” Department of English Brown Bag Symposium Series, Florida Atlantic University, February 24, 2012.
- “Sexual Scandal in Victorian Literature and Film: Oscar Wilde and Friends.” Invited series of four lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, November 9-December 7, 2011.
- “The White Boy’s Burden: Kipling’s *Kim* and the Recruitment of the Imperial Spy.” CUNY Victorian Conference on “Victorian Boyhood.” CUNY Graduate Center, New York City. May 6, 2011.
- “Bond and Beyond: The British Spy Thriller on Page and Screen.” Invited series of four lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, February 18-March 11, 2011.
- “Victorian Gothic: Sexual Dissidence on Page and Screen.” Invited series of four lectures. Lifelong Learning Society, Boca Raton, Florida Atlantic University, May 18-June 8, 2010.
- “Alfred Hitchcock’s ‘Art of Murder.’” Invited series of eight lectures. Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, March 22-May 10, 2010.
- “Oscar Goes to Hollywood: Wilde in the Gaze of Recent Cinema.” Lifelong Learning Society, Boca Raton, Florida Atlantic University, March 17 2009.
- “Oscar Goes to Hollywood: Wilde in the Gaze of Recent Cinema.” Lifelong Learning Society, John D. MacArthur Campus at Jupiter, Florida Atlantic University, December 3 2009.
- Reading from *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*. Dorothy F. Schmidt College of Arts and Letters Faculty Authors Series. Hosted by FAU President John Pritchett at the Eleanor Baldwin House, Florida Atlantic University. November 2, 2009.
- “Robert Louis Stevenson, William Gladstone, and the Politics of Late-Victorian Masculinity.” Invited by FAU Eminent Scholar Professor Richard Shusterman. Center for Body, Mind, and Culture Colloquium Series, Fall 2008, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University: September 17, 2008
- “My Chief O’ Works’: Politics, the Popular Author, and Masculine Crisis in Robert Louis Stevenson’s *Prince Otto*.” 4th Biennial Robert Louis Stevenson Conference: The European Stevenson. University of Bergamo, Italy. June 30-July 3, 2008.
- “Just Like Starting Over: Paratexts and the Sense of a Beginning in Robert Louis Stevenson’s *David Balfour* and John Buchan’s *Greenmantle*.” Society for the Study of Narrative Literature Conference, University of Texas, Austin, May 1-4, 2008.
- “Cruising with Robert Louis Stevenson: Travel and Research in the South Seas and Beyond.” Comparative Studies PhD Colloquium Series 2007-08, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, September 10, 2007.
- “‘The Sordid Shame of the Great City’: Wilde and Prostitution in Late-Victorian London.” Panel on “London 1880-1920” organized by the Division on Late-19th and Early 20th Century English Literature. Modern Language Association Convention, Philadelphia, 27-30 December 2006.
- “When in Rome’: The Economic Body of the Italian ‘Other’ in Charles Dickens’ *Pictures from Italy* and John Addington Symonds’ *Memoirs*.” Panel on “Knowing Your Place: East of England.” North American Society for the Study of Romanticism/North American Victorian Studies Association Conference, Purdue University, August 31st- Sept 3rd 2006.
- “Cruising with Robert Louis Stevenson: Researching Victorian Travel Writing in Scotland, the South Seas, and Beyond.” Invited Faculty Presentation. English Graduate Student Society Conference, Florida Atlantic University, Boca Raton, March 24 2006.

- “‘When in Rome’: Dickens, Symonds, and the Italian ‘Other.’” Panel on “Travel Writing in and out of Italy: Representations of the Other.” Program Arranged by the Division of 17th, 18th, and 19th Century Italian Literature. Modern Language Association Convention, Washington DC, 27-30 December 2005.
- “‘Betwixt and Between’: The Politics of Narrative Indeterminacy in Robert Louis Stevenson’s *Kidnapped* and *Catriona*.” Panel on “Beginnings and Endings” organized by the Society for the Study of Narrative Literature. Modern Language Association Convention, Philadelphia, 27-30 December 2004.
- “Oscar Goes to Hollywood: (Re)Fashioning Oscar Wilde in Contemporary Cinema.” Symposium on “Wilde at 150: A Legend in the Making.” Invited by UCLA Professor Joseph Bristow. William Andrews Clark Memorial Library/UCLA, October 22-23 2004.
- Session Chair, Plenary lecture, “Observing *The Wrecker*” by Stephen Arata, 2nd Biennial International Conference on Robert Louis Stevenson. “Stevenson and Conrad: Writers of Land and Sea.” Edinburgh, Scotland, 7-9 July 2004.
- “Like Buridan’s Donkey: The Trials of (Re)Writing Samoan History in Robert Louis Stevenson’s *A Footnote to History* and *Catriona*.” 2nd Biennial International Conference on Robert Louis Stevenson. “Stevenson and Conrad: Writers of Land and Sea.” Edinburgh, Scotland, 7-9 July 2004.
- “Robert Louis Stevenson in the South Seas.” Comparative Studies PhD Colloquium, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, September 2002.
- “Cruising with Robert Louis Stevenson in the South Seas.” 1st Biennial International Conference on Robert Louis Stevenson: “A Writer on the Boundary: R. L. Stevenson” Gargnano, Lake Garda, Italy. 26-29 August, 2002.
- “Faithful to his Map’: Profit and the Art of Travel in Robert Louis Stevenson’s *Treasure Island*.” International Conference on Robert Louis Stevenson: “From Scotland to Samoa.” University of Stirling, Scotland, 10-14 July 2000.
- Session Chair, “‘This Monstrous Passion’: Revenge and Homosocial Desire in *The Bride of Lammermoor*.” International Quadrennial Conference on Sir Walter Scott, “Scott, Scotland, and Romanticism;” University of Oregon, Eugene, 21-25 July 1999.
- Session Chair, “‘This Monstrous Passion’: Revenge and Homosocial Desire in *The Bride of Lammermoor*.” Special session on “Queer Walter Scott,” Modern Language Association Convention, San Francisco 27-30 December 1998.
- “Race, Gender, and Anti-Pastoral Critique in Lessing’s *The Grass is Singing* and Schreiner’s *The Story of an African Farm*.” Panel on “Doris Lessing and Settlement Narratives” organized by Doris Lessing society. Modern Language Association Convention, San Francisco 27-30 December 1998.
- “‘The Naked Corpse of the Word’: Stevenson’s Bodies and the Death of Dialogism.” International Conference on Narrative. University of Florida, Gainesville, April 5, 1997.
- “A Room Without a View: The Queer Politics of Filming Forster.” Literature/Film Annual Conference, Ocean City, Maryland; December 2, 1995.
- “Masculinities and Autobiography: Oscar Wilde and Contemporary Theory.” Faculty Development Seminar, Women’s Studies Center, Florida Atlantic University, October 24, 1994.
- “‘False Art’: Secrecy and Representation in Oscar Wilde’s *The Picture of Dorian Gray*.” Invited Lecture, Department of English, Florida Atlantic University, Boca Raton, May 9, 1994.

Courses Taught

Florida Atlantic University

(courses followed by * have been taught multiple times; courses followed by • are Writing Across the Curriculum courses)

Fully Online Courses

James Bond*

Literature and Film*

Lower-Division Undergraduate

College Writing 2 •

Interpretation of Fiction*•

Interpretation of Drama•

British Literature Since 1798*

Upper-Division Undergraduate

British Literature 1832-67*

British Literature, 1867-1914*

British Romanticism*

Critical Approaches to Literature

Hitchcock and the Novel

Honors Research

Introduction to Literary Studies*

James Bond: 50 Years

Landscape and Region in British Fiction

Literature and Film*

The Literature of Adolescence*

Literary Theory*

The Nineteenth-Century British Novel*

The Spy Thriller

The Twentieth-Century British Novel*

Victorian Literature

Major Writers of World Literature in English*

Victorian Travel and Adventure Writing

Victorian Adventure Fiction

Twentieth-Century British Literature

Honors Research

MA/PhD Graduate Seminars

Alfred Hitchcock and the Novel*

Anti-Victorian Writers

Comparative Autobiography

Conrad, Kipling, and Postcolonial Theory

Contemporary Theory, Gender and Sexuality

Dickens

Contemporary Theory, Gender and Sexuality

Gender and Sexuality in British Literature and Culture, 1850-1900

Graham Greene and Ian Fleming
History, Gender, and Nation: Walter Scott and Robert Louis Stevenson
Hitchcock: Film, Theory, and Sexuality
Literary Criticism 2 (Romantic to Postmodern theory)*
Nineteenth-Century British Novel
Oscar Wilde
Popular Culture
The Postwar Spy Novel
Principles and Problems of Literary Study*
Research Colloquium
Robert Louis Stevenson
Sexuality in Literature and Film
Spy Thriller
Theory and Criticism
Travel and the Nineteenth-Century British Novel
Victorian Adventure Fiction
Victorian Fin-de-Siecle*
Victorian Regional Novel
Victorian Sensation Novel*

Thesis/Dissertation Advising

Doctoral Dissertations and MA Theses Chaired to Completion

- Val Czerny, "Let Them Run Wild: Childhood, The Nineteenth-Century Storyteller, and the Ascent of the Moon". PhD in Comparative Studies: Languages, Literacies, and Linguistics program, Florida Atlantic University. Dissertation defended March 20 2009. Graduated August 2009.
- Jill Kriegel: "Augustinian Virtue in the Dickensian World: The Role of Christian Friendship in the Conversion of Souls and the Move Toward the Heavenly City." PhD in Comparative Studies, Languages, Literacies, and Linguistics program (dissertation defended April 30 2010). Graduation August 2010.
- 2014: Marianne Gleyzer. The Evolution of Emily Bronte's *Wuthering Heights* Through a Study of its Receptions and Adaptations." MA Thesis.
- 2010: Janine MacAdams. "Gender and Politics in the Work of Olive Schreiner and Robert Louis Stevenson." MA Thesis.
- 2009: Rebecca Smith, "Gender and Power in the Sensation Novels of Mary Elizabeth Braddon and Wilkie Collins" MA Thesis.
- 2006: Robert Bruce MacLaren, "Crisis in Colonialism: Robert Louis Stevenson and the South Seas" (winner, FAU English Department's Pearce Award for the best English M.A. thesis submitted in 2006) MA Thesis.
- 2005: Mary Catherine Burns. "Modernist Influences in Doris Lessing's *The Grass is Singing* and *Martha Quest*." MA Thesis.
- 2005: Jill Kriegel. "Marian Prototypes in Dickens's *Dombey and Son*" (winner, FAU English Department's Pearce Award for the best English M.A. thesis submitted in 2005). MA Thesis.
- 2005: Jared Lemole, "Carnival in Bataille and Bakhtin" MA Thesis.
- 2004: Jon Noble, "The Ideological Complexity of Kipling" MA Thesis.
- 2003: Rishi S. Ramnath, "The Concept of Time in *2001: A Space Odyssey*." MA Thesis.

- 2002: Steven L. Knapp, "G.K. Chesterton's *The Man Who Was Thursday*: Merging Detective Fiction with the Fantastic" MA Thesis.
- 2001: Jennifer L. Magrath-Singer, "Anti-Victorian Attitudes in Thomas Hardy's *Jude The Obscure*" MA Thesis.
- 2001: Audrey Caming Fein, "Against the Grain: Female Detectives and 'Lawyers in Petticoats' in the Fiction of Wilkie Collins" (winner, FAU English Department's Coyle Award for the best English M.A. thesis submitted in 2001) MA Thesis.
- 2000: Dana Richardson, "The New Woman Before She Was New: Olive Schreiner's *The Story of An African Farm* and Fanny Fern's *Ruth Hall*" MA Thesis.
- 1999: Richard Scott Turner, "The Villainous Ascetic and the Ubermensch: Nietzschean Paradigms in Matthew Lewis's *The Monk*" MA Thesis.
- 1999: Darrel Richard Elmore, "Homoeroticism in D.H. Lawrence's *Women in Love* and *The Rainbow* and Ken Russell's Film Adaptations" MA Thesis.
- 1998: Jennifer S. Busto, "Virginia Woolf's *The Voyage Out*: A Search for Interpersonal Relatedness and Self-Definition" MA Thesis.
- 1996: Raj Dhuwalia, "The 'Mental Crisis' of John Stuart Mill: The Destruction of a Mechanical Consciousness" MA Thesis.

B.A. English Honors Theses Directed

2016: Stephanie Albrecht, Daniella Barbieri, Clarke Bisby, Andrew Mattingley, Nicholas Morano, Aakash Patel

Technology & Curriculum Training

e-Design Course Development Program: supports faculty members interested in working with an instructional designer (ID) to develop an online course. Developed LIT 4930, "James Bond." Summer 2015.

CEL-1001. This is the Online teaching Designer and Facilitator program, offered by the Center for eLearning at Florida Atlantic University. Completed over a 12-week period. Fall 2012.

I am familiar with both PC and Macintosh systems and programs, including Mac OS X, MS Word, Powerpoint, Excel. I have recorded and mixed extensive material using Apple's professional music recording and production program, LogicPro.

Training Completed for "Blackboard," the online course management system, with Information Resource Management, FAU, August 2004; Completed additional training programs on Blackboard 9.1 in May and August, 2012. Passed LMS Mastery Exam in Blackboard.

Training completed for Writing Across the Curriculum (WAC) Program, Florida Atlantic University, February 27, 2009 (training session led by Dr Jeffrey Galin, Director of the University Center for Excellence in Writing, FAU)

Service (FAU)

Department of English

Chair, Search Committee for tenure-track Assistant Professor in nineteenth-century British literature, 2016-17 (hired Devin M. Garofalo, PhD U of Wisconsin-Madison)

English Department Representative, Committee on Research and Other Creative Activity, 1999-2003, 2016-

English Department Representative, Promotion and Tenure Committee, 2011-16

Member, Faculty Evaluation Committee, 1999-2001, 2003-05, 2008-11, 2013-15

Member, English Graduate Studies Committee, 2008-13, 2015-

- Member, English Department Search Committee for tenure-track position (assistant professor) in British Romanticism, 2009-10 (hired Dr John Golden, PhD Harvard)
- Chair, English Department Search Committee for tenure-track position (assistant professor) in British Romanticism, 2006-7 (hired Dr Magdalena Ostas, PhD Duke)
- Chair, English Graduate Studies Committee, 2003-05
- Member, Undergraduate Curriculum Committee, 2000-02, 2005-06
- Member, Search Committee for Tenure-line position in postcolonial literature and theory, 2003-4 (hired Dr Eric Berlatsky, PhD University of Maryland)
- Member, Search Committee for position in Twentieth-Century British Literature, Florida Atlantic University, Treasure Coast Campus, 2000-01 (resulted in hiring of Dr Thomas Sheehan, PhD UC Berkeley)
- Member, Search Committee for Tenure-line position in British Literature, Honors College, 1998-99
- Member, Search Committee for English Department Chairperson 1997-98 (resulted in hiring of Prof. William Covino, PhD U of Illinois)
- Member, Writing Committee 1996-99
- Member, Search Committee for Director of Writing Program 1995-96 (resulted in hiring of Dr Daniel Murtaugh, PhD Yale)
- Member, Search Committee for position in Minority U.S. Literatures, 1994-95 (resulted in hiring of Dr Krishnakali Lewis, PhD University of Pennsylvania)

Dorothy F. Schmidt College of Arts and Letters

- Member, Committee on Research and Other Creative Activity, 1999-2003, 2016-
- Member, Promotion and Tenure Committee, 2011-16
- Member, Executive Committee, Graduate Certificate Program in Film and Culture, 2013-
- Member, Executive Committee for Comparative Studies PhD Program, Literatures, Literacies, and Linguistics Track (LLL), 2003-10
- Chair, Committee on Research and Other Creative Activity, (elected by committee members), 2001-03
- Member, Planning Committee for Certificate Program in Sexualities and Gender, 2001-02
- Member, Executive Committee for Certificate Program in Film and Video, 1997-2005
- Planning Committee for Certificate Program in Film and Video 1996-97
- International Film Series Committee 1995-97
- Comparative Studies Ph.D. Program, Implementation Committee, 1994-5

Florida Atlantic University

- Member, Core Curriculum Task Force, appointed by FAU President Frank Brogan, 2005-07
- Member, Graduate Programs Committee, 2003-05
- Advisory Council on University Research (appointed by Vice-President for Research, Larry Lemanski), Spring 2002
- University Research Committee, 2001-03
- University Faculty Council (elected member) 1998-1999, re-elected for 1999-2000, re-elected for 2001-02 (replacement position)

Community

Master of Ceremonies, Delray Beach Literary Society (2000-09): I served as “Master of Ceremonies” for monthly literary luncheons, hosted by Northern Trust Bank in Delray Beach, FL. In this capacity, I introduced guest authors and providing overview of their careers and work. Authors I have introduced include Harlan Coban, Jay Parini, Jeffrey Eugenides, Edward P. Jones, Jodi Picoult, Karen Joy Fowler, Simon Winchester, Alexander McCall Smith, Tony Earley, Andre Dubus III, Audrey Niffenegger, Dave King, Hilma Wolitzer, Greg Iles, Philippa Gregory, and Russell Banks.

Professional Service

Editorial Board, *Journal of Stevenson Studies*. University of Stirling, Scotland (ongoing)
Member, Scientific Board for European Network “In Robert Louis Stevenson’s Footsteps.” European Cultural Route Project.
Reviewer of the University of Stirling, Scotland’s Robert Louis Stevenson Website for NINES (*Networked Infrastructure for Nineteenth-Century Electronic Scholarship*) (Jan 2011) (see www.nines.org/about/what_is.html)
Invited Manuscript Reviewer for leading academic Presses, including Ohio University Press, Routledge, Edinburgh University Press, University of Arkansas Press, Lexington Books
Invited manuscript reviewer for leading journals, including *Victorian Studies*, *Victorian Review*, *Victorian Institutes Journal*, *GLQ*, *Mosaic*, *Journal of Stevenson Studies*, *Midwest MLA Journal*, *Partial Answers*
Evaluator for promotion and tenure case at the Honors College, John D. MacArthur Campus, Florida Atlantic University
Consultant for Judy Hallet Productions for an hour-long film on Robert Louis Stevenson’s *Strange Case of Dr. Jekyll and Mr. Hyde* for the Discovery Channel’s Great Books Series that airs on The Learning Channel.
Evaluator for Third-year review decision at the Honors College, John D. MacArthur Campus, Florida Atlantic University
Campus Representative for FAU, Fulbright Program, 2002-

Professional Affiliations

Modern Languages Association (MLA)
South Atlantic Modern Language Association (SAMLA)
Northeastern Modern Languages Association (NeMLA)
North America Victorian Studies Association (NAVSA)
International Society for the Study of Narrative (ISSN) (formerly the Society for the Study of Narrative Literature)
Scientific Board, European Network “In Robert Louis Stevenson’s Footsteps.”
The Brontë Society, UK
Reader, Lilly Rare Book and Manuscript Library, Indiana University, Bloomington
Reader, British Library, London, UK
Reader, Cambridge University Library, UK
Reader, Churchill Archive Center, Churchill College Cambridge, UK
Reader, National Library of Scotland, Edinburgh, UK
Reader, Huntington Library, San Marino, California
Reader, Beinecke Rare Book and Manuscript Library, Yale University, New Haven

CLARISSA CHENOVICK
Department of English
Florida Atlantic University
CU Suite 306, 777 Glades Road
Boca Raton, FL 33431
cchenovick@fau.edu

ACADEMIC APPOINTMENTS

- 2018 – present Assistant Professor of English, Florida Atlantic University
- 2017-2018 Postdoctoral Fellow, Department of English, Fordham University

EDUCATION

- 2017 Ph.D. in English, Fordham University
- Dissertation: "Repentant Readers: Reforming Body and Soul in Late Medieval and Early Modern England," Committee: Professors Heather Dubrow (director), Jocelyn Wogan-Browne, and Corey McEleney.
- 2009 M.Phil. in Renaissance Literature, Cambridge University
- 2008 B.A. in English, *magna cum laude*, Bryn Mawr College

PUBLICATIONS

Journal Articles

- 2018 "Reading, Sighing, Tuning: Voicing Repentance in George Herbert's *Temple*," invited submission for the *Huntington Library Quarterly*, special issue on "Voices and Books" (forthcoming).
- 2017 "A Balsome for Both the Hemispheres: Tears, Repentance, and Medical Discourse in Herbert's *Temple* and Seventeenth-Century Preaching," *English Literary History* 84.3 (2017).

- 2016 "Speaking, Thinking, Writing: Meditative Surgery and Intercorporeal Circulation in the *Livre de Seyntz Medicines* (1354)," *The Journal of Medieval and Early Modern Studies* 46.1 (2016).

Editions & Translations

- 2016 "Two Anglo-Norman Prologues on the Diseases of Women: 'Sicom Aristotele' and the Anglo-Norman *Ornatus Mulierum*." In *Vernacular Literary Theory from the French of Medieval England: Texts and Translations, c.1130-c.1450*. Ed. Jocelyn Wogan-Browne, Thelma Fenster, and Delbert Russell (Cambridge: D. S. Brewer, May 2016).

Reviews & Encyclopedia Entries

- 2017 Review of Henry of Grosmont, First Duke of Lancaster, "*Le Livre de Seyntz Medicines*": *The Book of Holy Medicines*, trans. Catherine Batt. *Speculum* 92.4 (2017).
- 2013 "Southwell, Robert. *Saint Peters Complaynte*. 1595." In *The Literary Encyclopedia*. 8 August 2013. Web.

GRANTS AND AWARDS

- 2017 Department of English Graduate Essay Prize, Fordham University
- 2016 – 2017 Alumni Dissertation Fellowship, Fordham University
- 2016 Professional Development Grant, Fordham University
- 2015 Graduate Student Association Summer Research Grant, Fordham University
- 2014 – 2015 Jesuit Pedagogy Seminar Grant, Fordham University
- 2013 – 2014 Grant-in-Aid for "Researching the Archives" year-long dissertation seminar, Folger Shakespeare Library
- 2013 Fr. John McCloskey Summer Research Grant, Fordham University
- 2011 Research Support Grant, Fordham University

2011 – 2015 Presidential Scholarship, Fordham University

INVITED TALKS & CONFERENCES

Invited Talks

- 2017 “‘The soul’s most subtile rooms’: Grace, Medical Spirits, and the Sacraments in Herbert’s *Temple*,” Institute for Medieval and Early Modern Studies (IMEMS) Lecture Series, University of Wales.
- 2017 “Psalms, Charms, and Exorcisms: A Verbal Recipe for Healing in British Library, Cotton MS Titus A XXI,” symposium on “Bible Craft: Making and Remaking Scripture in Premodern Europe,” University of Arkansas.
- 2015 “‘Fractures well cur’d’: Repentance and Medical Discourse in Herbert’s *Temple* and in Seventeenth-Century Preaching,” Religious History of Britain Seminar, Institute of Historical Research, London.
- 2013, 2015 “Teaching Causality” and “Comparison and Contrast,” Fordham University Pedagogy Colloquium.

Conference Panels Organized

- 2016 “Early Modern Readers ‘Correcting’ Medieval Texts,” New Chaucer Society Conference, London.

Conference Presentations

- 2017 “Repentant Corporeality: Herbert and Continental Tear Poetry Revisited,” The George Herbert Society Triennial Conference, Université Sorbonne, Paris.
- 2016 “Prayer as Life-Writing: Shaping the Self Dialogically,” Renaissance Society of America, Boston.
- 2015 “Reading, Sighing, and Tuning in George Herbert’s *Temple*,” conference on “Voices and Books, 1500-1800,” Newcastle University.
- 2015 “Re-membering the Self in the Writing Classroom: The Self-Portrait Essay,” Jesuit Pedagogy Seminar Symposium, Fordham University.

- 2013 “‘Inward bleeding soares’ and Medicinal Music: Robert Southwell, Penitential Healing, and English Verse Translations of Psalm 37/38,” conference on “Psalm Culture and the Politics of Translation,” Queen Mary, University of London.
- 2013 “‘Inward corruption, and infected sin’: Reading and Penitential Healing in Spenser’s House of Holiness,” symposium on “Reading and Health in Early Modern Europe, 1500-1800,” Newcastle University.
- 2013 “Anatomizing Memory in Thomas Willis’s *Anatomy of the Brain* (1664),” “Remembering, Forgetting, and Imagining: The Practices of Memory,” Fordham University Graduate Student Conference, March, 2013.
- 2012 “‘Malveis coer’ and ‘malveis char’: Meditation as Surgery in the *Livre de Seyntz Medicines*,” conference on “Literature, Science and Medicine in the Medieval and Early Modern Periods,” Swiss Association of Medieval and Early Modern English Studies, Lausanne, Switzerland, July, 2012.

TEACHING EXPERIENCE

Florida Atlantic University

English 4333: Shakespeare (Fall 2018)

English 4221: Seventeenth-Century Literature (Fall 2018)

Fordham University

English 2000: Texts and Contexts: Lyric and Music from Shakespeare to Bob Dylan (Fall 2017, Spring 2018)

English 2000: Texts and Contexts: Playing with Food (Spring 2016)

English 2000: Texts and Contexts: Bleeding Hearts (Spring 2014)

English 1102: Composition/Rhetoric II (2012-2018)

English 1101: Composition I: Basic Writing (Fall 2014, Fall 2015)

Writing Center Tutor (2010-2011)

SERVICE

2017 Reviewer, *Renaissance Studies*

2015 – 2017 Graduate Student Mentor, English Department, Fordham University

- 2016 Teaching Mentor, Department of English Teaching Practicum,
Fordham University
- 2010 Workshop Coordinator, "Revision: A Rose Hill Writing Center
Workshop," Fordham University

PROFESSIONAL AFFILIATIONS

Modern Language Association
Renaissance Society of America
George Herbert Society
Hagiography Society
New Chaucer Society

LANGUAGES

Modern French (advanced proficiency)
Anglo-Norman (advanced proficiency)
Modern Italian (advanced proficiency)
Latin (proficient)

SIKA A. DAGBOVIE-MULLINS
Curriculum Vitae

Florida Atlantic University
Department of English
777 Glades Road
Boca Raton, FL 33431-0991
sdagbovi@fau.edu

EDUCATION

2004 Ph.D. English, University of Illinois at Urbana-Champaign
1999 M.A. English, University of Illinois at Urbana-Champaign
1997 B.A. English, Northwestern University, Evanston, Illinois

ACADEMIC APPOINTMENTS

Associate Professor. Department of English, Florida Atlantic University, 2010-present
Director of Undergraduate Studies, 2011-2015
Director of Graduate Studies, 2015-present
Assistant Professor. Department of English, Florida Atlantic University, 2004-2010
Teaching Assistant. Department of English, University of Illinois at Urbana-Champaign, 1999-2000

PUBLICATIONS

Books:

Crossing B(l)ack: Mixed Race Identity in Modern American Literature and Culture (University of Tennessee Press, 2013)

Refereed Journal Articles:

"The Neo-S(k)in Trade: White Skin, Black Bodies in Bernardine Evaristo's *Blonde Roots*." *Palimpsest: A Journal on Women, Gender, and the Black International* 6.1 (2017): 1-27.
"Pigtails, Ponytails, and Getting Tail: The Infantilization and Hyper-Sexualization of African American Females in Popular Culture." *The Journal of Popular Culture* 46.4 (August 2013): 745-771.

"Finding the Silver Lining: Hair, (Mixed) Race, and Identity Politics in Toni and Slade Morrison's *Little Cloud and Lady Wind*." Special issue of *The Lion and the Unicorn* 37.2 (April 2013): 173-187.

"From Living to Eat to Writing to Live: Metaphors of Consumption and Production in Sapphire's *Push*." *African American Review* 44.3 (Fall 2011): 435-452.

"Star-Light, Star-Bright, Star Damn Near White: Mixed Race Superstars." *The Journal of Popular Culture* 40.2 (April 2007): 217-237.

*Reprinted in *The Bedford Book of Genres: A Guide and Reader*. Eds. Amy Braziller and Elizabeth Kleinfield. Boston: Bedford/St. Martin's, 2014. 148-173.

"Out of Eden: The Emergence of Olympia Vernon and Black Woman Love" (with Nghana Lewis). *The Mississippi Quarterly* 59.4 (Fall 2006): 509-524.

"Long Live King Babar! Long Live Bourgeois Imperialism!: Racist Elitism in *The Travels of Babar*." *CLA Journal* 49.4 (June 2006): 446-61.

"Fading to White, Fading Away: Biracial Bodies in Michelle Cliff's *Abeng* and Danzy Senna's *Caucasia*." *African American Review* 40.1 (Spring 2006): 93-109.

Book Chapters:

"The Whiteness of the Whale and the Darkness of the Dinosaur: The Africanist Presence in Superhero Comics from *Black Lightning* to *Moon Girl*" (with Eric Berlatsky). *Whiteness and the American Superhero*. Ed. Martin Lund and Sean Guynes, accepted to anthology.

" 'The Only Nerdy Pakistani-American-Slash-Inhuman in the Entire Universe': Postracialism and Politics in the New *Ms. Marvel*" (with Eric Berlatsky). *Ms. Marvel in America*. Ed. Jessica Baldanzi and Hussein Rashid. University of Mississippi Press, forthcoming.

"'I'm Real' (Black) When I Wanna Be: Examining J. Lo's Racial ASSETS" (with Zine Magubane). *Blackberries and Redbones: Critical Articulations of Black Hair/Body Politics in Africana Communities*. Ed. Regina Spellens and Kimberly Moffitt. Creskill: Hampton Press, 2010. 245-257.

Encyclopedia Entries:

"Mixed Race Women." *Black Women in America: An Historical Encyclopedia* (Second Edition). Volume 2. Ed. Darlene Clark Hine. New York: Oxford University Press, 2005. 378-382.

Book Reviews:

Speculative Blackness: The Future of Race in Science Fiction (andre m. carrington). *Journal of American Culture* 40.4 (December 2017): 425-426.

Civil Rights in the White Literary Imagination: Innocence by Association (by Jonathan W. Gray) and *Hip Figures: A Literary History of the Democratic Party* (by Michael Szalay). *American Literature* 87.2 (June 2015): 400-402.

"Manifestations the Mulatta Archetype across the Atlantic." Rev. of *Transatlantic Spectacles of Race: The Tragic Mulatta and the Tragic Muse* (by Kimberly Snyder Manganelli) and *Mixed Race Stereotypes in South African and American Literature: Coloring Outside the (Black and White) Lines* (by Diana Adesola Mafe). *Safundi: Journal of South African and American Studies* 16.1 (2015): 107-111.

"Indelible Plantation Imprints in Trans-American Poetics." Rev. of *The Plantation in the Postslavery Imagination*. By Elizabeth Christine Russ, *Anthurium: A Caribbean Studies Journal* 11.1 (May 2014).

The Souls of Mixed Folk: Race Politics, and Aesthetics in the New Millennium. By Michele Elam. *African American Review* 46.2-3 (Summer/Fall 2013): 517-519.

The Amalgamation Waltz: Race, Performance, and the Ruses of Memory. By Tavia Nyong'o. *African American Review* 44.1-2 (Spring 2011): 317-319.

MANUSCRIPTS UNDER REVIEW

"Performing White Innocence while Invoking Black Slavery in Contemporary Popular Culture"
(submitted to the *Journal of American Culture*)

WORKS IN PROGRESS

Modern Plantations in Contemporary Narratives of Slavery (book manuscript in progress)

HONORS AND AWARDS

ROCA (Research and Other Creative Activity) Summer Research Grant, awarded Summer 2017

Florida Atlantic University 1 semester sabbatical, awarded Spring 2014

Scholarly and Creative Accomplishment Fellowship Award, Dorothy F. Schmidt College of Arts & Letters, Florida Atlantic University, Fall 2006

Division of Research and Graduate Studies Travel Award, Florida Atlantic University, Fall 2005

English Department Humanities Fellowship, University of Illinois, Fall 2004

English Department Gragg Barr, Humanities, & University Fellowships, University of Illinois, 2002-2003

Illinois Consortium for Educational Opportunity Program Fellowship, University of Illinois, 1998-2002

English Department Release Time Fellowship, University of Illinois, Fall 2001

Richard K. Barksdale Fellowship, University of Illinois, 1999-2000

Graduate College Fellowship, University of Illinois, 1997-1998

PROFESSIONAL ACTIVITIES

Invited Lectures:

"Performing White Innocence while Invoking Black Slavery in Contemporary Popular Culture,"
Keynote Address for the FAU Comparative Studies Student Association conference, "The
(Dis)Order of Things: Mechanisms of Power and Control," October 2017.

"Black/White Bodies in American Racial Discourse," Calvin College, Program for African and
Africana Diaspora Studies, October 2015.

"New School Feminist or Fatal to Women?: A Retrospective Look at Lil' Kim," Michigan State
University, Department of History and African and African American Studies Ph.D. Program,
November 2006.

"'Jus' like it's cornflakes for breakfast': AIDS and Metaphors of Consumption in Sapphire's *Push*,"
Tulane University, School of Public Service, October 2006.

International Conferences:

- "Edible Bodies and the 'Herbivorous Monster': Food, Consumption, and (Neo)Slavery in Bernardine Evaristo's *Blonde Roots*." West Indian Literature Conference. St. Augustine, Trinidad, October 2011.
- "Screaming for Self: Becoming (Racially) Whole in Helen Oyeyemi's *The Icarus Girl*." African Literature Association. Accra, Ghana, May 2006.
- "'Just All Girl Happy': Contextualizing bell hook's *Happy to Be Nappy*." Caribbean Philosophical Association. San Juan, Puerto Rico, June 2005.
- "Solomon Cut Across the Sky, Solomon Gone Home': Oral Tradition and Reinvention in *Song of Solomon*." African Literature Association Conference. Fez, Morocco, March 1999.

National Conferences:

- "White Moon/Dark Devil: Embodying Whiteness in *Moon Girl* and *Devil Dinosaur*." National Popular Culture & American Culture Conference, Indianapolis, IN, March 27-31.
- "The Spirit of the Matter: Conjuring Other Worlds in Art and Activism." Panel Moderator. National Women's Studies Association Conference, Baltimore, MD, November 2017.
- "Mixed Space: Re-Defining the Boundaries of Race and Nation." Panelist. Critical Mixed Race Studies Conference, Los Angeles, CA, February 24-26, 2017.
- "Hybridity to the Rescue: Reading Kamala Khan/Ms. Marvel at a Post-Racial Mulatta." National Popular Culture & American Culture Conference, Seattle, WA, March 2016.
- "Comedic Transgressions: Black Women Performing Slavery in the Twenty-First Century." The Association for the Study of African-American Life and History Conference. Atlanta, GA, October 2015.
- "Televising Bondage: Trafficked Black Bodies on *Law & Order SVU*" PCA/ACA National Conference, New Orleans, LA, April 2015.
- "Trafficking in Gender: Feminist Dialogues on Embodiment," moderator. Southeastern Women's Studies Association Conference. Boca Raton, FL, March 2015.
- "The Neo-Plantation Tradition in the Age of Obama." PCA/ACA National Conference, Chicago, IL, April 2014.
- "Enslaved 'Negroes on Ice': Slavery, Satire, and Racial Identity in Mat Johnson's *Pym*." The Association for the Study of African-American Life and History Conference. Jacksonville, FL, October 2013.
- "Canaries in the Coal Mine?: Critical Mixed Race Studies through the Lens of Fiction." Critical Mixed Race Studies Conference. DePaul University, Chicago, November 2012.
- "Wanted Dead or Alive: James McBride's and Janelle Monae's Prescient Female Fugitives." The Association for the Study of African-American Life and History Conference. Pittsburgh, PA, September 2012.
- "Black Female Cyborgs in Popular Culture." National Women's Studies Association Conference.

- Atlanta, Georgia, November 2011.
- "Representing Multiracial Blackness or What Is Critical Mixed-Race African American Media Studies?" Roundtable Discussion. Critical Mixed Race Studies Conference. DePaul University, Chicago, IL, November 2010.
- "Race as Costume & Commodity: Mariah Carey and the Marketing of Racial Fluidity." Global Caribbean(s): Interrogating the Politics of Location in Caribbean Literature and Culture. University of Miami. Miami, FL, March 2010.
- "'The Perfect House Wigger': The Reconstruction of Black Womanhood in Bernadine Evaristo's *Blonde Roots*." 25th Annual Symposium on African American Culture and Philosophy. Purdue University. West Lafayette, Indiana, November 2009.
- "Flavor of Love Chicks, Nappy Headed Hos, and R. Kelly's Underage Hook-Ups: Where Have All the Black Girls Gone?" National Popular Culture Association and American Culture Association Conference. New Orleans, Louisiana, April 2009.
- "'Sorrow, Tears, and Blood': Reconstructing the Neo-Slave Narrative in Uzodinma Iweala's *Beasts of No Nation*." The Association for the Study of African-American Life and History Conference. Charlotte, North Carolina, October 2007.
- "'I keep eating till the pain . . . is a blur': Dangerous Consumption in Narratives about HIV in the Black Community." The Association for the Study of African-American Life and History Conference. Atlanta, Georgia, September 2006.
- "'I'm Penrod Barker, Daddy. Your Long Lost Son': Revenge of the Un-tragic Mulatto in *The Corndog Man*." College Language Association. University of Alabama, Birmingham, April 2006.
- "'Power to the P----': Feminizing the Hip-Hop Aesthetics," panel presenter. College Language Association Convention. University of Georgia. April, 2005.
- "Celebrity Chameleons: The Construction, Conception, and Commodification of Biracial Identity in the Media." The Association for the Study of African-American Life and History Conference. Pittsburgh, Pennsylvania, September, 2004.
- "'I'm Real': Racial Authenticity, Racial Crossings and the Butt—Examining J. Lo's Shifting Racial Assets." Center for Black Diaspora at DePaul University. Chicago, Illinois, April 2004.
- "Long Live Bourgeois Imperialism! Long Live King Babar!: Colonialism and Elitism in Jean de Brunoff's *The Travels of Babar*." College Language Association Convention. Howard University. Washington D.C., April 2003.
- "From Naxos to Copenhagen: Helga Crane's Biracial Aspirations in *Quicksand*." MELUS Conference. Florida Atlantic University. Boca Raton, Florida, April 2003.
- "'My Body Would Fill in the Blanks': Body Betrayal in Danzy Senna's *Caucasia*." College Language Association Convention. LeMoyne-Owen College. Memphis, Tennessee, April 2002.
- "Black Words on White Pages: Reading the Complexities of Mixed Race Autobiographies." English

- Graduate Student Association Mardi Gras Conference on Language and Literature. Louisiana State University. Baton Rouge, Louisiana, February 2002.
- "'No Boundaries, Only Transitions': The Privileging of Racial Hybridity in Leslie Marmon Silko's *Ceremony*." College Language Association Convention. Xavier University. New Orleans, Louisiana, April 2001.
- "'Everybody Mixes It Seems to Me': Creolization as the Soul Force in Michelle Cliff's *Abeng*." 2000 National Conference of the Graduate English Student Association. Howard University. Washington D.C., October 2000.
- "Finding the Blame: Holding Women Responsible in Three Zuni Stories." CIC American Indian Studies Consortium Conference. University of Iowa. Iowa City, Iowa, April 2000.
- "Mixed Race Identity Politics: Moving into the Twenty-First Century." MELUS Conference. Tulane University. New Orleans, Louisiana, March 2000.
- "Tragic Mulattos?: Jean Toomer and His Biracial Characters in *Cane*." The Association for the Study of African-American Life and History Conference. Detroit, Michigan, October 1999.
- "Whose People?: False Realities in Nadine Gordimer's *July's People*." Society of Research on African Cultures. Montclair State University. Montclair, New Jersey, October 1998.
- "Lil Kim: A Lil' More Than Just Soft Porn." National Conference of the National Association of African American Studies and National Association of Hispanic and Latino Studies. Houston, Texas, February 1998.

Community Lectures:

- Panel discussant, "The Future of the Black Media," Spady Cultural Heritage Museum, February 2010.
- Panel discussant, *My Nappy Roots: A Journey through Black Hair-itage*, Nova Southeastern University, The Alvin Sherman Library, Research, and Information Technology, February 2009.
- "Where Have All the Black Girls Gone?," Spady Cultural Heritage Museum, Connecting Community and Culture Lecture Series, February 2009.
- "Black/White Mixed Race Identity in American Racial Discourse, Past and Present," Spady Cultural Heritage Museum, Connecting Community and Culture Lecture Series, February 2008.
- "Loving Nappy as Resistance: bell hooks, Neo-Soul, and the Politics of Black Hair," Spady Cultural Heritage Museum, "Connecting Community and Culture Lecture Series, April 2007.

TEACHING

Undergraduate:

- AML 4604 African American Literature to 1895
- AML 4607 African American Literature 1895-present
- LIT 4355 Black Literatures

LIT 4383 Women in Literature
 AML 4321 Twentieth Century Major American Writers
 AML 3121 Twentieth Century American Novel
 ENG 3822 Introduction to Literary Studies
 AML 2020 American Literature 1865-1945
 LIT 2010 Interpretation of Fiction

Graduate:

CST 7309 Critical Race Theory
 AML 6934 Representing Slavery in Contemporary Literature and Film
 AML 6938 Contemporary African American Literature: The Post-Soul Aesthetic
 AML 6934 Tragic Mulatto
 AML 6934 Twentieth Century African American Literature and Theory
 AML 6305 Toni Morrison
 AML 5937 Neo-Slave Narratives
 AML 6049 Critical Mixed Race Studies

GRADUATE THESIS ADVISING

Chair:

- Micah Moreno; Chair, M.A. in English Literature ("Survival by any Means: Race and Gender Passing and Performance in Octavia Butler's *Parable of the Sower* and *Parable of the Talents*," completed 2017)
- Melissa Villabolos; Chair, M.A. in English Literature (exam option), completed 2017
- Dawn Zanders; Chair, M.A. in English Literature (exam option), completed 2016
- Ruth Pierre; Chair, M.A. in English Literature (exam option), completed 2015
- Tamar Osborne; Chair, M.A. in English Literature ("Fallen from Disgrace: The Divine Couple in *Dutchman* and *Guerrillas*," completed 2014. Winner of Howard Pearce Award for best thesis)
- Gyasi Byng; Chair, M.A. in English Literature ("The Mixed Race Girl's Guide to the Art of Passing: Racial Simulations in Danzy Senna's *Caucasia* and Nella Larsen's *Quicksand*," completed 2014)
- Samantha Messinger; Chair, M.A. in English Literature ("Fight for Education, Fight for Freedom: From Object to Subject in Freedom Narratives," completed 2012)
- Pauline Anderson; Chair, M.A. in English Literature ("Earth, Water, and Black Bodies: Elements at Work in Toni Morrison's Literary Landscape," completed 2012)
- L. Gayle Fallon; Chair, M.A. in English Literature ("One Nation Under Gods: Interfaith Symbolism and the 'American' Race in the Works of Jean Toomer," completed 2009. Winner of Howard Pearce Award for best thesis.)

- Kathryn Smith; Chair, M.A. in Women's Studies ("Joseph Conrad's *Heart of Darkness* Revis(it)ed: Women, Symbolism, and Resistance," completed 2009)
- Pamela Segal; Chair, M.A. in English Literature ("Reading, Writing and Language: The Neo-Slave Novel and the Changing Definition of Literacy," completed 2008)

Member:

- Marisol Bulacio-Watier; Member, M.A. in English Literature ("Authenticity in the Fictional Voices of Toni Morrison's *Love and Home*: Tracing Conversations Among Author, Readers, and Narrators as a Rewrite of U.S. History," completed 2017)
- Samantha Richmond; Member, M.A. In English Literature ("Moving Ever Forward: Reading the Significance of Motion and Space as Representation of Trauma in Toni Morrison's *Song of Solomon* and Colson Whitehead's *The Underground Railroad*," completed 2017)
- Katie Schipper; Member, M.A. in English Literature ("Resistance is Never Futile: Unsporting Surfing as Radical Female Behavior," completed 2017)
- Ryan Thurmon; Member, M.A. in English Literature ("Laughing in Space: Humor in Science Fiction," completed 2017)
- Nicole Carr; Member, Ph.D. in English, University of Miami ("Misreading Mammy: Towards a Sexual Revolution of Third Wave Black Feminisms," completed 2016)
- Ashely Tisdale; Member, M.A. in English Literature ("Establishing the Bondmother: Examining The Categorization of Maternal Figures in Toni Morrison's *Beloved* and *Paradise*," completed 2016)
- Horldring Velcy; Member, M.A. in English Literature ("Mirror of Desire: Black Dramatic Representations of the Haitian Revolution," completed 2014)
- Sheryl Gifford; Member, Ph.D. in Comparative Studies, Literatures, Literacies, and Linguistics ("(Re)Making Men: Contemporary Caribbean Male Writers' Renegotiation of Literary Authority and National Construction," completed 2013)
- Ashley Harrington; Member, M.A. in English Literature ("The Myth of the Criminal and the Animal Subjecthood in J.M. Coetzee's *Disgrace*" completed 2012)
- Johanna Ayala; Member, M.A. in English Literature ("Liberating Machismo: Deconstructing the Stereotype of Lantinidad in Amberto Korda's *Guerrillero Heroico*" (completed 2012)
- Michael Linder; Member, M.A. in English Literature ("Representations of Sugar in Caribbean Literature," completed 2012)
- Mike Gray; Member, M.F.A. ("Sharp Edges and Other Lessons: Stories," completed 2012)
- Raquel Alonzo; Member, M.A. in English Literature ("Author-ity, Privilege and Violation: The Role of the Subaltern and The Intellectual in the Novels of Julia Alvarez," completed 2010. Winner of Howard Pearce Award for best thesis.)
- Nicole Carr; Member, M.A. in English Literature ("Roots of Rastafari: The Rastafarian Presence in *Beloved*, *Song of Solomon*, and *Tar Baby*," completed 2010)

- Hicham Mazouz; Member, M.A. in Comparative Literature (completed 2010)
- Richard Peacock; Member, M.F.A. ("Bingo and Other Stories," completed 2009)
- Karyn Anderson, Member M.A. in Comparative Literature (completed 2009)
- Amber Estlund; Member, M.A. in English Literature ("'Struck' by the Modern: Reconstructing Folk Drama," completed 2008)
- Rachel Copley; Member, Ph.D. in Comparative Studies, Literatures, Literacies, and Linguistics (in progress)
- Nicole Straussman; Member, M.A. in English Literature (in progress)

SERVICE

University Committees:

Secondary Teacher Education Coordinating Committee (STECC), 2011-2015

QEP (Quality Enhancement Plan) Steering Committee, Fall 2011

Faculty Learning Community (Academic Service Learning), 2008-2009

College Committees:

Center for Women, Gender & Sexuality Studies Executive Committee, 2008-present

Graduate Programs Committee, 2015-present

Undergraduate Programs Committee, 2011-2015

Ethnic Studies Committee, 2004-2009

Africana Studies Program Committee, 2004-2009

Department Committees:

Director of Graduate Studies, 2015-present

Chair, English Department Latino/a Literature and African American Literature Search Committee, 2016-2017

Director of Undergraduate Studies, 2011-2015

Chair, English Department African Americanist Search Committee, 2012-2013

Writing Committee, 2009-2010

By-laws Revision Committee, 2009-2010

English Department Early and 19th Americanist Search Committee, 2009-2010

Undergraduate Curriculum Committee, 2004-2009

English Department Americanist Search Committee, 2004-2005

Professional:

Journal of American Culture Advisory Board

Reader, Palgrave Macmillan

Reader, *African American Review*, *SOULS: A Critical Journal of Black Politics, Culture, and Society*,
Small Axe, *Journal of American Culture*, *Tulsa Studies in Women's Literature*, *Studies in American
Fiction*

MELUS (The Society for the Study of the Multi- Ethnic Literature of the United States) Conference
Organizing Committee, 2005-2006

Reader, Caribbean Philosophical Association Conference Proceedings, 2005

PROFESSIONAL AFFILIATIONS

Modern Language Association

National Popular Culture Association

National Women's Studies Association

Association for the Study of African American Life and History

MELUS (Society for the Study of Multi-Ethnic Literatures of the United States)

VITA

Mary E. Faraci

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Professor

Department of English

HIGHER EDUCATION

1972 Ph.D. English University of Florida

1968 M.A. English University of Kentucky

1967 B.A. English University of Kentucky

EXPERIENCE

1972-present Department of English. Florida Atlantic University

1990 NEH Summer Seminar. Cornell University. Daniel R. Schwarz, Director.

1989 Summer. The School of Criticism and Theory. Dartmouth.

1988 Summer. The School of Criticism and Theory. Dartmouth.

1978 NEH Summer Seminar. Columbia University. Edward Said, Director.

1977 The School of Criticism and Theory. University of California, Irvine.

1984 Summer. Fulbright Senior Lectureship. Turkey

1982-84 Fulbright Senior Lectureship. Romania

PUBLICATIONS

Book

The Many Faces and Voices of Angela Thirkell: A Literary Examination of the Brotherton Colletion. The Angela Thirkell Society of North America. 2013. Reviewed by Mark Jones in *PRS Review*. Vol. XXIII, 3 (Autumn 2015): 55-60. Reviewed by UK Angela Thirkell Society member, Valerie Ramsden in *Journal of the Angela Thirkell Society*. No. 33 (2013): 20.

Articles

Forthcoming

“Burne-Jones Blue’: A Stunning Pre-Raphaelite Hour in *The Lord of the Rings* “ *PRS Review*.

In Print

“Thirkell in the Special Collections.” *Divagations: The Bulletin of the Angela Thirkell Society of North America*. September 2017: 17-26.

“Pre-Raphaelite Papers: She Said He Said He Said.” *Useful and Beautiful*: Published by the William Morris Society of the United States. Winter 2017.2: 23-24.

“The Pre-Raphaelite Madonna.” *Pre-Raphaelite Society Review* . Summer 2016: 16-20.

“The Morrises: ‘What the Little Girl Saw’” *The William Morris Society Newsletter*. June 2014: 13-16.

“The Humor of Non-Sequiturs in Angela Thirkell’s Barsetshire Novels.” *Divagations: The Bulletin of the Angela Thirkell Society of North America*. Spring 2010: 7-18.

“Thirkell’s Art of Representing English Family Matters in *Miss Bunting*.” *Bulletin of the Angela Thirkell Society of North America*. Winter 2008: 14-27.

“Angela Thirkell on the Young and Old: A Monument to her Grandfather.” *Bulletin of the Angela Thirkell Society of North America*. Spring 2007: 3-17.

"Imagining *Ophelia* in Christina Rossetti's "Sleeping at Last." *Victorian Newsletter*. Spring 2007: 8-9.

"Saul Bellow and Comparative Politics." *Saul Bellow Journal*. 14 (1996): 68-83.

"Jane Austen's Style of Governance." *Language and Style*. 24 (1991): 325-31.

"*Inferno* XIII in the Hands of an Intellectual." *Language and Style*. 23 (1990): 273-82.

"Phenomenology: Good News for Old English Studies." *Language and Style* 15 (1982): 219-24.

"The Modally Marked Form in Old English Subordinate Clauses: A Structure Signal." *Neuphilologische Mitteilungen* 81 (4/1980): 378-84.

Essay in a Book:

"*Love among the Ruins: Lady Emily's Englishness.*" *Character and Concept: Angela Thirkell*. Ed. Penelope Fritzer. San Diego: The Angela Thirkell Society of North America, 2005. (Prof. Fritzer invited me to submit an essay)

"I Wish to Speak": Tolkien's Voice in His *Beowulf* Essay." *Tolkien the Medievalist*. ed. Jane Chance. London: Routledge, 2003: 50-62. (See Kalamazoo paper, 2001.)

PROFESSIONAL SERVICE

"On Valerie Ramsden," Obit. Invited by editor, Penny Aldred, *Journal of the Angela Thirkell Society* 2014: 6-8.

Fulbright UK Screening Committee. Houston December 8, 2015; Dec. 6 2016; Dec. 7, 2017

PMLA Reader 2012-2013

MLA Delegate 2011-13.

"Restoring Respect for Everyday Beginnings" in *Giannina Coppiano Dwin: Playing with Food*. Florida Atlantic University Libraries Jupiter Campus. blurb.com: Blurb, Inc, 2008. n.p.

2007 Reviewer: Denise Frusciante. *The Poet Figure in the Poetry of Wallace Stevens*. New York: Edward Mellen Press, 2008.

May 2007. Presider, Organizer with Jane Chance. "Tolkien and *Sir Gawain and the Green Knight*" International Conference on Medieval Studies, Western Michigan University, Kalamazoo

May 2006. "Untaught Tolkien" Presider.. International Conference on Medieval Studies, Western Michigan University, Kalamazoo

Conference Papers:

August 2016 "'This is Angela Thirkell Speaking': A Transatlantic Love Letter" Angela Thirkell society of North America. Kansas City

October 2014 "'Angela Thirkell and the William Morris Society Publications Today" Angela Thirkell Soc. Of North America Ft. Lauderdale.

August 2012. "Living with Mrs. Thirkell in the Library." Angela Thirkell Society North American Branch, Hartford. CT.

May 2011 "Tolkien and Sagas" International Conference on Medieval Studies. Kalamazoo, Michigan.

Dec. 28, 2009. "The Humor of Non Sequiturs" MLA Philadelphia.

May 10, 2009. "Revising Eowyn." International Conference on Medieval Studies. Kalamazoo, Michigan.

September 19-21, 2008. "Thirkell's Art of Representing Consciousness of English Family Matter." Angela Thirkell Society, North American Branch National Meeting..

October 20-22, 2006. "Angela Thirkell on Young and Old: A Monument to her Grandfather." Angela Thirkell Society, North American Branch National Meeting Chattanooga.

May 2006. "Tolkien on the City and the Suburb." International Conference on Medieval Studies,

Western Michigan University, Kalamazoo.

December 29, 2005. "Tolkien and the Profession: "Between the Barbed Wire of *Lang* and *Lit.*""
MLA, Washington, D.C.

May 2005. "The Familiar and the Deferential in *The Lord of the Rings.*" WMU, Kalamazoo.

May 2004. "Tolkien Rereading the Palimpsest." WMU, Kalamazoo.

May 2003, "'I Wish': How Tolkien Resets Time in the Discourse of Forgiveness in *Sir Gawain and the Green Knight.* WMU, Kalamazoo.

May 2002 "Agency, Time, and Place in Early West Saxon: The Personal I in King Alfred's Letter." WMU, Kalamazoo.

May 2001 "I Wish to Speak: Tolkien's Voice in the *Beowulf* Essay." WMU, Kalamazoo. (See *Tolkien the Medievalist* above.)

TEACHING

Exceptional Faculty Award Arts and Letters Northern Campus 2006, 2010, 2016

1995 TIP (Teaching Award) \$5000

Courses Taught

Interpretation of Drama, Literary Theory, Chaucer, Medieval Literature, Advanced Exposition, Women in Literature, Victorian Literature, Structure of Modern English.

Directed Theses

Theses; 2017 Jason Benkly "Autobiography of an Exile: Sean O'Casey." 2012 Alisa Tunis "Dante and Prometheus Unbound 2011; Dana De Falco 2011 Mellissa Carr "Olive Schreiner on "Times and Seasons"; 2008 Peter Davies, "Frankenstein and Science Fiction"; 2008 Nancy Fleisher, "Parliament of Fowls"; 2006 Jenet Kroll; 2005: Camila Alvarez: "Reading Henry"; 2004: Jennifer Goddard: "Time, Place, and Agency in *Richard the Second*"; Erin Burns-Davies: "Robert Browning and the Romantic Killer"; 2003: Tai Houser, "(Modern) Detroit as Experience: Understanding Joyce Carol Oates's *them*"; 2002: Elisabeth Ingalls, "Beowulf as an Archetypal Hero: *Beowulf*, Seamus Heaney's Translation, and Joseph Campbell"; Michelle Richards-Winkler, "Sylvia Plath"; 2001: Robert Yunk, An Analysis of Ezra Pound's *The Seafarer*; Eric Mason, "Narrating the Chronotope of the Saint: Ordinary Time in the Novel."

2016-present Director, Amanda Dutton, ABD, PhD in Comparative Studies

SERVICE

Department

2017 Medieval Search Committee

2016-present Writing Committee: Instructor of Record for ENC sections

2014-16 Eval Committee

Interviews, Native American Jan. 2014. Chicago.

2003-12 Northern Campuses Adviser

2006, 2008, Member, Search Committee, Jupiter

2004 Chair, Search Committee, American Literature Position, Jupiter

2003-04 Member, Undergraduate Programs Committee

2001 to 2003 Director of English Internships

2001 to 2003 English Undergraduate Advising

College

Fall 2013-Spring 2014 Faculty Mentor: Dept. of L&L Amel Khalfaoui

University

FAU Fulbright Screening Committee Spring/Fall 2017

Owls Abroad Photo Contest Judge Fall 2017

Senate; 1999-2001; 2002-03 Secretary, Boca Raton Faculty Senate

Senate, 2003-2012 ; 2013-14; 2014-16

Jupiter campus

Library Committee 2010-17

North Campus Awards Committee Nominations 2010-17: Presented at Event: Winning Outstanding Arts and Letters Undergraduates: 2015 Constance Robin; 2016 Kritzia Sanabria; 2017 Paige McEvers

Lifelong Learning Scholarship Committee 2010-17

Community Service:

2007-2017 (1988-1997, 1999-06) *Palm Beach Post* Pathfinders Awards, Judge

Oct 22 2014. Society of the Four Arts, Palm Beach King Library "Florida Writers Series" Lecture on book: "The Many Faces and Voices of Angela Thirkell".

2006-07 Essay Judge Jupiter High

2003, 2004, 2005 FAU Team: Palm Beach County Literacy Coalition Grown-Up Spelling Bee

Invited to Martin County High 2011-15. Lecture and discussion of sample college course on History of the English Language.

Competitive Grants and Fellowships:**International**

1984 Fulbright Senior Lectureship in TEFL, Summer Institute for Turkish High School Teachers of English, Istanbul, Turkey.

1983-84 Stipend: \$15,000 Fulbright Senior Lectureship in TEFL, Polytechnic Institute of Timisoara, Romania, 1983-84.

1982-83 Stipend: \$15,000 Fulbright Senior Lectureship in Linguistics, University of Bucharest, Romania, 1982-83.

National

1990 Summer Stipend: \$3500 National Endowment for the Humanities. Summer Seminar for College Teachers. Cornell University. Daniel Schwarz, "Critical Perspectives on the High Modernist Tradition."

1978 Summer Stipend: \$2500 National Endowment for the Humanities. Summer Seminar for College Teachers. Columbia University. Edward Said, "Modern Criticism between Culture and System."

FAU

Fall 2011 Sabbatical Leeds University UK

Andrew Furman
Department of English
Florida Atlantic University
777 Glades Road
P.O. Box 3091
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(561) 297-3830
Fax: (561) 297-3807
E-mail: afurman@fau.edu

Education

Ph.D. in English, The Pennsylvania State University, May 1995.

Fields of Study:

- 19th and 20th Century American Literature
- Multi-Ethnic American Literature, including Jewish, Asian, Latino/a and African American Writers
- Literature and the Environment

M.A. in English, The Pennsylvania State University, August 1992.

B.A. in English, Franklin and Marshall College, May 1990.

Academic Employment

Professor, Florida Atlantic University, 2006-

- Chair, Department of English, Spring 2003-2007, Summer 2011-2013
- Director of English Graduate Studies, 2008-2011
- Director of Literatures, Literacies, and Linguistics PhD program, 2007-2009

Associate Professor, Florida Atlantic University, 2001-2006

- Chair, Department of English, Spring 2003-2006
- Associate Chair, Department of English, 2001-2002

Assistant Professor, Florida Atlantic University, 1996-2001

- Assistant Chair/Director of Undergraduate Studies, Department of English, 1999-2001

Lecturer, The Pennsylvania State University, 1995-6

Teaching Assistant, The Pennsylvania State University, 1990-1995

Publications

Books Authored

Goldens Are Here. Green Writers Press [in press].

Bitten: My Unexpected Love Affair with Florida. University Press of Florida, 2014.

- Finalist, 2015 Association for the Study of Literature and the Environment Book Award in Environmental Creative Writing.

My Los Angeles in Black and (Almost) White. Syracuse: Syracuse University Press, 2010.

Alligators May Be Present, a novel. Madison: The University of Wisconsin Press, 2005.

Contemporary Jewish-American Writers and the Multicultural Dilemma: Return of the Exiled. Syracuse: Syracuse University Press, 2000.

Israel Through the Jewish-American Imagination: A Survey of Jewish-American Literature on Israel, 1928-1995. Albany, NY: The State University of New York Press, 1997.

- A *Choice* "Best Academic Book of 1997" (*Choice*, January 1998).

Essays, Articles, Book Chapters and Stories

"What I Remember About Captain Horace Holtkamp." *Terrain.org* 1 Aug 2017.
<http://www.terrain.org/2017/fiction/captain-horace-holtkamp/>

"Griswold No. 10." *Gastronomica* 17.3 (Fall 2017): 91-103.

"Summer Animals." *The Hopper* Issue 2 (2017): 30-34.

"Swimmingly." *Sport Literate* [in press].

"Lovely, Long, and Difficult." *Panhandler Magazine* 16 Jan 2017.
<https://panhandlermagazine.com/2017/01/16/andrew-furman/>

"Bum Farto Is Here." *Saw Palm* 11 (Spring 2017): 9-18.

"To the Lighthouse." *The Florida Review* 40.2 (Fall 2016): 73-87.

"The Problem With Pretty Birds." *Terrain.org* 23 Dec 2015. <http://www.terrain.org/2015/nonfiction/the-problem-with-pretty-birds/>

Nominated by magazine for Pushcart Prize.

"Starting From Seed." *The Southern Review* 51.2 (Spring 2015): 224-238. Named "Notable" essay in *Best American Essays 2016*, eds. Jonathan Franzen and Robert Atwan.

"The Last Patch of Florida Land." *Kudzu House Quarterly* 5.2 (Summer 2015).
<http://quarterly.kudzuhouse.org/summersolstice/5.2/5.2.html>

Nominated by magazine for Pushcart Prize.

"The Nature of the University." *F&M Alumni Arts Review* 4 (Spring 2015): 71-77.

"The Green Vision of Saul Bellow." *The Chronicle of Higher Education* 4 Aug. 2014
<<http://chronicle.com/article/The-Green-Vision-of-Saul/147965/>>

"The Field of the Microscope." *ISLE: Interdisciplinary Studies on Literature and the Environment* 20.3 (Summer 2013): 657-69.

"Unnatural Jews." *Jewish Week* 25 July 2012 <<http://www.thejewishweek.com/arts/books/unnatural-jews>>

"Hiding in Plain Sight: Jeremy Lin and the Power of Cultural Stereotypes." *Jewish Week* 20 Feb. 2012
<http://www.thejewishweek.com/news/new_york/hiding_plain_sight>.

"Have You Hugged Your Fact-Checker Today?" *The Chronicle of Higher Education* 8 Apr. 2011: B20.

"Jewfish." *Jewish Fiction .net* (story) 1.2 Nov. 2010 <jewishfiction.net>.

"Big Wood." *Oxford American* 70 (2010): 54-61.

"The Jewish American Story." *The Blackwell Companion to the American Short Story*. Ed. James Nagel. Oxford: Blackwell Publishing, 2010. 450-65.

- "Snooking." *Agni Online* 11 December 2009 <www.bu.edu/agni/>.
- "Bukiet's Other Side." *Jbooks.com* 27 April 2009 <jbooks.com>.
- "Dara Horn." *Encyclopedia of American Ethnic Literature, Jewish American Literature*. Eds. Alan L. Berger and Gloria L. Cronin. New York: Facts on File, 2009. 126-127.
- "Birding the Border." *Ecotone* 8 (2009): 66-81.
- "The Russification of Jewish-American Fiction." *Zeek* 1 April 2008 <www.zeek.net>.
- "Whither the Jewish Man of Letters." *JBooks.com* 18 Jan. 2008 <JBooks.com>.
- "Killing Them Softly." *Poets & Writers* Nov/Dec 2007: 10-12.
- "Integrated Schools Colored Our World." *Forward* 24 Aug 2007: A9.
- "The Creative Nonfiction Crisis." *Poets & Writers* Sept/Oct 2007: 21-24.
- "A Trip to Venus." *ISLE: Interdisciplinary Studies on Literature and the Environment* 14.1 (Winter 2007): 191-202.
- "The Art of Reading Philip Roth." *Poets & Writers* Sept/Oct 2006: 21-25.
- "The Miraculous Sighting of a Vanished Bird." *The Chronicle of Higher Education* 3 June 2005: B5.
- "Reading and Writing in the MFA Program, and Beyond." *Poets & Writers* on-line Teacher's Guide. <http://www.pw.org/mag/teachersguide/3.html> [22 February 2005].
- "The Jewishness of the Contemporary Gentile Writer: Zadie Smith's *The Autograph Man*." *MELUS* 30.1 (2005): 3-17.
- "Measure Professors' Real Service, Not Lip Service." *The Chronicle of Higher Education* 5 Nov 2004: B20.
- "The Vanishing Art of the Book Review." *Sh'ma* (March 2004): 6.
- "Trading Places." *The Penn Stater* May/June 2004: 11.
- "The Trouble With Students." *Thought & Action: The NEA Higher Education Journal* 19.2 (Winter 2004): 71-77.
- "The Academy and My Jewish Problem." *Image: A Journal of the Arts and Religion* 39 (Summer 2003): 85-91.
- "The Tale of a Cuban Immigrant." *ISLE: Interdisciplinary Studies on Literature and the Environment* 10.2 (Summer 2003): 147-54.
- "Revisiting Literary Blacks and Jews." *The Midwest Quarterly* (Winter 2003): 131-47.
- "Melvin Bukiet." *Holocaust Literature. Vol. 1*. Ed. S. Lillian Kremer. New York: Routledge, 2003: 194-198.
- "Thane Rosenbaum." *Holocaust Literature. Vol. 2*. Ed. S. Lillian Kremer. New York: Routledge, 2003: 1021-1026.
- "I'm Not A Chairman, I'm a Professor." *The Chronicle of Higher Education* 29 Nov 2002: B10-B11.
- "Thoreau in the Everglades." *The Chronicle of Higher Education* 16 Aug 2002: B10-B11.

- "The Exaggerated Demise of the Jewish-American Writer." *The Chronicle of Higher Education* 6 July 2001: B7-B9.
- "A Conversation with Steve Stern." (Interview). *Pakn Treger* (Summer 2001): 6-12.
- "Is the Jew in Vogue?" *Tikkun* Nov./Dec. 2000: 29-31, 52.
- "No Trees Please, We're Jewish." *ISLE: Interdisciplinary Studies on Literature and the Environment* 7.2 (Summer 2000): 115-36. Rpt. in *The Isle Reader: Ecocriticism, 1993-2003*. Eds. Michael P. Branch and Scott Slovic. Athens: University of Georgia Press, 2003. 49-71.
- "Confessions of a National Jewish Book Award Judge." *Tikkun* May/June 2000: 28-30.
- "No Trees Please, We're Jewish." *Tikkun* Nov./Dec. 1999: 73-77 [The original, shorter, version of the article by the same name above].
- "Immigrant Dreams and Civic Promises: (Con) Testing Identity in Early Jewish-American Literature and Gish Jen's *Mona in the Promised Land*." *MELUS: The Journal of the Society for the Study of the Multi-Ethnic Literature of the United States* 25.1 (Spring 2000): 209-26. Rpt. in *Short Stories For Students*, ed. Matt Derda. Farmington Hills, MI: Gale [in press].
- "Jewish-American Stories of the Holocaust." *The Columbia Companion to the 20th Century American Short Story*. Ed. Blanche Gelfant. New York: Columbia University Press, 2000. 94-101.
- "Jewish-American Fiction and the Multicultural Curriculum in the United States; or, What Is Jewish-American Fiction?" *English Academy Review* 15 (Dec. 1998 [publication date: Dec. 1999]): 67-80.
- "Saul Bellow's 'Him with His Foot in His Mouth': Why Bellow (and Other Writers) Matter." *Small Planets: Saul Bellow and the Art of Short Fiction*. Ed. Gloria Cronin and Gerhard Bach. East Lansing, MI: Michigan State University Press, 2000. 239-52.
- "Inheriting the Holocaust: Jewish-American Fiction and the Double-Bind of the Second Generation Survivor." *The Americanization of the Holocaust*. Ed. Hilene Flanzbaum. Baltimore: Johns Hopkins University Press, 1999. 83-101.
- "Tough Jews: A Dissent." *Tikkun* Jan./Feb. 1999: 73-77.
- "The Importance of Saul Bellow." *English Academy Review* 14 (Dec. 1997 [publication date: Dec. 1998]): 59-72.
- "Reading Herself and Others: The Essays of Cynthia Ozick." *English Academy Review* 13 (Dec. 1996 [publication date: February, 1998]): 103-12.
- "Hooping it up at the JCC: A Gym Rat's Reflections on (Court) Etiquette." *Jewish Currents* Jan. 1998: 12-15, 42.
- "The Jewish-American Writer, Emergent Israel, and Allegra Goodman's *The Family Markowitz*." *Shofar* 16.2 (1998): 8-24.
- "Did Malamud's Jewish Vision Wane?" *Modern Jewish Studies Annual* 10 [*Yiddish* 10.4] (1997): 34-46. Rpt. in *Twentieth-Century Literary Criticism, Vol. 129*. Ed. Linda Pavlovski. Detroit, MI: Thomson Gale, 2002. 205-209.
- "Imagining Jews, Imagining Gentiles: A New Look at Saul Bellow's *The Victim* and Bernard Malamud's *The Assistant*." *Studies in American Jewish Literature* 16 (1997): 93-102.
- "Hugh Nissenson." *Contemporary Jewish-American Novelists: A Bio-Critical Sourcebook*. Ed. Joel Shatzky and Michael Taub. Westport, CT: Greenwood Publishing Group, 1997. 234-41.
- "The Return of Moses Bellybutton." *Midstream* Jan. 1997: 36-38.

"Anne Roiphe's Ambivalence: A Jewish Feminist Looks at Israel." *MELUS* 21.2 (1996): 123-39.

"Saul Bellow's Middle East Problem." *Saul Bellow Journal* 14.1 (1996): 40-67.

"Surviving Success: Jewish-American Fiction After Alienation." *Response* Winter/Spring 1996: 10-21.

"Zionism in Chaim Potok's *The Chosen*, Messianic Complications and Current Crises." *Midstream* Jan. 1996: 39-42.

"A New Other Emerges in American-Jewish Literature: Philip Roth's Israel Fiction." *Contemporary Literature* 36.4 (1995): 633-53. Rpt. In *Philip Roth: Modern Critical Views*. Ed. Harold Bloom. New York: Chelsea House, 2003. 145-162.

"Ethnicity in Saul Bellow's *Herzog*: The Importance of the Napoleonic Street Memories." *Saul Bellow Journal* 13.1 (1995): 41-51.

"Hugh Nissenson's Israel: In Search of a Viable Israeli Ethos." *Studies in American Jewish Literature* 13 (1994): 59-71.

"The Ineluctable Holocaust in the Fiction of Philip Roth." *Studies in American Jewish Literature* 12 (1993): 109-21.

Reviews

Rev. of *The New Diaspora: The Changing Landscape of American Jewish Fiction*. Edited by Victoria Aarons, Avinoam J. Patt, and Mark Shechner, 5 May 2016.

http://oxfordjournals.org/our_journals/alhist/alhreview_series6.html?src=homepage

"Dara Horn's 'A Guide for the Perplexed Entwines Ancient, Modern Times.'" Rev. of *A Guide for the Perplexed*, by Dara Horn. *The Miami Herald* 14 Sep. 2013.

"After the Tragedy." Rev. of *The World Without You*, by Joshua Henkin. *The Miami Herald* 24 June 2012.

"Mail-order Bride in a Strange World." Rev. of *The Little Bride*, by Anna Solomon. *The Miami Herald* 18 Sep. 2011.

Rev. of *Promised Lands: New Jewish American Fiction on Longing and Belonging*. Ed. Derek Rubin. *Shofar* [in press].

"Eastern Promises Made in *The Museum of Innocence*." Rev. of *The Museum of Innocence*, by Orhan Pamuk. *The Miami Herald* 18 Oct. 2009.

"All Other Nights About Civil War and the Jews." Rev. of *All Other Nights*, by Dara Horn. *The Miami Herald* 19 April 2009.

"Writing Well Outside the Outside" Rev. of *Songs For the Butcher's Daughter*, by Peter Manseau. *JBooks.com* 17 Nov 2008 <JBooks.com>.

"Not Quite White." Rev. of *The End of the Jews*, by Adam Mansbach. *JBooks.com* 23 May 2008 <JBooks.com>.

Rev. of *Central Park in the Dark*, by Marie Winn, and *A Supremely Bad Idea*, by Luke Dempsey. *Birding* Nov/Dec 2008: 76-82.

"Telling Tales." Rev. of *The Enchantress of Florence*, by Salman Rushdie. *The Miami Herald* 1 June 2008: 6M.

"Sad Sacks." Rev. of *The View From the Seventh Layer*, by Kevin Brockmeier. *The Miami Herald* 23 March 2008: 8M.

"Literary Puzzle." Rev. of *Diary of a Bad Year*, by J. M. Coetzee. *The Miami Herald* 6 Jan. 2008: 6M.

"Ranting At God." Rev. of *Foreskin's Lament*, by Shalom Auslander. *The Miami Herald* 4 Nov. 2007: 6M.

"The Good Doctor and His Tribulations." Rev. Of *North River*, by Pete Hamill. *The Miami Herald* 12 June 2007: 3M.

"In Chaos." Rev. of *The Ministry of Special Cases*, by Nathan Englander. *The Miami Herald* 22 April 2007: 3M.

"Cracking Gum—and Stereotypes." Rev. of *How This Night Is Different*, by Elisa Albert. *Forward* 14 July 2006: 12.

"Home-Grown Hate." Rev. of *Terrorist*, by John Updike. *The Miami Herald* 4 June 2006: 6M.

"When a Suicide Bomber Is in the Family . . ." Rev. of *The Attack*, by Yasmina Khadra. *The Miami Herald* 28 May 2006: 4M.

"Sex, Lies, and the German Occupation." Rev. of *The Mercy Room*, by Gilles Rozier. *Forward* 10 March 2006: 14.

"Scandalous Passions, Poisonous Obsessions." Rev. of *Her Body Knows*, by David Grossman. *The Miami Herald* 22 May 2005: 5M.

Rev. of *The Task of This Translator*, by Todd Hasak-Lowy. *Jewish Book World* 23.1 (Winter 2005): 48.

"Hidden Truths." Rev. of *Joy Comes in the Morning*, by Jonathan Rosen. *The Miami Herald* 26 Sep. 2004: 6M

"Into the Storm." Rev. of *Snow*, by Orhan Pamuk. *The Miami Herald* 15 Aug. 2004: 6M.

"Arab Adrift in a Jewish World." Rev. of *Dancing Arabs*, by Sayed Kashua. *The Miami Herald* 9 May 2004: 7M.

"Stray Dog Unites Two Lost Souls in Jerusalem." Rev. of *Someone to Run With*, by David Grossman. *The Miami Herald* 11 January 2004: 7M.

"Odious Characters, Glimpses of Kindness." Rev. of *A Faker's Dozen*, by Melvin Jules Bukiet. *The Miami Herald* 12 Oct. 2003: 7M.

"Chicago Jews Growing Older, Perhaps Wiser." Rev. of *Fabulous Small Jews*, by Joseph Epstein. *The Miami Herald* 3 Aug. 2003: 2L.

"Danny Grapples With Fifth Grade." Rev. of *The Beginning of Calamities*, by Tom House. *The Miami Herald* 1 June, 2003: 3L.

"The Cuba Cliche, In All Its Tropical Trappings." Rev. of *King Bongo*, by Thomas Sanchez. *The Miami Herald*. 18 May 2003: 3L.

"The Pull of the Past on People's Souls." Rev. of *The Dialogues of Time and Entropy*, by Aryeh Lev Stollman. *The Miami Herald* 2 March 2003: 2L.

"Macmillan Gets Swallowed Up By Mystical Poems." Rev. Of *Abandon, A Romance*, by Pico Iyer. *The Miami Herald* 2 Feb. 2003: 3L.

"Stull Tests the Boundaries of Amish Rules, Camp Codes." Rev. of *Avoidance*, by Michael Lowenthal. *The Miami Herald* 29 Dec 2002: 2L.

- Rev. of *The Six-Day War and World Jewry*, ed. Eli Lederhendler. *American Jewish History* 90.1 (March 2002): 83-85.
- "With Death Near At Hand, Survivors Reconsider Life." Rev. of *The Judges*, by Elie Wiesel. *The Miami Herald* 1 Sep. 2002: 2L.
- "Expats Can't Find Real Life in Budapest." Rev. of *Prague*, by Arthur Phillips. *The Miami Herald* 16 June 2002: 2L.
- "The Second Generation's Terrible Holocaust Inheritance." Rev. of *Nothing Makes You Free: Writings By Descendants of Jewish Holocaust Survivors*, ed. Melvin Jules Bukiet. *The Miami Herald* 14 April 2002: 2L.
- "Summoning the Holocaust's Spirits." Rev. of *The Golems of Gotham*, by Thane Rosenbaum. *The Miami Herald* 3 March 2002: 3L.
- "Dinn Lends an Ear to Tales of Jewish Conflict." Rev. of *Old Men At Midnight*, by Chaim Potok. *The Miami Herald* 28 Oct. 2001: 3L.
- "Reliving the Wild Life of a Wild West Legend." Rev. of *Bucking the Tiger*, by Bruce Olds. *The Miami Herald* 26 Aug. 2001: 2L.
- "Disfigured Puppet Seeks Big Answers." Rev. of *Strange Fire*, by Melvin Jules Bukiet. *The Miami Herald* 24 June 2001: 2L.
- "Stuart's Heartbroken When Best Friend Oliver Steals Gillian." Rev. of *Love, Etc.*, by Julian Barnes. *The Miami Herald* 11 Feb. 2001: 5M, 11M.
- "Rekindling a World of Secrets Forever Lost to the Holocaust." Rev. of *More Stories From My Father's Court*, by Isaac Bashevis Singer. *The Miami Herald* 26 Nov. 2000: 9M, 11M..
- "Recreating the Experience of the Kabbalah." Rev. of *Dreams of Being Eaten Alive: The Literary Core of the Kabbalah*, by David Rosenberg. *The Miami Herald* 23 July 2000: 8M.
- "Underworld Has Lost Some of Its Romance." Rev. of *Omerta*, by Mario Puzo. *The Miami Herald* 2 July 2000: 10M.
- "From Facsimile WASP to Brooklyn Jew." Rev. of *Enlarging America: The Cultural Work of Jewish Literary Scholars, 1930-1990*, by Susanne Klingenstein. *Modern Jewish Studies Annual* [in press].
- "Silk Gets Caught Up in America's Piety Binge." Rev. of *The Human Stain*, by Philip Roth. *The Miami Herald* 7 May 2000: 5M, 11M.
- "Straining for a New Definition of the Novel--and God." Rev. of *City of God*, by E. L. Doctorow. *Forward* 18 Feb. 2000: 11-12.
- Rev. of *Six Israeli Novellas*, ed. Gershon Shaked. *Shofar* 19.1 (Fall 2000): 150-52.
- "Separating the Cheats From the Goats." Rev. of *The Hand Before the Eye*, by Donald Friedman. *Forward* 17 March 2000: 11-12.
- "A Prisoner of Rage in the Holocaust's Aftermath." Rev. of *Second Hand Smoke*, by Thane Rosenbaum. *Midstream* Sep./Oct. 1999: 42-43.
- Rev. of *These "Colored" United States: African American Essays from the 1920s*, eds. Tom Lutz and Susanna Ashton. *MELUS* 24.1 (Spring 1999): 262-65.
- "A Cynical Analysis of Black-Jewish Relations in the United States." Rev. of *Blacks in the Jewish Mind: A Crisis of Liberalism*, by Seth Forman. *H-Judaic* [in press].

"In the Rainforest With John Muir and Maimonides." Rev. of *Andes Rising*, by James Munves. *Forward* 27 Aug. 1999: 11.

"Making Magic Over Memphis." Rev. of *The Wedding Jester*, by Steve Stern. *Forward* 4 June 1999: 11-12.

"Refuting Howe With an Anthology: Gerald Shapiro Sees a Bright Future for Jewish Fiction." Rev. of *American Jewish Fiction: A Century of Stories*, ed. Gerald Shapiro. *Forward* 23 Apr. 1999: 13-14.

"Chasids in the Catskills." Rev. of *Kaaterskill Falls: A Novel*, by Allegra Goodman. *Midstream* April 1999: 47-48.

"Of Time and the River: Secrets of the *Vilda Haya* Sisterhood." Rev. of *The River Midnight*, by Lilian Nattel. *Forward* 8 January 1999: 1, 11-12.

"The Contemporary Novel Meets 16th Century Lisbon." Rev. of *The Last Kabbalist of Lisbon*, by Richard Zimler. *Midstream* Sept./Oct. 1998: 39-40.

"Our Memories, It Seems, Have Lives of Their Own': For Harvey Grossinger, the Past is Prologue." Rev. of *The Quarry*, by Harvey Grossinger. *Forward* 19 June 1998: 11-12.

Rev. of *The "Other" New York Jewish Intellectuals*, ed. Carol Kessner. *MELUS* 22.3 (Fall 1997): 209-211.

"Revisiting Bernard Malamud's Moral Universe." Rev. of *Bernard Malamud: The Complete Stories*. *Forward* 31 Oct. 1997: 11-12.

Rev. of *Character and Narration in Saul Bellow's Short Fiction*, by Marriane Friedrich. *Studies in American Jewish Literature* 16 (1997): 135-37.

"Of Hunger." Rev. of *Eve's Apple*, by Jonathan Rosen. *Midstream* June/July 1997: 41-42.

Rev. of *Lest Memory Cease: Finding Meaning in the American Jewish Past*, by Henry L. Feingold. *H-Judaic* Feb. 1997.

"Two New Resources For Jewish-American Literary Studies" (with Daniel Walden). Rev. of *Jewish American Fiction Writers: An Annotated Bibliography*, eds. Gloria Cronin, Blaine H. Hall and Connie Lamb, and *Jewish-American Fiction*, by Sanford Pinsker. *Resources for American Literary Study* 22.2 (1996): 255-60.

"Defending Integration." Rev. of *Worrying About Race 1985-1995: Reflections During a Troubled Time*, by Sanford Pinsker. *Midstream* Aug./Sep. 1996: 43-44.

"Flirting with Hasidism." Rev. of *The Here and Now*, by Robert Cohen. *Midstream* May 1996: 45-46.

Rev. of *Saul Bellow: A Mosaic*, ed. L. H. Goldman, Gloria Cronin and Ada Aharoni. *Studies in American Jewish Literature* 12 (1993): 144-46.

Rev. of *Philip Roth Revisited*, by Jay Halio and *Understanding Philip Roth*, by Murray Baumgarten and Barbara Gottfried. *Studies in American Jewish Literature* 12 (1993): 147-49.

Interviews

Featured Guest on radio program, "Topical Currents," 91.3 WLRN FM, August 28, 2014.

<http://wlrn.org/post/unexpected-love-affair-florida>

Featured Guest on radio program, "Conner Calling," 89.1 WUFT FM, May 16, 2014.

<http://www.wuft.org/conner-calling/2014/05/16/friday-may-16th-andrew-furman/>

Presentations

Featured Speaker, "*Bitten*," Society of the Four Arts: Florida Voices," Palm Beach, FL, January 28, 2015.

Featured Speaker, "*Bitten*," Boca Raton Museum, January 22, 2015.

Featured Speaker, "Starting from Seed," *Sigma Tau Delta* event, November 10, 2014.

Featured Speaker, "*Bitten*," National Day of Writing, FAU, October 20, 2014.

Featured Speaker, "*Bitten*," Book Fair: Reflecting Florida: How Agriculture, Art & Activism Shape Our State, East End Market, Orlando, FL, October 19, 2014.

Featured Speaker, "*Bitten*," Schmidt Gallery, FAU, October 10, 2014.

Guest Speaker, "On Writing *Bitten*," TOPS Piano Camp, June 18, 2014.

Featured Speaker, "Fishing Florida," FAU Marine and Coastal Forum, April 29, 2013.

Keynote Address, "On Writing *My Los Angeles in Black and (Almost) White*," 17th Annual American Literature Association's Jewish American & Holocaust Literature Symposium, Miami Beach, FL, November 15, 2011.

Nonfiction Reading of *My Los Angeles in Black and (Almost) White*, Faculty Author Series, D. F. Schmidt College of Arts and Letters, April 19, 2011.

Nonfiction Reading/Discussion of *My Los Angeles in Black and (Almost) White*, Black History Month at FAU, Feb. 24, 2011.

Featured Roundtable Panelist, "Standing (and Sitting) For Trees and Others." Hosted by the FAU Women's Studies Program, April 12, 2011.

Featured Author, *My Los Angeles in Black and (Almost) White*, Literary Authors Series at FAU, Feb. 10, 2011.

Featured Roundtable Panelist, "Land and Environment." Future of the South symposium. Hosted by *Oxford American Magazine*. National Archives, Washington, D. C. Oct. 5, 2010.

Nonfiction Reading/Discussion of *Reunion: My Los Angeles in Black and (Almost) White*, Festival of the Arts Boca 2009, Boca Raton, FL, March 14, 2009.

Fiction Reading/Discussion of *Alligators May Be Present*, Temple Beth El, Boca Raton, FL, February 16, 2007.

Fiction Reading/Discussion of *Alligators May Be Present*, Virginia Festival of the Book, Charlottesville, VA, March 24, 2006.

Fiction Reading/Discussion of *Alligators May Be Present*, "Barnstormer or regionalists? Contemporary Fiction's Sense of Place." AWP Conference, Austin, TX, March 11, 2006.

Discussion of *Alligators May Be Present*, *Contemporary Jewish American Writers and the Multicultural Dilemma*, and *Israel Through the Jewish American Imagination*, An event sponsored by the Palm Isles Book Club, Border's Books and Music, Boynton Beach, FL, January 12 and 13, 2006.

Fiction Reading/Discussion of *Alligators May Be Present*, "Celebrating Jewish Book Month." An event sponsored by the KULTUR program, Florida Atlantic University, November 30, 2005.

Fiction Reading/Discussion of *Alligators May Be Present*, "Readings in Ethnic Literature." An event sponsored by Ethnic Studies Certificate Program, Florida Atlantic University, October 21, 2005.

Fiction Reading/Discussion of *Alligators May Be Present*, Barnes & Noble in Boca Raton. June 28, 2005.

Fiction Reading/Discussion of *Alligators May Be Present*, Scribblers on the Roof Reading Series, New York, New York. June 20 2005.

Fiction Reading/Discussion of *Alligators May Be Present*, Hadassah Conference 2005 (Greater Miami and Florida Broward Regions), May 20 2005.

Fiction Reading/Discussion of *Alligators May Be Present*, Border's Books in Boca Raton. April 15 2005.

"Isaac Bashevis Singer." Interview with Bill Dudley of The Florida Humanities Council. October 2004.
www.flahum.org/sections/programs/radio/index.html

"The Return of the Exiled." Keynote Presentation. The National Yiddish Book Center Conference, Jewish Fiction: The New Voices. April 26-28 2002.

"No Trees Please, We're Jewish: The Ecological Ambivalence of Jewish-American Literature and Culture." The Daniel Walden Lecture Series in American Studies, Penn State University, April 28, 2000.

Conference Presentations

Speaker, "Beyond Bagels and Lox: Jewish American Fiction in the 21st Century." AWP Convention. Washington, D. C., Feb. 2-5, 2011.

Chair, "A Question of Authenticity: Race and Language in Jewish-American Thought." MELUS Society 20th Annual Conference, April 2006.

Chair, "Literature: Authors and Characters." New Scholarship on Women and Judaism, Gimelstob Symposium in Judaic Studies, Boca Raton, February 2006.

Speaker, "*Alligators May Be Present*: A Fiction Reading." ALA Jewish-American and Holocaust Literature Symposium, Boca Raton, October 2004.

Chair, "Philip Roth Society Panel 2." ALA Jewish-American and Holocaust Literature Symposium, Boca Raton, October 2004.

Chair, "Magical Realism: Past and Present." ALA Jewish-American and Holocaust Literature Symposium, Boca Raton, October 2004.

Speaker, "Zadie Smith's Jewish Novel, *The Autograph Man*." MELUS Society 18th Annual Conference: Transfronterismo, San Antonio, April 2004.

Chair, "Race Racism and Identity in American Literature." MELUS Society 18th Annual Conference: Transfronterismo, San Antonio, April 2004.

Speaker, "The Jewishness of the Contemporary Christian Writer." ALA Jewish-American and Holocaust Literature Symposium, Boca Raton, October 2003.

Chair, "Global Diaspora." MELUS Society 17th Annual Conference: Home-place, Identities, and the Political in US Ethnic Literature, Boca Raton, April 2003.

Chair, "Class and Race." MELUS Society 17th Annual Conference: Home-place, Identities, and the Political in US Ethnic Literature, Boca Raton, April 2003.

Chair, "Generations and Memory." The Modern Language Association Conference, New York, December 2002.

Chair, "Jewish American Literature: New Voices." The Modern Language Association Conference, New Orleans, December 2001.

Speaker, "On Writing an Eco-Jewish Novel." The Association For the Study of Literature and the Environment, Flagstaff, June 2001.

Speaker, "The Changing Landscape of Jewish-American Fiction." The American Comparative Literature Association, Boulder, April 2001.

Speaker, "Is the Jew in Vogue?" Jewish-American and Holocaust Literature: Roundtables, Papers, and Play (An American Literature Association Symposium), Delray Beach, November 2000.

Speaker, "So Many Books, So Little Time: Reflections of a National Jewish Book Award Judge." American Literature Association, Long Beach, May 2000.

Chair, "Saul Bellow, Bernard Malamud and Cynthia Ozick." American Literature Association, Long Beach, May 2000.

Chair, "Translation: The Difference that Language Makes." Modern Language Association Conference, Chicago, December, 1999.

Speaker, "Steve Stern's Magical Stories of *Tikkun*," Jewish-American and Holocaust Literature: Literary Luminaries and Rising Stars (An American Literature Association Symposium), Delray Beach, October 1999.

Chair, "Philip Roth's Literary Grandchildren," Jewish-American and Holocaust Literature: Literary Luminaries and Rising Stars (An American Literature Association Symposium), Delray Beach, October 1999.

Speaker, "Jewish-American Literature and the Multicultural Curriculum." Association of Jewish Libraries Convention, Boca Raton, June 1999.

Speaker, "Rebecca Goldstein's Feminist/Jewish Problem." American Literature Association, Baltimore, May 1999.

Chair, "Tales from the Editor's Desk." Jewish-American and Holocaust Literature in the 1980s and 1990s (An American Literature Association Symposium), Boca Raton, October, 1998.

Chair, "New Jewish Writers and Children of the Holocaust." American Literature Association, San Diego, May 1998.

Speaker, "The Jewish-American Writer, Emergent Israel, and Allegra Goodman's *The Family Markowitz*." Modern Language Association Conference, Toronto, December 1997.

Speaker, "Toward an Ethical (Re-) Definition of Jewish Literature: The Fiction of Robert Cohen." Re-visioning Jewish-American and Holocaust Literature (An American Literature Association Symposium), Delray Beach, October 1997.

Chair, "Jewish-American Literature and the Multicultural Curriculum." Re-visioning Jewish-American and Holocaust Literature (An American Literature Association Symposium), Delray Beach, October 1997.

Speaker, "Thane Rosenbaum's *Elijah Visible* and the Double-Bind of the Second-Generation." American Literature Association Conference, Baltimore, May 1997.

Speaker, "Imagining Jews, Imagining Gentiles: A New Look at Saul Bellow's *The Victim* and Bernard Malamud's *The Assistant*," American Literature Association Conference, San Diego, May 1996.

Chair, "Philip Roth: Jewish Mischief-Maker or Postmodern Master?" Northeast Modern Language Association Conference, Montréal, April 1996.

Speaker, "Hugh Nissenson's Israel: What Kind of State is a Jewish State?" Northeast Modern Language Association Conference, Montréal, April 1996.

Chair, "Saul Bellow and His Contemporaries," Northeast Modern Language Association Conference, Boston, April 1995.

Chair, "Gender: Images of Women in Fiction and Life," Popular/American Culture Association Conference, Philadelphia, April 1995.

Speaker, "A New Other in American-Jewish Literature?" American Literature Association Conference, Baltimore, May 1995.

Speaker, "Israel and the Jewish-American Woman," Popular/American Culture Association Conference, Philadelphia, April 1995.

Speaker, "Family Values in Bernard Malamud's Fiction: A Consistent Policy?" Northeast Modern Language Association Conference, Boston, April 1995.

Speaker, "Anne Roiphe's Angst: A Jewish Feminist Looks at Israel," Mid-Atlantic Popular/American Culture Association Conference, Wheeling, October 1994.

Speaker, "Saul Bellow's Middle East Problem," Northeast Modern Language Association Conference, Pittsburgh, April 1994.

Speaker, "The Ineluctable Holocaust in the Recent Fiction of Philip Roth," American Literature Association Conference, Baltimore, May 1993.

Speaker, "The Importance of Napoleon Street in Bellow's *Herzog*," Mid-Atlantic Popular/American Culture Association Conference, Georgetown, October 1992.

Instructional Activity

Florida Atlantic University

2000-level

AML 2010: American Literature to 1865

LIT 2010: Interpretation of Fiction

Upper-Division

ENG 3822: Intro to Literary Studies

AML 3265: Florida Women Writers

AML 4311: Major American Writers, 19th Century

AML 4223: American Literature: 19th Century Traditions

AML 4321: Major American Writers, 20th Century

AML 4663: Jewish-American Literature

ENC 3310: Advanced Exposition

AML 3121: American Novel: 20th Century

AML 4930: Writing in America

LIT 4930: Fiction/Multiculturalism

AML 4930: Asian-American Literatures

LIT 4434: Literature and the Environment

ENG 4940: English Internship
CRW 3010: Creative Writing
CRW 4121: Fiction Workshop 2
CRW 4211: Creative Nonfiction Workshop

Graduate Seminars

AML 6938: Emerson & Thoreau
LIT 5937: Ellison, Morrison, Faulkner
AML 6305: Bellow, Roth, Ozick
AML 6686: Faulkner, Ellison, Wright
AML 6938: Jewish-American Fiction
LIT 6105: Jewish-American Literature
ENG 6925: Colloquium in English
AML 6686: Asian American Literatures
LIT 5009: Literature and the Environment
CRW 6024: Writing Across Genres
CRW 6024: Creative Nonfiction
CRW 6130: Fiction Workshop
CST 7302: The Novelist as Intellectual

Service

University

2006: Search Committee, Interim Dean, Dorothy F. Schmidt College of Arts and Letters
2001-04: Secondary Teacher Education Coordinating Committee
2000-ongoing: Mentor, FAU Connections Mentoring Program, Office of Multicultural Affairs
2002-04: General Education/Core Taskforce
2003: Book Arts Committee
2001-02: Freshman mentor, FAU Office of Retention

Dorothy F. Schmidt College of Arts and Letters

2012- : Center for Women, Gender, and Sexuality Studies Executive Committee
2012-13: Eminent Scholar Review Committee for Dr. Alan Berger
2008: PhD Self-Study Committee
2008- : Promotion and Tenure Committee
2008- : Graduate Programs Committee
2007-2008: Director, LLL Track of Comparative Studies PhD program
2005-2006: Search Committee, Assistant Professor, Pre-Modern Judaic Studies
2005-2006: Search Committee, Assistant Professor, Race and Ethnicity
2006: Judaic Studies Symposia Coordinating Committee, New Scholarship on Women and Judaism
2005-ongoing: Jewish Studies Executive Committee
2005 Judaic Studies Symposia/Book Project Coordinating Committee, The Bible
2003-4: Search Committee, Gimelstob Chair of Judaic Studies
2003-ongoing: Executive Committee of Literatures, Literacies, and Linguistics Track of PhD Program in Comparative Studies
2002-2008: Peace Studies Committee
2002-2004: Kultur Committee
2004: Executive Screening Committee for Fine and Performing Arts Track of PhD Program in Comparative Studies
1997-2004: Holocaust and Judaic Studies Program Committee
2002-03: Diaspora Convention Advisory Committee
2001-03: Promotion and Tenure Committee
1999-03: Curriculum Sub-committee for the PhD Program in Comparative Studies
1999-01: Undergraduate Programs Committee, English Department Representative
1999-00: Environmental Studies M.A. Certificate Committee

1999-00: Lattner Grant in Environmental Studies Screening Committee

Department of English

2008- : Director of Graduate Studies

2009-10: Hiring Committee, Rhetoric and Composition

2008-09: Hiring Committee, Creative Nonfiction (Chair)

2003-2007 : Department Chair

2002-03: EGSS (English Graduate Student Society) Advisor

2002-03: Hiring Committee, Fiction Writer (Chair)

2002-03: Creative Writing Committee

2001-03: Faculty Evaluation Committee

2001-03: Instructor of Record (IOR) for G.A.'s teaching ENC 1101 and 1102

2001-02: Department Associate Chair

2000-01: Hiring Committee, Multicultural Literature (Chair)

2000-01: Hiring Committee, Fiction Writer

1999-01: Assistant Department Chair

1999-01: By-Laws Committee

1999-01: Assistant Chair/Director of Undergraduate Studies

1999-01: Undergraduate Studies Committee (Chair)

1999-00: Hiring Committee, Composition Theory and Pedagogy (Chair)

1999-00: Hiring Committee, Full-Time Instructorship Positions

1998-99: Hiring Search Committee, Theory Position

1997-98: Hiring Search Committee, Fiction Writer

1996-99: Undergraduate Studies Committee

1996-99: Awards and Invitations Committee

1996-98: Faculty Advisor for *Coastlines* (Literary Publication of English Dept.)

1996-97: Hiring Search Committee, African-American Literature

External Professional Service

Editorial Board Member. *MELUS: Multiethnic Literature of the United States*. 2005-.

Editorial Board Member. *Shofar: An Interdisciplinary Journal of Jewish Studies*. 2010-.

MELUS Annual Conference Advisory Committee, 2011.

MELUS Annual Conference Advisory Committee, 2006.

Nominator, The John D. and Catherine T. MacArthur Fellows Program, 2004.

External Evaluator, The John D. and Catherine T. MacArthur Fellows Program, 2003, 2008.

Judge, The National Jewish Book Award for Fiction, 1999, 2000, 2001, 2002, 2003, and 2004.

Executive Board Member, Modern Language Association Discussion Group on Jewish-American Literature (1998-2002).

Program Co-Director, Jewish-American and Holocaust Literature: Roundtables, Papers and Play (An American Literature Association Symposium), Delray Beach, November 2000.

Associate Editor. *Studies in American Jewish Literature* 12 1993-2000.

Contributing Editor. *Tikkun* 1998-2002.

Program Co-Director, Jewish-American and Holocaust Literature: Literary Luminaries and Rising Stars (An American Literature Association Symposium), Delray Beach, October 1999.

Book Editor. *Modern Jewish Studies Annual* 11 1999.

Assistant to the Director, Jewish-American and Holocaust Literature of the 1980's and 90's (An American Literature Association Symposium), Delray Beach, October 1998.

Assistant to the Director, Re-visioning Jewish-American and Holocaust Literature (An American Literature Association Symposium), Delray Beach, October 1997.

Manuscript Reviewer:

- *PMLA*
- *Organization & Environment*
- University of Delaware Press
- State University of New York Press

- *MELUS*
- Prentice Hall
- University of Wisconsin Press
- *Twentieth-Century Literature*
- Syracuse University Press
- University of Alabama Press
- University of Missouri Press
- Texas Tech University Press

External Community Service

Book Club Leader, Boca Raton Community Book Club, 2004-2006.

Member, Board of Directors, Audubon Foundation for the Environment, Palm Beach County, 2003-.

Speaker, "The Future of the Jewish-American Novel." Friends of the Boynton Beach City Library, January 28, 2003.

Institute of Jewish Studies Committee Member, Temple Beth El of Boca Raton, 2000-03

Book Club Leader, Temple Beth El of Boca Raton, 1999-2003 .

Speaker, "Is the Jew in Vogue?" Temple Beth El Heritage Club, January 14, 2001.

Speaker, "The Environment and Jewish-American Literature," Temple Beth El Brotherhood Breakfast, October 31, 1999.

Speaker, "Reading I. L. Peretz," Border's Book Reviews of the Schocken Books Yiddish Classics Series, November 9, 1997.

Speaker, "What's Jewish about Jewish-American Literature," Boca Raton Havurah Group, May 18, 1997.

Guest Lecturer, "Singing the Lord's Song: Chaim Potok's *The Chosen*," Life-long Learning Society, March 11, 1997.

Speaker, "Anne Roiphe's *Lovingkindness*," Book Discussion for the Organization for Rehabilitation and Training, Boca Raton, November, 1996.

Select Awards

- "Starting From Seed" named "Notable" essay in *Best American Essays 2016*, eds. Jonathan Franzen and Robert Atwan.
- *Bitten* named as Finalist for 2015 Association for the Study of Literature and the Environment Book Award in Environmental Creative Writing.
- Researcher of the Year, Associate Level, Florida Atlantic University, 2005-2006.
- Researcher of the Year, Assistant Level, Dorothy F. Schmidt College of Arts and Letters, 2000-2001.
- Advisor of the Year, Dorothy F. Schmidt College of Arts and Letters, 2000-2001.
- Advisor of the Year, Florida Atlantic University, 2000-2001
- *Israel Through the Jewish American Imagination* selected as one of the "Best Academic Books of 1997" by *Choice*.

JEFFREY ROBERT GALIN

(updated 1-26-2018)

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Florida Atlantic University
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(561) 297-1221

EDUCATION

Ph.D. Cultural and Critical Studies, specializing in Composition Studies, University of Pittsburgh, Winter 1996.
M.A. English, University of Alabama, Tuscaloosa, AL, 1988.
B.A. English, Emory University, Atlanta, GA, 1983.

DISSERTATION

"Sixty Years Of Multicultural Education Unmasked: A Study of Discursive Strategies and Institutional Practices"

This work examines relationships among four key historical periods (1930s, 1950s, 1970s, and 1990s) within which multicultural education arises as an American national concern, in order to explore why multicultural education remains such a volatile preoccupation for educators and what impact multicultural education appears to have on selected university writing programs across the country.

ACADEMIC EMPLOYMENT

Associate Professor, English Department, Florida Atlantic University, Boca Raton, Fall 2004.
Assistant Professor, English Department, Florida Atlantic University, Boca Raton, Fall 2000 to Spring 2004.

Assistant Professor, English Department, California State University, San Bernardino, Winter 1997-Spring 2000.

Visiting Instructor, English Department, The University of Pittsburgh, 1995-1996.

Part Time Faculty, English Department, The University of Pittsburgh, 1987-1988, 1994-1995.

HONORS AND AWARDS

- College grant for Sharon Daniel exhibit to support faculty and student projects, Spring 2016. With Wendy Hinshaw, Camila Afanador Llach, Kathleen Martin, Becka McKay, and Julie Ward.
- Awarded a sabbatical for fall 2011.
- Presidential Leadership Award (2008). Highest award offered by the university for leadership in efforts that "delivered substantial benefits to the University as a whole, to a community served by the University, or to another external population." Offered for work

establishing and managing the University Center for Excellence in Writing and the Writing Across the Curriculum Program.

RESEARCH AND OTHER CREATIVE ACTIVITY

Refereed Publications

Chapters in Books:

- Galin, Jeffrey, Haley Swartz, Marianne Glazer, Rachel Copley, and Nick Marino. "Visual Literacy, Rhetoric, and Design at the Graduate Level: Preparing Graduate Teaching Assistants to Teach Visual Literacy." *Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum*. Ed. Anita August. IGI Global: 2017.
- Galin, Jeffrey R. "Fair Use Battle for Scholarly Works: Faculty Must Assume Greater Control." *Copy(write): Intellectual Property in the Writing Classroom*. Danielle Nicole DeVoss, Martine Rife, and Shaun Slattery. Parlor P: West Lafayette, IN, 2011.
- Galin, Jeffrey. R. "Own Your Rights: Know When Your University Can Claim Ownership of Your Work." *Composition & Copyright: Perspectives on Teaching, Text-Making, and Fair Use*. NY: SUNY UP, April 2009.
- Galin, Jeffrey R., J Paul Johnson, and Carol Peterson Haviland. Introduction. *Teaching/Writing in the Late Age of Print*. Eds. Jeffrey R. Galin (second author), J Paul Johnson, and Carol Haviland. Cresskill, NJ: Hampton, 2003. xix-xxxv.
- Galin, Jeffrey R. (first author), J Paul Johnson, and Carol Peterson Haviland. "Composition's Emergent Disciplinary Identity: Aims, Patterns, Problems, and Possibilities." *Teaching/Writing in the Late Age of Print*. Eds. Jeffrey R. Galin, J Paul Johnson, and Carol Haviland. Cresskill, NJ: Hampton, 2003. 379-406.
- "To Make Oneself Heard and Felt, to Signify." *Teaching/Writing in the Late Age of Print*. Eds. Jeffrey R. Galin, J Paul Johnson, and Carol Haviland. Cresskill, NJ: Hampton, 2003. 345-57.
- Galin, Jeffrey R. (first author) and Joan Latchaw. "Heterotopic Spaces Online: A New Paradigm for Academic Scholarship and Publication." *New Worlds New Words: Exploring Pathways for Writing About and In Electronic Environments*. Eds. John Barber and Dene Grigar. Cresskill, NJ: Hampton, 2001. 279-306. (This text is a revised version of an article by the same title published in the journal *Kairos: A Journal for Teachers of Writing in Webbed Environments*. See Journal Articles below.)
- Galin, Jeffrey R. (equal co-author) and Joan Latchaw. Introduction. *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research*. Ed. Jeffrey R. Galin and Joan Latchaw. Urbana: NCTE, 1998. 3-23.
- Galin, Jeffrey R. (first author) and Joan Latchaw. "Voices That Let Us Hear: The Tale of the Borges Quest." *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research*. Ed. Jeffrey R. Galin and Joan Latchaw. Urbana: NCTE, 1998. 43-66.

- "Appendix A: Educational, Professional, and Experimental MOOs." *High Wired*. Eds. Jan Holmevik and Cynthia Haynes. Ann Arbor: U of Michigan P, 1997. 325-338.

Editor

Edited Collections:

- Galin, Jeffrey R. (primary editor), J Paul Johnson, and Carol Peterson Haviland. *Teaching/Writing in the Late Age of Print*. Cresskill: NY: Hampton, 2003.
- Galin, Jeffrey R. (equal co-editor) and Joan Latchaw, eds. *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research*. Urbana: NCTE, 1998.

Editorial Boards:

- Editorial Board *WAC Clearinghouse/Parlor Press*. Fall 2009 – Present. Parlor Press LLC is an independent publisher and distributor of scholarly and trade books in high quality print and digital formats. It was founded in 2002 to address the need for an alternative scholarly, academic press attentive to emergent ideas and forms while maintaining the highest possible standards of quality, credibility, and integrity. (<http://www.parlorpress.com/>).
- Editorial Board of *The Journal of Literacy and Technology: An Online Academic Journal*. Fall 2005 to 2013. *JLT* is a refereed online journal exploring the complex relationship between literacy and technology in educational, workplace, public, and individual spheres. <http://www.literacyandtechnology.org/>.
- Editorial Board of *MeatJournal.com*. March 2004 – 2007. *MeatJournal.com* is a refereed online journal focusing on the intersections of technologies of writing and materiality. The journal is affiliated with the Center for Prose Studies, Department of English, California State University, San Bernardino. <http://www.meatjournal.com>.
- Editorial Board of *Writing Program Administration: Journal of the Council of Writing Program Administrators (WPA)* February 2004-2009. *WPA* is a peer reviewed journal that is sponsored by The Council of Writing Program Administrators, a national association of college and university faculty with professional responsibilities for (or interests in) directing writing programs.
- Editorial Board member of *Academic Writing: Interdisciplinary Perspectives on Communication Across the Curriculum*. 1999 to 2003 and 2015-present. (<http://aw.colostate.edu>).
- Editorial Board member of *KAIROS: A Journal of Rhetoric, Technology, and Pedagogy*. 1996 to present. (<http://english.ttu.edu/kairos>).

Editorial Book Reviews:

- Reviewer for *Critical Transitions: Writing and the Question of Transfer*, WAC Clearinghouse/Parlor Press Feb 2015
- Reviewer for *Cultures of Copyright*, Rutledge Press, Jan. 2013.
- Reviewer for *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios in Public Workplaces*, Parlor Press, Mar. 2010.
- Review for *The Academic Writer: A Brief Guide*, June, 2009.

- Review of *Sourcebook on Writing Across the Curriculum*, Nov. 2009
- Reviewer for *Who Owns this Text? Plagiarism, Authorship, and Disciplinary Cultures* Aug. 2008.
- Reviewer for *Information and Meaning: Critical Readings For the Contemporary Composition Student*. Prentice Hall, Jan. 2003.
- Reviewer for *Literacies and Technologies: A Reader for Contemporary Writers* Longman. May 2000.
- Reviewer for West Publishing of Basic Writing text books, 1996.

Journal Articles

National

- Naelys Luna, E. Gail Horton, and Jeffrey R. Galin." The Effectiveness of Writing Across the Curriculum in a Baccalaureate Social Work Program: Students' Perceptions." *Advances in Social Work*. 15. 2 (2014): 390-408. Web. 26 Feb 2015
<<https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/15692>>.
- Chamley-Wiik, Donna, Jeffrey R. Galin, and Jerry Haky. "From Bhopal to Cold Fusion: A Case Study Approach to Writing Assignments in Honors General Chemistry." *Journal of Chemical Education* (Feb 2012) Web. 12 Mar 2014.
<<http://pubs.acs.org/doi/abs/10.1021/ed101129v?prevSearch=galin&searchHistoryKey=>>.
- Galin, Jeffrey and Joan Latchaw. "From Incentive to Stewardship: The Shifting Discourse of Academic Publishing." *Computers and Composition. Special Issue: Copyright, Culture, Creativity, and the Commons* 27.3 (Sept 2010). 211-224.
- Chamley-Wiik, Donna, Jeffrey R. Galin, Krista Kasdorf, and Jerry Haky. "Combining Chemistry and College Writing: A New Model for an Honors Undergraduate Chemistry Course." *Honors in Practice*. 5 National Collegiate Honors Council 5:(March 2009). 77-96.
- Galin, Jeffrey R. (equal co-author), Susan Lang, Libby Miles, Michael Moore, and Candace Spigelman. "Use Your Fair Use: Strategies toward Action," *College Composition and Communication* Volume 51.3 (Feb. 2000): 485-488.
- Galin , Jeffrey R. (second author) and Joan Latchaw. "Shifting Boundaries of Intellectual Property: Authors and Publishers Negotiating the WWW." *Computers and Composition*. 15 (1998): 145-162.
- Galin, Jeffrey R. (first author) and Joan Latchaw. "Heterotopic Spaces Online: A New Paradigm for Academic Scholarship and Publication." *Kairos: A Journal for Teachers of Writing in Webbed Environments*. *Kairos*, 3.1 (Spring 1998), (<http://english.ttu.edu/kairos/3.1/coverweb/ov.html>). Nov. 7, 1998. (This article was later revised and appeared in *New Worlds New Works*. See Book Chapters above.)
- "COPYRIGHT Shifting Boundaries of Intellectual Property: Copyright, Intellectual Property, and Publishing on the WWW" *Kairos* , 3.1 (Spring 1998), Web. (<http://english.ttu.edu/kairos/3.1/coverweb/ov.html>). Nov. 7, 1998.
- "Is it time to Assess Our Claims about Good Writing?" 1.1 (Spring 1996). accessed Jun. 9, 2003. <http://english.ttu.edu/kairos/1.1/binder.html?pixrhhet/galin.html>.

Conference Presentations (All national or international conferences and refereed on basis of abstract)

- “Launching and Developing Sustainable Writing across the Curriculum/Writing in the Disciplines Programs” workshop facilitator. Conference on College Composition and Communication (CCCC), Portland, March 2017.
- “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Portland, March 2017.
- “Strategies for working with English Language Learners (ELLs)” SWCA FL Tutor Collaboration Day, Nova Southeastern University, Sept. 2016.
- “Starting, Revitalizing, and Sustaining WAC Programs with a Whole Systems Approach,” International Writing Across the Curriculum Conference, Ann Arbor, June 2016.
- “Intellectual Property in Composition Studies: Legal and Legislative Developments” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Houston, April 2016.
- “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Houston, April 2016.
- “Starting, Revitalizing, and Sustaining WAC Programs with a Whole Systems Approach” Council of Writing Program Association (CWPA) annual conference, Boise, Idaho, July 2015.
- “Twenty Years of CCCC-IP: A Roundtable Discussion on Intellectual Property and Composition Studies” College Conference on Composition and Communications (CCCC), Tampa, March 2015.
- “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Indianapolis, March 2015.
- “Intellectual Property in Composition Studies: Legal and Legislative Developments” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Indianapolis, March 2015
- Round Table Presenter: “Organic Writing: Ground-Up Approaches to Writing in the Disciplines.” International Writing Across the Curriculum Bi-Annual Conference, Twin Cities, MN, June 2014.
- Respondent to Featured Speaker Kenneth Crews “Copyright and Fair Use in Higher Education” Conference on College Composition and Communication, Indianapolis, IN, March, 2014.
- “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Indianapolis, March 2014.
- “Intellectual Property in Composition Studies” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Indianapolis, March 2014
- “Meeting of the International Network of Writing-across-the-Curriculum Programs” SIG facilitator as member of International Consultant’s Board. Conference on College Composition and Communication (CCCC), Las Vegas, March 2013.
- “Intellectual Property in Composition Studies” Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), Las Vegas, March 2013.

- "Self-Reflection and Moments of Decision," 2013 Southeastern Writing Centers Association Conference, Ft Lauderdale, Feb. 2013.
- "A Writing Across the Curriculum Course: Students' Perceptions About its Effectiveness," The 11th International Writing Across the Curriculum Conference, Savannah, GA, July 2012.
- "Fair Use or Fared Use: The Culture of Interlibrary Loan Hangs in the Balance" College Conference on Composition and Communications (CCCC), St. Louis, MO, March 2012.
- "Meeting of the International Network of Writing-across-the-Curriculum Programs" SIG facilitator as member of International Consultant's Board. Conference on College Composition and Communication (CCCC), St. Louis, MO, March 2012.
- "Implications of the Georgia State Case on Online Library Services and Other Key Fair Use Cases" Table Leader for CCCC-IP Intellectual Property Caucus College Conference on Composition and Communications (CCCC), St. Louis, MO, March 2012.
- "Tracking Open Access/Fair Use Court Cases and Legislation" Table Leader for CCCC-IP Intellectual Property Caucus. Conference on College Composition and Communication (CCCC), Atlanta, GA, April 2011.
- "International Network of Writing-across-the-Curriculum Programs." SIG facilitator as member of International Consultant's Board. Conference on College Composition and Communication (CCCC), Atlanta, GA, April 2011.
- "From Bhopal to cold fusion: A case study approach to writing assignments in Honors General Chemistry" 66th Southwest and 62nd Southeastern Regional Meeting of the American Chemical Society (SWRM and SERMACS), New Orleans, LA, Dec 2010.
- "Integrating Writing Across the Curriculum Into Social Work: Perceptions of Its Effectiveness" Council on Social Work Education (CSWE), Portland, Or, October 2010.
- "Improving Rather than Proving: Self-Administered Sustainability Mapping of WAC Programs" College Conference on Composition and Communications (CCCC), Louisville, KY, March 2010.
- "Managing the Mission: Orchestrating Writing Center Strength and Stability" Southern Writing Center Association (SWCA), Ft Lauderdale, FL, March, 2010.
- "Improving Rather than Proving: WAC Assessment with a Common Rubric Across the University" Writing Program Administrator (WPA), Minneapolis, MN, July 2009.
- "Sustaining WAC/WID/CAC/CT (WAC): Programs, Politics, and Strategies," College Conference on Composition and Communications (CCCC), New Orleans, March 2008.
- "Open Access in Higher Education" CCCC-IP Intellectual Property Caucus of CCCC, New Orleans, March, 2008.
- "Rating Writing Without Reams: Online Interface for WAC Program Assessment," Ninth International Writing Across the Curriculum Conference, Austin, TX, May 2008.
- "Combining Chemistry and College Writing" 20th Biennial Conference on Chemical Education (BCCE), Indiana University, July 2008.
- "Hybrid WAC Programs: Insuring Sustainability and Institutional Reform." Eighth National Writing Across the Curriculum Conference, Clemson, SC. May 2006.
- "When Silence Breeds Silence: How the outcome of MGM v Grokster May Silence Students and Faculty." College Conference on Composition and Communications (CCCC), Chicago, IL March 2006.

- "An Integrated Honors General Chemistry and Laboratory Course Based on a Writing Across the Curriculum, WAC Model." Co-developed poster for the Bi-Annual Conference on Chemical Education (BCCE), Purdue, August 2006.
- "Using the Writing Across the Curriculum (WAC) model to Develop an Integrated Honors General Chemistry and Laboratory Course." Southeast Regional Meeting of the ACS (SERMACS), Augusta, GA, Nov 2006. (co-presentation with Donna Chamley-Wiik and Jerry Haky).
- Intellectual Property Caucus, Chair, Workshop organizer and coordinator, and presenter, College Conference on Composition and Communications (CCCC), San Francisco, March 2005.
- Writing Across the Curriculum Workshop for FAU faculty (three day seminar on teaching writing in the disciplines)—organized and presented three separate presentations: 1) Writing Across the Disciplines: Teaching Writing Intensive Classes, 2) Developing Effective Writing Assignments in the Disciplines, and 3) Assessing Student Writing for WAC Courses, (May 2006, May and August 2005, August 2004, August 2003).
- "Changing Identity: De-centering the Center in Writing Center Discourse" International Writing Center Association Conference, St. Paul, Minnesota, Oct 2005.
- "Eroding Academic Fair Use: The Chilling Effects on Teaching and Scholarship." Computers and Writing Conference (C&W), Honolulu, Hawaii, June 2004.
- "Table Leader: IP and Pedagogy: Where are We Headed and What Can We Do?" (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communication Studies—"Bringing It Home"), CCCC, San Antonio, TX, March 2004.
- "Own Your Rights: Know When Your University Can Claim Ownership of Your Work." College Conference on Composition and Communications (CCCC), San Antonio, TX, March 2004.
- "Hired Guns: When Education Goes Commercial, What Happens to the Farm?" CCCC, New York, March 2003.
- "Table Leader: Campus-wide IP Policies." (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communication Studies—"Bringing It Home"), CCCC, New York, March 2003.
- "Normalization of Distance Education: Implications for IP Ownership, Policies, Budgets, and Faculty Buy In" Association of University Technology Managers (AUTM), Orlando, February 2003.
- "Teaching/Writing in the Late Age of Print: Disciplinary Implications." Computers and Writing 2002 Online Conference, 2002. (publication: "Afterward: Composition's Emergent Disciplinary Identity: Aims, Patterns, Problems, and Possibilities." *Teaching Writing in the Late Age of Print*, 379-406).
- "Table Leader: Campuswide IP Policies." (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communications Studies—"Bring Your Policy"). CCCC, Chicago, March 2002.
- "Tracing Discourses of Reform and Technology in Academic Programs: A Study of Shifting Institutions" Seventeenth Annual Computers and Writing Conference, Muncie, IN, May, 2001.

- "Building Campus-Wide IP Policies: Ownership and Work." (Featured Workshop Presenter/Facilitator at CCCC Caucus on Intellectual Property and Composition/Communications Studies). CCCC, Denver, March 2001.
- "Producing/Impacting the Intellectual Property Document on Your Campus: How You Can Make a Difference." CCCC, Denver, March 2001.
- "Rhetorical Theory and Composition Practice." (Co-hosted this Plenary Chat) 2001 Federation Rhetoric Symposium. TWUMOO (moo.twu.edu:7000) Feb. 4, 2001.
- "When Can Computer Technologies for Writing Reveal Changes in Our Students?" College Conference on Composition and Communications (CCCC), Minneapolis, MN, April 2000.
- "At What Point Can We Say Hypertext is Commonplace? At What Point Can We Say Literacy Has Changed?" The Sixteenth Computers and Writing Conference, Fort Worth, TX, June 2000.
- "Multimedia Issues." (group facilitator). Caucus on Intellectual Property and Composition Studies. College Conference on Composition and Communications (CCCC), Minneapolis, MN, April 2000.
- "Constructing Literacy and 'Living Spaces' Online: Distant Graduate Classes Collaborating." The Fifteenth Computers and Writing Conference, SD, June 1999.
- "Town Hall Meetings, Session #2: We are Computers?" (Invited presenter). 15th Annual Conference on Computers and Writing, Rapid City, SD, May 1999.
- "Making Visible the Group Dynamics of Cross-Class Collaboration: What Can We Learn from 'Failed' MOO Exchanges?" College Conference on Composition and Communications (CCCC), Atlanta, GA, April 1999.
- "CCCC-IP Caucus." Invited Facilitator. College Conference on Composition and Communications (CCCC), Atlanta, GA, April 1999.
- "Creating Coherent Programs So That We Can Make a Difference: Graduate and Undergraduate Curricula, Project-based Learning, WAC, and Writing Centers." (Roundtable with Carol Haviland and Charles Williams). Writing Program Administrators Summer Conference, Tucson, AZ, July 1998.
- "Producing The Pacific Review: Courses in Print and Digital Literary Production." (Presentation with Juan Delgado). The Fourteenth Computers and Writing Conference, Gainesville FL, June, 1998.
- "Three Graduate Courses Linked by a Cyberseminar: Stories that Often Don't Get Told." (Roundtable with Nicole Rosenbaum, Joan Latchaw, Sheree Kornkven, and Susanmarie Harrington). College Conference on Composition and Communications (CCCC), Chicago, IL, April 1998.
- "Neither Adjuncts, Nor Handmaidens, Nor Colonizers: Writing Tutors as Models for Composition, Creative Writing, Online, and WAC Classrooms" (Workshop facilitator). National Writing Centers Association Conference, Park City, UT, Sept. 1997.
- "Teaching Tutors/Tutors Teaching: Reimagining Our Roles" (Workshop facilitator). Young Rhetoricians' Conference, Program 97, Monterey, CA, June 1997.
- Invited facilitator/speaker for NCTE's Summer Institute for Teachers of Literature (Facilitated 6 group discussions after speakers and gave two presentations on using text-based virtual realities called MOOs for teaching). "Literature and Literacy in an Age of Technology: Implications for Classroom Practice," Myrtle Beach, S. C., June 1997.

- "A Report from WebRights-L: A Listserv for Authors and Publishers or How Authors Negotiating Web Sites Are Changing the Publishing Industry." College Conference on Composition and Communications (CCCC), Phoenix, AZ, Mar. 1997. (publication: "Shifting Boundaries of Intellectual Property: Authors and Publishers Negotiating the WWW." *Computers and Composition* 15 [1998]: 145-162).
- "What Makes Teaching Good in the Digital Age?" (Proposed, facilitated, and chaired roundtable session). College Conference on Composition and Communications (CCCC), Phoenix, AZ, Mar. 1997. (publication: *Teaching/Writing in the Late Age of Print*, 2003).
- "Macrologia: Theoretical Implications of On-Line Defenses, Conferences, and Publishing" (Jointly presented with Dene Grigar of Texas Woman's College). Association for Literary and Linguistic Computing/Association for Computers and the Humanities 1996 Joint International Conference (ALLC/ACH '96), University of Bergen, Norway, June 25 to 29 1996.
- "Interactive Teaching: Helping Teachers Understand and Implement Computer Technology in Their Own Classroom Pedagogy." Pre- and Post Conference Workshop (presenter and facilitator). Twelfth Conference on Computers and Writing, Logan, UT, May 1996. (publication: *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research*, 1998).
- "MOOing from Milwaukee: Integrating Text-Based Virtual Reality into Teaching." *Innovations in Teaching, 1996*, University of Pittsburgh, PA, May 1996.
- "Reinterpreting the Dissertation: Problems, Process, Possibilities." College Conference on Composition and Communications (CCCC), Milwaukee, WI, April 1996.
- "Shifting Boundaries of Intellectual Property: Negotiating Book Contracts to Include WWW Publication." College Conference on Composition and Communications (CCCC), Milwaukee, WI, April 1996. (publication: *Computers and Composition* 15 [1998]: 145-162).
- "Interactive Text: Helping Teachers Design Educational Software For Their Own Learning Environments." Pre- and Post-Conference Workshop (organized and facilitated). Eleventh Conference on Computers and Writing, El Paso, Texas, 1995. (publication: *The Dialogic Classroom*, 1998).
- "Interactive Text: Helping Teachers Design Educational Software For Their Own Learning Environments." Post-Conference Workshop (organized and facilitated). Tenth Conference on Computers and Writing, Columbia, Missouri, 1994. (publication: *The Dialogic Classroom*, 1998).
- "1994 HyperMOOFerAll Series." Monthly synchronous discussions on issues of HyperCard design and development and distance learning (organized and facilitating). MIT's Media MOO, purple-crayon.media.mit.edu 8888, July 13th, Aug. 27th, Sept. 7, Oct. 5, Nov. 29.
- "HyperCard Hall of Fame." Pre-Conference Workshop (invited facilitator), Conference on Multimedia in Education & Industry and the South Carolina Technical College, Columbia, SC, July 1994.
- "Thinking With HyperCard: Students and Teachers Designing HyperCard Stacks in Basic Writing." Poster presented at Assembly on Computers in English Annual Business Meeting, "Innovations of 1993." National Council of Teacher of English (NCTE), Pittsburgh, PA, Nov. 1993. (publication: *The Dialogic Classroom*, 1998).

- "HyperCard Hall of Fame." Pre-Conference Workshop (invited facilitator), Conference on Multimedia in Education & Industry, Savannah, GA, July 1993.
- "Interactive Text: Helping Teachers Design Educational Software For Their Own Learning Environments." Post-Conference Workshop (organized and facilitated). Ninth Conference on Computers and Writing, Ann Arbor, May 1993. (publication: *The Dialogic Classroom*, 1998).
- "Re-inventing Pedagogy as Hypertext" (Presented with Joan Latchaw). Computers and Writing, Ann Arbor, May 1993.
- "How Fifteen Universities Across the Country Define the Literacies of Multiculturalism." College Conference on Composition and Communication (CCCC). San Diego, April 1993.
- "The Tale of THE BORGES QUEST: Re-Envisioning Basic Writing through HyperCard." Critical Issues in Basic Writing, Baltimore, MD, Oct. 1992. (publication: "Voices that Let Us Hear: The Tale of *The Borges Quest*," *The Dialogic Classroom*, 1998).
- "The Tale of THE BORGES QUEST: How a Teacher as Researcher Became a Programmer." Eleventh Annual Penn State Conference on Rhetoric and Composition, College Park, PA, July 1992. (publication: "Voices that Let Us Hear: The Tale of *The Borges Quest*" *The Dialogic Classroom*, 1998).
- "Establishing a Writing Community." Pre-Conference Workshop (designed and facilitated). National Council of Teachers of English Mid-Atlantic Regional Conference, Pittsburgh, PA, April 1991.
- "What the Western Pennsylvania Writing Project Has to Offer: Teachers Teaching Multicultural Literacy." 38th Annual Conference and Course on Literacy: Literacy Through Literature, Pittsburgh, PA, June, 1991.
- "What Can Workplace Literacy Programs Realistically be Expected to Accomplish, and How Do We Determine What This Should Be?" MLA Responsibilities for Literacy Conference Pittsburgh, PA, September 1990. (publication: *ERIC CE 057 536*).
- "Content vs. Correctness: A New Look at an Old Dilemma." Alabama Council of Teachers of English Conference, Birmingham, AL, October 1986.

Conference Panels Chaired

Since 1990 I have chaired one panel at the MELUS conference, nine at CCCCs, two at Penn State's Conference on Rhetoric and Composition, one at MLA, and numerous panels at CCCC.

Conference Co-Organizer

"Battling for Ownership of the Arts: Who Controls Music, Film, Publishing, and Visual Communications?" Sixteen national and international legal, literary, and cultural scholars and corporate executives anchored a series of plenary sessions along side current sessions.

Competitive Grants

- \$5,000 awarded: Digital Arts and Social Justice Exhibit with Julie Ward (Visual Art), Rod Faulds (Galleries) Becka McKay (English), Stephen Charbonneau (Communications), Lisa Swanstrom (English), Gerald Sim (Communications), Jeff Galin (English), Camila Afanador-Llach (Visual Art), Tiffany Rhynard (Theater and Dance). Dec 2015.
- Sabbatical fall semester 2011 to work on book project and revise two articles.

- Co-PI on FAU Assessment Grant: “A Comparison of Student Writing in Second Semester General Chemistry and College Writing” with Jerry Haky and Donna Chamley-Wiik. This assessment project utilizes the same twelve- trait analytical rubric that has been developed for the WAC program to evaluate and compare student papers in CHM 2452, a joint first year second semester General Chemistry and College Writing II course. Spring 2010. \$5000.
- Co-PI on FAU Assessment Grant: “Improving Learning Through Writing in the Organic Chemistry Laboratory Course” with Jerry Haky and Evone Rezler. Assess the changes in student learning after undergoing the writing to learn experience involving peer-review using a specially crafted rubric to evaluate student performance in a laboratory experiment. Spring 2010. \$5000.
- Co-PI on an NSF Course, Curriculum, and Laboratory Improvement (CCLI) grant with Jerry Haky and Donna Chamley-Wiik. We are designing, implementing, and evaluating a unique writing intensive, advanced, second semester chemistry course combined with a laboratory component that satisfies both second semester General Chemistry and College Writing criteria. Dec. 2006. \$150,000
- Micro-Grant. This grant provided funds for producing the Gold Coast Review, CSU system-wide literary journal that I co-developed and manage. \$500.
- PII (Promoting Innovative Instruction Grants Awards). Juan Delgado and I co-wrote this grant to assess the effectiveness of project-based, production-oriented learning. Spring 1998. \$5,000.
- Received a School of Humanities Professional Development Grant for release time in order to work on the website to correspond with the NCTE publication, The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research (<http://139.182.93.107/hypertch/dialogic/dialogic.htm>). Winter 1998. \$2,500.
- Computer Information Services Grants awarded for installation of network ports for Part-Time Faculty, English Department, Pitt, 1995 and for the Western Pennsylvania Writing Project, English Department, 1991. \$650.

Non-Refereed Works

Journal Articles

National

- “Keep on Keeping On: Georgia State Fair Use Case Revisited,” published both in the National Council of Teachers of English InBox “In Brief” section and The CCCC-IP Annual: Top Intellectual Property Developments of 2014. A Publication of The Intellectual Property Caucus of the Conference on College Composition and Communication, June 2015. Web.
<<http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Committees/TopIP2014Collection.pdf>>
- “A Big Win for Georgia State for Online Reserves,” published both in the National Council of Teachers of English InBox “In Brief” section and The CCCC-IP Annual: Top Intellectual Property Developments of 2012. A Publication of The Intellectual Property Caucus of the Conference on College Composition and Communication, March 2013, <http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Committees/TopIP2012Collection.pdf>.

- "Online Course Reserves on Trial: What to Expect From the Georgia State Case" The CCCC-IP Annual: Top Intellectual Property Developments of 2010. A Publication of The Intellectual Property Caucus of the Conference on College Composition and Communication, March 2011, <http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Committees/TopIP2010Collection.pdf>.
- "Bosch v Ball-Kell: Faculty May Have Lost Control Over Their Teaching Materials" Top Intellectual Property and Copyright Developments of 2007. Clancy Clancy Ratliff, Ed. National Council of Teachers of English (NCTE). March 2008. <<http://www.ncte.org/cccc/committees/ip/2007developments>>.
- "The Literacy Connection: A Review." Kairos: A Journal for Teachers of Writing in Webbed Environments, 6.1 (Spring 2001), (<http://english.ttu.edu/kairos/6.1/index.html>). May 16, 2002.
- "Is it time to Assess Our Claims about Good Writing?" Kairos, 1.1 (Spring 96), (<http://english.ttu.edu/kairos/1.1/toc.html#pix>). Nov. 7, 1998.
- "What Can Workplace Literacy Programs Realistically be Expected to Accomplish, and How Do We Determine What This Should Be?" ERIC CE 057 536.

Local

"The Dialogic Classroom." *Magazine* University of Pittsburgh: Dec. 1995: 11.

Websites and Software (See class listings below for class websites)

- *Visual Literacy, Rhetoric, and Design*, 2017 Curated and developed exhibit for five former students for an exhibit in the Schmidt Gallery, FAU. This interface presented three of the projects on one site. The other two projects were hosted on a local computer.
- *MOOcentral*: Educational, Professional, and Experimental MOOs (<http://139.182.93.107/MOOcentral/>), 1995 to Spring 1999.
- *Policy on Use of Computing and Communications Technology* (<http://www.english.fau.edu/faculty/galin/copyu/aup.htm>), 1998.
- *WWW for Newbies*, (<http://www.english.fau.edu/faculty/galin/jrgst7/newbie/html>), 1995.
- *Galin's Rules of Thumb* (<http://www.english.fau.edu/faculty/galin/jrgst7/rules.html>), 1995.
- *The Borges Quest*, 1991-1993. HyperCard computer program. (screen snaps at <http://www.english.fau.edu/faculty/galin/hypertch/notepad.html>).

Professional Consulting

- Jacksonville University. I served as a paid consultant advising them on development and implementation of their WAC program, March 2017.
- Valencia College, Orlando. I served as a paid consultant advising them on development and implementation of their WAC program. July 7, 2016
- Texas A & M: San Antonio. I served as paid consultant advising them on development and implementation of their WAC program. Mar. 11, 2016.
- Consultant for Department of Children and Families. Led workshops to improve quality of writing for Children Protection Investigators.
- University of Central Florida, Orlando. I served as a paid consultant advising them on the development and implementation of their WAC program. Nov. 3-4, 2010.
- "Writing Across the Curriculum: Teaching Writing Intensive History Classes" Co-presented with Eric Hanne. Florida International University, Miami, (Oct.3).
- Houghton Mifflin Focus Group Consultant. Conference on College Composition and Communication (CCCC) in Chicago, IL. I served as a paid consultant for online produces in composition that are currently being developed. Spring 2002.
- English Department at Albertson College. Caldwell, Idaho. I delivered two presentations entitled "What Technologies Are Available on Campus?" and a half-day workshop on integrating computer technologies into teaching. Spring 2001.
- Houghton Mifflin Consultant on @ Home English Project. Developed a design for an interactive online interface for compositionists. Summer 2000.
- Strategic Language (STRLNG) Project. California State-wide Foreign Language Workshops for Professor Walter. Presented on issues of intellectual property for language professors in digital environments. Mar., Apr. & May 1999.

INSTRUCTIONAL ACTIVITY

Courses Taught

Florida Atlantic University

Graduate Classes

- Visual Literacy, Rhetoric, and Design ENC 6930
- Literacy Theory and Composition ENC 6930
- Studies in Composition Methodology and Theory ENC 6700
- Research Colloquium (ENG 6924).
- Teaching Writing Across the Curriculum (ENC 6930).
- Colloquium in English. (ENG 6925).
- Owning Culture: Intellectual Property in the Public Sphere. (CTS 7306). (Ph.D Comparative Studies).
- Literacy, Pedagogy, and Technology (ENG 6933),
(<http://www.english.fau.edu/faculty/galin/classes/6933s02>).
- Producing Literary Magazines (ENL 6934),
(<http://www.english.fau.edu/faculty/galin/classes/prodlits01>).

Undergraduate Classes

- Visual Literacy: Visual Legacy Projects (ENC 4930)
- Principles of Research Writing (ENC 4138)
- Advanced Exposition, (ENC 3310).
- Studies in Rhetoric and Writing: Literacy, (ENG 4020).
- College Writing II (ENC 1102).
- College Writing I (ENC 1101).
- Interpretation of Fiction.

California State University, San Bernardino

Graduate Classes

- Teaching Seminar.
- Computers and Writing--Literacy and Technology.
(<http://www.english/fau.edu/faculty/galin/classes/C&Wf98/>).
- Literary Productions, (<http://www.english/fau.edu/faculty/galin/classes/literaryprod/>).
- Pacific Review. (<http://cal.csusb.edu/pacificreview/>)
- Reading/Writing Connection.
- Contemporary Composition and Discourse Theory Research.
- Process: Theory and Research.

Undergraduate Classes

- Analysis of Fiction.
- Introduction to Composition.
- Freshman Composition.
- Advanced Expository Writing.

University of Pittsburgh

Undergraduate Classes

- Introduction to Critical Reading.
- Basic Reading and Writing. Team-taught six-hour intensive composition.
- Basic Writing.
- Critical Writing.
- General Writing.
- Writing Center Tutor, Writing Center.
- Co-Instructor for "Introduction to English Education," Education Department, with Dr. Anthony Petrosky and with Gaye Burkett.
- Recitation teacher for "Reading and Writing Across the Curriculum in the Sciences," for Dr. Harry Sartain.

University of Alabama

Undergraduate Classes

- Speed Reading, BioPrep On-Campus.
- English 101.
- English 102.

Undergraduate Writing Courses Designed

Florida Atlantic University

Studies in Rhetoric and Writing: Literacy (ENC 4020).

Principles in Research Writing (ENC 4138)

California State University, San Bernardino

- *Community and Culture*.
- *Literacy in Context*, (<http://www.english/fau.edu/faculty/galin/classes/101f99>).
- *Advanced Expository Writing*, (<http://139.182.93.107/306f97/index.html>).

University of Pittsburgh

- Introduction to Critical Reading, (<http://139.182.93.107/critread.html>).
- American Dreams, (in a networked classroom). Basic Reading and Writing. (<http://www.pitt.edu/~brwf95/brwf95.html>).
- Reading Ourselves in Language and Culture. Basic Writing.
- Images and Texts. Basic Writing.
- What is an Author? Basic Writing.

Other

Instructor of Record

I have served as IoR for over 80 sections of College Writing I, for 35 graduate students who have less than eighteen hours of graduate credits for a total of sixteen separate classes. This work should be understood as both teaching and service because of the high level of interaction I have had with these GAs and because the teaching of writing is my specialization. I have visited their classes at least once during the term and have scheduled at least four meetings with each of them to discuss pedagogy, grading, assignments, and commenting on papers. I also reviewed the final portfolios for the final course grades. Fall 2001 to Fall 2003, Fall 2006, Fall 2015.

SERVICE

Service to University

Florida Atlantic University

- Writing Enriched Curriculum (WEC) pilot. WAC has done a good job of serving lower division courses, but not upper division. WEC complements the current WAC program by providing comprehensive curricular review of upper division courses department-by-department. Meet with department chair and designated faculty liaison before each of four meeting with the full department. 1) review student, faculty, and staff survey data and present to department as a way for them to identify student learning outcomes concerning writing; 2) map the abilities across courses to determine gaps in support; 3)

operationalize student learning outcomes for assessment purposes; and 4) develop a three year implementation plan for curriculum change, to be described in a department-produced WEC proposal of 15-40 pages. Also, facilitate document develop between departmental meetings. Currently working with the departments of Languages, Linguistics, and Comparative Literatures and the Ocean, Mechanical Engineering, Sociology, and Urban and Regional Planning.

- Faculty Development Committee for Distinction Through Discovery program, Summer 2014-2016.
- Strategic Planning Committee for WAC 2012-2014.
- Executive Committee for Center for Teaching and Learning, Fall 2011 – present.
- QEP Steering Committee Fall 2012 to 2014.
- QEP Sub Committee on Co-Curricular Activities, Spring 2012-2014.
- Organized 2 writing contests for National Day on Writing: Flash fiction and letter context to University President 2010.
- Organized writing contest for Peace Week in honor of The Honorable 14 Dali Lama, Spring 2010.
- Director of Writing Across the Curriculum Program and Ex-Officio Member of the Univ. WAC Committee, Boca campus, Spring 2003-present. I host annual 3-day, summer seminars, 3-4 follow-up bag lunch presentations during fall and spring semesters, 5-6 specially designed WAC workshops for specific departments, coordinate the work of the University WAC Committee by reviewing course syllabi for writing across the curriculum courses, meet with faculty, administrators, and departments across the campus, help coordinate assessment for the WAC program, and draft all documentation, procedures, and policies for the WAC committee. I provide ongoing support for WAC faculty, including building a comprehensive WAC website. I meet with 2-3 additional departments per year to help implement curricular reforms with faculty teams who have been awarded WAC Department Grants. And I developed and manage the only university-wide assessment for writing.
- Developer and Director of the University Center for Excellence in Writing (UCEW). These four centers provide support for writers across all levels of the university on three campuses. Twenty consultants provide approximately 6000 half-hour sessions a year for students, faculty, and university staff. The UCEW is internationally certified by the College Reading and Learning Association. Numerous group workshops are provided each term. And the UCEW hosts writing contests and other special events annually. Fall 2002 to present.
- Executive Committee Member of the LLL PhD track in Comparative Studies, Fall 2004-Fall 2008.
- Core Curriculum Committee, Fall 2006.
- University Core Curriculum Sub-Committee for Gordon Rule Writing, Spring 2003 to Spring 2006. Developed guidelines for lower and upper division writing in the disciplines.
- UF/University Intellectual Property Negotiation Team, Fall -Spring 2006.
- Director of Writing Across the Curriculum (WAC) and *ex officio* Member of the WAC Committee Fall 2004 – Present.
- *Ex officio* Member of The University Undergraduate Programs Committee, Fall 2005-present.

- University Intellectual Property Committee, Spring 2001 to 2014.
- University Distance Learning Committee, Spring 2001 to 2005.
- Faculty Editor of *Coastlines Online*. Spring 2001-Spring 2002.

California State University, San Bernardino

- Chair of the University's Copyright/Fair Use Committee. Fall 1997-Spring 2000.
- Faculty co-editor of *The Pacific Review*. <http://139.182.93.107/PacificReview/index.htm>. 1998 to June 1999.
- Faculty editor of *The Gold Coast Review*. <http://139.182.93.107/goldcoastreview>, 1998 to 2000.

Presentations to the University Community

California State University, San Bernardino

- "Copyright and Fair Use: Issues for Teaching and Research." (With Susan Cooper). Faculty Workshops on Teaching and Learning, September, 1998.
- "Learning the Basics of PowerPoint." McNair Fellowship Program, July, 1998.
- "Pacific Review: An Alternative Model of Collaborative Teaching and Production-Based Learning." (With Juan Delgado). 1998 Spring Colloquium on Teaching Strategies and Innovations, April, 1998.
- "Integrating the WWW into Teaching." Forum for Online Teaching, Winter, 1998.

Service to College of Arts and Letters

Florida Atlantic University

- College of Arts and Letters Literature Initiative Taskforce (LIT) Committee, Committee that designed the Ph.D. track in Literature, Literacies, and Linguistics. Summer 2002 to 2004.
- Executive Committee Member of the LLL PhD track in Comparative Studies. Fall 2004-Spring 2008.

California State University, San Bernardino

- Center for Professional Writing. Fall 1998 to Spring 1999
- Humanities Technology Committee, co-initiator, 1997 to Spring 2000

Service to English Department

Florida Atlantic University

- Hiring Committee for Rhetoric/Composition, Fall 2017-Spring 2018.
- Writing Committee. Oversees the lower division writing program. August 2000 to present.
- Hiring Committee for Rhetoric/Composition, Fall 2009-Spring 2010.
- Hiring Committee for Rhetoric/Composition, Fall 2008-Spring 2008.
- Hiring Committee for Professional/Technical Writing Fall 2007-Spring 2008.
- Graduate Teaching Assistant Coordinator. Spring 2002, Fall 2004.

- Assistant Director of Writing Programs. Fall 2001 to Spring 2004.
- Department Hiring Committee for Director of Writing Programs, Fall 2003 – 2004.
- Instructor of Record. Fall 2001 to 2004 and Fall 2006.
- “Teaching Composition With Computer Technologies.” Eight presentations to the department of English, Fall and Spring 2001 to 2003.
- Coordinator of FAU English Department's Three Computer Facilitated Classrooms. Spring 2001-2005.
- "Teaching With Sequenced Assignments," a presentation to the department of English. October 2000.
- “Designing and Sequencing Assignments.” Presentation to department and Teaching Assistants. September, 2000.

California State University, San Bernardino

- Coordinator, English Department Teaching Assistant Training Program. Spring 1998 to Spring 1999.
- Coordinator and Developer of English Department's Computer Facilitated Classroom. Fall 1998 to Spring 2000.
- Teaching Assistant Selection Committee. Spring of 1998 to Spring 1999.
- Graduate Committee for the Composition program. 1997 to Spring 2000.
- Composition Committee. 1997 to Spring 2000.
- Chair and Initiator of Department Technology Committee. 1997 to Spring 2000.
- Consultant to the English Department Hiring Committee. Fall 1997-Winter 1998.
- Set up and managed a department-wide listserv (Engforum@yosemite.csusb.edu). Winter 1997.

University of Pittsburgh

- Assistant Director of the University of Pittsburgh Writing Center. Fall 1995 to 1996.
- Steering Committee for General Writing Intensive, Summer. 1995 to 1996.
- Cluster Leader for Basic Writing Teaching Group using Native American texts. Fall 1994.
- Master Tutor, Writing Center. Fall 1994.
- Writing Center Technology Consultant. Spring 1995, and Fall 1996.
- Electronic Mail List Initiator and Manager for WPWP-L, 1991-1994.
- Composition Curriculum Committee. 1991-1992.
- Computer Committee, English Department. 1991-1996.
- Placement Exam and End of Term Review Reader, 1989-1994.
- Assistant Director, Western Pennsylvania Writing Project, Department of English. 1990-1991.
- Research Assistant, Fund for the Improvement of Post-secondary Education (FIPSE). 1988-1989.

University of Alabama

- Research Assistant, Macy Biomedical Sciences Preparation Program. 1985-1988

Service to Professional Organizations

- Serve on Executive Committee of WAC Clearinghouse. Summer 2016-present.

- Junior-Chair of CCCC WAC Standing Group (formerly board of the International Network of Writing–Across-the-Curriculum (INWAC) Programs). Three others and I led an initiative to get this organization reclassified to strengthen its position at the CCCC conference where we meet annually to provide support and advice to new WAC program directors.
- Co-organized a second face-to-face meeting of stakeholders from across the country for WAC as a field to discuss the development of a national organization. Both meeting have been at national conferences. In addition, I have been leading Skype meetings every three weeks or so since this past summer to continue this conversation and to lead the development of articles of incorporation for 501(c)(3) status.
- I have also been leading meetings with a smaller group of scholars for a WAC training Institute we are planning for June 2019. I will co-lead this institute.
- Appointed to the WAC-GO Advisory Board, which supports the newly formed graduate organization affiliated with the Writing Across the Curriculum bi-annual conference, summer 2015-present.
- Appointed as one of four co-chairs of the governing board for the International Writing Across the Curriculum (INWAC) consortium, Summer 2015-present.
- Second Tier on-site reviewer to organize conference sessions for the CCCC's conference in Indianapolis, NCTE Headquarters, Urbana, IL, July 2013.
- Board of the International Network of Writing–Across-the-Curriculum Programs, summer 2009- present.
- Co-Chair of CCCC Intellectual Property Caucus, March 2004-Spring 2006.
- Member of CCCC Committee On Intellectual Property, January, 2001 to present. Chair June 2010 to 2013.
- Member of CCCC Committee on Computers in Composition and Communication, April, 2000 to Spring 2006.
- Alliance for Computers and Writing, 1991 to 1999.
- 7Cs member, (Committee on Computers and Composition at the Conference for College Composition and Communication), Spring 1998 to Spring 2006.

Service to Community

FAU

- Founder and Director of the Community Center for Excellence in Writing (CCEW). This auxiliary of the UCEW serves the local community in south Florida who are not affiliated with FAU. This center provides writing support to individuals who are seeking help with undergraduate or graduate admission to universities, workplace writing, creative writing, and personal writing projects. The CCEW will also offer a range of workshops on general topics in writing and others that are specifically geared to specific businesses or fields. The aim of this center is to provide outreach to our local community. Wrote the business plan, trained consultants, hired a manager, and collaborated with other auxiliary units on campus. Delivered workshop to Children Protection Investigators for the Department of Children and Families to help them write more analytically and synthesize data for their reports. The CCEW opened in October of 2014. Have recently met with YMCA, Boca High School, and local libraries to provide services to all three at multiple locations.

San Bernardino, CA

- Education Committee, Beth El Synagogue, Fall 1999 to Spring 2000.
- Technology Consultant to Clair Cherry School. June 1999-Spring 2000.
- Faculty Sponsor for McNair Fellowship participant, Bob Vasquez. Summer 1998.
- Faculty Presider at the Eighth Annual New Directions Undergraduate Research Conference at UC Riverside for four undergraduate students. Spring 1998.

Pittsburgh, PA

- Study Group Leader for Computers and Computer Moderated Communication for Western Pennsylvania Writing Project, 1991-1993.
- Electronic Mail Training Sessions. Developed and led for Western Pennsylvania Writing Project Fellows Department, 1992-1994.
- Pitt/CMU Graduate Colloquium. Designed and implemented this colloquium to encourage exchange of ideas among graduate students from the University of Pittsburgh and Carnegie Mellon University, Sept 1990 and Jan. 1990.
- Assistant Computer Coordinator for Western Pennsylvania Writing Project's Young Writers Institute, 1991-93.
- Electronic Mail List Initiator and Manager for HYPERTEACH. A list for teachers who have their students develop Hypermedia projects, 1993-1996.

DEVIN MARIE GAROFALO

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Florida Atlantic University
CU Suite 306, 777 Glades Road
Boca Raton, Florida 33431

University Contact Information:
Culture & Society Building, Office 326
561.297.3830
dgarofalo@fau.edu

ACADEMIC APPOINTMENTS

2017 – Present Assistant Professor of English, Florida Atlantic University

EDUCATION

2017 Ph.D. in English, University of Wisconsin-Madison
Specialty: British Romantic and Victorian literature
Minor: History of Science
Dissertation: *Open Worlds: Nineteenth-Century Poetry and Science*
Committee: Theresa M. Kelley
Caroline Levine (Cornell University)
Mario Ortiz-Robles
Monique Allewaert
B. Venkat Mani

2011 M.A. in English, University of Wisconsin-Madison

2010 B.A. in English, University of Nebraska-Omaha

PUBLICATIONS

Journal Articles

2015 “‘Drunk up by thirsty nothing’: The Fissured World of *Prometheus Unbound*,” *Essays in Romanticism* 22.1 (2015): 53-72

2015 “Touching Worlds: Letitia Elizabeth Landon’s Embodied Poetics,” *Women’s Writing* 22.2 (2015): 244-62

Book Reviews

2017 “From Orchids to Exoplanets,” *Collations: A Book Forum by the V21 Collective* 3 (on Devin Griffiths’ *The Age of Analogy: Science and Literature Between the Darwins*, Johns Hopkins University Press, 2016)

WORKS IN PROGRESS

Book Manuscript

Interworlds: Nature, Scale, Form in the Long Nineteenth Century

Journal Articles

“Victorian Lyric in the Anthropocene” (Under Review: *Victorian Studies*)

FELLOWSHIPS & AWARDS

2017 Distinguished Lecture Series Faculty Research Support Award
Dorothy F. Schmidt College of Arts & Letters, Florida Atlantic University

2016 – 2017 A. W. Mellon Public Humanities Fellowship
Center for the Humanities, University of Wisconsin-Madison

- 2016 A. W. Mellon Summer Dissertation Fellowship
Graduate School, University of Wisconsin-Madison
- 2016 Chancellor's Dissertator Fellowship
Graduate School, University of Wisconsin-Madison
- 2016 Vilas Research and Travel Grant
Graduate School, University of Wisconsin-Madison
- 2015 – 2017 Marie Christine Kohler Fellowship for Transdisciplinary Research
Wisconsin Institute for Discovery, University of Wisconsin-Madison
- 2014 – 2015 A. W. Mellon Public Humanities Fellowship
Center for the Humanities, University of Wisconsin-Madison
- 2014 Visiting Fellowship for Archival Research
Chawton House Library and the University of Southampton, UK
- 2014 Herlihy Jones Scholarship for Research & Travel
Department of English, University of Wisconsin-Madison
- 2014 Summer Dissertation Fellowship
Department of English, University of Wisconsin-Madison
- 2010 – 2012 Chancellor's Fellowship
Graduate School, University of Wisconsin-Madison
- 2011 Alexander B. Chambers Prize for Best Essay by a Literary Studies M.A. Student
Department of English, University of Wisconsin-Madison
- 2009 – 2010 James C. Horejs Scholarship
Department of English, University of Nebraska-Omaha

INVITED TALKS & CONFERENCE PRESENTATIONS

- 2018 "Elizabeth Barrett Browning's Nebular Poetics"
Nineteenth Century Studies Association, Philadelphia, Pennsylvania
- 2018 Invited Talk: "Victorian Nebulae, Ghost Planets, Phantasmic Form"
Department of English, Florida Atlantic University
- 2016 "Herschel in the Void: Pluralities of Worlds and the 'Something Between'"
American Society for Eighteenth-Century Studies, Pittsburgh, Pennsylvania
- 2016 "'Growing incorporate into thee': *In Memoriam*, Extinction, Lyric"
Interdisciplinary Nineteenth-Century Studies Conference, Asheville, North Carolina
- 2015 Invited Talk: "Nineteenth-Century Women Poets, Celebrity, Politics"
Senior Summer School, Madison, Wisconsin
- 2015 Invited Talk: "Geology and Astronomy in the Age of Revolution"
Senior Summer School, Madison, Wisconsin
- 2015 "Tongues in Stars: Toward an Erotics of Astronomy"
MadLit: The Forms and Language of Pleasure, Madison, Wisconsin
- 2014 "Cosmological Reflections: Percy Bysshe Shelley, *Prometheus Unbound*, and Iterative Form"
International Conference on Romanticism, Minneapolis, Minnesota
- 2014 "Labyrinthine Worlds: Alexander von Humboldt and the Politics of Cosmological Order"
The Wisconsin Workshop: "Measuring the World," Madison, Wisconsin
- 2014 "Organizing the Heavens: Anna Letitia Barbauld's Astronomical Publics"
North American Society for the Study of Romanticism, Washington, D.C.
- 2013 Invited Talk: "Of Flowers and Figures: Agency in the Archive"
Archives and Agential Life Seminar, Madison, Wisconsin

- 2013 “‘The Mermaids in the Basement’: Emily Dickinson and New Materialist Kinship”
Association for the Study of Literature and the Environment, Lawrence, Kansas
- 2013 “Global Cartography in Landon’s *The Golden Viole?*”
American Comparative Literature Association, Toronto, Canada
- 2012 “World Literature or World-Literature?: Interplanetary Imaginings in the Victorian Age”
North American Victorian Studies Association, Madison, Wisconsin
- 2011 “Revelations of the Female Self: Robert Hooke, Charlotte Smith and Microscopy”
British Women Writers Association, Columbus, Ohio
- 2010 “Unions of the Soul’: Eighteenth-Century Sex and Disappointment”
No Limits! Annual Conference, Omaha, Nebraska

TEACHING EXPERIENCE

Florida Atlantic University

Graduate

- 2018 English 6455: “Victorian Poetry and the Poetics of Science” (Seminar in British Literature)

Undergraduate

- 2018 English 4251: “Victorian Literature and the Empire of Science” (Victorian Literature)
2017 English 3122: “Novel Worlds” (The Nineteenth-Century British Novel)
English 3822: “Literary Studies for the 21st Century” (Introduction to Literary Studies)

University of Wisconsin-Madison

Instructor of Record

- 2013 English 100: “Graphic Rhetoric” (Introduction to College Composition)
2012 English 100: “Text, Image, Politics” (Introduction to College Composition)

Teaching Assistant

- 2014 English 168: Introduction to Transatlantic Modern Literature since 1900
2013 English 177: The Graphic Novel
2013 – 2015 Writing Center Instructor

Public Humanities & Community Outreach

- 2014 – 2017 Program Coordinator, Great World Texts in Wisconsin Program
Center for the Humanities, University of Wisconsin-Madison
2015 Researcher & Artist, The Making Blake Project
Departments of Art & English, University of Wisconsin-Madison

Instructional Publications

- 2017 “Teaching *Silent Spring* in Wisconsin,” *Great World Texts in Wisconsin Teaching Guide*, 99 pp.
2016 “Teaching *The Tempest* in Wisconsin,” *Great World Texts in Wisconsin Teaching Guide*, 88 pp.
2015 “Teaching *Journey to the West* in Wisconsin,” *Great World Texts in Wisconsin Teaching Guide*,
co-authored with Manuel Herrero Puertas, 92 pp.

UNIVERSITY & PROFESSIONAL SERVICE

- 2017 – Present Faculty Affiliate, Center for Women, Gender & Sexuality Studies
Florida Atlantic University
- 2017 – Present Member, Search Committee for Assistant Professor of Renaissance Literature
Department of English, Florida Atlantic University
- 2017 – Present Member, Graduate Committee
Department of English, Florida Atlantic University
- 2017 Organizer, “Mad Max: Fury Road” English Club Film Screening & Discussion
Department of English, Florida Atlantic University

- 2017 Organizer, "Applying to PhD Programs" Information Session
Department of English, Florida Atlantic University
- 2015 – 2016 Founding Coordinator, Gender & Sexuality Caucus
Department of English, University of Wisconsin-Madison
- 2016 Contributor, Working Group on Scale and Value
Department of English, University of Wisconsin-Madison
- 2015 Conference Organizer, MadLit: Graduate Conference on Language & Literature
Graduate Student Association, Department of English, University of Wisconsin-Madison
- 2013 – 2015 Coordinator, The Middle Modernity Group
University of Wisconsin-Madison
- 2014 Organizer, "The Alternative Agencies of Middle Modernity"
Faculty & Dissertator Roundtable, University of Wisconsin-Madison
- 2013 English 100 Student Writing Awards Committee
Department of English, University of Wisconsin-Madison
- 2012 Conference Organizer, North American Victorian Studies Association Conference
University of Wisconsin-Madison
- 2012 Founding Coordinator, The Hegel Reading Group
University of Wisconsin-Madison
- 2009 – 2010 President, Phi Beta Kappa Chapter, Sigma Tau Delta (English Honor Society)
Department of English, University of Nebraska-Omaha
- Conference Panel Moderator*
- 2015 Special Session of the Middle Modernity Group: "Dis/Pleasurable Bodies"
MadLit: The Forms and Language of Pleasure
Madison, Wisconsin
- 2012 "Inventions of Money and Meaning: Fraudulent Exchange and Fictional Selves"
North American Victorian Studies Association Conference
Madison, Wisconsin

PROFESSIONAL MEMBERSHIPS

Modern Language Association
North American Society for the Study of Romanticism
North American Victorian Studies Association
Interdisciplinary Nineteenth-Century Studies Association
American Society for Eighteenth-Century Studies

LANGUAGES

French (advanced proficiency)
Latin (proficient)

REFERENCES

Theresa M. Kelley

Marjorie & Lorin Tiefenthaler Professor of English
University of Wisconsin-Madison
6141 Helen C. White Hall
Madison, Wisconsin 53706
tkelley@wisc.edu

Caroline Levine

David and Kathleen Ryan Professor of the Humanities
Cornell University
343 Goldwin Smith Hall
Ithaca, New York 14853
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Sara Guyer

Professor of English, Center for the Humanities Director
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B. Venkat Mani

Professor of German, Global Studies Director
University of Wisconsin-Madison
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EDUCATION

- Ph.D., English, Miami University, 2016
Graduate Certificate in Women's, Gender, and Sexuality Studies
Dissertation: "Impossibly Here, Impossibly Queer: Citizenship, Sexuality, and Gay Chicano Fiction"
- M.A., English, Sam Houston State University, 2008
- B.B.A., International Business and Economics, Sam Houston State University, 2006
With Honors, Elliot T. Bowers Honors Program

ACADEMIC EMPLOYMENT

- | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 2017-Present | Florida Atlantic University
Assistant Professor
Department of English |
| 2016-2017 | University of Illinois, Urbana-Champaign
Chancellor's Post-Doctoral Research Associate
Department of Latina and Latino Studies |
| 2012-2015 | Miami University (Oxford, OH)
Visiting Instructor, Department of English |
| 2008-2012 | Miami University (Oxford, OH)
Teaching Associate, Department of English |
| 2006-2008 | Sam Houston State University (Huntsville, TX)
Graduate Associate, Department of English |

HONORS AND AWARDS

- Frederick A. Cervantes Premio, National Association for Chicana and Chicano Studies for
"Queer in a Legal Sense: The Ambiguous Sexual Citizen in *Boutillier v. Immigration and
Naturalization Service* and Arturo Islas' *The Rain God*." 2015
- English Department Academic Challenge Dissertation Fellowship
Miami University, 2013

College of Arts and Sciences Academic Achievement Award
Miami University, 2008-2009

Office of Graduate Studies Scholarship
Sam Houston State University, 2007

Sam Houston Writing Project Summer Institute Fellowship
Sam Houston State University, 2006

PRESENTATIONS

Conference Presentations

- “High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in Michael Nava’s *The Death of Friends*.” Conference of the Association for Jotería Arts, Activism, and Scholarship, Twin Cities, October 2017.
- “Out of the Shadows: Outing and the Institutionalized Erasure of Queer Migrant Narratives in Jaime Cortez’s *Sexile*.” MELUS, Cambridge, April 2017.
- “High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in Michael Nava’s *The Death of Friends*.” National Association for Chicana and Chicano Studies Annual Meeting, Irvine, March 2017.
- “Queer(ing) Migrants: Documenting Queer Border-Crossings in Rigoberto González’s *Crossing Vines*.” Conference of the Association for Jotería Arts, Activism, and Scholarship, Phoenix, October 2015.
- “Queer in a Legal Sense: The Ambiguous Sexual Citizen in *Boutillier v. Immigration and Naturalization Service* and Arturo Islas’ *The Rain God*.” Frederick A. Cervantes Awards Plenary, National Association for Chicana and Chicano Studies Annual Meeting, San Francisco, April 2015.
- “Impossibly Here: Arturo Islas and the Legislation of Queer Belonging.” National Association for Chicana and Chicano Studies Annual Meeting, Salt Lake City, April 2014.
- “Parodic Disruptions of State Recognition: Queer Contestations of Citizenship in Jaime Cortez’s *Sexile*.” MELUS, Boca Raton, April 2011.
- “Queer(ed) Migrations: Rigoberto González’s Construction of Queer Border Crossings in *Crossing Vines*.” National Association for Chicana and Chicano Studies Annual Meeting, Pasadena, March 2011.
- “Too Black for Harlem: Coming of Race in New York City in Wallace Thurman’s *The Blacker the Berry*.” MELUS, Scranton, April 2010.

- “Artistic Chicification: Art(iculations) and Reconsiderations of the Virgin and the Riveter.” Feminisims and Rhetorics Biennial Conference, East Lansing, October 2009.
- “Textual Relations: How Zapata, Díaz, Huerta, and Madero Fathered Joaquín.” National Association for Chicana and Chicano Studies Annual Meeting, New Brunswick, April 2009.
- “Outside Voices: Interdisciplinary Consultants in the Writing Center.” South Central Writing Centers Association Annual Conference, Norman, March 2008.
- “Cultural Space: Launching Concepts into the Space of Understanding.” International Writing Centers Association Annual Conference, Houston, April 2007.
- “Making Students Feel Comfortable in the Writing Center: Having the ‘Thriller’ Writing Center Experience.” South Central Writing Centers Association Annual Conference, Little Rock, February 2006.

Invited Presentations

- “New York State Youth Leadership Council UndocuQueer Program Presents: Queering the Movement.” Moderator, Northern Kentucky University, Highland Heights, November 2014.
- “Breathing at the Margins: Race, Class, Sexuality, and the Making of One’s Self.” Diversity Dialogue Speaker Series, Northern Kentucky University, Highland Heights, October 2013.

University of Illinois, Urbana-Champaign Presentations

- “High-Risk Citizenship: ‘Don’t Ask, Don’t Tell,’ Criminal Exposure, and Queer Belonging in Michael Nava’s *The Death of Friends*.” Fall Colloquium Series, Department of Latina/Latino Studies, University of Illinois, Urbana-Champaign, October 2016.

Miami University Presentations

- “Private Sex, Public Citizenship: *Bowers v. Hardwick* and the Queer Citizen in John Rechy’s *City of Night*.” Fellowship Symposium, Department of English, Miami University, Oxford, May 2014.
- “Subverting the Canon: Transgressive Pedagogy in Literature Instruction.” Miami English Graduate and Adjunct Association Annual Symposium, Miami University, Oxford, April 2010.
- “Chicana Intersectionality: Sites of Chicana Oppression in ‘El Plan Espiritual de Aztlán’ and Responses in Early Chicana Feminism.” Women’s Studies Bicentennial Symposium, Miami University, Oxford, November 2009.
- “The Discerning Subaltern: Discerning Reconfigured Colonization through Disability in Bapsi Sidhwa’s *Cracking India*.” Graduate Research Forum, Miami University, Oxford, November 2009.

“Crossing Lines: Reconfiguring Citizenship through Cultural Knowledge in Rigoberto González’s *Crossing Vines*.” Passionate about Latino/a America and the Caribbean Speaker Series, Latin American, Latino/a, and Caribbean Studies Program, Miami University, Oxford, October 2009.

Other Conference Activity

“Flickering Pleasures.” Chair and Discussant. Queer Publics Symposium, University of Illinois, Urbana-Champaign, February 2017.

“World Governments in Transition.” Chair and Discussant. Miami English Graduate and Adjunct Association Symposium, Miami University, Oxford, April 2010.

TEACHING

Florida Atlantic University

Fall 2017 American Literature 4630: Latinx Literatures
English 3822: Introduction to Literary Studies

University of Illinois, Urbana-Champaign

Latino/Latina Studies 435: Commodifying Difference
Spring 2016 Cross-listed with Asian American Studies 435, African American Studies 435,
Gender and Women’s Studies 435, and Media/Cinema Studies 432

Miami University

English 144: Major American Authors
Fall 2010 Co-taught with Dr. Stefanie K. Dunning as part of the Department of
English Apprenticeship Program

English 143: American Literature, 1945-Present
Semester and corresponding guiding theme:
Spring 2011 New Contemporary U.S. Canons

English 112: Composition and Literature
Semesters and corresponding guiding themes:
Spring 2015 American Shifts: Writing in Anticipation of Shifting U.S. Demographics
Fall 2014 Composing and the Language(s) of Justice
Spring 2014 Authority and Disclosure in Writing
Spring 2013 Narrative Authority and Self-Representation in Writing
Fall 2012 Writing and Being Written: Representations of the Self and the Other
Spring 2012 Public and Private Narratives: Rhetorics of Offense
Fall 2011 Doing Text: Rhetoric, Activism, and Representation
Fall 2010 Doing Text: Rhetoric, Activism, and Representation
Spring 2010 Textually Active: Rhetorics of Activism and Representation

Fall 2009 Doing Text: Rhetoric, Activism, and Representation
 Spring 2009 Revolution and Activism: On the Border of Social Unrest

English 111: College Composition
 Fall 2008 Rhetoric, Time, and Place

Sam Houston State University

Spring 2008 English 165: Composition II
 Summer 2007 English 164: Composition I
 Fall 2007 English 164: Composition I
 Fall 2006 English 031: Developmental English

EDITORIAL EXPERIENCE

Editor, *Teacher's Guide* (Vol. 63), Department of English, Miami University, Oxford, 2010.

Editor, *College Composition at Miami* (Vol. 63), Department of English, Miami University, Oxford, 2010.

Assistant Editor, *Teacher's Guide* (Vol. 62), Department of English, Miami University, Oxford, 2009.

Assistant Editor, *College Composition at Miami* (Vol. 62), Department of English, Miami University, Oxford, 2009.

PROFESSIONAL SERVICE

Journals

2014-Present Reviewer, *Journal of Homosexuality*

Florida Atlantic University

2017-Present Faculty Affiliate, Center for Women, Gender, and Sexuality Studies

2017-Present Member, Search Committee, Assistant Professor of Medieval Literature,
 Department of English

2017-Present Member, Undergraduate Committee, Department of English

Miami University

2012-2013 Co-President, HAVEN: Graduate LGBTQ Alliance, with Jonathan Rylander

Summer 2012 Reader, First-Year Portfolio Program

- 2011-2012 Events Chair, HAVEN: Graduate LGBT Alliance
- 2010 Awards Committee, First-Year Composition Awards
- 2009-2010 Graduate Representative, Graduate Committee, Department of English
- 2009 Graduate Assistant, Translating Cultures: Latina/o Writers Festival, Department of English
- 2008-2009 English 111 and 112 Curriculum Design Committee, Western College Program
- 2008-2009 Ph.D. Program Representative, Executive Committee, Miami English Graduate and Adjunct Association

Sam Houston State University

- Fall 2006 Reader, Developmental Writing Program Portfolio Assessment

PROFESSIONAL AFFILIATIONS

Association for Jotería Arts, Activism, and Scholarship
Modern Language Association
National Association for Chicana and Chicano Studies
The Society for the Study of the Multi-Ethnic Literature of the U.S.

LANGUAGES

English and Spanish

TAYLOR HAGOOD

Department of English
Florida Atlantic University
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EDUCATION

Ph.D.—University of Mississippi, English, 2005

M.A.—Ohio University, English, 2000

B.A.—*summa cum laude*, Ohio University, English, 1998

PROFESSIONAL POSITIONS

Instructor, *8th Annual International Whitman Week*, Munich, Germany, 2015

Associate Professor, Florida Atlantic University, 2011-present

Visiting Professor, Ludwig-Maximilians-Universität-München, Munich, Germany, 2011

Fulbright Gastprofessor, Ludwig-Maximilians-Universität-München, Munich, Germany
2009-2010

Assistant Professor, Florida Atlantic University, 2005-2011

GRANTS & AWARDS

C. Hugh Holman Award for Best Book in Southern Literary Studies, 2015

Lifelong Learning Society Distinguished Professor of Arts and Letters, 2013-2014

SAMLA Book Award, *Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers* (nominated), 2011

Scholar of the Year Award, Assistant Professor Level, Florida Atlantic University, 2010-2011

J. William Fulbright Scholar Grant—Professor-Junior Lecturer, Ludwig-Maximilians-Universität-München, Munich, Germany, 2009-2010

Lifelong Learning Society Program Enhancement Grant, Florida Atlantic University, 2008, 2009, 2012, 2013, 2014, 2015

Exceptional Faculty in Arts and Letters at the MacArthur Campus Award, Florida Atlantic University, 2007, 2009

Scholarly and Artistic Activities Grant, Division of Research and Graduate Studies, Florida Atlantic University, 2006

Travel Awards, Division of Research and Graduate Studies, Florida Atlantic University, 2005-2006

Frances Bell McCool Dissertation Fellowship in Faulkner Studies, University of Mississippi, 2004-2005

Lawrence "Shaky" Yates Award for Excellence in Teaching Freshman English, University of Mississippi, 2004

Travel Awards, University of Mississippi Graduate School, 2002-2004

Honors II Fellowship, University of Mississippi Graduate School, 2002-2004

Graduate Teaching Fellowship, University of Mississippi, 2000-2004

Master's Thesis of the Year Prize, English Department, Ohio University, 2000

Graduate Teaching Fellowship, Ohio University, 1998-2000

PUBLICATIONS

BOOKS

Faulkner, Writer of Disability. Baton Rouge: Louisiana State University Press, 2014

Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers. Columbus: Ohio State University Press, 2010

Faulkner's Imperialism: Space, Place, and the Materiality of Myth. Baton Rouge: Louisiana State University Press, 2008

EDITED BOOKS

Undead Souths: The Gothic and Beyond in Southern Literature and Culture. Co-edited with Eric Gary Anderson and Daniel Cross Turner. Baton Rouge: Louisiana State University Press, 2015

Critical Insights: The Sound and the Fury. Ipswich: Salem Press, 2014

ARTICLES/BOOK CHAPTERS

"Nostalgic Realism: Jeremy Love's *Bayou*," *Revisionary Graphic Histories: Multi-Ethnic Graphic Narrative and the Idea of the Historical "Past"*, Ed. Martha J. Cutter and Cathy J. Schlund-Vials. Athens: U of Georgia P (forthcoming)

"Football, the South, and the Spatiality of Television," *Small-Screen Souths: Interrogating the Televisual Archive*, Ed. Gina Caison, Lisa Hinrichsen, and Stephanie Rountree. Baton Rouge: Louisiana State UP (forthcoming)

“Civil Rights, Vietnam, Hurricanes, and Postmodern Blues: Contemporary Mississippi Fiction Writers.” *Writing in the Crooked Letter State: A History of Mississippi Literature*, Ed. Lorie Watkins. Jackson: UP of Mississippi (forthcoming)

“Going to Ground: The Undead in Contemporary Southern Popular Culture Media and Writing.” *Undead Souths: The Gothic and Beyond in Southern Literature and Culture*. Ed. Eric Gary Anderson, Taylor Hagood, and Daniel Cross Turner. Baton Rouge: Louisiana State University Press, 2015. 248-60

“Cosmopolitan Culture: New Orleans to Paris.” *Faulkner in Context*. Ed. John T. Matthews. Cambridge: Cambridge University Press, 2015. 71-78

“On *The Sound and the Fury*.” *Critical Insights: The Sound and the Fury*. Ed. Taylor Hagood. Ipswich: Salem Press, 2014. 3-15

“Ghosts of Southern Imperialism: Caribbean Space, Functions of Fiction, and Thomas Nelson Page’s ‘No Haid Pawn,’” *Mississippi Quarterly: The Journal of Southern Cultures* 66 (2013): 139-59

“Hollywood and Gaming, Simulation and Secrecy: The Postsouthern in ‘Knight’s Gambit.’” *Faulkner Journal* 27.1 (2013): 29-45

“‘Nobody Knows but Me’: Jimmie Rodgers and the Body Politic.” *Walking the Line: Country Lyricists and American Culture*. Ed. Thomas Alan Holmes and Roxanne Harde. Lanham, MD: Lexington, 2013. 1-18

“William Faulkner’s Critical Reception,” *Critical Insights: William Faulkner*. Ed. Kathryn Stelmach Artuso. Ipswich: Salem Press, 2013. 51-67

“Disability, Reactionary Appropriation, and Strategies of Manipulation in Simms’s *Woodcraft*,” *Southern Literary Journal* 45.2 (2013): 39-56

“The Secret Machinery of Textuality, Or, What is Benjy Compson Really Thinking?” *Faulkner and Formalism: Returns of the Text: Faulkner and Yoknapatawpha, 2008*. Ed. Annette Trefzer and Ann J. Abadie. Jackson: University Press of Mississippi, 2012. 92-106

“Disability Studies and American Literature.” *Literature Compass* 7.6 (2010): 387-96

“Labor, Place, and Faulkner’s Rincon.” *Mississippi Quarterly: The Journal of Southern Cultures* 61 (2008): 359-77

“Taking ‘Money Right out of an American’s Pockets’: Faulkner’s South and the International Cotton Market.” *European Journal of American Culture* 26 (2007): 83-95

“Negotiating the Marble Bonds of Whiteness: Hybridity and Imperial Impulse in Faulkner.” *Faulkner Journal* 22.1-2 (2006/2007): 24-38

Reprinted in *Faulkner and Whiteness*. Ed. Jay Watson. Jackson: University Press of Mississippi, 2011. 3-18

“Media, Ideology, and the Role of Literature in *Pylon*.” *Faulkner Journal* 21.1-2 (2005/2006): 107-19

“Dramatic Deception and Black Identity in *The First One* and *Riding the Goat*.” *African American Review* 39.1-2 (2005): 55-66

“Prodjickin’, or mekin’ a present to yo’ fam’ly: Rereading Empowerment in Thomas Nelson Page’s Frame Narratives.” *Mississippi Quarterly: The Journal of Southern Cultures* 57 (2004): 423-40

“Ah Ain’t Got Nobody: Southern Identity and Signifying on Dialect in Hurston and Faulkner.” *Publications of the Mississippi Philological Association* (2004): 45-53

“Elvis and Karate in Southern Poor White Performance.” *Studies in Popular Culture* 26.3 (2004): 1-13

“Hair, Feet, Body, and Connectedness in ‘Song of Myself.’” *Walt Whitman Quarterly Review* 21.1 (2003): 25-34

“Faulkner’s ‘Fabulous Immeasurable Camelots’: *Absalom, Absalom!* and *Le Morte Darthur*.” *Southern Literary Journal* 34.2 (2002): 45-63

NOTES, ENCYCLOPEDIA ENTRIES, & OCCASIONAL PIECES

“On Ontological Borders: Disability, Posthumanism, and Simms in the Classroom,” *Simms Review* 22.1-2 (2014): 73-74

“*Goon*.” *Graphic Novels*. Ipswich: Salem Press, 2012

“Being the Self: Identity and the Art of Luis Garcia-Nerey” *The Self and the Other: Luis Garcia Nerey*. John D. MacArthur Campus Library. Blurb Inc., 2008

“Thomas Nelson Page” *Encyclopedia Virginia* (2008):
<http://www.encyclopediavirginia.org/Page_Thomas_Nelson_1853-1922>

“The Old People.” *Teaching Faulkner* (2006)
<<http://www.semo.edu/cfs/teaching/index.htm>>

“Irwin Russell,” “William Clark Falkner,” *Mississippi Writers Page* (2003)
<<http://www.olemiss.edu/mwp>>

REVIEW ESSAYS

“New South Faulkner Biography.” *Kritikon Litterarum* 42.3-4 (2015): 269-84 [Reviews John T. Matthews’s *William Faulkner: Seeing Through the South*. Chichester: Wiley-Blackwell, 2009; Philip Weinstein’s *Becoming Faulkner: The Art and Life of William Faulkner*. New York: Oxford U. Press, 2010; Judith L. Sensibar’s *Faulkner and Love: The Women Who Shaped His Art: A Biography*. New Haven: Yale U. Press, 2009; Doreen Fowler’s *Drawing the Line: The Father Reimagined in Faulkner, Wright, O’Connor, and Morrison*. Charlottesville: U of Virginia Press, 2013; Candace Waid’s *The Signifying Eye: Seeing Faulkner’s Art*. Athens: U of Georgia Press, 2013]

“On Faulkner’s Influences and Influencing.” *South Atlantic Review* 73.4 (2008): 154-58 [Reviews Joseph R. Urgo and Ann J. Abadie’s (editors) *Faulkner and Material Culture: Faulkner and Yoknapatawpha, 2004*. Jackson: UP of Mississippi, 2007; Joseph R. Urgo and Ann J. Abadie’s (editors) *Faulkner’s Inheritance: Faulkner and Yoknapatawpha, 2005*. Jackson: UP of Mississippi, 2007; Houston A. Baker, Jr.’s *I Don’t Hate the South: Reflections on Faulkner, Family, and the South*. Oxford: Oxford University Press, 2007]

“Faulkner and Cultural Conflict,” *Modern Fiction Studies* 54 (2008): 837-43 [Reviews Peter Lurie’s *Vision’s Immanence: Faulkner, Film, and the Popular Imagination*. Baltimore: Johns Hopkins UP, 2004 and Charles Hannon’s *Faulkner and the Discourses of Culture*. Baton Rouge: Louisiana State UP, 2005]

Ajuan Maria Mance. *Inventing Black Women: African American Women Poets and Self-Representation, 1877-2000*. Knoxville: U of Tennessee P, 2007; Joanne Saul. *Writing the Roaming Subject: The Biotext in Canadian Literature*. Toronto: U of Toronto P, 2006. *American Literature* 80 (2008): 425-26.

Ted Atkinson. *Faulkner and the Great Depression: Aesthetics, Ideology, and Cultural Politics*. Athens: University of Georgia Press, 2006; Margaret Donovan Bauer. *William Faulkner’s Legacy: “What Shadow, What Stain, What Mark.”* Gainesville: University Press of Florida, 2005. *American Literature* 79 (2007): 618-20

“Southern Borders, Canonicity, and *Southern Writers: A New Biographical Dictionary*.” *Mississippi Quarterly: The Journal of Southern Cultures* 59 (2006): 355-61 [Reviews *Southern Writers: A New Biographical Dictionary*, edited by Joseph M. Flora and Amber Vogel, assistant editor Bryan Giemza. Baton Rouge: Louisiana State University Press, 2006]

“Folklore and Creolization in United States Literature.” *College Literature* 31.4 (2004): 203-9 [Reviews Karen E. Beardslee’s *Literary Legacies, Folklore Foundations: Selfhood and Cultural Tradition in Nineteenth- and Twentieth-Century American Literature*. Knoxville: University of Tennessee Press, 2001, and Keith Cartwright’s *Reading Africa into American Literature: Epics, Fables, and Gothic Tales*. Lexington: University Press of Kentucky, 2002]

BOOK REVIEWS

Jeffrey Stayton. *This Side of the River*. Oxford, MS: Nautilus Publishing Company, 2015. *South Central Review* 32.2 (2015): 151-53

Valérie Loichot, *Orphan Narratives: The Postplantation Literature of Faulkner, Glissant, Morrison, and Saint-John Perse*, Charlottesville: University of Virginia Press, 2007. *Anthurium: A Caribbean Studies Journal* 11.1 (2014): Article 6

Thomas Ruys Smith. *Southern Queen: New Orleans in the Nineteenth Century*, London: Continuum, 2011. *Journal of American Studies* 46.2 (2012): 1

“The Music of Coping—*Bitter Acoustic* by Sharon Fagan McDermott.” *Cerise Press* 4.11 (2012) <<http://www.cerisepress.com/04/11/bitter-acoustic-by-sharon-fagan-mcdermott>> [Reviews Sharon Fagan McDermott’s *Bitter Acoustic*. Durham, NC: Jacar P, 2011]

“Denied the Work of Natural Generation.” *The Rumpus* January 21, 2012 <<http://therumpus.net/author/taylor-hagood/feed/>> [Reviews Karl Kirchwey’s *Mount Lebanon*. New York: Marian Wood, 2011]

“Would You Do That Again?” *The Rumpus* July 6, 2011 <<http://therumpus.net/2011/07/would-you-do-that-again/#more-82926>> [Reviews Robert Bly’s *Talking Into the Ear of a Donkey: Poems*. New York: W. W. Norton, 2011]

“The Speed of Belief.” *The Rumpus* May 27, 2011 <<http://therumpus.net/2011/05/the-speed-of-belief/>> [Reviews Tracy K. Smith’s *Life on Mars*. Minneapolis: Graywolf Press, 2011]

Noel Polk. *Faulkner and Welty and the Southern Literary Tradition*. Jackson: University Press of Mississippi, 2008. *Journal of American Studies* 44 (2010): 226-27

Robert L. McDonald, ed. *Reading Erskine Caldwell: New Essays*. Jefferson, NC: McFarland, 2006. *South Atlantic Review* 74.2 (2009): 170-72

Richard Gray. *A Web of Words: The Great Dialogue of Southern Literature*. Athens: University of Georgia Press, 2007. *Journal of American Studies* 43 (2009): 376-77

Richard Godden. *William Faulkner: An Economy of Complex Words*. Princeton: Princeton University Press, 2007. *Journal of American Studies* 42 (2008): 592

“A Shadow of the Other.” *Cold Mountain Review* 35.1 (2006): 65-67 [Reviews Tracy K. Smith’s *The Body’s Question*. Saint Paul, Minn.: Graywolf Press, 2003]

Theresa M. Towner and James B. Carothers. *Reading Faulkner: Collected Stories*. University Press of Mississippi. 2006. *South Atlantic Review* 71 (2006): 125-27.

Blair Labatt, *Faulkner the Storyteller*. Tuscaloosa: University of Alabama Press, 2005. *Studies in the Novel* 38 (2006): 267-69

Montserrat Ginés, *The Southern Inheritors of Don Quixote*. Baton Rouge: Louisiana State University Press, 2000. *Southern Quarterly* 40.2 (2002): 170-72

DIGITAL SCHOLARSHIP

Collaborative Editor, with Jennie Joiner. Adaptation of William Faulkner's "Vendee" for *The Digital Yoknapatawpha Project*, a born-digital critical database, network visualization, interactive map, and timeline. University of Virginia's Digital Media Center. Stephen Railton, General Editor. Project funded by the National Endowment for the Humanities. 2014-2015

"The Digital Yoknapatawpha Project: An Interview with Taylor Hagood." Interviewed by Sarah Van Horn Melton and Christopher Lirette. *Southern Spaces: An Interdisciplinary Journal about Regions, Places, and Cultures of the U.S. South and their Global Connections*. Published January 22, 2014; <southernspaces.org>

Collaborative Editor, with Julie Napolin (Assoc. Ed.) et al. Adaptation of William Faulkner's *The Sound and the Fury* for *The Digital Yoknapatawpha Project*, 2013-2014

Collaborative Editor, with Jennie Joiner. Adaptation of William Faulkner's "The Unvanquished" for *The Digital Yoknapatawpha Project*, 2013-2014

Collaborative Editor, with Robert Coleman and Ren Denton. Adaptation of William Faulkner's "Wash" for *The Digital Yoknapatawpha Project*, 2012-2013

Journey to the Center of Yoknapatawpha: An Experience of Digitizing Faulkner's Fiction; Youtube video written, filmed, and directed by Taylor Hagood and first aired at *Fifty Years After Faulkner: The 39th Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2012; <<http://youtu.be/gk4dHfQb5AQ>>

Collaborative Editor, with Steve Knepper. Adaptation of William Faulkner's "Barn Burning" for *The Digital Yoknapatawpha Project*, 2012

LECTURES/PRESENTATIONS

"T. S. Eliot, Anglo-American Identity, and the Shaping Forces of Art," *St. George's Society of Palm Beach*, Chesterfield Hotel, Palm Beach, Florida, November 12, 2015

"The Recalcitrant South: Resistance in the Nation's Region," Ludwig-Maximilians-Universität-München, Munich, Germany, May 21, 2014

"Disability, Identity, and the United States South," Katholische Universität Eichstätt-Ingolstadt, Eichstätt, Germany, May 20, 2014

"Antimodernism and the Southern Agrarians," *Cultural Immobility: Place and the Tradition of an Antimodern Modernism*, Venice International University, Venice, Italy, May 13, 2014

“Undeadness, Southern Grounds, and Urban Spaces in *The Goon* and *The Walking Dead*,” *Comics Studies and the U.S. South Symposium*, University of South Carolina, October 25, 2013

“The South and New Media,” Coastal Carolina University, October 24, 2013

“Toward a Theory of Disability and Southern Identity,” Keynote Address, English Graduate Student Society Conference, Florida Atlantic University, November 29, 2012

“Ghosts of Southern Imperialism: Caribbean Space and Thomas Nelson Page’s ‘No Haid Pawn,’” Brownbag Lecture, Florida Atlantic University, November 18, 2011

“American Football and the Aesthetics of Headlessness in Faulkner’s *The Hamlet*,” Ludwig-Maximilians-Universität-München, Munich, Germany, July 12, 2011

“Faulkner and the Embodying of Cognitive Disability,” Center for Body, Mind, and Culture Coffee Colloquia, Florida Atlantic University, November 16, 2010

“Mississippi, Obesity, Faulkner, and the Historico-Political Construction of Normality in the United States,” Ludwig-Maximilians-Universität-München, Munich, Germany, July 23, 2010

“Secrecy, Miscegenation, and the Politics of Pregnancy in Harlem Renaissance Women’s Drama,” Universität Regensburg, Regensburg, Germany, June 10, 2010

“Studying in North America: A Professor’s Point of View,” Predeparture Orientation Workshop, Amerika House Munich, Munich, Germany, June 9, 2010

“The Harlem Renaissance,” *Race in American History and Culture* Lecture Series, Jacobs University Bremen, Bremen, Germany, March 10, 2010

“‘Secrets of the Trade’: Chicanery, Black Women, and Eulalie Spence’s *Hot Stuff*,” Women, Gender, and Sexuality Studies Colloquium, Florida Atlantic University, September 17, 2008

“The Secret Machinery of Textuality, Or, What is Benjy Compson Really Thinking?” *Faulkner: The Returns of the Text, The 35th Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 20, 2008

Commencement Address, Ohio University Eastern, St. Clairsville, Ohio, June 6, 2008

“Negotiating the Marble Bonds of Whiteness: Hybridity and Imperial Impulse in Faulkner,” *Frances Bell McCool Lecture*, University of Mississippi, April 11, 2005

CONFERENCE PAPERS

“‘They Came Now as Friends and Allies’: Reconciliation Romance and *The Princess of Mars*,” *The 37th International Conference on the Fantastic in the Arts*, Orlando, FL, March 2016

“Comic Strips—Hybridity—Pylon,” *Faulkner and Print Culture: The 42nd Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2015

“Swampmonsters, Terror(ism), and Cartoon Capability in *Bayou* and *Archer*,” *Multi-Ethnic Literature of the United States Conference*, University of Georgia, April 2015

“Graphic (Un)Being: Swamping the Deleuzian Body Without Organs in Contemporary Comics (*Swamp Thing*, *Swamp Preacher*, and *Bayou*),” *Modern Language Association Convention*, Vancouver, Canada, January 2015

“Flight to/from/in/and Canada: Movement, Space, Desire, and the U.S. South,” *The South in the North: A Pre-MLA Mini-conference*, Simon Fraser University, Vancouver, Canada, January 2015

“The ‘South’ in South Florida: James W. Hall’s *Off the Chart*,” *Society for the Study of Southern Literature Conference*, Arlington, Virginia, March 2014

“‘Two Phlegm-Clots Above Her’: Prosthesis and Disability in *Sanctuary*,” *Modern Language Association Convention*, Chicago, January 2014

“Striking Back Black: Discourses of Headlessness in Charles W. Chesnutt’s ‘The Marked Tree,’” *South Central Modern Language Association Convention*, New Orleans, October 2013

“The Return of the Interred Oppressed: Zombie Roots and the Plantation Past in Alan Moore’s *Swamp Thing*,” *Southern American Studies Association Conference*, Charleston, South Carolina, January 2013

“Journey to the Center of Yoknapatawpha: An Experience of Digitizing Faulkner’s Fiction,” *Fifty Years After Faulkner: The 39th Annual Faulkner and Yoknapatawpha Conference*, University of Mississippi, July 2012 (see “Digital Scholarship” section)

“Imperialism, Myth-Making, and Ability: The Public-ity and –ation of *A Fable*,” *Faulkner at West Point: The Writer in Public*, United States Military Academy at West Point, New York, April 2012

“Masquerade, Anniversary, and the Circum-Atlantic Colonial Legacy in *The Grandissimes*,” *Society for the Study of Southern Literature Conference*, Vanderbilt University, March 2012

“The Undead, Popular Culture, and Southern Figuration,” *Modern Language Association Convention*, Seattle, Washington, January 2012

“Darl Bundren and Narrative’s Dependency on Disability in Faulkner’s *As I Lay Dying*,” *55th Annual Conference of the British Association for American Studies*, University of East Anglia, England, April 2010

“‘The Prince With That Hearth-broom’: Faulkner’s ‘Knight’s Gambit’ and the Movement of Southerners Across the Global Grid,” *54th Annual Conference of the British Association for American Studies*, University of Nottingham, England, April 2009

“‘As if a Sea had Divided It’: Haiti, Migration, and the Horrors of Space in Page’s ‘No Haid Pawn,’” *Society for the Study of Southern Literature Conference*, College of William and Mary, April 2008

“The Burden of the Southern Collective: Cultural Shorthand and New Southernist Perspectives,” *NEXUS 2008 Interdisciplinary Conference: Collected and Collective Identities*, University of Tennessee, March 2008

“Ghost in a Harlem Flat: Eulalie Spence’s Gothic Play,” *South Central Modern Language Association Convention*, Memphis, Tennessee, November 2007

“‘They Aint Human Like Us’: Compromised Bodies and Spatiality in *Pylon*,” *American Literature Association Convention*, Boston, Massachusetts, May 2007

“‘The Influence of that Root’: Magic, Secrecy, and the Escape of Frederick Douglass (According to Georgia Douglas Johnson),” *Multi-Ethnic Literature of the United States Conference*, Fresno, California, March 2007

“Taking ‘Money Right out of an American’s Pockets’: Faulkner’s South and the International Cotton Market,” *Re-Mapping the American South*, University of the West of England, Bristol, England, September 2006

“Rewriting Reconciliation Romance: May Miller’s *Christophe’s Daughters*,” *Multi-Ethnic Literature of the United States Conference*, Boca Raton, Florida, April 2006

“Labor and the Standard Oil Company in Faulkner’s Rincon,” *Society for the Study of Southern Literature Conference*, Birmingham, Alabama, March/April 2006

“Faulkner and Trauma,” Center for Interdisciplinary Studies Symposium: *Post-Trauma: Violence, Trauma, and Moral Repair*, Florida Atlantic University, March 2006

“‘Nobody Knows but Me’: Jimmie Rodgers and the Body Politic,” *South Atlantic Modern Language Association Convention*, Atlanta, Georgia, November 2005

“Old South Chivalry Through New South Eyes in Thomas Nelson Page’s *Red Rock: A Chronicle of Reconstruction and Gordon Keith*,” *Thirty-Ninth International Congress on Medieval Studies*, Western Michigan University, May 2004

“Booker T. Washington and Thomas Nelson Page . . . Partners in Gradualism?” *Society for the Study of Southern Literature Conference*, University of North Carolina—Chapel Hill, March 2004

“‘Scythian Glitter’: Orientalism in *Absalom, Absalom!*” *32nd Annual 20th-Century Literature Conference*, University of Louisville, February 2004

“Ah Ain’t Got Nobody: African American Identity and Signifying on Dialect in Hurston and Faulkner.” *Meeting of the Mississippi Philological Association*, Mississippi University for Women, January 2004

“Healing Frame Narratives: *The Canterbury Tales* and the Post-Reconstruction South in Colonel William Faulkner’s *The White Rose of Memphis*.” *Thirty-Eighth International Congress on Medieval Studies*, Western Michigan University, May 2003

“Egypt and Faulkner’s Colonized Delta.” *Delta Blues Symposium IX: Defining the Delta*, Arkansas State University, March 2003

“Jumpsuit Gi: Elvis and Karate in Southern Poor White Masculine Performance.” *Popular Culture Association in the South and the American Culture Association Conference*, Charlotte, North Carolina, October 2002

“Kennedy, Page, Faulkner, and Percy, and the Order of Southern White Knights.” *Thirty-Seventh International Congress on Medieval Studies*, Western Michigan University, May 2002

“‘Fabulous Immeasurable Camelots’: Faulkner’s *Absalom, Absalom!* and Malory’s *Le Morte Darthur*.” *Southern Writers, Southern Writing Graduate Student Conference*, University of Mississippi, July 1999

CONFERENCE PANEL MODERATION/PARTICIPATION

“The Fantastic in/and the South,” panel organizer and moderator, *Society for the Study of Southern Literature Convention*, Boston, March 2016

“Currencies / Exchanges / Conversions: Contemporary Southern Media,” panel participant, *Society for the Study of Southern Literature Convention*, Boston, March 2016

“Posthuman Possibilities in Faulkner,” panel moderator, *Modern Language Association Convention*, Austin, Texas, February 2016

“Reading the Statue of Freedom: May Miller’s *Stragglers in the Dust* and Marilou Awiakta’s *Selu: Seeking the Corn-Mother’s Wisdom*,” participant presentation on “Native African Southern Multicultures: Canons and Contexts” panel, *Society for the Study of Southern Literature Conference*, Vanderbilt University, March 2012

Eating and Eating Disorders Panel moderator, *Mindful Body in Healing and the Arts Conference*, Florida Atlantic University, January 2012

“Roundtable on Publishing,” participant, *Multi-Ethnic Literature of the United States Society Conference*, Boca Raton, Florida, April 2011

“William Faulkner,” moderator, *54th Annual Conference of the British Association for American Studies*, University of Nottingham, England, April 2009

“Poor Whites, New Orleans, and Strategies of the Global South,” organizer and moderator, *54th Annual Conference of the British Association for American Studies*, University of Nottingham, England, April 2009

“Getting to Where You’re Going: A Conversation About Life in the Discipline,” participant, *English Graduate Student Society Plotting Culture Conference*, Florida Atlantic University, Boca Raton, Florida, March 2008

“Looking Back: Expatriate Links to the South,” moderator, *Re-Mapping the American South*, University of the West of England, Bristol, England, September 2006

“Expectations of the Profession: A Roundtable Discussion of Teaching at Two-year and Four-year Colleges and at Research Universities,” participant, *Multi-Ethnic Literature of the United States Conference*, Boca Raton, Florida, April 2006

“19th-Century Southern Literature,” moderator, *Southern Writers, Southern Writing Graduate Student Conference*, University of Mississippi, 2004

“Faulkner III,” organizer and moderator, *Southern Writers, Southern Writing Graduate Student Conference*, University of Mississippi, 2003

CONFERENCE PLANNING

Multi-Ethnic Literature of the United States Society Conference, Planning committee member-scheduler, Boca Raton, Florida, 2011

Southern Writers, Southern Writing Graduate Student Conference, co-organized and directed, University of Mississippi, 2003

READINGS

Secrecy, Magic, and the One-Act Plays of Harlem Renaissance Women Writers, Dorothy F. Schmidt College of Arts and Letters Faculty Series, Florida Atlantic University, April 19, 2011

Faulkner’s Imperialism: Space, Place, and the Materiality of Myth, Dorothy F. Schmidt College of Arts and Letters Faculty Authors Series, Florida Atlantic University, January 12, 2009

“Turtle Walk at John D. MacArthur State Park” (original nonfiction), English Department Creative Nonfiction Student and Faculty Reading, Florida Atlantic University, October 26, 2007

The Hamlet (excerpt from William Faulkner’s *The Hamlet*), *Faulkner on the Fringe*, Oxford, Mississippi, July 28, 2004

TEACHING EXPERIENCE

Florida Atlantic University:

Graduate:

Race, Gender, and Disability in American Literature

Principles and Problems

Fiction of the U.S. South

Postcolonial Theory

Animals in American Literature

Disability and American Literature

Faulkner and Hemingway

Graduate Teaching Colloquium

Disability and Southern Literature

Multiculturalism and the Contemporary South

U.S. Literary Renaissance Movements and Modernism
Faulkner

Undergraduate:

Detective Fiction

American Literature: 20th-Century Movements

Honors Thesis

Interpretation of Fiction

Major American Writers—19th Century

American Literature Survey: Beginnings to 1865

Interpretation of Drama

Faulkner

Major American Writers-20th Century

Colonial and Early American Literature

African American Literature, 1895-present

Southern Literary Renaissance

American Literature: 19th-Century Traditions

Interpretation of Drama

Introduction to Literary Studies

Literary Theory

Critical Approaches to Literature

Ludwig-Maximilians-Universität:

Animals in American Literature (graduate Hauptseminar)

Disability Studies and American Literature (graduate Hauptseminar)

Literature of the U.S. South (graduate Hauptseminar)

White Trash (undergraduate Vorlesung)

African American Literature (undergraduate Vorlesung)

University of Mississippi:

Major Authors of American Literature

Freshman Composition/Research:

Faulkner and the Saga Tradition

Shakespeare Comedies

Freshman Composition

Ohio University:

Introduction to Literature

Special Topics, Reading and Writing and Southern Literature

Freshman Composition

THESIS & DISSERTATION COMMITTEES

Chaired

Ashely Tisdale; MA in English; 2015-present

Paul Probst; MA in English; 2015-present

Skye Cervone; Ph.D. in Comparative Studies; 2014-present

Valorie Ebert; Ph.D. in Comparative Studies; 2014-present

Lindsey Averill; Ph.D. in Comparative Studies; 2012-present

Oscar Ruiz; M.A. in English; 2011-2013

Tiffany Frost; M.A. in English; 2011-2013

Kristin McGlothlin; M.A. in English; 2011-2013

Simone Puleo; M.A. in English; 2011-2012

Rachel McDermott; M.A. in English; 2011-2012

Kathleen Rush; M.A. in English; 2008-2009

Tealia Deberry; M.A. in English; 2008-2009

Tinea Williams; M.A. in English; 2007-2009

Fiona McWilliam; M.A. in English; 2007-2008

Amber Estlund; M.A. in English; 2007-2008

Committee Member

Daniel Creed; Ph.D. in Comparative Studies; 2014-present

Gyasi Byng; M.A. in English; 2013-2014

Samara McNair; M.A. in English; 2013-present

Cathy Lombard; Ph.D. in Comparative Studies; 2013-present

Atticus Ranck; M.A. in Women, Gender, and Sexuality Studies; 2013-present

Kathryn Boundy; Ph.D. in Comparative studies; 2010-present

Arin Miller; M.F.A. in Creative Writing; 2008-present

Deidra Johnson; M.A. in English; 2008-present

Mara Kiffin; Ph.D. in Comparative Studies; 2006-present

Beau Ewan; M.F.A. in English; 2011-2013

Tulasi Acharya; M.A. in Women's Studies; 2011-2012

Jeanette Moffa; M.F.A. in English; 2011-2012

Ryan Frabizio; M.A. in English; 2011-2012

Stephanie Derisi; M.A. in English; 2010-2012

Roger Drouin; M.F.A. in English; 2011-2012

Janelle Garcia; M.F.A. in English; 2011-2012

Laura Groves; M.A. in English; 2008-2009

Karyn Anderson; M.A. in Languages, Linguistics, and Comparative Studies; 2008-2009

Ashley Paxton; M.A. in English; 2007-2009

Valerie Czerny; Ph.D. in Comparative Studies; 2007-2009

Carrie Johnston; M.A. in English; 2008

Kimberly Vann; M.F.A. in English; 2008

Pamela Hope Segal; M.A. in English; 2008

Cora Bresciano; M.F.A. in Creative Writing; 2006-2007

Cynthia Lyles Scott; M.A. in English; 2006-2007

EDITORIAL EXPERIENCE

Advisory Board Member, *H-Southern-Lit*, H-Net Discussion Network, 2014-present

Coeditor, *H-Southern Lit*, H-Net Discussion Network, 2010-2014

Assistant Editor, *Yalobusha Review*, 2004

SERVICE

Professional:

Referee, *PMLA*, 2016

Vice President, William Faulkner Society, 2015-present

Referee, University of Georgia Press, 2015

Referee, University of South Carolina Press, 2014

Executive Council Member, Society for the Study of Southern Literature, 2013-present

Fulbright Application Evaluator, Polish Fulbright Commission, 2013

Referee, *Mississippi Quarterly*, 2013

Research Ambassador, Deutscher Akademischer Austausch Dienst/German

Academic Exchange Service, 2013-present

External Reviewer, Tenure Case, Northern Illinois University, 2012
Referee, *Southern Quarterly*, 2010

Representative-at-Large, William Faulkner Society, 2009-2012

Society for the Study of Southern Literature Bibliography Committee, 2007-2010

Referee, *Faulkner Journal*, 2007-present

Referee, *College Literature*, 2004-present

Florida Atlantic University:

University:

Office of International Programs Study Abroad Scholarship Award
Evaluator, 2012, 2013

Office of International Programs Liaison for Exchange Agreement Between
Florida Atlantic University and Ludwig-Maximilians-Universität-München,
2012-present

Lifelong Learning Scholarship Award Committee, member, 2012, 2013

MacArthur Campus MacAwards Selection Committee, member, 2009

MacArthur Campus Assistant University Librarian Search Committee,
member, 2007

MacArthur Campus Homecoming Committee, member, 2007-2008

MacArthur Campus Smith Scholar-in-Residence Search Committee,
member, 2007-2008

MacArthur Campus Guest Speaker, Discover FAU @ Jupiter, January 9,
2007

MacArthur Campus Outstanding Student Selection Committee, member,
2006-2007

Division of Sponsored Research Scholarly and Creative Activities Award
Selection Committee, member, 2006

MacArthur Campus Library Advisory Committee, member, 2005-2009

College:

Ph.D. in Comparative Studies Program Executive Committee, member,
2011-present

Graduate Marshall, 2011 (Spring Commencement)

Undergraduate Marshall, 2007 (Fall Commencement), 2013 (Spring Commencement)

Department:

Assistant Professor of Asian American/Asian Literatures in English Search Committee, member, 2013-2014

Faculty Evaluation Committee, member, 2013-present

Graduate Committee, MA Comprehensive Exams guidelines draftee, 2012-present

Graduate Committee Subcommittee for Thesis Assessment, member, 2012-2013

Assistant Professor of African American Literature Search Committee, member, 2012-2013

Undergraduate American Literature Writing Student Assessment, 2012

Medical Humanities Ad Hoc Committee, member, 2011

Graduate Committee Subcommittee for Professional Development, chair, 2011-present

Graduate Committee, member, 2011-present

Writing Committee Subcommittee for LIT 20XX requirements revision, chair, 2011

Writing Committee, member, 2010-2013

Assistant Professor of Modern British and American Literature Search Committee, member, 2008-2009

Speakers Committee, member, 2008-2009

Webmaster, 2006-2009

Undergraduate Committee, member, 2005-2009

University of Mississippi:

Assistant Compiler, Freshman Writing Program Database, 2003

English Department Graduate Studies Committee, member, 2002-2003

English Graduate Student Body Secretary, 2001-2002

Ohio University:

English Department Graduate Student Committee, member, 1999-2000

Student Recruiter, 1998-1999

ACADEMIC AFFILIATIONS

Modern Language Association

Society for the Study of Multi-Ethnic Literature of the United States

Society for the Study of Southern Literature

South Central Modern Language Association

William Faulkner Society

IN PROGRESS

Books:

Following Faulkner: The Response of Writers and Critics to Yoknapatawpha's Architect, Camden House, manuscript complete and under review with advance contract

Swamp Souths: Literary and Cultural Ecologies, essay collection in development with coeditors Eric Gary Anderson, Kirstin Squint, and Anthony Wilson

Articles:

"Southern Literature," *The Routledge Handbook of the American South*, ed. Maggi M. Morehouse. New York: Routledge, manuscript complete and under review

"William Faulkner in Collaboration: Authors[Writers] and Readers," coauthored with Sarah Gleeson-White; manuscript in progress

"Humanism, Faulkner, and Digital Scholaship," manuscript in progress for *Mississippi Quarterly* forum

"Update on *Digital Yoknapatawpha*," blog entry in progress for *Southern Spaces*

REFERENCES

Klaus Benesch, Professor and Chair of North American Literary History, Amerika-Institut/Department of English and American Studies, Ludwig-Maximilians-Universität-München, +49 (0) 89-2180-2797, klaus.benesch@lrz.uni-muenchen.de

Thadious M. Davis, Geraldine R. Segal Professor of American Social Thought and Professor of English, English Department, University of Pennsylvania, 215-898-7832, davistm@english.upenn.edu

Donald M. Kartiganer, Howry Professor of Faulkner Studies Emeritus, Department of English, University of Mississippi, 662-915-5793, dkartiga@olemiss.edu

John W. Lowe, Barbara and Lester Methvin Distinguished Professor of Southern Literature, Department of English, University of Georgia, 706-542-1261, jwlowe@uga.edu

Stephen Railton, Professor of English, Department of English, University of Virginia, 434-924-6612, sfr@virginia.edu

Annette Trefzer, Associate Professor of English, Department of English, University of Mississippi, 662-915-7685, atrefzer@olemiss.edu

Joseph R. Urgo, Provost and Vice Chancellor for Academic Affairs, University of North Carolina Asheville, 828-251-6470, jurgo@unca.edu

WENDY WOLTERS HINSHAW

Associate Professor of English, Florida Atlantic University
777 Glades Rd. Boca Raton, FL 33431 whinshaw@fau.edu

EDUCATION

PhD, English	The Ohio State University, June 2010 Dissertation: <i>Incarcerating Rhetorics, Publics, Pedagogies</i>
MA, English and Women's Studies	The Ohio State University, June 2004
BA, English and Women's Studies	The Ohio State University, June 2001

ACADEMIC EMPLOYMENT

Department of English, Florida Atlantic University	2010 – present
Director of Writing Programs	2014 – present
Associate Professor	2016 – present
Assistant Professor	2010 – 2016
Departments of English and Women's Studies, The Ohio State University Graduate Instructor	2001 – 2009

PUBLICATIONS

- “Why I Write.” Website collection of written/audio essays by Exchange for Change writers. Web design by Chris Kohlhagen. 2017.
- “Bending Bars: A Dialogue between Four Prison Teacher-Researchers.” with Laura Rogers, Tobi Jacobi and Cory Holding. *Survive & Thrive: A Journal for Medical Humanities and Narrative as Medicine*. 3.1 (2017): 73-90.
- “What Words Might Do: The Challenge of Representing Women in Prison and Their Writing” with Tobi Jacobi. *Feminist Formations*. 27.1 (2015): 67-90.
- “Regulating Girlhood: Protecting and Prosecuting Juvenile Violence.” *JAC* 33:3-4 (2013): 487-506.
- “Writing Exchanges: Composing Across Prison and University Classrooms.” with Kathie Klarreich. *Women, Writing & Prison: Activists, Scholars, and Writers Speak Out*. Eds. Tobi Jacobi and Ann Stanford. Forthcoming: Rowman & Littlefield, 2014.
- “Identifying Choices: Rhetorical Tactics in a Prison Art Program.” *Practicing Research in Writing Studies: Reflections on Ethically Responsible Research*. Eds. Katrina M. Powell and Pamela Takayoshi. Hampton Press, 2012.
- “Making Ourselves Vulnerable: A Feminist Pedagogy of Listening.” *Silence and Listening as Rhetorical Arts*. Eds. Cheryl Glenn and Krista Ratcliffe. Southern Illinois University Press, 2011. 264-77.
- “Teaching for Social Justice? Resituating Student Resistance.” *JAC* 27 1&2 (2007): 223-34.
- “Meeting the Pedagogical Challenge of Familiar Images: Teaching Familial and National Gazes” with Amy Mecklenburg-Faenger. *Instructor's Manual for Rhetorical Visions: Writing and Reading in a Visual Culture*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007.

Assistant editor for *Rhetorical Visions*, Custom Reader published by Pearson Press 2005, Prentice Hall 2007.

“Constructing a ‘Bridge Between My Memories and Yours’: Teaching Through Testimony in Ruth Kluger’s *Still Alive* and Patricia Sarrafian Ward’s *The Bullet Collection*.” *Transformations*. 16.2 (2005): 118-26.

“‘Without Sanctuary’: Bearing Witness, Bearing Whiteness.” *JAC* 24:2 (2004): 399-425.

ADMINISTRATIVE EXPERIENCE

Department of English, Florida Atlantic University

Director of Writing Programs, Department of English, 2014 – present

Director of Internships, Department of English, 2014 – present

Officer of the Department of English, 2014 – present

Department of English, The Ohio State University

Director for Peer Writing Consultants and Graduate Administrative Assistant

Writing Workshop; 2006 – 2008

Advanced Writing Program Consultant

First Year Writing Program; 2005 – 2006

Peer Mentor

First Year Writing Program; 2004

Center for the Study of Teaching and Writing

Research Assistant to Director; 2005

Department of Women’ Studies, The Ohio State University

Research Assistant to Chair; 2001 – 2002

TEACHING EXPERIENCE AND INTERESTS

Florida Atlantic University, Undergraduate and Graduate Instruction

The Ohio State University, Undergraduate Instruction

Teaching Interests and Specialties:

Rhetorical and Composition History and Theory; Teaching Composition; Feminist Rhetorical Theory; Rhetorics of Incarceration; Prison Literature and Film; Literacy Studies; Pedagogical Theory, especially Critical and Feminist Pedagogies; Ethnographic Research; Service-Learning and Outreach; Technology and Digital Media in Teaching; Professional Writing; Writing for Nonprofits; Rhetorics of Social Movements

FELLOWSHIPS, AWARDS, AND HONORS

Professional Awards

Elizabeth Flynn Award for Best Feminist Essay published in *JAC: Quarterly Journal for the Interdisciplinary Study of Rhetoric, Culture, Literacy, and Politics*, 2005. For “‘Without Sanctuary’: Bearing Witness, Bearing Whiteness.”

National Awards

American Association of University Women. American Fellowship. Short-Term Publication Grant. Summer 2013.

National Endowment for the Humanities, Summer Stipend. Nomination by Florida Atlantic University. Fall 2011.

University Awards

Academic Service-Learning Recognition. Presented by the Weppner Center for LEAD and Service-Learning. April 2017.

“Digital Arts and Social Justice Exhibit.” Faculty Collaborative Grant. Co-Investigator. Fall 2015. \$5000.

School of the Arts Creative/Artistic Grant. Collaborative Grant. Co-Investigator. Fall 2015. \$2000.

“Sharon Daniel Exhibit and Faculty Working Group.” Faculty Collaborative Grant with Dr. Becka McKay, Dr. Stephen Charbonneau, and Rod Faulds. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2015. \$5000.

Classroom Technology Grant: AH 104. Technology Fee Grant. Principal Investigator. Fall 2014. \$21,156.

Classroom Technology Grant: AL 346. Technology Fee Grant. Principal Investigator. Fall 2014. \$47,032.

“Digital Humanities and Social Justice.” Faculty Collaborative Grant with Dr. Lisa Swanstrom, Dr. Mirya Holman, and Dr. Kristin Block. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2014.

“AMP Lab: Advanced Media Production for Arts and Letters.” Tech Fee Grant. Co-Investigator with Lisa Swanstrom, Principal Investigator, and Barclay Barrios, Co-Investigator

Faculty Research Award. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Fall 2013.

Excellence and Innovation Undergraduate Teaching Award. Nomination by the Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Spring 2013.

Development Grant. Writing Across the Curriculum, Florida Atlantic University. Spring 2012.

Faculty Research Mentor Award. Division of Research, Florida Atlantic University. Fall 2011.

Scholarly & Creative Accomplishment Fellowship. Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Fall 2010.

Presidential Dissertation Fellowship. Nomination by the Department of English, The Ohio State University. Spring 2008.

College of Humanities Graduate Research Small Grant. The Ohio State University, Spring 2008.

Ray Travel Award for Scholarship and Service. The Ohio State Council of Graduate Studies. Spring 2007.

Departmental Awards

Robert Estrich Fellowship Nomination, Department of English, The Ohio State University. Winter 2008.

Dissertation Fellowship. Department of English, The Ohio State University. Summer 2007.

Other Awards

Spirit of Service-Learning Certificate of Appreciation. Presented by Returned Peace Corps Volunteers of South Florida, Inc. October 2017.

CURATED EXHIBITS and other CREATIVE ACTIVITY

“Connecting Sentences,” an exhibit of writing from Exchange for Change classes. Curator.
Hosted by Miami-Dade Public Library, September 23 – December 31, 2016.

PRESENTATIONS

- “Why I Write: Advocating from the Inside Out.” *Feminisms and Rhetorics Conference*, Dayton, OH, October 2017.
- “Why I Write: Advocacy from the Inside Out.” *Conference on Community Writing*, Boulder, CO, October 2017.
- “Getting the Word Out: Why I Write.” Presentation. *Conference on College Composition and Communication*, Portland, OR, March 2017.
- “The Prison Next Door: What Types of Connections Do We Want to Cultivate?” Workshop co-facilitator. *Conference on College Composition and Communication*, Portland, OR, March 2017.
- “Moving Beyond Personal Transformation in Prison Programming.” *Conference on Community Writing*, Boulder, CO, October 2015.
- “Making Prison Pedagogies Public.” *Conference on College Composition and Communication*, Tampa, FL, March 2015.
- “Corresponding Pedagogies.” *Conference on College Composition and Communication*, Indianapolis, IN, March 2014.
- “Building a Feminist Methodology for Representing Prison Writing.” *Conference on College Composition and Communication*, Las Vegas, NV, March 2013.
- “Tyranny of ‘Kind’: Policing the Mean Girl.” *Conference on College Composition and Communication*, St. Louis, MO, March 2012.
- “‘There is the Woman’: Reframing Women’s Prison Writing.” *National Women’s Studies Association*, Atlanta, GA, November 2011.
- “Making Ourselves Vulnerable: A Feminist Pedagogy of Listening.” The Center for Women, Gender and Sexuality Studies, Florida Atlantic University, November 2011.
- “Contested Authors: Responding to Art and Writing by Prisoners.” *Conference on College Composition and Communication*, Atlanta, GA, April 2011.
- “Writing Us In: Authorizing Prison Writing for Change.” *Feminism(s) and Rhetoric(s) Conference*, East Lansing, MI, October 2009.
- “Listening for a Change.” *Conference on College Composition and Communication*, San Francisco, CA, March 2009.
- “Acting ‘As If’: Tactics of Identification and Resistance in the Art and Writing of Youthful Offenders.” *Conference on College Composition and Communication*, New Orleans, LA, April 2008.
- “Engaging the Perspectives of Youth Offenders Through Art.” *Outreach Scholarship Conference*, Madison, WI, October 2007.
- “Reforming the Witness: Strategic Silences and Disclosures in Youth Offender Art and Writing.” *Conference on College Composition and Communication*, New York, NY, March 2007.

OTHER PROFESSIONAL EXPERIENCE

Co-founder and Board Member, Exchange for Change, a community-prison writing program in Miami, FL. 2014 – present

Committees: Programming, Board Oversight
Editor, E4C Writing Collection, Spring 2015

Educational Testing Services, Advanced Placement English Language Exam 2005 – 2011
Participated in annual intensive training and scoring for Advanced Placement Exam

Holistic Scoring

First-Year Writing Program, Department of English, Ohio State 2006 – 2008
Participated in ongoing scoring to place incoming Ohio State students in First-Year
Writing Program

Center for the Study of Teaching and Writing 2004
Participated in scoring session for first-year composition essays for Central Ohio
Technical College

ACADEMIC SERVICE

Community Engagement Task Force Committee	2016 – present
Core Curriculum Committee, Florida Atlantic University	2014 – present
Writing Committee, Department of English, Florida Atlantic University	2010 – present

Shelby Johnson
Assistant Professor of English
Florida Atlantic University
shelbyjohnson@fau.edu

EDUCATION

PhD English Literature, Vanderbilt University (2017)

Dissertation: "A Piece of Earth: Political Theologies of Finitude and Futurity in African American and Indigenous Literature, 1770-1840," Committee: Jonathan Lamb and Scott Juengel (co-chairs), Hortense J. Spillers, Mark Schoenfield, and Misty G. Anderson (outside reader)

MA English Literature, Vanderbilt University (2013)

Master's Thesis: "Traces of Haiti: Silence, History, and an Ethics of Reading in Frances Burney's *The Wanderer*"

MA English Literature, University of Tennessee, Knoxville (2012)

Master's Thesis: "Reclaiming Memory's *Terra Incognitas*: Uncovering the Self in Frances Burney's *The Wanderer*"

BA English Literature and History, Union University (2010)

Honor's Thesis: "'Alien and Alienated': British Women Writers in the Aftermath of the French Revolution"

CERTIFICATES

American Studies, Vanderbilt University (2015)

PUBLICATIONS

Peer-Reviewed Articles

"Histories Made Flesh: William Apess's Juridical Theologies." *MELUS* 42.3 (Fall 2017): 6-25.
(Editor's Choice)

"Rehearsing Imoinda: Bleaching Black Bodies in Frances Burney's *The Wanderer*." *The Burney Journal* 13 (2016): 59-82.

Articles in Progress

"All the rest of my time are given to *France & St. Domingue*: Frances Burney's Transatlantic Trace Histories." *SEL* (Revise and Resubmit)

“A ‘time fast approaching’: Robert Wedderburn and the Unfinished Work of the Haitian Revolution.” *The Eighteenth-Century: Theory and Interpretation* (Revise and Resubmit)

Book Chapters

“Transatlantic Thresholds of Livability: Representing Population Relocation in Anna Maria Falconbridge’s *Two Voyages to Sierra Leone*,” *Transatlantic Eighteenth-Century Women Travelers*, Ed. Misty Krueger (Essay collection under review at Bucknell UP)

Book Reviews

The Eighteenth Centuries: Global Networks of Enlightenment, Ed. David T. Gies and Cynthia Wall. *New Perspectives on the Eighteenth Century* (forthcoming)

“*Crossing the Line: Early Creole Novels and Anglophone Caribbean Culture in the Age of Emancipation* by Candace Ward.” *Journal of American Studies* (forthcoming)

Conference and Institute Proceedings

“Retracing our Steps: Or, the Society of Early Americanists Biennial Conference in the Age of Trump.” *Early American Literature* 53.1 (Winter 2018): 292-295.

“Report from Futures of American Studies 2015.” *American Studies Newsletter* (2015): 3-4.

Bibliographic Essays

“Some Current Publications.” *Restoration: Studies in English Literary Culture, 1660-1700* 36.1 (2012): 71-94.

AWARDS AND HONORS

Edgar Hill Duncan Award, English Department, Vanderbilt University (2017); for the graduate student whose entire career has shown the highest standards of achievement and promise for the future

Robert Manson Myers Dissertation First Chapter Award, English Department, Vanderbilt University (2015)

Rose Alley Press Academic Service Prize, English Department, Vanderbilt University (2013)

John C. Hodges Excellence in Scholarship Award, English Department, University of Tennessee (2012)

Graduate Essay Prize, SEASECS, “Reclaiming Memory’s *Terra Incognitas*: Frances Burney’s Racial Histories” (2012)

Joyce Hemlow Prize in Burney Studies, *The Burney Society*, “Rehearsing Imoinda: Bleaching Black Bodies in Frances Burney’s *The Wanderer*” (2011)

Graduate Essay Prize, SEASECS, “‘History reduc’d into patches’: Narrating Histories and Bodies in Jane Barker’s *Galesia* Trilogy” (2011)

First-Year Tutor Award, Writing Center, University of Tennessee (2011)

Phi Alpha Theta National History Honor Society (2009)

FELLOWSHIPS AND GRANTS

American Studies Fellow, Robert Penn Warren Center for the Humanities Dissertation Fellowship, Vanderbilt University (2016-2017)

Archival Research at the British Library, British National Archives, and University of Edinburgh Library, funded by a Summer Research Award, College of Arts and Sciences, Vanderbilt University (July 28-August 5, 2016)

English Writing Fellow, Writing Studio, Vanderbilt University (2015-2016)

American Studies Futures Fellow, American Studies Program, Vanderbilt University (2015)

Archival Research at the Beinecke and Lewis Walpole Libraries, funded by the Drake Research Fellowship, English Department, Vanderbilt University (June 15-19, 2015)

John C. Hodges Fellowship for Graduate Teaching Associates, English Department, University of Tennessee (2011-2012)

John C. Hodges Fellowship for Incoming Graduate Associates, English Department, University of Tennessee (2010-2011)

CONFERENCES

Conference Presentations and Public Lectures

“Migrant Revolutions: Tracing Radical Insurgencies in Jamaica and Sierra Leone in the 1790s,” ASECS (March 22-25, 2018)

“A ‘time fast approaching’: The Futures Past of Robert Wedderburn’s Messianic Prophecies,” Public Lecture, Robert Penn Warren Center for the Humanities, Vanderbilt University (April 27, 2017)

“‘Like as the wounds’ of Christ: Reading the Archival Limits of Moravian ‘Blood and Wounds’ Theology in *The History of Mary Prince*,” SEA (March 2-4, 2017)

“Mary Prince and the Spaces of Moravian Redress,” ASECS (March 30-April 2, 2016)

“Histories Made Flesh: William Apess’s Juridical Theologies,” C19: Society of Nineteenth Century Americanists (March 17-20, 2016)

- “‘The earth was given to the children of men’: Mediating Theologies of Space in Robert Wedderburn’s Revolutionary Politics,” SCMLA (October 31-November 3, 2015)
- “Revolutionary Archives: Reading Early Caribbean Prophets,” Atlantic Studies Reading Group, Purdue University (April 3-4, 2015)
- “Traces of Haiti: Narrating Agonistic Histories in Frances Burney’s *The Wanderer*,” The Burney Society Biennial Meeting (October 9, 2014)
- “‘Truth is my arrow’: Robert Wedderburn’s Radical Prophetics,” Graduate Student Reading Series, English Department, Vanderbilt University (April 2, 2014)
- “Speaking to the Dead: Spiritual Authority and Mediation in *The Remarkable Particulars of the Life of James Albert Ukawsaw Gronniosaw*,” ASECS (March 19-23, 2014)
- “‘All the rest of my time are given to *France e’ St. Domingue*’: Frances Burney’s Transatlantic Trace Histories,” SCSECS (February 13-15, 2014)
- “‘To hear the name of Christ without shuddering’: Madness, Methodism, and the Caribbean in *The Journal of West Indian Proprietor and Hamel, the Obeah Man*,” SEASECS (February 27-March 1, 2014)
- “Speaking to the Dead: Ukawsaw Gronniosaw’s Mourning Rites,” First Year Conference, English Department, Vanderbilt University (April 5, 2013)
- “‘I never appeared to understand their language’: Translation and its Discontents in Leonora Sansay’s *The Secret History; or, the Horrors of St. Domingo*,” SEASECS (February 28-March 2, 2013)
- “Rehearsing Imoinda: Bleaching Black Bodies in Frances Burney’s *The Wanderer*,” ASECS (March 22-25, 2012)
- “Reclaiming Memory’s *Terra Incognita*: Frances Burney’s Racial Histories,” SEASECS (March 1-3, 2012)
- “‘History reduc’d into patches’: Narrating Histories and Bodies in Jane Barker’s *Galesia* Trilogy,” SEASECS (March 3-5, 2011)

Panels Chaired and Organized

Chair, “Gender, Race, and Reading the Sensory,” First Year Conference, English Department, Vanderbilt University (September 16, 2016)

Co-Coordinator (with Ben Bascom), “Conversions: Race, Religion, and the Politics of Belonging,” C19 Panel (March 17, 2016)

Coordinator, Graduate Student Mentoring Session, SEASECS (March 1, 2014)

Co-Coordinator (with Royce Best, panel chair), "Mapping Science and Superstition in the Long Eighteenth Century," SEASECS Panel (February 28, 2014)

Coordinator, Graduate Student Reception, SEASECS (February 27, 2014)

Conferences Organized

Co-Coordinator (with Terrance Dean, Department of Religion), ICI's Biennial Symposium: "The African Diaspora in the World," Vanderbilt University (September 25-27, 2015)

Co-Coordinator (with Don Rodrigues), First Year Conference, English Department, Vanderbilt University (April 5, 2013)

SEMINARS, INSTITUTES, AND WORKSHOPS

Futures of American Studies, Dartmouth College (June 22-28, 2015)

Institute for World Literature, Harvard University (June 24-July 19, 2013)

ACADEMIC EMPLOYMENT

Instructor of Record (Florida Atlantic University)

AML 4213: Colonial and Early American Literature (Fall 2018)

AML 4311: Major American Writers of the 19th Century (Fall 2018)

Instructor of Record (Vanderbilt University)

ENGL 2316W: Representative American Writers

Course Theme: Reprising Revolution (Spring 2018)

Course Theme: Imagining a Life (Fall 2017)

ENGL 1260W: Introduction to Literary and Cultural Analysis

Course Theme: Toxic Racism (Spring 2018)

Course Theme: Writing Extinction Across the Disciplines (Fall 2017)

ENGL 1230W: Literature and Analytical Thinking

Course Theme: Modernity and the Borders of Belief (Spring 2015)

Course Theme: Crime Fiction and Cityscapes (Fall 2014)

Course Theme: Landscapes of the Caribbean Diaspora (Spring 2014)

Course Theme: Part Science, Part Fiction: Science Fiction and the Limits of the Human (Fall 2013)

ENGL 1100: Composition
Course Theme: Persuasion, Parody, and Protest (Fall 2015)

Instructor of Record (University of Tennessee, Knoxville)

ENG 102: Written Composition II
Course Theme: Inquiry into Immigration in the United States (Spring 2012)

ENG 101: Written Composition I (Fall 2011)
Course Theme: Reading the Rhetoric of Popular Culture

Teaching Assistant

ENG 102: Written Composition II (Spring 2011)

ENG 101: Written Composition I (Fall 2010)

Research Assistant

Hortense J. Spillers, Vanderbilt University (January 2015-August 2016)

Misty G. Anderson, University of Tennessee (January 2011-May 2012)

Writing Studio

English Writing Fellow, Vanderbilt University (2015-2016)

Writing Center Tutor, University of Tennessee (2010-2011)

PROFESSIONAL SERVICE

Academic Organizations

Graduate Student Representative, SEASECS Executive Board (2012-2015)

Vanderbilt University

Representative to the Graduate Program Committee, EGSA (2016-2017)

Reader for Henrietta Morgan Memorial Award, Writing Studio (Spring 2016)

Reader for the Undergraduate Writing Symposium, Writing Studio (Spring 2016)

Co-Facilitator (with John Bradley), "Dinner and a Draft with William Luis," Writing Studio
(February 16, 2016)

Seminar Co-Coordinator (with Stephanie Straub, English Department, and Paulo Gabriel Martínez,
Philosophy Department), "Derrida's *The Beast and the Sovereign*, Vol. I and II," Robert Penn
Warren Center for the Humanities (2015-2016)

Secretary, EGSA (2014-2015; 2015-2016)

Peer Mentor for First-Year Graduate Students, EGSA (2014-2015; 2015-2016)

Model Instructor, English Department (Spring 2014, ENGL 1230W; Spring 2015, ENGL 1230W; and Fall 2015, ENGL 1100)

Co-Coordinator (with Kaleigh Bangor, Department of German and Slavic Languages), “Political Theology in French and German Scholarship,” Interdisciplinary Reading Group (2014-2015)

Graduate Student Representative (2nd Year Cohort), Academic Committee, EGSA (2013-2014)

University of Tennessee, Knoxville
Secretary, GSS (2011-2012)

Graduate Student Senate Liaison, GSE (2011-2012)

Peer Mentor for First-Year MA Students, GSE (2011-2012)

Graduate Student Representative, Student Health Advisory Committee (2010-2012)

COMMUNITY SERVICE

Vanderbilt University

Co-Coordinator (with Mar Battistella), Ace/Aro Caucus, OUT in Front Conference (February 27, 2016)

Co-Facilitator (with Mar Battistella), Ace/Aro Affinity Group, K.C. Potter House for LGBTQI Life (January 2015-April 2016)

University of Tennessee, Knoxville

Assistant Fiction Editor, *Grist: The Journal for Writers* (2011-2012)

Reader, *Grist: The Journal for Writers* (2010-2011)

RESEARCH AND TEACHING INTERESTS

The Long Eighteenth Century, Early American Literature, 18th and 19th Century African American Literature and Diaspora Studies, 18th and 19th Century Indigenous Literature, Transatlantic Slavery and Abolition, Religious Studies and Spirituality, Environmental Humanities

PROFESSIONAL AFFILIATIONS

American Society for Eighteenth Century Studies

Society of Early Americanists

C19: The Society for Nineteenth-Century Americanists

Southeastern Society for Eighteenth Century Studies

Modern Language Association

REFERENCES

Jonathan Lamb
Andrew W. Mellon Professor of the Humanities
Vanderbilt University
Jonathan.lamb@vanderbilt.edu

Scott Juengel
Senior Lecturer and Member of the Graduate Committee
Vanderbilt University
Scott.j.juengel@vanderbilt.edu

Hortense J. Spillers
Gertrude Conaway Professor in English
Vanderbilt University
Hortense.j.spillers@vanderbilt.edu

Mark Schoenfield
Professor in English
Vanderbilt University
Mark.l.schoenfield@vanderbilt.edu

Misty G. Anderson
Professor in English
Adjunct Professor in Theater and Religious Studies
University of Tennessee, Knoxville
manderson@utk.edu

Ashvin R. Kini
Department of English
Florida Atlantic University
777 Glades Road, CU Suite 322
Boca Raton, FL 33431
(561) 297-3830
akini@fau.edu

ACADEMIC APPOINTMENTS

2017- Assistant Professor of English, Florida Atlantic University
2016-2017 Lecturer, Department of Ethnic Studies, University of California, San Diego

EDUCATION

2016 Ph.D., Literature (Cultural Studies), University of California, San Diego
Dissertation: "Racial Encounters: Queer Affiliations in Black and South Asian Diasporas"

2009 M.A., English (Certificate in Gender and Women's Studies), University of Illinois at Chicago

2006 B.A. English, University of Wisconsin-Madison

PUBLICATIONS

Refereed Journal Articles

2014 "Diasporic Relationalities: Queer Affiliations in Shani Mootoo's 'Out on Main Street.'" *Nation and its Discontents*. Spec. issue of *South Asian Review* 35.3 (2014): 185-202

Book Reviews

2011 Review of *Cultural Transformations: Perspectives on Translocation in a Global Age*, edited by Chris Prentice, Vijay Devadas and Henry Johnson. *The Journal of Intercultural Studies*, Vol. 32, No. 4 (2011): 433-458

AWARDS AND HONORS

2014 Dissertation Year Fellowship, Department of Literature, UCSD
2012 Mid-Year Research Award, Department of Literature, UCSD
2011 Mid-Year Research Award, Department of Literature, UCSD
2011 Foreign Language and Area Studies Fellowship, South Asian Summer Language Institute, University of Wisconsin-Madison
2011 Summer Research Award, Department of Literature, UCSD
2009 Gender and Women's Studies Graduate Prize, UIC
2009 Benjamin J. Rosenthal Fellowship, UIC

GRANTS

2012 UCSD Center for Humanities Research Group, "The Politics of Pessimism: Conversations and Contestations in Black and Queer Studies"

CONFERENCE ACTIVITY

- 2017 Session Chair, "Shades of Solidarity," American Studies Association Annual Meeting, Chicago, IL
- 2017 Session Chair, "On Language and Linguicide: Spaces of Linguistic Control," Comparative Studies Graduate Conference, FAU
- 2017 Session Chair, "Indra Sinha's *Animal's People* as Anti-Humanist Critique," Environmental Humanities Honors Conference, FAU
- 2017 Roundtable Participant, "New Directions in Queer and Feminist South Asian Diasporic Critiques," Association for Asian American Studies, Portland, OR
- 2015 "Narrative Play and the Politics of Difference in Earl Lovelace's *Salt*," American Studies Association Annual Meeting, Toronto, Canada
- 2015 Seminar Participant, "Desiring, Writing, Thinking, Recording: The University in the Asian American Literary Imagination," Cultural Studies Association Annual Conference, Riverside, CA
- 2014 "Transnational U.S. Exceptionalisms: Neoliberal Bollywood," American Studies Association Annual Meeting, Los Angeles, CA
- 2014 "Diasporic Relationalities: Queer Memory Discourses and Narratives of Indian Indenture," Association for Asian American Studies Annual Conference, San Francisco, CA
- 2012 "Queer Studies and the Politics of Decolonization in Shani Mootoo's 'Out on Main Street,'" Society for the Study of Multi-Ethnic Literature of the United States & United State Association for Commonwealth Literature and Language Studies Joint Conference, Santa Clara, CA
- 2012 "Cultural Bastards, Dat Is What We Is³: The Time and Space of Queer Diaspora," Cultural Studies Association Annual Conference, San Diego, CA
- 2011 *Meena Kumari Made Me Do It* (short film), KalaKranti 2011: A Festival of Queer South Asian Short Film, Chicago, IL
- 2009 "Anti-Oppressive Tutoring in the Writing Center," Workshop at the International Writing Centers Association Annual Conference, Las Vegas, NV
- 2008 "America's Next Top Model Minority: Reflections on Asian America, Racial Identity, and Writing Centers," UIC National Conference on Writing Centers as Public Space, Chicago, IL

CAMPUS TALKS AND EVENTS

- 2017 "U.S. Exceptionalism in Transnational Contexts: Race in Post-9/11 Bollywood Cinema," Center for Body, Mind, and Culture Fall Lecture Series, FAU
- 2016 Roundtable Participant, Screening of *For the Love of a Man* (Dir. Rinku Kalsy), South Asia Initiative, UCSD
- 2015 "Queer," Retooling Terms for Feminisms and Digital Culture in South Asia: A Workshop, UCSD
- 2014 "Diasporic Relationalities: Queer Memory Discourses and Narratives of Indian Indenture," Symposium in Honor of Rosemary Marangoly George, UCSD
- 2014 Moderator, "Engaging the Archive: Postcolonial and Indigenous Feminist Interventions—A Conversation with Anjali Arondekar and Michelle Erai," FAQ: A Salon Series in Feminist and Queer of Color Critique Speaker Series, UCSD
- 2014 "Transnational U.S. Exceptionalisms: Post-9/11 Bollywood Cinema," Department of Literature Graduate Student Works in Progress, UCSD
- 2013 "Toward a Genealogy of Diaspora: South Asian Migrations and the Politics of Knowledge Production," Dialogues in Sexuality Studies, UCSD

- 2009 "Reshooting History: Gender, Cinema and the Critique of Nationalism in Shyam Benegal's *Bhumika*," Gender and Women's Studies Graduate Student Speaker Series, UIC
- 2008 "Bollywood Screen Queens: Hindi Popular Cinema and the Queer Diasporic Spectator in Ghalib Shiraz Dhalla's *Ode to Lata*," Writing Day Symposium, UIC
- 2007 "Race in the Disciplines: Gender and Women's Studies," Writing Day Symposium, UIC

TEACHING EXPERIENCE

Florida Atlantic University

Literary Theory
Asian Literature in English
Colloquium in English (Graduate)
Feminist Perspectives on Slavery, Colonialism, and Empire (Graduate)

University of California, San Diego

Lecturer, Department of Ethnic Studies (2016-2017)
Ethnic Images in Film
Organic Social Movements
Life, Death, and the Human
Sex and Gender in African American Communities
Asian and Latina Immigrant Workers in the Global Economy
African Americans and the Mass Media

Instructor, Critical Gender Studies Program

Gender and Sexuality in Bollywood Cinema (Summer 2015)
Queer Theory/Queer Cinema (Summer 2014)
Social Movements (Summer 2013)
Gender, Sexuality, and Colonialism (Summer 2012)

Teaching Assistant, Department of Literature (2012-2013)

Introduction to Asian American Literature
Introduction to African American Literature
Introduction to Chicano/a Literature

Teaching Assistant, Dimensions of Culture Program

Lead Teaching Assistant, 2015-2016
Diversity (Fall 2009, Fall 2011, Fall 2013, Fall 2015)
Justice (Winter 2010, Winter 2012, Winter 2014, Winter 2016)
Imagination (Spring 2010, Spring 2012, Spring 2014, Spring 2016)

University of Illinois at Chicago

Instructor, Department of English

Writing in Academic and Public Contexts (Fall 2008, Spring 2009)

TEACHING INTERESTS

Postcolonial literature, cinema, and theory; feminist and queer theory; critical race and ethnic studies; British and U.S. empire; U.S. multiethnic literatures; Black diaspora studies; South Asian area and diaspora studies; Global Anglophone literature; cinema studies; Bollywood

RESEARCH EXPERIENCE

2010-2012 Research Assistant to Rosemary Marangoly George. Secondary source research, editing and manuscript formatting for *Indian English and the Fiction of National Literature* (Cambridge, 2014)

2009 Research assistant to Anna Kornbluh. Secondary source research for *Realizing Capital: Financial and Psychic Economies in Victorian Form* (Oxford, 2014)

PROFESSIONAL SERVICE

Manuscript review, *Critical Ethnic Studies*, 2015-2017

DEPARTMENTAL/UNIVERSITY SERVICE

Florida Atlantic University

Faculty Affiliate, Center for Women's, Gender and Sexuality Studies, 2017-present

English Department Graduate Curriculum Committee, 2017-present

Job Search Committee: Renaissance Literature, FAU, 2017-2018

Faculty Advisor to the English Graduate Student Society, FAU, 2017-2018

University of California, San Diego

Co-convener, FAQ: A Salon Series in Feminist and Queer of Color Critique, UCSD, 2013-14

Planning committee, Symposium in Honor of Rosemary Marangoly George, UCSD, 2013

Planning committee, Queer Pinoy/Pinay Conference Pre-conference Institute, UCSD, 2012

Graduate advisor for Coalition of South Asian Peoples, UCSD, 2011-12

Graduate Student Committee, Literature Department Program Review, UCSD, 2011

Graduate Student Mentor Program, Department of Literature, UCSD, 2010-12

English Instructor, Upward Bound Summer Residential Program, UCSD, 2010

PROFESSIONAL MEMBERSHIPS

American Studies Association

Association for Asian American Studies

Cultural Studies Association

JOHN C. LEEDS
Associate Professor of English
Florida Atlantic University
jleeds@fau.edu; 954-523-1472

June, 2018

HIGHER EDUCATION

- 1997 Ph.D., University of North Carolina at Chapel Hill
Major Field: British Renaissance Literature
Minor Field: Classics
Dissertation: *Neo-Latin and the Vernacular in Scottish Renaissance Historiography*
Dissertation Director: Dr. Anne Hall
- 1990 M.A., University of North Carolina at Chapel Hill
Major Field: British Renaissance Literature
Minor Field: Classics
- 1987 B.A., *Summa Cum Laude*
University of Massachusetts at Boston
Major Field: English Literature

ACADEMIC EMPLOYMENT

- 2008-
present Associate Professor of English
Florida Atlantic University
- 2001-2008 Assistant Professor of English
Florida Atlantic University
- 1998-2001 Visiting Assistant Professor of English
Florida Atlantic University
- 1992-1997 Adjunct Instructor of English
Florida Atlantic University

AWARDS AND HONORS

- December 2003 Scholarly and Creative Accomplishment Research Fellowship,
Florida Atlantic University, for Fall 2004 semester
- 1988-1991 Kenan Graduate Fellowship, University of North Carolina at
Chapel Hill

FUNDED RESEARCH

April 2004 Summer Stipend of \$2000, awarded by the Research and Other Creative Activities Committee, Florida Atlantic University, to fund research in 16th-century Scottish manuscripts

SCHOLARSHIP

Publications: Book

February 2010 *Renaissance Syntax and Subjectivity: Ideological Contents of Latin and the Vernacular in Scottish Prose Chronicles*
Ashgate Publishing, Aldershot, Hampshire, UK

Publications: Articles

May 2016 “Language and Metaphysics Rejoined: Thomas Linacre and Grammar Beyond the Sign”
Journal of Medieval and Early Modern Studies, Duke University
Vol. 46, No. 2, Spring 2016, pages 213-31

May 2007 “Sleeping Beauty, or In Praise of the Passive Voice: Renaissance Chronicles and the Subject of Production”
Modern Philology, University of Chicago
Vol. 104, No. 4, May 2007, pages 467-509

March 2004 “Against the Vernacular: Ciceronian Formalism and the Problem of the Individual”
Texas Studies in Literature and Language, University of Texas at Austin
Vol. 46, No. 1, Spring 2004, pages 107-148

Publications: Book Chapters

May 2018 “Universals, Particulars, and Political Discourse in John Mair’s *Historia Maioris Britanniae*”
The Impact of Latin Culture on Medieval and Early Modern Scottish Writing, ed. Alessandra Petrina and Ian Johnson, Medieval Institute Publications, Western Michigan University, Kalamazoo, MI, pages 85-103

March 2015 “Clausal Relations and Aristotelian Ontology in Erasmus’s *Novum Testamentum*”
Acta Conventus Neo-Latini Monasteriensis, Proceedings of the Fifteenth International Congress of Neo-Latin Studies, Brill Publishing, Leiden, Netherlands, pages 348-58

Conference Presentations

- March 2017 “Anti-Ciceronian Prose and Early Modern Ideology: The Mandatory Archaism of Richard Sampson”
Annual Conference of the Renaissance Society of America
Chicago, IL
- August 2015 “Verbal Mood and Aristotelian Doctrine: The Grammar and Medicine of Thomas Linacre”
16th Congress of the International Association for Neo-Latin Studies
Vienna, Austria
- March 2014 “Verbal Mood and Aristotelianism in the Grammatical Works of Thomas Linacre”
Annual Conference of the Renaissance Society of America
New York, NY
- August 2012 “Final Causes, Final Clauses: The Bible, Neo-Latin Prose, and Aristotelian Ontology”
15th Congress of the International Association for Neo-Latin Studies
Münster, Germany
- July 2011 “Universals and Particulars in John Mair's *Historia Maioris Britanniae*”
13th International Conference on Medieval and Renaissance Scottish Language and Literature
Padua, Italy
- May 2002 “Buchanan or Knox: Language Choice and the Case for a Dialectical Historiography”
37th International Congress on Medieval Studies
Kalamazoo, Michigan
- May 2001 “Metaphor and Materialism in John Lesley's History of Scotland”
36th International Congress on Medieval Studies
Kalamazoo, Michigan

TEACHING

Upper-Division English Courses: Poetry and Prose of John Milton, Medieval British Literature, The Bible as Literature, Greek and Roman Classics, 17th-century British Literature, Introduction to Literary Studies, Literary Theory, Structure of Modern English

Graduate Courses: History of the English Language, Literary Criticism I, 17th-century English Prose

Language Courses: Latin I, Latin II

SELECTED ACADEMIC SERVICE

2017-2018	Chair, search committee for position in medieval British literature
2016-2017	Search committee for positions in African-American literature and Latino/Latina American literature
2015-present	Chair, Committee to revise English Department by-laws, annual evaluation, promotion and tenure, and other documents
2008-present	English Discipline Coordinator, State Course Numbering System, State of Florida University System
2011-2014	Graduate Committee, English Department
2003-2009	Director, Certificate in Classical Studies, College of Arts and Letters, Florida Atlantic University

PROFESSIONAL MEMBERSHIPS

Renaissance Society of America
International Association for Neo-Latin Studies

Stacy J. Lettman

Florida Atlantic University
English Department
777 Glades Road
Boca Raton, FL 33431

22016 Palms Way, APT 202
Boca Raton, FL 33433
lettman@fau.edu
310-621-6954

EDUCATION

Ph.D., Department of English, University of Southern California, Los Angeles, CA (December 2011)
Dissertation: "Unfaded Echoes of Slavery: The Sublime Language of Violence in Jamaican Literature and Music"
Committee: David Lloyd (chair), John Carlos Rowe, Karen Tongson, and Edwin Hill

B.A., Department of English, Wesleyan University, Middletown, CT (May 1997)

RESEARCH AND TEACHING INTERESTS

Caribbean Literature and Media, Postcolonial Literature and Theory, Global Anglophone Literature, African American Literature and Media, Cultural Studies, Afro-diasporic Literature

ACADEMIC POSITIONS

Florida Atlantic University, Assistant Professor (Fall 2017-Present)
University of Central Arkansas, Assistant Professor (Fall 2015-Spring 2017)
University of Southern California, Lecturer (Spring 2012-Spring 2015)

PUBLICATIONS

- Lettman, Stacy J. (2012). "Journeys to (Un)dis/cover Silence: A Critique of the Word in *Looking for Livingstone*." *Encounters: An International Journal for the Study of Culture and Society*. Vol. 5 (Fall), pp. 69-90.
- Lettman, Stacy J. (2011). *Review of Dancehall: From Slave Ship to Ghetto* by Sonjah Stanley Niaah. *Journal of Popular Music Studies*. Vol. 23 (1), pp. 133-137.
- Lettman, Stacy J. (2009). "Freeing the Colonized Tongue: The Representation of Linguistic Colonization in Marlene Nourbese Philip's and Eavan Boland's Poetry" in *The Black and Green Atlantic: Cross-Currents of the African and Irish Diasporas*. New York and London: Palgrave Macmillan. pp. 131-145.

WORK IN PROGRESS

Book Manuscript:

The Slave Sublime: The Language of Violence in Jamaican Literature and Music.

COLLEGE-LEVEL TEACHING

- Spring 2018 Assistant Professor. Assistant Professor. LIT 4233: Postcolonial Literature, English Department, Florida Atlantic University, Boca Raton, FL.
- Assistant Professor. ENG 3822: Introduction to Literary Studies, English Department, Florida Atlantic University, Boca Raton, FL.
- Fall 2017 Assistant Professor. LIT 4233: Postcolonial Literature, English Department, Florida Atlantic University, Davie, FL.
- Assistant Professor. LIT 4192: Caribbean Literature, English Department, Florida Atlantic University, Boca Raton, FL.
- Spring 2017 Assistant Professor. ENGL 4325: Special Topic in Postcolonial Literature, English Department, University of Central Arkansas, Conway, AR.
- Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.
- Fall 2016 Assistant Professor. ENGL 4382/5382: Race in American Literature—*The Social Construction of Race, Citizenship, and the Law*, English Department, University of Central Arkansas, Conway, AR.
- Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.
- Spring 2016 Assistant Professor. ENGL 3325: Advanced Readings in World Literature—*Order and Disorder in Caribbean Literature and Cultural Studies*. English Department, University of Central Arkansas, Conway, AR.
- Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.
- Fall 2015 Assistant Professor. ENGL 4381: Major AFAM Writer—*Edwidge Danticat*. English Department, University of Central Arkansas, Conway, AR.
- Assistant Professor. AFAM 1330: Introduction to African/African American Studies. The AFAM Studies Program, University of Central Arkansas, Conway, AR.
- Spring 2015 Lecturer: *Writing 150/Globalization: Current Issues and Cross-Cultural Perspectives*. The Writing Program, University of Southern California, Los Angeles, CA
- Fall 2014 Lecturer: *Writing 150/Globalization: Current Issues and Cross-Cultural Perspectives*. The Writing Program, University of Southern California, Los Angeles, CA
- Spring 2014 Lecturer: *Writing 140/Language, Society, and Culture*. The Writing Program, University of Southern California, Los Angeles, CA

- Fall 2013 Lecturer: *Writing 140/Power, Race, Gender, and Sexuality*. The Writing Program, University of Southern California, Los Angeles, CA
- Spring 2013 Lecturer: *Writing 140/Power, History, and Film*. The Writing Program, University of Southern California, Los Angeles, CA
- Fall 2012 Lecturer: *Writing 140/Power, History, and Film*. The Writing Program, University of Southern California, Los Angeles, CA
- Spring 2012 Lecturer: *Writing 340/International Relations and Globalization*. The Writing Program, University of Southern California, Los Angeles, CA

ACADEMIC FELLOWSHIPS & GRANTS AWARDED

- 2016-2017 University Research Council (URC) Summer Research Stipend Award, University of Central Arkansas
- 2015-2016 English Department Research Travel Award, University of Central Arkansas
- 2015-2016 College of Liberal Arts Research Travel Award, University of Central Arkansas
- 2015-2016 Humanities and World Cultures Institute Research/Travel Grant, University of Central Arkansas
- 2015-2016 Institutional Diversity Research Grant, University of Central Arkansas
- 2008-2009 Graduate Student Professionalization Initiative Grant, University of Southern California
- 2007-2009 All-University Diversity Fellowship, University of Southern California
- Summer 2008 Social Science Research Council (SSRC) Pre-Doctoral Summer Grant
- Summer 2007 College Summer Stipends for Diversity Enhancement, University of Southern California
- 2003-2011 Irvine Foundation Fellowship, University of Southern California
- 1994-1996 Mellon Mays Undergraduate Fellowship (MMUF), Wesleyan University

SEMINARS, CONFERENCES, FACULTY READINGS

- Spring 2018 Presenter: “‘Duppy Conquerer’: Bob Marley's Poetics of Resistance to the Ghostly Presence of Slavery, the Slave Sublime in Postcolonial Jamaica.” March 29-April 1, 2018, University of California, Los Angeles (UCLA).

- Spring 2017 Panel Commentator for AETN/PBS Host Screening of “American Masters—Maya Angelou: Still I Rise.” February 27, 2017. Conway, AR.
- Fall 2016 Readings of Original Spoken Word Poetry. *College of Liberal Arts Faculty Reading of Original Fiction, Nonfiction, and Poetry*. September 17, 2016, University of Central Arkansas.
- Spring 2016 Moderator. “Writing Absence in Twentieth Century Francophone Literature.” *2016 CLA Student Research Symposium*. April 20-21, 2016. University of Central Arkansas.
- Spring 2016 Presenter, “Jammed between a Rock and a Hard Place: Globalization and the Neoliberal Landscape in Mutabaruka’s Dub Poetry.” *UCA/ECNE Symposium: Humans and Nature in the Era of Globalization*. April 8-9, 2016, University of Central Arkansas.
- Spring 2016 Presenter. “The Body, Neocolonialism, and Economic Dispossession: Bodily Discourses in 1980s’ Jamaican Performance Poetry.” *ACLA Annual Conference*, March 17-20, 2016, Harvard University.
- Spring 2011 Moderator. “Selling Jamaica” Panel. *EMP Pop Music Conference at UCLA*, February 25-27, 2011. University of California, Los Angeles.
- Spring 2009 Panel Organizer and Presenter. USC Caribbean Studies Initiative. *Reggae, Race and Gender: Resistive Moves in Music and Dance*. The only graduate student to present among a panel of professionals: Chuck Foster, Josh Kun, and Celia Weiss Bambara. March 2, 2009. University of Southern California.
- Fall 2008 Respondent. *USC Joint Faculty/Graduate Student Seminar on Violence, Race, and Gender*. November 14, 2008, University of Southern California.
- Spring 2008 Presenter. “Cosmic Irony and Freedom for ‘I and I’: Reggae Music as Carnavalesque in the Age of Global Capitalism,” *EMP Pop Music Conference: Shake Rattle and Roll*, April 10-13, 2008, Seattle, Washington.

ACADEMIC SERVICE

- 2017-2018 Doctoral Dissertation Chair for Lilleth Trewick, “Historical Trauma, Gender, Marginalization: Specters of Slavery in Contemporary Caribbean Fiction.” Comparative Studies Program, Florida Atlantic University

- 2017-2018 Writing Committee, English Department, Florida Atlantic University
- 2017-2018 Initiative for the Studies of the Americas Committee, College of Arts and Letters, Florida Atlantic University
- 2017-2018 Rhetoric and Composition Faculty Search Committee, English Department, Florida Atlantic University
- 2016-2017 Institutional Diversity Committee, Faculty Senate Representative, University of Central Arkansas
- 2016-2017 Educating for Diversity and Global Engagement (EDGE) Committee, College of Liberal Arts, University of Central Arkansas
- 2016-2017 Curriculum Committee, English Department, University of Central Arkansas
- 2016-2017 Masters Degree Exam Committee, English Department, University of Central Arkansas
- 2016-2017 Faculty Advisor, AFAM Students Society, University of Central Arkansas
- 2016-2017 Faculty Advisor, Caribbean Students Association, University of Central Arkansas
- 2015-2017 African/African American Studies Steering Committee, University of Central Arkansas
- Fall 2015 Assessment Committee, English Department, University of Central Arkansas
- 2008-2009 *USC Caribbean Studies Initiative Organizer.* As part of a committee of three graduate students from other USC departments, I organized lectures/seminars to raise the awareness of Caribbean Studies as an academic discipline.
- 2005-2006 *Committee Member and Conference Organizer.* Association of English Graduate Students (AEGS), USC Department of English.

PROFESSIONAL ORGANIZATIONS

American Comparative Literature Association (ACLA)
 Caribbean Studies Association (CSA)
 American Studies Association (ASA)
 Modern Language Association (MLA)

LANGUAGES

Spanish (Proficient)

Ian P. MacDonald
Assistant Professor of English
Florida Atlantic University

EDUCATION

- Ph.D. **Columbia University, New York**
African Literature and Postcolonial Studies, 2014
- M.A. **Columbia University, New York**
Comparative Literature, 2007
- M.F.A. **University of Arizona, Tucson**
Creative Writing, Fiction, 2006
- M.A. **Wright State University, Dayton**
TESOL, 1996
- B.A. **Skidmore College, New York**
Philosophy and English Literature, 1994

PUBLICATIONS

- 2018 “I Can’t Seem to Go Forward, Therefore I Must Go Back’: Ben Okri’s (P)anachronistic Utopias.” In Moradewun Adejunmobi and Carli Coetzee (eds.), *The Routledge Handbook of African Literature*. New York: Routledge. [Forthcoming]
- 2016 “Let Us All Mutate Together’: Cracking the Code in Laing’s *Big Bishop Roko and the Altar Gangsters*.” *The Cambridge Journal of Postcolonial Literary Inquiry* 3.3 (Fall).
- “The Cybrogue Manifesto: Time, Utopia, and Globality in Ngũgĩ’s *Wizard of the Crow*.” *Research in African Literatures* 47.1 (Spring).

RECENT ACADEMIC AND RELATED APPOINTMENTS

- June 2017- Florida Atlantic University—Boca Raton, FL
Assistant Professor of English and Science Fiction Studies
- 2014-2017 Wittenberg University—Springfield, OH
Assistant Professor of English
- 2012-2013 University of Cincinnati—Cincinnati, OH
Adjunct Assistant Professor of English
- 2008-2011 Columbia University—New York, NY
Graduate Teaching Assistant

- 2007-2010 Columbia University—New York, NY
Research Assistant to University Professor Gayatri Chakravorty Spivak
- 2007-2008 Columbia University—New York, NY
Teaching Assistant to Professors Bruce Robbins and Brent Hayes Edwards

SELECTED REFEREED PAPERS AND CONFERENCE ACTIVITY

- 2018 (Organizer). “Artificial Intelligence: A Literary History.” Modern Language Association (MLA) Annual Conference, New York, NY. Convention Presidential Theme Panel.
• (Presenter). “Decolonizing the Mind(ship): Re-culturating AI in Nalo Hopkinson’s *Midnight Robber*.”
- 2016 Chair, Executive Committee of the Modern Language Association (MLA) Forum on Speculative Fiction.
- Convention Panels Organized:
- “How Stellar Got Its Groove Back: Feminist Voices in Diasporic Afrofuturism.” Austin, TX, 7 Jan.
 - “Gender in Young Adult Dystopias.” With the MLA Forum on Women and Gender Studies. Austin, Texas, 9 Jan.
- 2015a “The Cyb-ogre Manifesto: Futurity, Technoscience, and Globalism in Ngũgĩ’s *Wizard of the Crow*.” American Comparative Literature Association (ACLA) Annual Conference, Seattle, Washington. Chairs: Tsitsi Jaji and Lily Saint.
- 2015b “‘Let All Human Beings Mutate Together’: Jujutech and Digital Critique in the Late Novels of Kojo Laing.” Modern Language Association (MLA) Annual Conference, Vancouver, Ontario. Chair: Moradewun Adejunmobi.
- 2014 (Chair) “The Posts, Yesterday and Today: Postcolonialism and Issues in Post-Colonialism.” African Studies Association (ASA) Annual Conference, Indianapolis, Indiana.
- 2013 “The Art of ‘Theotronics’: Science and Religion in the Margins in Kojo Laing’s *Big Bishop Roko*.” Presented at the Modern Language Association (MLA) Annual Conference, Boston, Massachusetts. Chair: Peter Paik.
- 2012 “‘The Evolutionary Abyss’: Assessing Kojo Laing’s *Big Bishop Roko* in Terms of the Digital Divide.” Presented at the African Studies Association (ASA) Annual Conference, Philadelphia, Pennsylvania. Chair: Ian P. MacDonald.
- 2010 “Creolizing the Dystopia: Re-imagining the Anti-Utopic in Postcolonial Literature.” Presented at the American Comparative Literature Association (ACLA) Annual Conference, New Orleans, Louisiana. Chair: Alexei Lalo.
- 2009 “African Narrative Technologies of State.” Presented at the African Studies Association (ASA) Annual Conference, Burlington, Vermont. Chair: Taiwo Adetunji Osinubi.

PUBLIC LECTURES

- 2016 "What is Global Anglophone?" Wittenberg University, Oct. 19.
- 2015 "Trigger Happy: A Discussion of Trigger Warnings in Academia." Wittenberg University, Oct. 21.

AWARDS

- 2011 Summer Teaching Fellowship, Columbia University
- 2006 Marjorie Hope Nicholson Fellowship, Columbia University

WORK IN PROGRESS

BOOKS

Alter-Africas: Speculative Topographies in African and Diasporic Science Fiction

ARTICLES

"'Come Away O Human Child': Alien-nation and Assimilation in Octavia Butler's *Lilith's Brood*"

"Planet 8 Revisited: The Banality of Empire in Doris Lessing's *Canopus in Argos: Archives* Series"

"'Not an Earthman's House Anymore': The Politics of Trans-racialism in Karen Lord's *The Best of All Possible Worlds*"

"Cosmo-chic: Teju Cole, Chimamanda Ngozi Adichie, NoViolet Bulawayo and the Future of 'National' Literatures"

RELEVANT COURSES TAUGHT OR FORTHCOMING

- Sorcery, Shape Shifters, and Spirit Children: Magical Realism, Fabulism, and the African Novel
- *1984* in Africa: A Survey of the Postcolonial African Dystopia
- "Una No Dey Tire for the Killings": Literature of the Biafran War
- Mayibuyel: Literature of South Africa 1948-1994
- "On the Moonlit Leaves of Ocean": A Survey of Caribbean Literature
- Postcolonial Literature and Theory

- Islands in the Stream: Discovery Narratives, Utopia, and (Post)Colonial Literature
- Is the Post- in Post-Apocalyptic the Same as the Post- in Post-Colonial?: Armageddon Narratives from the Global South
- Aliens, E.T.s, and Visitors: Assessing the “Other” in Science Fiction
- “It’s the End of the World as We Know It”: What the Literature of the Apocalypse Reveals
- No More Worlds to Conquer: Galactic Empire in Science Fiction

Curriculum Vitae Thomas L. Martin

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Florida Atlantic University
Boca Raton, Florida 33431
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3370 Greenview Terrace E
Margate, Florida 33063
(561) 667-5784 (H)
(561) 463-2994 (O)

Education

Doctor of Philosophy, English Literature. Purdue University. December, 1996.

Master of Arts, English Literature. Florida Atlantic University. May, 1989.

Bachelor of Arts, Philosophy; Classical Languages minor. Florida State University. April, 1984.

Academic Appointments

Associate Professor of English. Florida Atlantic University. Boca Raton, Florida. 2005 - present
Teaching Renaissance, literary theory, and literature of the fantastic (see list below).

Assistant Professor of English. Florida Atlantic University. Boca Raton, Florida. 8/99 - 2005
Teaching Renaissance, literary theory, and literature of the fantastic (see list).

Visiting Assistant Professor of English. Wheaton College. Wheaton, Illinois. 8/95 - 5/99
Teaching a variety of writing and literature courses (see list).

Graduate Teaching Assistant. Purdue University. West Lafayette, Indiana. 9/89 - 5/95
Teaching general writing and literature courses (see list).

Writing Instructor. Krannert Graduate School of Business, Purdue University. 9/93 - 4/94
Teaching business communications courses to MBA students.

Director of English 009. Purdue University. 9/93 - 5/95
Managing an ESL testing and tutoring course for international graduate students.

Office of Writing Review Teaching Assistant. Purdue University. 9/90 - 5/95
Administering Purdue's English proficiency tests to undergraduate and graduate students.

Research Assistant. Purdue University. 1/91 - 5/91
Researching Milton's Sonnets and other projects for David M. Miller.

Publications

BOOKS AUTHORED:

The Renaissance and the Postmodern: A Study in Comparative Critical Values, coauthored with Duke Pesta. Routledge Press, as part of their Routledge Studies in Renaissance Literature and Culture series. 2016.

Poiesis and Possible Worlds: A Study in Modality and Poetic Theory.
The University of Toronto Press. 2004. Nominee for the MLA Book of the Year.

Publications (cont'd)

BOOKS EDITED:

Reading the Classics with C. S. Lewis. Grand Rapids: Baker Academic, 2000.

BOOK CHAPTERS:

“As Many Worlds as Original Artists’: Possible-Worlds Theory and the Literature of Fantasy.” *Possible Worlds Theory and Contemporary Narratology*. Edited by Alice Bell and Marie-Laure Ryan. University of Nebraska Press, Frontiers of Narrative Series (forthcoming).

“The Tower, the Sausage Maker, and the Soup: Teaching Tolkien in a Postmodern Classroom.” *Approaches to Teaching J. R. R. Tolkien’s The Lord of the Rings and Other Works*. Edited by Leslie A. Donovan. Modern Language Association. 2015. 137-43. 2017 Mythopoeic Award Finalist.

“C. S. Lewis: A Critical Prospective.” In *Reading the Classics with C. S. Lewis*. 371-92. 2000.

REPRINTS:

“Cross-dressing as a Dramatic Device.” *Shakespearean Criticism*. Vol 144. Gale Publishers. 2012.

JOURNAL ARTICLES:

REFEREED

“‘All for Love, and Nothing for Reward’: Psyche from Spenser to Lacan, and the Loss of Critical Values.” *Ben Jonson Journal* 23.2 (2016): 143-68. Winner of the Beverly Rogers Award, Essay of the Year in Renaissance Studies, 2016.

“God and Laughter: Overcoming the Darkness in Modern Fantasy Literature.” *North Wind: A Journal of MacDonald Studies* 34 (2016): 4-12.

“Seven for Seven: *The Voyage of the Dawn Treader* and the Literary Tradition.” *Mythlore* 34:2 (2016): 47-67.

“Merlin, Magic, and the Metafantastic: The Matter of *That Hideous Strength*.” *Arthuriana* 21:1 (2011): 66-84.

“A Modest Disposal: Loving the Critical Bathwater after the Baby Has Been Discarded.” *Philosophy and Literature* 34 (2010): 434-446.

“Redressing Cross-dressed Shakespeare.” *Academic Questions* 16:3 (2003): 49-66.

“Is C. S. Lewis Relevant to Critical Studies Today?” *Wooden O Journal* 1 (2001): 26-35.

“Boy Actors and the Semiotics of Renaissance Stagecraft.” *Renaissance Papers 2001*. Rochester: Camden House. 45-56.

“Time and Eternity in *Troilus and Criseyde*.” *Renascence* 51.3 (1999): 167-79.

“Enormity and *Aurea Mediocritas* in *Bartholmew Fayre*: The Ideals of Classical Comedy.” *Ben Jonson Journal* 2 (1995): 143-56.

“On the Margin of God: Deconstruction and the Language of Satan in *Paradise Lost*.” *Milton Quarterly* 29 (1995): 41-47.

“Milton’s Sonnet XIV.” *The Explicator* 52 (1994): 147-49.

“Stevens on Subject and Object: ‘Someone Puts a Pineapple Together.’” *The Wallace Stevens Journal* 18 (1994): 27-49.

Publications (cont'd)

“Poststructuralism, Zeno’s Paradox of Plurality, and Possible-Worlds Semantics.”
Journal of Literary Semantics 22 (1993): 91-103.

Selected Conference Presentations

- “‘Tell Me Where Is Meaning Bred’: Locating Meaning in a Postmodern Landscape.” Coffee Colloquium at the Center for Body, Mind, and Culture, FAU. 3/16
- “The Risible and Goodness Rising in Modern Fantasy Literature.” International Conference of the Fantastic in the Arts. 3/16.
- “Spiritual Archaeologies and Material Myths.” Oxford Round Table. Lady Margaret Hall, Oxford University. 7/07.
- “C. S. Lewis as Renaissance Critic.” Keynote address to Renaissance Prose Conference. Wittenberg University, Springfield, Ohio. 11/07.
- “Philip Sidney on Speaking Pictures: Portals of the Fantastic.” Twenty-third International Conference on the Fantastic in the Arts. Fort Lauderdale, Florida. 3/02.
- “Rare Commentary from C. S. Lewis on Shakespeare: The Recently Discovered *Othello* Essay.” The Wooden O Symposium. Cedar City, Utah. 8/01.
- “Modality, Sexual Aesthetics, and Renaissance Stagecraft.” Southeastern Renaissance Conference. Richmond, Virginia. 3/01.
- “C. S. Lewis and the Literary Tradition.” Wheaton College Writing and Literature Conference. 9/98.
- “‘A Most Majestic Vision’: New Worlds and Old in Shakespeare’s *The Tempest*.” National Conference of the Renaissance Society of America. Kansas City, Missouri. 4/93.
- “The Artifice of Omniscience: Significance and Simultaneity in Digby *Mary Magdalene*.” Twenty-Third Annual Interdisciplinary Conference at the Center for Advanced Early Studies, Ball State University. 11/92.
- “Decorum of the Possible and Actual: A Reading of Marvell’s ‘Upon Appleton House’.” Medieval-Renaissance Conference VI, University of Virginia Clinch Valley College. 10/92.
- “Poststructuralism, Zeno’s Paradox of Plurality and Possible-Worlds Semantics.” The International Conference on Literary Semantics. Canterbury, England. 7/92.
- “*Othello*: A Study in Chaos.” Twenty-Second Annual Interdisciplinary CAES Conference. 10/91.

Work in Progress

“Dwelling in Possibility: A New Introduction to Literature,” textbook project based on my work in possible-worlds theory, for which I received a competitive SCAF fellowship for the academic year 2016-17.

Professional Activities

Managing editor for *Journal of the Fantastic in the Arts*. 2001-2004.

Organizer of the MLA Convention Special Session “Possible-Worlds Semantics and Literature: New Developments and Applications,” 1993.

Professional Organizations

International Association for the Fantastic in the Arts
International Association for Philosophy and Literature
Milton Society of America
Modern Language Association

Academic Honors

Mythopoeic Award Finalist. *Approaches to Teaching J. R. R. Tolkien's The Lord of the Rings and Other Works*. Edited by Leslie A. Donovan. Chapter contributed. Modern Language Association. 2017.

Essay of the Year in Renaissance Studies for my work on Spenser. Beverly Rogers Award, presented by *Ben Jonson Journal*. 2016.

Dorothy F. Schmidt College of Arts & Letters Scholarly & Creative Accomplishment Fellowship for academic year 2016-2017.

English Department nomination for University Graduate Mentor of the Year, FAU. 2010.

English Department nomination for University Graduate Mentor of the Year, FAU. 2008.

Novus Competition winner for paper delivered at the Twenty-Second Annual Interdisciplinary Conference, Center for Advanced Early Studies, Ball State University. 1994.

Purdue Foundation Research Grant. 1993.

Phi Kappa Phi Honors Society
Sigma Tau Delta English Honors Society

Creative Accomplishments

Honorable Mention, 24th Annual Writing Contest of the San Antonio Writers Guild, for poem "Close Not My Eyes." 2015.

Courses Taught

WHEATON COLLEGE:

101 - Classics of Western Literature
102 - Literature of the Western World
103 - Writing Effective Prose
105 - Literature of the Modern World
326 - Children's Literature
337 - Seventeenth-Century English Literature

FLORIDA ATLANTIC UNIVERSITY:

5018 - Literary Criticism I
5019 - Literary Criticism II
4220 - Renaissance Literature
3312 - Literature of Fantasy
3313 - Science Fiction

PURDUE UNIVERSITY:

009 - ESL testing and tutoring course for international graduate students
101 - Freshman Composition
102 - The Research Paper
266 - World Literature I, Ancient to Renaissance
655 - Managerial Communications, a graduate business writing course
4341 - Milton
4333 - Shakespeare
3425 - Mythology
3425 - The Bible as Literature
4930 - Literature and Law
3333 - Adolescent Literature

3014 - Critical Approaches to Literature	6049 - Literature and Possible Worlds
4110 - World Literature: Crit Approaches	6049 - Theory of the Fantastic
2030 - Interpretation of Poetry	6925 - Teaching Colloquium
5937 - Satire	6009 - Principles & Problems of Literary Study
6934 - J.R.R. Tolkien Seminar	6305 - Edmund Spenser Seminar
1930 - Rhetoric of Conspiracy (Honors)	6932 - Fiction & Fantasy
6932 - Fantasy and the Romance Tradition	5009 - Mythology and Fantasy Literature

Master's Theses Directed

CHAired

- Ryan Thurmon. "Laughing in Space: Humor in the Science Fiction of Robert Heinlein." (chair) 2016.
- Dan Creed. Dissertation on Fantasy and Memory. (chair, doctoral dissertation) 2015-ongoing.
- Pami Beveridge. "New Fantastic Space: Reconstructing the Realm of Faerie in *Little, Big*" (chair) 2015.
- Adam White. "The Sui Generis in Charles G. Finney's *The Circus of Dr. Lao*." (chair) 2013.
- Rob Leivers. "Tomorrow Is Yesterday: Protoscience from the Medieval Manuscript to the Golden Age of Science-Fiction." Winner of the Howard Pearce Award for Outstanding Thesis of the Year. (chair) 2013.
- Natasha Minnerly. "Joy in Tolkien's *Lord of the Rings* *Lord of the Rings*." (chair) 2013.
- Amanda Dutton. "The Bones of the Ox: How J.R.R. Tolkien's Cosmology Reflects Ancient Near Eastern Creation Myths." (chair) 2012.
- Andrea Rutherford. "Divine Alchemy in *Paradise Lost*." (chair) 2012.
- Skye Cervone. "Magic Words: Illuminating the Role of Language in Lord Dunsany's Fictional Prose." (chair) 2011.
- Francis Altomare. "Strange Time: Block Universes and Strange Loops in the Novels of Kurt Vonnegut." (chair) 2010.
- Dan Creed. "Charles Finney's *The Circus of Dr. Lao*: An Epistemological Fantasy." (chair) 2010.
- Susan Harrawood. "Polysemy in John Milton's *Paradise Lost*." (chair) 2009
- Laura Lee Groves. "Spenser's Spiritual Vision: *The Faerie Queene* as a Teleological Romance." (chair) 2009
- David Powell. "Tolkien's *The Silmarillion*: A Reexamination of Providence." (chair) 2009
- Taryne Taylor. "The Function of Goddesses in the Fantastic: Transcending Binaries to Achieve Balance." (chair) 2008.
- Nicolle Minnerly. "Metafantasy in Three Novels." (chair) 2007-ongoing
- Charles Herzek. Science Fiction Thesis on the Cyborg. (chair) 2008.
- Lisa Kimmey Grosso. "Milton's Satan: A Sublimely Dangerous Villian." (chair) May 2007.
- Crystal Barletta. "Wilde Beauty: A New Look at an Old Crossroad in Aesthetic History." Summer 2005. (chair)

- Heather Leger. "Emotion, Language, and Heroism in C. S. Lewis's Space Trilogy." Fall 2004. (chair)
- Lucas Harriman. "Revisiting Christopher Fry: Sacred Temporality on a Modern Stage." Summer 2004. (chair)
- Tina Angelone. "Langston Hughes's Jesse B. Semple Commentaries: A Nietzschean Reading." Summer 2004. (chair)
- Melanie Rutman. "The Cassandra Principle: Modern Feminist Reincarnations of the Prophetic Voice in Female Space." Fall 2002. (chair)
- Donna Hildreth. "Kuhn's Paradigm or Hintikka's Calculus: Locating the Debate in Critical History." Summer 2002. (chair)
- Angelique Nixon. "Symbiosis and Exchange in Multicultural Spaces: A Study of Nadine Gordimer and Joy Harjo." Summer 2002. (chair)
- Cathy Lombard. "Multicultural Criticism and the Problem of Critical Uniformity: A Reading of Gloria Naylor's *Linden Hills*." Fall 2001. (chair)
- Nicole Adamo. "The Clause of Congruency: A Possible-Worlds Reading of Three Novels of Ray Bradbury." Fall 2002. (chair)

ON COMMITTEE

- Amanda Dutton. Dissertation on Death as Prosopopeia in Middle Ages (doctoral dissertation) 2016-ongoing.
- Sterling Osborne. "Linking Masks with Majora: *The Legend of Zelda* and Noh Theater." Winner of the Howard Pearce Award for Outstanding Thesis of the Year. Summer 2014.
- Chris Irving. "The Future Will Be Better Tomorrow" (creative thesis). Spring 2014.
- Amy Shaw. "I'd Rather Be a Sage than a Cyborg: Re-theorizing Posthumanism through Religious Wisdom Literature." Winner of the Howard Pearce Award for Outstanding Thesis of the Year. 2013.
- Jennifer Cox. "The Horse's Mouth: Speech and Speciesism in Cordwainer Smith and Sheri S. Tepper." 2013.
- Betty Feuerberg. "Edith Wharton: Self-actualization through Characterization in *The Age of Innocence*." 2013.
- Ashley Santy. "Heaven's Fertile Soil: Baseball, Gender, and the Natural American Heartland in W.P. Kinsella's 'Shoeless Joe Jackson Comes to Iowa.'" 2012.
- Lindsay Medford. Keats, Dickinson, and Synesthesia. 2010.
- Furlong, Michael. "Drawing Desires Performance: Dominance and Submission in Will Eisner's *The Spirit* and Alan Moore's *Watchmen*." 2010.
- Jill Kriegel: A Study in Augustine and Dickens. (doctoral dissertation)
- Katleen Rush. "Judge, Jury, and Executioner: The Fate of the Insane in Tennessee Williams' *Suddenly Last Summer*." 2009.
- Tracy Stone. "The Compass of Human Will in Realism and Fantasy: A Reading of *Sister Carrie* and *The King of Elfland's Daughter*." 2009.
- Kevin Garland. "The Gentle Aryan Writes a Treatise on Perfection." (creative thesis) 2009.
- Christopher J. Pumphrey. "Bullet and a Target." (creative thesis) 2009.

- Matt Bardowell. "Through the Eyes of the Scop: The Poetic Figure of the Anglo-Saxon Oral Poet in *Beowulf*." Spring 2008. Cowinner of the Howard Pearce Award for Outstanding Thesis of the Year.
- Paul Ardoin. "Limiting Interpretive Possibilities in Beckett and Calvino." 2008.
- Peggy Ann Hamilton. "Questions for Animals." (creative thesis) 2008.
- Valerie Bauer. "The Role of Animals in the poetry of Anna Barbauld, Robert Burns, William Wordsworth, and Samuel Taylor Coleridge." April 2007.
- Concetta Bommarito. "Apocalypse in Japanese Manga." August 2007. Cowinner of the Howard Pearce Award for Outstanding Thesis of the Year.
- Krista Kasdorf. "Ubiquitous Entropy and Heat Death in Philip K. Dick and Pamela Zoline." 2006.
- Sabrina Davis. "Mnemophobia." Fall 2005.
- Robert MacLaren. "Crisis in Colonialism: The South Seas Writing of Robert Louis Stevenson." Spring 2006.
- Jill Kriegel. "Marian Archetypes in Dickens and Gaskell." Spring 2005.
- Jessica Murray. "Time, Space, and Shakespeare: Temporal and Spatial Disturbances at the Point of Cultural Contact." Summer 2004.
- Judy Connolly. "Homoerotic Encounters in the Fictions of Edgar Allan Poe." Fall 2003.
- Jay Slone. Poetry Collection. Fall 2002.
- Charles Wonn. "The Significance of the Space Between: A Consideration of Liminality, Meditation, and Modernity in Selected Poems by Wallace Stevens and Charles Baudelaire." Fall 2002.
- Craig Smith. "Cosmic Odyssey: Crossing Multiple Worlds in Multicultural Literature." Fall 2002.
- Steven Knapp. "G. K. Chesterton's *The Man Who Was Thursday*: Merging Detective Fiction with the Fantastic." Summer 2002.
- Becky McEldowney. "A Manual for Normal" (novel). Summer 2002.
- Jamie Johnson. "The Hand of the Artist: Tactile Phenomenology in the Poetry of Wallace Stevens." Spring 2002.
- Melissa A. Crofton. "The Search for a Modern-Day Moses: The Judaic and Christian Resonances in Saul Bellow's *Herzog*." Fall 2001.
- Mickey Getty. "The Junk Lottery" (novel). Spring 2002.
- Richard Felt. "Re-Visioning the Fall: Mythic Implications of Archibald MacLeish's *Songs for Eve*." Fall 2002.
- Carl Boehm. "The Hiro of the Platonic: Neal Stephenson's *Snow Crash*." Spring 2002.
- Anna C. Hutcheson. "Unearthing the Witch: Diversion and Device in Shakespeare's *The Tempest* and Middleton's *The Witch*." Summer 2002.
- Eric Mason. "Narrating the Chronotope of the Saint: Ordinary Time in the Novel." Summer 2001.
- Jerry Durbeej. "The Quest for Selfhood in Ursula Le Guin's *Wizard of Earthsea* and *The Farthest Shore*." Fall 2000.
- Traci M. Klass. "George Elliot, Toni Morrison, and the Question of Difference." Spring 2000.

Departmental Involvement

FLORIDA ATLANTIC UNIVERSITY:

- Served as Sigma Tau Delta English Honors Society Faculty Advisor. 2015-present.
- Directed the department's English Internship Program. 2011-2014.
- Served on the department's writing committee. 2012-present.
- Served on the department's undergraduate committee. 2009-present.
- Served on the department's science fiction/fantasy search committees. 2010, 2017.
- Served as faculty mentor for campus Fantasy and Science Fiction Club. 2007-2009.
- Worked as department webmaster, created original artwork and designed entire site.
- Served on the department's graduate committee. 2003-2009.
- Served on the department's composition committee. 1999-2000.
- Designed and wrote departmental course scheduling program in Microsoft Access.
- Conducted professionalization workshops for graduate students, "Preparing for Academic Conferences." Spring 2001. Spring 2002.
- Conducted academic writing workshop for graduate students, "Writing for Publication." Fall 2001. Fall 2002.

WHEATON COLLEGE:

- Worked on screening committee for composition test-out program
- Served as departmental programmer and consultant in hardware and software decisions
- Trained users and served as troubleshooter for departmental software, including Micrograde, Word, WordPerfect, Netscape, Windows 3.x/95/98, and Novell Netware

PURDUE UNIVERSITY:

- Worked with Associate Dean of the School of Liberal Arts on Athletic Affairs Committee
- Prepared proposals and floor plans for English Department Space Committee
- Taught joint workshop on Opportunities for Academic Research and Communication on the Internet with Alan McKenzie, author of "The Academic Online," *MLA Profession*, 1992.
- Served as monitor in English Department Macintosh computer lab

Languages

Reading knowledge of Greek, Latin, French, and German.

References

- Ann W. Astell, Department of English, University of Notre Dame. (574) 631-3047
- Vincent B. Leitch, Department of English, Oklahoma University. (404) 447-9827
- Victor Raskin, Department of English, Purdue University. (765) 494-3782
- Leland Ryken, Department of English, Wheaton College (emeritus). (630) 752-5790

JULIA MASON

Associate Professor
Rhetoric & Composition

Department of English
Florida Atlantic University

EDUCATION

University of South Florida; Ph.D.; English (Rhetoric and Composition); 2008
Dissertation: "Net/Work: Composing the (Dis)Embodied Self."
Committee: Debra Jacobs (chair), Gary A. Olson, Kim Vaz, Elizabeth Metzger

University of South Florida; M.A.; English; 2003
Thesis: "Contexts and Implications of Self-Identifying Phrases in the Construction and Communication of Identity in Online Teaching Environments."
Committee: Gary A. Olson (chair), Debra Jacobs, and Lynn Worsham

Westminster College; B.A.; English; 2001

EMPLOYMENT

Florida Atlantic University; Associate Professor; August 2015 – Present

Florida Atlantic University; Assistant Professor; August 2008 – Present

Florida Atlantic University; Instructor; August 2007 – August 2008

University of South Florida; Graduate Teaching Assistant/Associate; 2001–2007

Visiting Researcher/Professional Writer, Center for the Study of Children's Futures & Florida KIDS COUNT, Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida; 2004–2005

University of South Florida; Coordinator, Online Composition Program; 2002–2003

University of South Florida; Writing Center Consultant; 2002–2003

PEER REFEREED PUBLICATIONS IN PRINT

ARTICLES

Julia Mason. "Rhetoric after the Fall: Sin and Punishment in Christian Visual Culture." *Visual Communication* 13.1 (2014): 95-113. [blind peer review]

Julia Mason. "Video Games as Technical Communication Ecology." *Technical Communication Quarterly* 22.3 (2013): 219-236. [blind peer review] *NCTE Award Nomination for Best Article on Pedagogy or Curriculum in Technical or Scientific Communication.

Julia Mason. "Professional Writing and Video Games." *Connexions: International Professional Communication Journal* 1.1 (2013): 173-178. [blind peer review]

Julia Mason. "Usability and the Work of the Writing Center." *Southern Discourse* 17.2 (2013): 3-4, 9. (8 manuscript pages) [editorial board review]

Julia Mason. "Light for Light's Sake: Thomas Kinkade and the Meaning of Style." *Journal of Popular Culture* 45.4 (2012): 807-827. [blind peer review] *Russel B. Nye Award for Outstanding Article.

BOOK CHAPTERS

Eric Mason and Julia Mason. "Outsourcing Ourselves: Students, Academics, and the Service Learning Economy." *The Knowledge Economy Academic and the Commodification of Higher Education*. Cresskill: Hampton P. Eds. Thomas R. Giberson and Gregory A. Giberson. August, 2009. 115-128. [peer review]

IN PROGRESS (WORKS IN PROGRESS, IN REVISION, & ACCEPTED)

"Remediating Resistance" (in progress; journal TBD)

"Women Incorporated: Remediating Gender in Business Writing Pedagogy." Accepted for publication/in revision at *Business and Professional Communication Quarterly*. [blind peer review] (25 manuscript pages; accepted earlier, but back in progress now)

Professional Writing Textbook (untitled; in progress; no pages/digital)

"Progymnasmata in the Digital Age: Remixing Rhetorical Exercise for the New Public Sphere" (in progress; journal TBD; ~15 manuscript pages)

REFEREED PRESENTATIONS AND PROCEEDINGS

NATIONAL/INTERNATIONAL

"Usability in the Writing Center" International Writing Centers Association Annual Conference. Pittsburgh, PA. October 2015.

"Reimagining Progymnasmata: Classical Rhetoric for the Digital Student." Annual Convention of the Conference on College Composition and Communication. Las Vegas, NV. March 2013.

"Designed to Tell: Construction of Identity through Micro-Narrative." College English Association Annual Conference. Pittsburgh, PA. March 2009.

"Virtual Claims/Real Stakes: Intellectual Property in Web 2.0 Environments." Computers and Writing Online Annual Conference. Online. February 2008.

"Encouraging Civic Literacy: Service Learning in the Writing Intensive Cultural Studies Classroom." National Council of Teachers of English Annual Convention. New York, NY. November 2007. [paper contributed to publication, "Outsourcing Ourselves"]

"'Real Men Love Jesus': Masculinity and the Christian Consumer." Popular Culture Association/American Culture Association Annual Conference. Boston, MA. April 2007. [paper contributed to publication, "Light for Light's Sake"]

"Implications of Technology-Assisted Instruction: Borrowing Paradigms from Business." Computers and Writing Annual Conference. Purdue University, Lafayette, IN. May 2003.

"Harmonizing Conflicting Personas: Re-Visioning English Departments through Integration of the Individual." Annual Convention of the Conference on College Composition and Communication. New York, NY. March 2003.

"Sophists in the Wilderness: Defining Levels of Literacy Online." Annual Convention of the National Council of Teachers of English. Atlanta, GA. November 2002.

REGIONAL

- “Remix, Remediate, and Reinscribe: How New Media Reinforces Old Gender Roles.” In *Her Image: Remixing, Repurposing, and Reclaiming Visual Representations of Women*. 2015 Southeastern Women’s Studies Association Conference. Boca Raton, FL. March 2015.
- “The Goals We Set: Innovative Methods for Achieving Personal, Pedagogical, and Institutional Objectives.” Southeastern Writing Center Association 2013 Annual Conference. Davie, FL. February 2013.
- “Positioning Professionals: Representations of Women in Business Writing.” Florida Consortium for Women’s and Gender Studies Conference. Boca Raton, FL. April 2011. [paper contributed to publication in press, “Remediating Women”]
- “Rhetorical Spaces: Materiality in the Writing Center (or, Extreme Writing Center Makeover!).” Southeastern Writing Center Association (SWCA) Annual Conference. Ft. Lauderdale, FL. March 2010. [paper contributed to publication, “Usability and the Work of the Writing Center”]
- “The GTA’s Guide to the Galaxy.” Florida College English Association Annual Conference. Boynton Beach, FL. October 2009.
- “Don’t Go! Preparing Our Students for the Florida Economy.” Florida College English Association Annual Conference. Ybor City, FL. October 2008.
- “Student-Centered Changes in the University Writing Center Community.” Southwestern Writing Center Association (SWCA) Annual Conference. Charlotte, NC. February 2003.
- “E-Commercialism: Implications for On-Campus and Distance Learning.” Florida College English Association Annual Conference. Gainesville, FL. October 2002.

NON-REFEREED PUBLICATIONS & PRESENTATIONS

PUBLICATIONS

- Julia Mason) and Stephen Roggenbaum. *Youth Suicide Prevention School-Based Guide—Annotated Bibliography II*. Department of Child and Family Studies, Division of State and Local Support, Louis de la Parte Florida Mental Health Institute, University of South Florida. Tampa, FL. 2004. [non-refereed]
- Stephen Roggenbaum, Julia Mason and C. Hamilton. “Evaluation of a Florida Suicide Prevention Gatekeeper Training Program.” (grant evaluation) Department of Child and Family Studies, Division of State and Local Support, Louis de la Parte Florida Mental Health Institute, University of South Florida. Tampa, FL. 2004. [non-refereed]

PRESENTATIONS

- “Professional Writing Pedagogy Workshop” Department of English Florida Atlantic University, Boca Raton, FL. December 2015.
- “Benjamin: The Digital Reboot,” a Roundtable Discussion on Walter Benjamin’s “Art in the Age of Mechanical Reproduction,” Talk title, “Electronic Artist and Electronic Aura,” Department of English and the School of Communication and Media Studies, Florida Atlantic University, Boca Raton, FL. April 2015.

“Informational CV Workshop for FAU Graduate Students,” Gender in the Workplace: Strategies for Success. Women, Gender, and Sexuality Studies Career Symposium. Florida Atlantic University, Boca Raton, FL. October 2014.

“Kairos CoverWeb.” Mobile Digital Presentations Workshop. Annual Convention of the Conference on College Composition and Communication. New York, NY. March 2003. [national, invited presentation]

CREATIVE ACTIVITIES & ACHIEVEMENTS

READING

“Why We’re Here.” (Creative Non-Fiction) Invited reading, Miami International Book Fair & History Miami Project, Miami Cultural Center Plaza, Miami FL, November 17, 2011.

GRANTS

Writing Across the Curriculum (WAC) Department Development Grant for the development of a Professional and Technical Writing Certificate program. With Barclay Barrios, Wendy Hinshaw, and Lisa Swanstrom. 2012. [internal, funded, \$2,000]

TEACHING

COURSES TAUGHT AT FAU

ENC 6930: Topics in Rhetoric and Composition, taught as

“Public, Professional, & New Media Writing”

“Cyborg Rhetorics”

“Tech/Rhet: Theory & Practice”

ENG 6700: Studies in Composition Theory & Methodology

ENC 6925: Colloquium in English

ENL 6905: Authorship & Ownership of Art in the Digital Age (directed study)

ENC 4930: Writing for Social Media (Special Topics: Composition)

ENC 4930: Technical Writing

ENC 4138: Principles of Research Writing, “Tools & Technologies of Research Writing”

ENC 3213: Professional Writing/Writing for Management (online)

ENC 3213: Professional Writing/Writing for Management

ENC 3310: Advanced Exposition

ENC 3310: Advanced Exposition, “Digital Literacy”

LIT 2010: Interpretation of Fiction

ENC 1930: University Scholars Seminar in Writing, taught as

“Politics & the Public Sphere”

“Laughing Matters: Comedy as Commentary”

“Critical Comedy”

ENC 1102: College Writing II/Technical Writing for Innovation Honors Leadership Students in the College of Engineering

ENC 1102: College Writing II

ENC 1101: College Writing I

NEW COURSES DEVELOPED

ENC 2248: Writing for the Technical Professions

SUPERVISION OF GRADUATE STUDENTS

Chair, M.A. Thesis; “‘Odd Apocalyptic Panics’”: Rewriting the Anthropocene in Margaret Atwood’s *MaddAddam*.” Ashley Moskowitz-Nugent; In Progress; Summer 2016–present

Member, M.F.A. Project. Anthony Padavano; In Progress; Spring 2017–present

Chair, M.A. Thesis; Basic & ESOL Writing; Claudett Batchelor; 2017.

Member, M.A. Exam: Science Fiction; Spirituality/Supernatural; Nicole Straussman; 2017.

Member, M.A. Exam: Visual Rhetoric, Resistance; Nick Marino; 2017.

Chair, M.A. Thesis; “Let’s Get Real: Shifting Perspectives of Virtual Life.” Cailley Millar; 2017.

Member, M.A. Exam: Multimodal Teaching Pedagogies for First-Year Composition Courses; Research Methodologies, Historical Contextualization; Ruben Aguilar; 2016.

Member, M.A. Exam: Basic Writing, Assessing Student Writing, History and Theory of Pedagogy; Adam Phillips; 2015.

Member, M.A. Thesis; “Revision Styles in First-Year Composition”; Linzi Schattinger; 2014.

Member, M.A. Thesis; “‘There’s Something More Going On’: Corporeal Commodification and The Transgender Male.” Emilija Stanic; 2014.

Chair, M.A. Thesis; “I’d Rather Be A Sage Than A Cyborg: Re-Theorizing Posthumanism Through Religious Wisdom Literature.” Amy Shaw; 2013. [recipient of the Howard C. Pearce Best MA Thesis Award]

Member, M.A. Thesis; “The Amtal Rule: Testing To Define In Frank Herbert’s *Dune*.” Adella Irizarry; 2013.

Member, M.A. Thesis; “The Dilemma Of The Language-Minority Student In The Composition Classroom.” Maegan Arney-Ruiz; 2013.

Member, M.A. Thesis; “The Dangers Behind Technological Progress: Posthuman Control in Neal Stephenson’s *Snow Crash*.” Monica Sedore; 2012.

Member, M.A. Thesis; “A Literary History of Sugarcane Discourse in the Works of James Grainger and Junot Díaz.” Michael Linder; 2012.

ADVISING ACTIVITIES

Advisor, English Graduate Student Society (EGSS), 2010–2017

Advisor, Florida Atlantic University Apple User Group (FAUAU), 2010-2013

SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO THE INSTITUTION

DEPARTMENT SERVICE

Graduate Committee, Member, 2017-2018.

Writing Committee, Member, 2008-2017.

Instructional Innovation (Pedagogy/Technology) Committee, Member, 2010-2016.

Master of Arts in Teaching (M.A.T.) Committee, Member, 2009.

Ad Hoc Committees

Member, Rhetoric & Composition Search Committee, 2017-2018

Member, Advanced Media Production (AMP) Lab Committee, 2015-present

Member, Ad Hoc Committee on Bylaws/Criteria Revision, 2015-present.

Chair, Writing for Management Subcommittee, 2008-2009.

UNIVERSITY SERVICE

Director, Professional and Technical Writing Certificate Program, 2014-present.

Writing Across the Curriculum (WAC) Committee, Member, 2008-present.

Faculty Mentor, Academic and Career Enhancement for Second-Year Students (AcCESS Program), 2012-2017.

Invited Speaker/Panelist, Passport to FAU Student Success Conference, 2012-2014.

SERVICE TO THE DISCIPLINE

EDITORIAL

Peer Referee/Reviewer, *Technical Communication Quarterly*, 2014-2016.

Editor, *JDM Bibliophile*, 65, 2004.

Assistant Editor, *Kairos: A Journal of Rhetoric, Technology and Pedagogy*, 2002–2003.

Co-Editor, "New Media CoverWeb," *Kairos: A Journal of Rhetoric, Technology and Pedagogy*, 2002–2003.

CONFERENCE PANEL MODERATION

Moderator, "The Goals We Set: Innovative Methods for Achieving Personal, Pedagogical, and Institutional Objectives." Southeastern Writing Center Association Annual Conference. Davie, FL. February 2013.

Moderator, "Rhetoric and Pedagogy of the Writing Center." Florida Atlantic University English Graduate Student Society Spring 2012 Conference. Boca Raton, FL. April 2012.

Moderator, "Pedagogy." Florida Atlantic University English Graduate Student Society Fall 2011 Conference. Boca Raton, FL. November 2011.

Moderator, "Multiculturalism and Pedagogy." The Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) Annual Conference. Boca Raton, FL. April 2011.

Moderator, "The GTA's Guide to the Galaxy." Florida College English Association Annual Conference. Boynton Beach, FL. October 2009.

PROFESSIONAL DEVELOPMENT (past/present)

Member, Modern Language Association (MLA)

Member, National Council of Teachers of English (NCTE)

Member, Conference on College Composition and Communication (CCCC)

Member, College English Association (CEA)

Member, Popular Culture Association (PCA/ACA)

Member, Southeastern Writing Center Association (SWCA)

HONORS AND AWARDS

NCTE Award Nomination For Best Article on Pedagogy or Curriculum in Technical or Scientific Communication for "Video Games as Technical Communication Ecology." *Technical Communication Quarterly*. Awarded by the National Council of Teachers of English and the Conference on College Composition and Communication, 2014.

Russel B. Nye Award for the Outstanding Article published in the *Journal of Popular Culture* in 2012 for "Light for Light's Sake: Thomas Kinkade and the Meaning of Style." Awarded by the Popular Culture/American Culture Association, 2013.

Finalist, "305 Flash Writing Contest: a WLRN-Miami Herald Multimedia Writing Initiative." 2011.

"Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant." University of South Florida. 2007.

"Pass with Distinction." (highest honor) Doctoral Exams in Rhetoric and Composition. History of Rhetoric, Composition Theory, Composition Pedagogy, Computer-Mediated Composition. University of South Florida, 2006.

"Provost's Commendation for Graduate Student Teaching." University of South Florida, 2005.

"Award for Teaching Excellence in First Year Composition." Department of English, University of South Florida, 2003.

"Estelle J. Zbar Award for Teaching & Academic Excellence in English." Department of English, University of South Florida, 2002.

Curriculum Vitae

PERSONAL

Name: Becka Mara McKay

Home Phone: 319-321-6656

Current Academic Rank: Associate Professor

Primary Department: English

HIGHER EDUCATION

University of Iowa; PhD in Comparative Literature; December 2009

Dissertation: *A Scar on the Surface of God: Translating Biblical Allusion in Modern Hebrew Poetry*

University of Iowa; MFA in Literary Translation; May 2005

University of Washington; MFA in Creative Writing (Poetry); June 1998

Barnard College; B.A. in History with a minor in Architecture; May 1989

EXPERIENCE

Florida Atlantic University; Associate Professor of English; 2014 – present

- Director of Creative Writing, 2013 – present
- Director, Graduate Certificate in Literary Translation, 2016 – present

Florida Atlantic University; Assistant Professor of English; 2009-2014

University of Iowa; Graduate Teaching Assistant, 2002-2007

Microsoft Press, Microsoft Corp., Redmond, WA; Project manager; edited manuscripts, managed book projects, and performed wide variety of related office duties in support of publishing process; May 1998 – June 2002

Lerner Publishing Group, Minneapolis; Editor; Edited children's books, developed book projects with authors, and performed wide variety of related office duties in support of publishing process; June 1991 – June 1996

PUBLICATIONS: BOOKS

Poetry

Happiness Is the New Bedtime (chapbook). Slash Pine Press, March 2016.

A Meteorologist in the Promised Land. Shearsman Books, March 2010.

Translations

Kaleidoscope: Three Hebrew Poets (from the Hebrew of Shimon Adaf). Mosaic Press, September 2014.

Lunar Savings Time (from the Hebrew of Alex Epstein). Clockroot Books, May 2011.

Blue Has No South (from the Hebrew of Alex Epstein). Clockroot Books, 2010.

Laundry (from the Hebrew of Suzane Adam). Autumn Hill Books, 2008.

PUBLICATIONS: JOURNALS

Poetry

“Deuteronomy 16:22 and the Monument Problem.” The Journal, forthcoming.

“*Swietenia mahogani* as Mistranslation,” “*Andrias scheuchzeri* as Mistranslation,” and “The Syllogism of the Goat’s Child.” Cimarron Review, forthcoming.

“The Insomniac Archivist’s Rules for Sleep.” River Styx, forthcoming.

“Virgil Visits the Shore.” Post Road, forthcoming.

“BACKWARDING,” “FIDICINALES,” “*Ars Poetica*: Bad Translation,” and “Leviticus as a Grammar for Beginners.” Ghost Town, forthcoming.

“Fourteen Answers for Thirteen Questions” and “Imprecation (Noah’s Wife).” Ocean State Review, forthcoming.

“GRAVEYARD WORKING” and “SCORSE.” The Bennington Review, forthcoming.

“DONKEY’S BREAKFAST.” Copper Nickel, forthcoming.

“*Aeshna umbrosa* as Mistranslation.” Iron Horse Literary Review, forthcoming.

“INHABITIVENESS.” Ploughshares, January 2018.

“WOOD-WANT.” Forklift, Ohio, January 2018.

“*Pecari tajacu* as Mistranslation.” Ninth Letter, January 2018.

“*Sayornis phoebe* as Mistranslation.” Thin Air, April 2017.

“I Give You Monkeys.” Free State Review, February 2017.

“*Pseudacris triseriata* as Mistranslation” and “An untested theory of dybbuks.” Interim, February 2017.

- “*Larus argentatus* as Mistranslation.” Raven Chronicles, January 2017. (Special invitation-only issue celebrating past Jack Straw Writers.)
- “*Ursus americanus* as Mistranslation” and “Light Without Mercy.” Prism Review, June 2016.
- “Still Life with Prophet.” Salamander, June 2016.
- “Time Is a Disappointing Lepidopterist.” Cream City Review, June 2016.
- “The Secretary of the Apocrypha Finds a Real Job” and “The Secretary of the Apocrypha Admits to Another Error in Judgment.” Posit, June 2016.
- “Materializing the Gesture of Resistance,” Passages North online, April 2016. <http://passagesnorth.com/2016/04/materializing-the-gesture-of-resistance-by-becka-mckay/>.
- “What We Believe We Believe.” Colorado Review, April 2016.
- “I Have Learned Nothing from Deer,” “The Anthropologist of Sleep Returns to the Wisdom of Raptors,” and “*Larus argentatus* as Mistranslation.” Meridian, March 2016.
- “Blue Medina: A Kind of Pilgrimage.” Isthmus, January 2016.
- “A Vivid Thing Breaking on the Tongue,” and “Transparent, Immoveable.” Cloud Rodeo 7, August 2015. <http://cloudrodeo.org/issues/i-s-s-u-e-7/becka-mara-mckay/>.
- “Hands Are Better as Birdless Cages,” “A Brief Guide to the Firmament,” and “The Anthrophony of Unfamiliar Landscapes.” Shearsman, May 2014.
- “Parts of Speech in the Roman Landscape.” White Stag Journal, Spring 2014.
- “Happiness is the New Bedtime, I – XII” Fortnightly Review, March 2014. <http://fortnightlyreview.co.uk/> .
- “Hypnagogic (Hands)”. Triquarterly, January 2014. <http://www.triquarterly.org/issues/issue-145/hypnagogic-hands>
- “The War in the North: A Report.” Hotel Amerika, 2009.
- “Good Excuses in Lousy Weather,” “A Meteorologist in the Promised Land,” and “Epithalamium.” Rattapallax, 2009.
- “The Thesaurus Fails to Replace the Direction of the Sun,” “Birds in April,” and “You

- Are Not Here.” small spiral notebook, 2006.
- “T”Philot (Prayers: Jerusalem, 1997) and “Letter From the Editor.” Cranky, 2005.
- “Letters to the Minor Prophet.” Columbia, 2005.
- “Seventeen Lessons About Utopia.” Another Chicago Magazine, 2004.
- “Sometimes You Find the Shape of Africa.” Hayden’s Ferry Review, 2004.
- “After the Tombs (Tarquinia, 1997)” and “In Praise of the Overlooked.” Third Coast Review, 2004.
- “How to Picture an Edge.” Controlled Burn, 2003.
- “Tabloids.” American Letters & Commentary, 2003.
- “Rosh Hashanah.” Pontoon V, 2001.
- “The Unveiling.” Elysian Fields Quarterly, 2000.
- “Not Miami.” Florida Review, 2000.
- “Memorial Day.” Sycamore Review, 1999.
- “God Didn’t Give Me the Patience of Saints.” The Oregonian, 1999.
- “Devotion” and “Refrigerator Notes.” Crania, 1999.
- “Leaving the Desert.” Pontoon II, 1998.
- “Dawn” and “Seven Statements on the All-Night Mailman.” Pontoon I, 1997.

Translations

- “On the Time Difference Between Poetry and Prose” (from the Hebrew of Alex Epstein) reprinted in *Flash Fiction International: Very Short Stories from Around the World*, W.W. Norton, April 2015.
- “Depth of Field,” “Another War Began,” and “Three Beginnings” (from the Hebrew of Alex Epstein). 1111, July 2013.
- “Fertility Lexicon,” “Birthday Poem 2005,” “Birthday Poem 2006” (from the Hebrew of Anat Levin). Poetry International, March 2013.
<http://www.poetryinternationalweb.net/pi/site/poem/item/22822/auto/FERTILITY-LEXICON>

- “More True Superheroes” and “You Need to Take These Shoes Home” (from the Hebrew of Alex Epstein). World Literature Today, 2012.
- “True Illusions” (from the Hebrew of Alex Epstein) Discoveries: New Writing from the Iowa Review, 2012.
- “On the Power of Russian Literature,” “On Mythology,” “On the Metamorphosis,” “On the Black Angel,” “On the Painter of Doors,” “On Cain and Abel,” “On How the iPad Saved the Short Story” (from the Hebrew of Alex Epstein) The Kenyon Review, 2011.
- “Volcano Dweller,” and “Wedge” (with Edgar Platelis, from the Lithuanian of Tomas Butkus). 3:AM Magazine, 2011. < <http://www.3ammagazine.com/3am/six-poems-tomas-s-butkus/>>
- “Five Stories” (from the Hebrew of Alex Epstein). *Sharp Sticks, Driven Nails: An Anthology of New Stories*. Stinging Fly Press, 2010.
- “Ten Approximations” (from the Hebrew of Alex Epstein). PEN Journal, 2010.
- “Three Pieces of Time,” “The Book of Sleep,” and “Super Zxn” (from the Hebrew of Alex Epstein). The Outlet, 2010. < <http://electricliterature.com/blog/2010/07/23/3-micro-stories-by-alex-epstein/>>
- “A Short Report on Old Age and the Music of Celestial Bodies” and “Memory Card” (from the Hebrew of Alex Epstein). Natural Bridge, 2010.
- “Beyond the Wall” (from the Hebrew of Alex Epstein). RHINO, 2009.
- “Penelope’s Last Glance,” “Magico juegos del tiempo,” and “Instruction Manual for a Rented Time Machine” (from the Hebrew of Alex Epstein). Zeek, 2009.
- Excerpt from the novel *Laundry* (from the Hebrew of Suzane Adam). Words Without Borders, 2008. <http://wordswithoutborders.org/article/from-laundry>>.
- “Learning to Draw” (from the Hebrew of Suzane Adam). Zeek, 2008.
- “Evening Prayer” and “Tikkun” (from the Hebrew of Shimon Adaf). PEN Journal, 2008.
- “Psalm” (from the Hebrew of Shimon Adaf). Agriculture Reader, 2008.
- “The Mystery of Jewish and Aryan Chess” (from the Hebrew of Alex Epstein). Zeek, 2008.
- “Jung’s Nightmare of Watches,” “Homer’s Childhood Games,” “The Woman Who Collected Solved Crossword Puzzles,” “True Illusions,” and “On the Mourning

Customs of Elephants” (from the Hebrew of Alex Epstein). The Iowa Review, 2008.

“The Artist’s Likeness Is Like an Artist,” “The Angel Who Photographed God,” “A Story in Which No Snow Will Fall,” “Gloss,” “The Woman Who Dreamed of Imaginary Chansons,” “Edgar Allen Poe in Yiddish,” “Gibraltar, A Love Story,” “Lullaby for an Old Chess Player,” “On the Time Difference Between Poetry and Prose,” and “Blue Has No South” (from the Hebrew of Alex Epstein). Words Without Borders, 2007.

< <http://wordswithoutborders.org/article/ten-short-pieces>>

“Recognizing the Body” (from the Hebrew of Shimon Adaf). TWO LINES, 2004.

“Icarus Remembers” (from the Hebrew of Shimon Adaf). eXchanges, 2003.

GRANTS RECEIVED

2017: FAU Peace Studies Speaker Grant to bring writer Deb Olin Unferth to campus (\$1,500).

2017: FAU South Florida Cultures Grant for a special print issue of *Swamp Ape Review* featuring South Florida artists and writers (\$10,000).

2015: FAU Collaborative Research Grant to continue work with faculty and graduate students on planned Sharon Daniel exhibit (\$5,000).

2015: FAU Collaborative Research Grant to bring the multimedia artist Sharon Daniel to campus to lecture and to work with faculty and graduate students (\$5,000).

2015: FAU Peace Studies Speaker Grant to bring the poet Reginald Dwayne Betts to campus (\$1,500).

2013: FAU College Advisory Board Faculty Research Support Grant. For research trip to Israel (\$750).

2013: Yehoshua Rabinovich Tel Aviv Foundation for the Arts. For the translation of *Mouth to Mouth* by Anat Levin, 3500 NIS (\$975).

2007: T. Anne Cleary Fellowship, University of Iowa. For international study (\$3,000).

2005-2007: Crossing Borders Fellowship for international travel/study (\$5,000).

2003-2004: Foreign Language and Area Studies Fellowship. For studying Hebrew (\$14,500).

2002: Seattle Arts Commission. For new work (poetry) (\$2,000).

PROFESSIONAL

Professional and Honorary Organizations

Advisory Board member; National Society of Arts and Letters, 2014-present.

Member, PEN: 2013-present.

Member; AWP: Associated Writing Programs; 2009-present.

Member; ALTA: American Literary Translators Association; 2002-present.

Honors and Awards

Finalist, 2017 Brittingham/Pollak Prize

Nominee, 2014 Pushcart Prize (poem, "Happiness Is the New Bedtime")

Scholar of the Year, Dorothy F. Schmidt College of Arts and Letters, 2014

Nominated, NEH Summer Stipend for 2014

Witter Bynner Poet Translator Residency, Santa Fe Art Institute, April 2009

Semifinalist, 2008 Beatrice Hawley Award (poetry manuscript)

Finalist, 2008 Poets Out Loud Poetry Prize (poetry manuscript)

Nominee, 2006 Pushcart Prize (poem, "Birds in April")

Fellowship from the American Literary Translators Association, 2004

Finalist, 2004 Marsh Hawk Press Poetry Prize (poetry manuscript)

Finalist, 2004 Sawtooth Poetry Prize (poetry manuscript)

Selected to participate in the 2004 UCLA Conference for Literary Translators

Honorable mention, 2003 Writers at Work fellowship competition (poetry)

Finalist, 2003 Sawtooth Poetry Prize (poetry manuscript)

Finalist, 2001 Dorothy Brunsman Book Award, Bear Star Press (poetry manuscript)

Finalist, 2001 Sawtooth Poetry Prize (poetry manuscript)

Selected to participate in the 1999 Jack Straw Writers Program, Seattle

Nominee, *Best of the Web*, 1997 (poem, "Refrigerator Notes")

Other Professional Activities

Invited Readings:

Slash Pine Writers Festival, Tuscaloosa, AL, April 2017.

USpeak reading sponsored by *Mangrove*, Books & Books Miami, October 2015.

AWP Offsite reading sponsored by Autumn Hill Books, April 2015.

AWP Offsite reading sponsored by Shearsman Books, February 2012.

"Four Poets—Mass Hysteria" with Neil de la Flor, Maureen Seaton and Brian Spears.

Books & Books Fort Lauderdale, February 24, 2011.

AWP Offsite reading sponsored by Kenyon Review, AWP conference, February 2011.

FAU Literary Author Series, Boca Raton, April 2011.

Boston University: "Underground" Reading Series, May 2010.

"Contemporary Jewish Writing in Translation," University of Chicago, May 2010 (This conference included a public lecture, a master class in translation, a poetry reading, and a bilingual reading from *Blue Has No South*).

"Literature, War, and the Arts," a conference at the U.S. Air Force Academy in Colorado, September 2010.

Conference Presentations:

"Love and Arrogance and the Sound of Translation." Faculty presenter, 2017 Nida School for Translation Studies in Misano, Italy, May 2017.

"Translation and/as Exile," Panel moderator. American Literary Translators Association annual conference, October 2016.

"Translation as Pure Writing: Creative Nonfiction," Panel moderator. American Literary Translators Association annual conference, October 2016.

"Translation and/as Exile." Faculty presenter, 2016 Nida School for Translation Studies in Misano, Italy, May 2016.

"Translation as Pure Writing: Creative Nonfiction Edition." Panel moderator. Associated Writing Programs annual conference, April 2016.

"Lyric Translation, or How I Became a Superhero in My Own Mind." Faculty presenter, 2015 Nida School for Translation Studies in Misano, Italy, May 2015.

"Translation as Pure Writing: Poetry Edition." Panelist. Associated Writing Programs annual conference, April 2015.

"Best Practices in Translation Pedagogy." Roundtable moderator. American Literary Translators Association annual conference, November 2014.

"Best Practices in Translation Pedagogy." Roundtable moderator. American Literary Translators Association annual conference, October 2013.

"Multi-modal Translation as Teaching Strategy." Panel moderator. American Literary Translators Association annual conference, October 2013.

- “Lot’s Wife Speaks to the Hobgoblin’s Hat.” Presenter/participant. 2013 Nida School for Translation Studies in Misano, Italy, May 2013.
- “Translating ‘Dead’ Languages.” Workshop organizer and moderator. American Literary Translators Association annual conference, October 2012.
- “Translating Form in Poetry.” Workshop organizer and moderator. American Literary Translators Association annual conference, October 2012.
- “Retranslation.” Workshop organizer and moderator. American Literary Translators Association annual conference, October 2012.
- “To MFA or Not?” Panelist. American Literary Translators Association annual conference, October 2012.
- “War Is Not Lost in Translation.” Panelist. Associated Writing Programs annual conference, February 2012.
- “Words Without Borders: International Writing in the Workshop.” Panelist. Associated Writing Programs annual conference, February 2012.
- “Translating ‘Blind’: Working from a Language You Don’t Read.” Panelist. American Literary Translators Association annual conference, November 2011.
- “For the Sake of Music: Shifting Notions in Poetry Translation.” Panelist. American Literary Translators Association annual conference, November 2010.
- “Translation in Academia.” Panelist. American Literary Translators Association annual conference, November 2010.
- Workshop leader, annual student translation conference, Seoul National University, Seoul, South Korea. October 2010.
- “World Literature in Translation.” Panelist. University of Miami, April 2010.
- “More than Words Can Say: Moments of Cultural Untranslatability.” Panel moderator. American Literary Translators Association annual conference, November 2009.
- “The Translator in Fiction.” Panelist. American Literary Translators Association annual conference, November 2009.
- “Women Translating Women.” Panelist. PEN World Voices Festival, April 2009.
- “Translating Biblical Allusion in Modern Hebrew Poetry.” Presenter/participant. 2009 Nida School for Translation Studies in Misano, Italy, September 2009.

“Biblical Allusion in Three American Poets.” Presenter. “Translatable: Creativity and Knowledge Formation Across Cultures,” Duke University and UNC Chapel Hill, April 2009.

“Comparative Translation as a Teaching Toolbox,” Panel moderator/participant. American Literary Translators Association annual conference, October 2008.

“The Translation Workshop.” Panel moderator/participant. American Literary Translators Association annual conference, October 2008.

“Translation and Ethics.” Panelist. National Graduate Student Translation Conference, Columbia University, March 2008.

“Translating/Mistranslating the Bible.” Presenter. 2007 Nonfiction Now conference, University of Iowa, November 2007.

“More or Less: A Collaboration of Echoes” (with Jason Grunebaum). Multimedia presentation. Uptown Writers Space, Chicago, July 2007.

“More or Less: A Collaboration of Echoes” (with Jason Grunebaum). Multimedia presentation. “Studies in Sound: Listening in the Age of Visual Culture,” University of Iowa, February 2007.

TEACHING

Florida Atlantic University:

Creative Writing Courses

CRW 6024: Teaching Creative Writing
CRW 6024: Graduate Translation Workshop
CRW 6331: Graduate Poetry Workshop
CRW 4310: Poetry Workshop I
CRW 4311: Poetic Forms
CRW 4321: Poetry Workshop II
CRW 4120: Fiction Workshop I
CRW 4120: Fiction Workshop I (eLearning)
CRW 4211: Creative Nonfiction Workshop I
CRW 3010: Introduction to Creative Writing
ENC 4930: Literary Publishing and Editing

Undergraduate Literature Courses

ENG 3822: Introduction to Literary Studies
AML 4663: Jewish-American Literature
LIT 4605: The Literature of War
LIT 4032: Modern Poetry
LIT 2040: Interpretation of Drama

LIT 2040: Interpretation of Drama (eLearning)

Undergraduate Writing Course

ENC 3310: Advanced Exposition

Independent Studies

LIT 6905: Readings in Translation (Fall 2010)

LIT 6905: Literary Translation of the Hebrew Bible (Summer 2011)

LIT 6905: Translation/Adaptation (Fall 2011)

University of Iowa:

Interpretation of Literature

Undergraduate Translation Workshop

Thesis Advising:

Kathleen Martin, Chair, poetry collection, in progress

Anthony Padavano, Chair, short stories, in progress

Nicholas Becher, Member, novel, in progress

Dustin DiPaulo, Member, essays, in progress

Natalie Rowland, Member, novel, in progress

Kathryn McLaughlin, Chair, poetry collection, in progress

Trina Sutton, Member, novel, in progress.

Jeanette Geraci, Member, short stories, completed spring 2017

Kira Geiger, Member, essays, completed spring 2017

Scott Rachesky, Member, short stories, completed spring 2017

Justin Kane, Member, short stories, completed spring 2017

Kim Grabenhorst, Member, novel, completed spring 2016

Aaron Avis, Member, memoir, completed spring 2016

Shari Lefler, Member, memoir, completed spring 2016

Jamie White, Chair, poetry collection, completed spring 2016

Nico Cassanetti, Member, memoir, completed spring 2016

Matthew Parker, Member, short stories, completed spring 2016

Brittany Ackerman, Chair, memoir, completed spring 2015

Donovan Ortega, Member, short stories, completed spring 2015

Ian Rice, Member, poetry collection, completed fall 2014

Diana Burgos, Member, short stories, completed fall 2014

Zachary Scalzo (LLCL: Translation Studies), Member, completed spring 2014

Mikaela von Kursell, Member, short stories, completed spring 2014

Caryn Suhr, Member, short stories, completed spring 2014

Nuala Carr, Chair, poetry collection, completed spring 2014

Cathy Shelton, Member, short stories, completed fall 2013

Negean Mohi, Chair, poetry collection, completed fall 2013

Beau Ewan, Chair, memoir, completed spring 2013

Mary Long, Chair, short stories, completed spring 2013

Renee Long, Member, short stories, completed spring 2013

Rebecca Harthcock, Member, poetry collection, completed spring 2013
Erin Elio (LLCL: Translation Studies), Member, completed fall 2012
Michelle Hasler, Member, creative nonfiction, completed fall 2012
Stephen Michael Shier, Member, memoir, completed spring 2012
Nicole Oquendo, Member, memoir, completed summer 2012
Erin Hobbie, Member, memoir, completed spring 2012
Patricia Straub, Member, poetry collection, completed fall 2011
Michael Pagan, Member, poetry collection, completed summer 2011
Kelly De Stefano, Member, short story collection, completed summer 2011
Jill Bergkamp, Member, poetry collection, completed spring 2011
Robert Slattery, Member, story collection, completed spring 2011
Scott Wood, Member, short story collection, completed spring 2011
Efrat Friedman, Member, novel, completed fall 2010

SERVICE

Department Committees/Service

2009-present: Creative Writing Committee (currently Director)
2011-2017: Technology and Pedagogy Committee (Chair)
2013: Search committee, Asian-American Literature/Asian Literatures in English
2016-2017: Search committee, Science Fiction/Fantasy
2016-present: Faculty advisor, *Swamp Ape Review*

College Service

2016-present: Department representative, School of the Arts

University Committees

2013: Member, College Strategic Plan Committee (Research subcommittee)
2009-2010: Faculty Learning Community: Academic Service-Learning

Professional Service

Thesis reader for Adva Levine, MFA candidate at Columbia University, 2011.
Thesis reader for Yardenne Greenspan, MFA candidate at Columbia University, 2012.
Judge, 2013 PEN Translation Prize. National competition sponsored by PEN USA.
Judge, Best Translated Book Award (Poetry) 2013, 2015, 2016. National competition cosponsored by Open Letter Books and Amazon.com.
Admissions Committee, Nida School of Translation Studies, 2014-present.
Faculty, 2015 Nida School of Translation Studies.
Mentor, National Yiddish Book Center, Amherst, MA, 2015-present.
Workshop Leader, National Yiddish Book Center, Amherst, MA, 2015-16.
Judge, *Mangrove* poetry contest, 2015-16.
Academic Community Coordinator, Nida School of Translation Studies, 2016-present.

Updated January 23, 2018

Susan Mitchell

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Florida Atlantic University
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EDUCATION

Wellesley College, B.A. in English, Wellesley College Scholar, 1964
Georgetown University, M.A., Teaching Fellow, English Department, 1970
Columbia University, ABD, Medieval English Literature

HONORS

Scholarly and Creative Accomplishment Fellowship Award (SCAF) given
by the Dorothy F. Schmidt College of Arts and Letters of Florida Atlantic
University for 2016-17

Named one of 100 Outstanding Women at Florida Atlantic University since
its Founding, 2015

Final Judge: University of Wisconsin Press's Books Series Competition for
The Brittingham & Pollak Book Prizes, 2015-16

Final Judge: "Discovery" / *Boston Review* 2014 Poetry Contest

Final Judge: Sarabande Books Poetry Book Competition 2013

Pushcart Prize, 2009

Cover Feature, *American Poetry Review*, 2007

Best of Thirty Years of Pushcart Prizes, 2006

Guest Poetry Editor, *Provincetown Arts*, 2005

Kingsley Tufts Poetry Award, 1993:

Guggenheim Foundation Fellowship, 1992

Lannan Literary Fellowship in Poetry, 1992:

National Book Award Finalist in Poetry, 1992

Denise & Mel Cohen Award for Outstanding Poem in *Ploughshares*, 1991

Individual Artist Fellowship Award in Poetry, Florida Department of State, 1991

Outstanding Achievement Award, Florida Atlantic University, 1990

Terrence Des Pres Prize for Excellence in Reviewing, *Parnassus: Poetry In Review*, 1990

Crazyhorse Annual Poetry Award, 1990

Pushcart Prize, 1989

Vermont Arts Council Fellowship in Poetry, 1985

Pushcart Prize, 1984

Crazyhorse Annual Poetry Award, 1984

Illinois Arts Council Grant for Poetry, 1983

National Endowment for the Arts Fellowship, 1982

Hoyns Fellow In Poetry, University of Virginia, 1980-81

Discovery/*Nation* Award, 1979

Massachusetts Arts Council Grant in Poetry, 1979

Poetry Fellow, Fine Arts Work Center in Provincetown, Massachusetts, 1977-79

BOOK PUBLICATIONS

Erotikon (New York: Harper Perennial, 2001)

Erotikon (New York: HarperCollins, 2000)

The Water Inside The Water (Harper Perennial, 1994)

Rapture (New York: HarperCollins, 1992)

The Water Inside The Water (Middletown: Wesleyan University Press, 1983)

JOURNAL PUBLICATIONS (POEMS)

"Object," *Provincetown Arts*. Vol. 32 (2017-18).

"The Bear," *Canary: A Literary Journal of the Environmental Crisis* 35 (Winter, 2016-17): 4.

"Prelude 1," *Fence* 31 (Winter 2016): 167-68.

"Prelude 3," *Fence* 31 (Winter 2016): 169-70).

"Humus," *American Poetry Review* September/October 2013 v42 #5: 34.

"In Honor of Blood," *American Poetry Review* September/October 2013 V42 #5:34-35.

"Little Bird," *Provincetown Arts: 25th Anniversary Issue* 2010/11, v25:84-85.

"Looking For A Place I Am Not," *The Seattle Review*, 2009 v2 #1

"Song With Thirteen Ibis," *American Poetry Review* December 2007, v36 #6

"Forget Forgetting," *American Poetry Review* December 2007, v36 #6

"Love Song," *American Poetry Review* December 2007, v36 #6

"Untitled," *American Poetry Review* December 2007, v36 #6

"Erlkonig," *American Poetry Review* December 2007, v36 #6

"Dragonfly," *American Poetry Review* December 2007, v36 #6

"Ritual," *American Poetry Review* April 2007, v36 #2

"Self Portrait With Young Eros," *American Poetry Review*, August 2004, V33 #4

"Mangroves," *Poetry London*, Spring 2003, # 44

"Truffles," *Poetry London*, Spring 2003, # 44

"Eclogue," *The Yale Review*, Fall 2002, v90 #4

"Bird: A Memoir" (sections 1-3), *The Yale Review*, Summer 1999, v87 # #5

"Pussy Willow (An Apology)," *Ploughshares*, Spring 1999, v25 #1

"Lost Parrot," *The Atlantic Monthly*, April 1999, v283 #4

"The Grove At Nemi," *Fence*, Summer 1999, v2 #1

"Autobiography," *The Paris Review*, Fall 1999, #148

"Golden Bough: The Feather Palm," *The Atlantic Monthly*, August 1997, v289 #2

"Golden Bough," *The New Republic*, June 16, 1997 v216 #24

"Wind/Breath, Breath/Wind," *Ploughshares*, Winter 1996, v21 #4

"Softer," *Western Humanities Review*, Winter 1995, v49 #4

"Venice," *The Paris Review*, Spring 1995, v40 #148

"Girl Tearing Up Her Face," *The Paris Review*, Spring 1995, v40 #148

"Rainbow," *American Poetry Review*, August 1992 v21 #4

"Self Portrait with Two Faces," *American Poetry Review*, August 1992 v21 #4

"Rapture," *Provincetown Arts*, 1992, v8

"The Return of Jonah by Way of Swanawic as recorded by a West Saxon Scribe," *Tikkun* August 1991, v6 #4

"Night Music," *Ploughshares*, Winter 1991, v16 #4

"Children's Ward," *Ploughshares*, Winter 1991, v16 #4

"The Aviary" *Ploughshares*, Winter 1991, v16 #4,

"The City" (later titled "Cities"), *Crazyhorse*, Winter 1990, #39

"Sky of Clouds," *Provincetown Arts*, 1990, v6

"Havana Birth," *Ploughshares*, Spring 1989, v15 #1

"Big Red Fish," *Ploughshares*, Spring 1989, v15 #1

"Feeding The Ducks at the Howard Johnson Motel," *The Quarterly*, Spring 1989, #9

"Fragment of a Woman From Kos," *The Nation*, June 11, 1988

"The Face," *Ironwood*, Fall 1988, #32

"Three Headless Goddesses, One Sitting Apart: Parthenon, East Pediment," *The Quarterly* Summer 1988, #6

"Women In Profile: Bas Relief, Left Section Missing," *The New Yorker*, April 20, 1987

"The Hotel by the Sea," *Ironwood*, Spring 1987 v15 #1

"Smoke," *Ironwood*, Spring 1987, v15 #1

"Leaves that Grow Inward," *Ironwood*, v15, #1

"Bus Trip," *The Atlantic Monthly*, August 1986

"A Story," *Crazyhorse*, Spring 1984

"Bread," *Ironwood* 21, Spring 1983, v11 #1

"The Explosion," *Ironwood* 21, Spring 1983, v11 #1

"Boone," *Ironwood* 21, Spring 1983, v11 #1

"The Road," *Kayak*, October 1982

"Elegy for a Child's Shadow," *The New Yorker*, April 19, 1982

"Maps," *The Nation*, October 1, 1982

"Blackbirds," *American Poetry Review*, April, 1981, v10 #2

"The Trowel," *American Poetry Review*, April, 1981, v10 #2

"Aubade," *The Nation*, January 17, 1981

"When Grandfather Died" (later titled "The Death), *The Nation*, May 16, 1981

"This Morning," *The Albemarle Magazine*, June 1981

"The Visit," *The New Yorker*, November 5, 1979

"The Yard Geese," *The Nation*, May 26, 1979

"The Picture over Our Bed," *Kayak* 51, 1979

"From the Journals of the Frog Prince," *The New Yorker*, May 15, 1978

"Woodcarving," *The Nation*, October 14, 1978

"Night Tree," *The New Yorker*, February 14, 1977

"The Dinner," *Hanging Loose* 27, 1976

"Eating at the Movies," *Kayak* 40, November 1975

"One Day," *Little Magazine*, 1975, v8 #3

"The Unconscious," *Little Magazine*, 1975, v8 #3

"Daddy Longlegs," *Little Magazine*, 1975, v8 #3

"A Promise," *Little Magazine*, 1975, v8 #3

ANTHOLOGIES (POEMS)

"Fragment of a Woman from Kos," *25th Anniversary Kingsley & Kate Tufts Poetry Awards: Poems By Winners 1993-2017*. Selected by Kate Gale. Claremont: Claremont University Press, 2017.

"Smoke," *20th Annual Kingsley & Kate Tufts Poetry Awards: Poems By Winners 1993-2012*. Selected by Alice Quinn & Robert Pinsky. Claremont: Claremont University Press, 2012.

"Lost Parrot," *Bright Wings: An Illustrated Anthology of Poems About Birds.* Ed. Billy Collins. New York: Columbia University Press, 2010.

"Ritual." *Pushcart Prize XXXIII: Best of the Small Presses.* Ed., Bill Henderson. Wainscott, New York: Pushcart Press, 2009.

"The Explosion." *American Poets Against the War.* Ed. Christian K. Narkiewidz-Laine. Chicago: Metropolitan Arts Press, LTD., 2009.

"Ritual." *Best American Poetry 2008.* Selected by Charles Wright. Series editor, David Lehman. New York: Scribner, 2008.

"Boca Raton, 1990." *The Making of a Sonnet: A Norton Anthology.* Eds. Eavan Boland and Edward Hirsch. New York: W.W. Norton, 2008: 271.

"Eclogue." *Structure and Surprise: Engaging Poetic Turns.* Ed. Michael Theune. New York: Teachers and Writers Collaborative, 2007: 206-8.

"Havana Birth." *The Oxford Book of American Poetry.* Ed. David Lehman. New York: Oxford University Press, 2006: 1040-42.

"The Explosion." *The Pushcart Book of Poetry: The Best Poems from Thirty Years of the Pushcart Prize.* Ed. Joan Murray with the Pushcart Prize poetry editors. Wainscott: Pushcart Press, 2006:166-67.

"Erotikon." *Erotikon: Essays on Eros, Ancient and Modern.* Eds. Shadi Bartsch and Thomas Bartscherer. Chicago: University of Chicago, 2005:16-32.

"The Death." *Poetry Home Repair Manual: Practical Advice for Beginning Poets.* Ed. Ted Kooser. Lincoln: University of Nebraska, 2005:144.

"Autobiography." *The Paris Review Book of Heartbreak, Madness, Sex, Love, Betrayal, Outsiders, Intoxication, War, Whimsy, Horrors, God, Death, Dinner, Baseball, Travels, The Art of Writing, and Everything Else in the World since 1953.* Ed. By the Editors of *The Paris Review.* New York: Picador, 2003: 56-58.

"From the Journals of the Frog Prince." *The Poets Grimm: Twentieth Century Poems from Grimm Fairy Tales.* Eds. Jeanne Marie Beaumont and Claudia Carlson. Ashland: Story Line Press, 2003: 219-20.

"The Dead." *Poetry 180: A Turning Back To Poetry.* Ed. Billy Collins. New York: Random House, 2003: 258.

"The Kiss." *Contemporary Poetry of New England.* Eds. Robert Pack and Jay Parini. Hanover: The University Press of New England, 2002: 115-17.

"Pussy Willow (An Apology)." *Contemporary Poetry of New England.* Eds. Robert Pack and Jay Parini. Hanover: The University Press of New England, 2002: 113-15.

"The Grove At Nemi." *Contemporary Poetry of New England.* Eds. Robert Pack and Jay Parini. Hanover: The University Press of New

England, 2002: 112-13.

"From the Journals of the Frog Prince." *Poems To Read: A New Favorite Poem Project Anthology*. New York: Norton, 2002:102-3.

"Lost Parrot." *To Stanley With Love: From Poet Friends*. Ed. Stanley Moss. Riverdale-On-Hudson: The Sheep Meadow Press, 2002:176-78.

"The Grove at Nemi." *The Extraordinary Tide*. Eds. Susan Aizenberg and Erin Belieu. New York: Columbia University Press, 2001: 246-47.

"Golden Bough: The Feather Palm." *The Extraordinary Tide*. Eds. Susan Aizenberg and Erin Belieu. New York: Columbia University Press, 2001: 248.

"The Hotel by the Sea." *A Fine Excess: Contemporary Literature at Play*. Eds. Kirby Gann and Kristin Herbert. Louisville: Sarabande Books, 2001: 176-78.

"Lost Parrot." *Jahrbuch der Lyrik 2002*. Eds. Christolph Buchwald and Adolf Endler. Munich: C. H. Beck, 2001: 135-36.

"Pussy Willow (An Apology)," *Poets of the New Century*. Eds. Roger Weingarten and Richard M. Higgerson. Jaffrey: David R. Godine, 2001: 239-40.

"Girl Tearing Up Her Face." *Poets of the New Century*. Eds. Roger Weingarten and Richard M. Higgerson. Jaffrey: David R. Godine, 2001: 241-43.

"Lost Parrot." *Best American Poetry 2002*. Selected by Rita Dove. Series Editor: David Lehman. New York: Scribner, 2000: 119-20.

"Havana Birth." *The Best of the Best American Poetry*. Selected by Harold Bloom. Series Editor: David Lehman. New York: Scribner, 1997: 213-15.

"Night Music." *Having A Wonderful Time: An Anthology of South Florida Writers*. Ed. Michael Hettich. Needham: Simon and Schuster, 1997:188-90.

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"Smoke." *Emergency Kit: Poems For Strange Times*. Eds. Jo Shapcott and Matthew Sweeney. London: Faber and Faber, 1996: 16-19.

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"Rapture." *Best American Poetry 1993*. Selected by Louise Gluck. Series Editor: David Lehman. New York: Scribner, 1993: 164-66.

"Havana Birth." *New American Poets of the 90s*. Eds. Jack Myers and Roger Weingarten. Jaffrey: David R. Godine, 1991: 252-53.

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"From the Journals of the Frog Prince." *The Norton Introduction to Literature*. 5th edition. Eds. Carl Bain et al. New York: W.W. Norton, 1991: 682-83.

"Havana Birth." *Best American Poetry 1990*. Selected by Jorie Graham. Series Editor: David Lehman. New York: Scribner, 1990: 157-59.

"The Dead." *Vital Signs: Contemporary American Poetry from the University Presses*. Ed. Ronald Wallace. Madison: University of Wisconsin, 1989: 386.

"For A Friend Eating An Apple." *Vital Signs: Contemporary American Poetry from the University Presses*. Ed. Ronald Wallace. Madison: University of Wisconsin, 1989: 387.

"Leaves that Grow Inward." *The Pushcart Prize XIII: Best of the Small Presses*. Ed. Bill Henderson. Wainscott: The Pushcart Press, 1988: 384-87.

"From the Journals of the Frog Prince." *The Norton Introduction to Poetry*. 3d ed. Ed. J. Paul Hunter. New York: W.W. Norton, 1986:52-53.

"The Falls at Otter Creek." *A Celebration for Stanley Kunitz*. Riverdale-On-Hudson: The Sheep Meadow Press, 1986: 40-41.

"Dirt." *A Celebration for Stanley Kunitz*. Riverdale-On-Hudson: The Sheep Meadow Press, 1986: 42-43.

"From the Journals of the Frog Prince." *Disenchantments: An Anthology of Modern Fairy Tale Poetry*. Ed. Wolfgang Mieder. Hanover: University Press of New England, 1985: 38-39.

"The Explosion." *The Pushcart Prize IX: Best of the Small Presses*. Ed. Bill Henderson. Wainscott: The Pushcart Press, 1988: 270-71.

"Once Driving West of Billings, Montana." *New American Poets of the 80s*. Eds. Jack Myers and Roger Weingarten. Green Harbor: Wampeter Press, 1984: 222.

"Boone." *New American Poets of the 80s*. Eds. Jack Myers and Roger Weingarten. Green Harbor: Wampeter Press, 1984: 222-23.

"Bread." *New American Poets of the 80s*. Eds. Jack Myers and Roger Weingarten. Green Harbor: Wampeter Press, 1984: 224-25.

"Blackbirds." *New American Poets of the 80s*. Eds. Jack Myers and

Roger Weingarten. Green Harbor: Wampeter Press, 1984:225-26.

"A Story." *New American Poets of the 80s*. Eds. Jack Myers and Roger Weingarten. Green Harbor: Wampeter Press, 1984: 226-28.

"Elegy for a Child's Shadow." *Two Decades of New Poets*. Ed. Grace Schulman. New York: The Poetry Center of the 92nd Street Y, 1984: 53.

"The Visit." *Two Decades of New Poets*. Ed. Grace Schulman. New York: The Poetry Center of the 92nd Street Y, 1984: 54.

"From the Journals of the Frog Prince." *Getting From Here To There: Writing and Reading Poetry*. Ed. Florence Grossman. Montclair: Boynton Cook, 1982: 135-37.

BROADSIDE & POSTCARDS

"In Honor of Blood": Originally published in *American Poetry Review* (Sept/Oct 2013, Vol 42, No 5).

TRANSLATIONS

Dante. *Inferno*. "Canto 21." *World Poetry: An Anthology of Verse from Antiquity to Our Time*. Eds. Katherine Washburn and John Major. New York: W.W. Norton, 1998:414-16.

Dante. *Inferno*. "Canto 21." *Versions of the Inferno: Translations by Twenty Contemporary Poets*. Ed. Daniel Halpern. New York: The Ecco Press, 1993: 96-99.

Dante. *Inferno*. "Canto 22." *Versions of the Inferno: Translations by Twenty Contemporary Poets*. Ed. Daniel Halpern. New York: The Ecco Press, 1993: 100-04.

JOURNAL PUBLICATIONS (ESSAYS)

"Truth" (Forthcoming in *Passages North* Spring 2018 in print & online. I have sent back corrected proofs).

"Flashovers," *Seneca Review* (Spring 2016). Vol 45, No 2:33-42.

"Introduction," Sean Bishop, *The Night We're Not Sleeping In*, (Louisville: Sarabande Books). [Under Contract & forthcoming 2015.

"On The Street of Crocodiles." *PEN AMERICA: A Journal for Writers and Readers*: 15:20-23 (Spring 2012).

"Ashes for Breakfast." *PEN AMERICA: A Journal for Writers and*

Readers: 14:52-54 (Spring 2011).

"In The Studio." *American Poetry Review*. February 2007. V36 #1:23.

"Obsessive Music on a Ride." *Poetry London*. Autumn 2003. #46:34-36.

"The Ecstatic Voice." *Poetry London*. Spring 2002. #41:35-38.

"Letter to a Yong Writer." *Teachers & Writers Magazine*. December 2001. V33 #2:25-27.

"Emerging Poets: Susan Mitchell on Christopher Dunn." *American Poet: The Journal of the Academy of American Poets*. Fall 2001: 23.

"Thoughts on Complexity." *Crossroads: Journal of the Poetry Society of America*. Spring 2000. #54:25-28.

"Quintet." *Provincetown Arts*. Summer 1996. v12:32-35.

"Tom Sleigh's *The Chain*." *Agni*. Summer 1996. v43 #2:263-66.

"To the Mudflats of Wellfleet." *Yankee*. January 1995. v59 #1:144.

"Gates of Grass: The Road to Loxahatchee." *Marlow RFD*. June 1991:24-25.

"Notes toward a History of Scaffolding." *Provincetown Arts*. Summer 1990. v6:18-25.

"Sibyls, Shards, and Other Semi-Precious Litter." *Pamassus: Poetry In Review*. Fifteenth Anniversary Issue. Spring 1989. v15 #1:281-316. Awarded the "Terrence Des Pres Prize for Excellence in Reviewing".

"Gaps, Fissures, Flifts and Cracks." *Provincetown Arts*. Summer 1989. v 5: 26-31.

"Like Ancient Hulls: The Whales of Provincetown." *New England Monthly*. July 1989:66-67.

"Stanley Kunitz: A Visit to the Poet's Studio." *Provincetown Arts*. Summer 1988. v4:89-93 & 172.

"Dreaming in Public: A Provincetown Memoir." *Provincetown Arts*. Summer 1987. v3:62-65 & 120.

"Denis Johnson: An Appreciation." *Provincetown Arts*. Summer 1986 v2:5-6.

"Deception and Self-Deception in the *Franklin's Tale*." *Proceedings of the Patristic, Medieval and Renaissance Studies Conference*. v1 (1977):67-72.

**ANTHOLOGIES
(ESSAYS)**

"Commentary." *Structure and Surprise: Engaging Poetic Turns*. Ed. Michael Theune. New York: Teachers & Writers Collaborative, 2007: 2008-09.

"Notes toward a History of Scaffolding." *The Next American Essay*. Ed. John D'Agata. Saint Paul: Graywolf Press, 2003:233-50.

"A Visit to the Poet's Studio." *To Stanley With Love: From Poet Friends*. Ed. Stanley Moss. Riverdale-on-Hudson: The Sheep Meadow Press, 2002: 11-25.

"Confessions of a Child Reader." *The Most Wonderful Books: Writers on Discovering the Pleasures of Reading*. Eds. Michael Dorris and Emilie Buchwald. Minneapolis: Milkweed Editions, 1997: 169-172.

"Pape Moe (Mysterious Waters)." *Transforming Vision: Writers On Art*, Ed. Edward Hirsch. Boston: Little, Brown and Company, 1994: 40-42.

"Sibyls, Shards and Other Semi Precious Litter." *Parnassus: Twenty Years of Poetry In Review*. Ed. Herbert Leibowitz. Ann Arbor: University of Michigan, 1994: 208-43.

"Foreword." *Nature, Poems Old and New: May Swenson*. Boston: Houghton Mifflin, 1994: xvii-xxiii.

"A Visit to the Poet's Studio." *Stanley Kunitz: Interviews and Encounters*. Ed. Stanley Moss. Riverdale-on-Hudson: The Sheep Meadow Press, 1993: 144-54.

"Dreaming In Public: A Provincetown Memoir." *Being In The World: An Environmental Reader*. Ed. Scott Slovic. New York: MacMillan, 1993: 549-59.

"Dreaming In Public: A Provincetown Memoir." *A Place Apart: A Cape Reader*. New York: W.W. Norton, 1993: 285-92.

"Emotion/Motion/Ocean/Shun," *The Practice of Poetry*. Eds. Robin Behn and Chase Twichell. New York: HarperCollins, 1992:175-76.

"Experience Falls Through Language Like Water Through A Sieve," *The Practice of Poetry*. Eds. Robin Behn and Chase Twichell. New York: HarperCollins, 1992:51-53.

Excerpt from "Dreaming In Public: A Provincetown Memoir." *Writing Well*. 7th edition. Eds. Donald Hall and Sven Birkerts. New York: HarperCollins, 1991:46-47.

"Dreaming In Public: A Provincetown Memoir." *Best American Essays 1988*. Selected by Annie Dillard. Series Editor: David Atwan. New York: Ticknor and Fields, 1988:191-200.

NOTEBOOKS

Excerpts from my "Notebooks." *The Poet's notebook*. Eds. Deborah

Tall and David Weiss. New York: W.W. Norton, 1995.

PAPERS DELIVERED

- "Tempo In Some Contemporary Poems." Vermont Studio Center, Johnson, Vt. November 1, 2013.
- "Revision: The Creative Process in Yeats, Moore, and Lawrence." Vermont Studio Center, Johnson, Vt. December 13, 2010.
- "Creative Process as Menage a Trois." Coffee Colloquium, Mind Body Institute, Florida Atlantic University, October 23, 2007.
- "How Poets Develop and Grow." Vermont Studio Center, Johnson, Vt. July 28, 2006.
- "The Audience as Matrix." Florida College English Association, Lake Worth, Fl. Guest Speaker. October 22, 2004.
- "The Poet's Attentiveness." Vermont Studio Center, Johnson, Vt. July 6, 1998.
- "The Orphean Moment." Poets House, New York City. April 12, 1997.
- "Poetry and Platonic Forms." University Seminars in the Social Sciences, Arts, and Humanities. Florida Atlantic University. September 29, 1993.
- "The Translator's Guilt." Vermont College, Montpelier, Vt. June 30, 1993.
- "The String and the Box: An *Ars Poetica*." Vermont College, Montpelier, Vt. January 3, 1991.
- "An Exact Inexactness." Stone Coast Writers Conference, Portland, Me. August 1, 1990.
- "The Sonnet." Vermont College, Montpelier, Vt. January 5, 1990.
- "The Postmodern Poem." Vermont College, Montpelier, Vt. July 3, 1989.
- "'Cages for Infinity': Poems and the Fourth Dimension." Indiana University. March 27, 1988.
- "Twice-Told Tales." Vermont College. Montpelier, Vt. July 6, 1986.
- "The New Poem," Conference on Contemporary Poetry. University of Cincinnati, Cincinnati, Oh. April 18, 1986.
- "The Silence in the Poem: A Tribute to Stanley Kunitz." Books & Co., New York City. November 17, 1986.

PANELS

Speaker, "Mallarme," Monet To Mallarme: A Poetry Society of America Series, The New York Botanical Garden, New York, NY, August 11, 2012.

Speaker, "Art and the Practice of Poetry," Claremont Graduate University, Claremont, CA, April 18, 2012. < www.youtube.com/watch?v=d86WjJK2hrg> Uploaded by GCU news May 30, 2012.

Speaker, "The Doors of My Heart: A Tribute to Deborah Digges," Associated Writing Programs Annual Conference, Chicago, IL, March 2, 2012.

Speaker and Respondent. "Erotikon: A Symposium." University of Chicago, Chicago, IL, March 3, 2001.

Speaker, "Whitman and the Feminine." Poets House, New York, NY, April 24, 1992.

READINGS

The Library of Congress, 1991 & 1993
The Dia Art Foundation, 1992
The 92nd Street Y, 1979, 1984, 1993 & 1998
Harvard University, 2000
The Academy of American Poets, 1992
Poetry Society of America, 1992
University of California at Los Angeles, 2000 & 2005
University of Chicago, 2001
Barnard College, 1997
The West Side Y (NYC), 1986
University of Houston, 1995 & 2003
University of Michigan, 2002
University of Maryland, 1994
University of Iowa, 1992
Hobart & William Smith Colleges, 1994
Kenyon College, 1993
Ohio State University, 1993
Miami University (OH), 1993
Dennison University, 1993
Ohio Wesleyan University, 1993
Wittenberg University, 1993
Otterbein College, 1993
The Claremont Graduate School, 1993
Tufts University, 1992
Fine Arts Work Center in Provincetown, 1995, 1996 & 1997
Dartmouth University, 1986
Middlebury College, 1986
Bread Loaf Writers Conference, 1993
Indiana University, 1988 & 2001
Miami Book Fair International, 1991
Associated Writing Programs Conference, Miami, FL, 1991
Florida Atlantic University, 1993
Loyola University, 1982

Northeastern Illinois University, 1982
University of Florida, 1995
Stone Coast Writers Conference, Portland, ME, 1990
Vermont College, 1986, 1987, 1988, 1989, 1990, 1991, 1992
University of Tennessee, Chattanooga, 1987
Cranbrook Retreat for Writers, 1997
Santa Monica Community College, 1993
Los Angeles Public Library, 1993
Braille Institute for the Blind, Los Angeles, 1993
Chapters Bookstore, Washington D.C., 1994
Groler Bookshop, 1986 & 1992
Barnes & Noble, New York City, 2000
Barnes & Noble, Boca Raton, FL, 2006
Palm Beach Poetry Festival, 2006
Carthage College, 2005
The New School University, 2005
Brooklyn Friends School, 2001
Vermont Studio Center, 2006, 2008, 2010, 2013
Art Association, Washington, CT, July 13, 2014

REVIEWS & CRITICISM OF MY BOOKS & UNCOLLECTED POEMS

Erotikon

Melanie Rehak, "Susan Mitchell, *Erotikon*." *The New York Sunday Times Book Review*: April 16, 2000.

"Briefly Noted." *The New Yorker*: May 22, 2000:95.

Christina Davis, "Susan Mitchell, *Erotikon*." *Boston Review* 25.5 (December 2001).

Bonnie Costello, "Breakthrough Books." *Lingua Franca* 10.4 (June 2000):15.

Robin Becker, "The Poetics of Engagement," *American Poetry Review* 30, no 6 (Nov/Dec 2001):11-13.

Terrence Diggory, "Placed In Understanding." *Salmagundi* 130/131 Spring/Summer 2001: 240-54.

Bernard O'Donoghue, "Susan Mitchell, Mimi Khalavati and John Burnside." *Poetry London* 42 (Fall 2002):28-30.

David Baker, "Story's Stories." *The Kenyon Review* 24.2 (2002):150-67.

Sam Van Home, "Susan Mitchell, *Erotikon*." *Sycamore Review* 14.1 (2002):96-98.

Catherine Daly, "Miltons: Susan Mitchell, *Erotikon*." *Valparaiso Review* 4.1 (Winter 2003).

"Stephen Mulhall, *The Wounded Animal: J.M. Coetzee and the Difficulty of Reality in Literature and Philosophy*. Princeton: Princeton University Press, 2009: 215-16.

Rapture

David Wojahn, "Generations 'I': The Future of Autobiographical Poetry" *Strange Good Fortune: Essays on Contemporary Poetry*. Fayetteville: University of Arkansas, 2000:3-18.

_____, "Without A Deep Delight: Neo-Narrative Poetry and its Problems." *Strange Good Fortune: Essays on Contemporary Poetry* Fayetteville: University of Arkansas, 2000:102-21.

Tony Hoagland, "On Disproportion." *Poets Teaching Poets: Self and the World*. Ed. Gregory Orr and Ellen Bryant Voigt. Ann Arbor: University of Michigan, 1996: 254-68.

Stephan Yenser, "Poetry In Review." *The Yale Review* 81:1 (1993):163-86.

Dorothy Barresi, "Seeing Divine." *Parnassus: Poetry In Review* 18/19:2/1: 296-315.

David Barber, "Habits of Mind." *Poetry* 162 (July 1993):224-29.

Gail Mazur. "Three Voices of Remembrance and Renewal." *The Boston Sunday Globe*. June 21, 1992:107.

Deborah Digges, "Rapture by Susan Mitchell." *Harvard Review* 2 (Fall1992): 189-91.

Bonnie Costello, "Possibilities of Paradise: Myth, Narrative and Lyric." *The Gettysburg Review* 5.4 (Autumn 1992):725-44.

Robert Pinsky, "Poetry In Review." *The Yale Review* 80:1 & 2 (April 1002):236-54.

Peter Meinke, "Rapture Fearlessly Looks Inward." *The St Petersburg Times*. Sunday, August 2, 1992, section D: 2.

The Water Inside The Water

Alfred Corn, "Getting The Colors Right." *The New York Times Book Review*. March 11, 1984.

"Noted With Pleasure." *The New York Times Book Review*. March 18, 1984.

Paul Breslin, "The Water Inside The Water." *Poetry* (December

1984):167-71.

Uncollected Poems

Betsy Sholl, "Mind The Gap," *Words Overflown By Stars*. Ed, David Jauss (F+W Media, 2009): 260-74.

INTERVIEWS

Television & Internet

Claremont University. www.youtube.com/watch?v=caKja848nsw
April 18, 2012. Uploaded by CGU News August 17, 2012.

CNN, Claremont, California. April 26, 1993.

The Connie Martinson Show, Beverly Hills, California. October 22, 1993.

Radio

Garrison Keillor, "The Writer's Almanac." July 1, 2005.

Swedish National Broadcasting. Interviewed by Marie Lundstrom.
March 2, 2001.

The Pomona College Radio Station. October 22, 1993.

Newspapers/Magazines

"The Poet and the Professor." *The Palm Beach Post*. Interviewer, Scott Eyman. May 28, 2000. Section J:1 & 2.

"The Poet Much Better for Verse: Susan Mitchell Wins \$50,000 Tuft Award."
The Washington Post. April 27, 1993. Section B, 1 & 2.

"Six Women Who Make A Difference." *Boca Raton Magazine*. October 1993: 75 & 79.

"Perfection In Poetry." *Boca Raton Magazine*. April 1993: 24.

"South Florida Poet Gains Priminnence with *Rapture*." *The Miami Herald*. October 29, 1992. Living & Arts, Section F: 1 & 2.

TEACHING & RESEARCH INTERESTS

Poetry: English and American; English literature, especially medieval and Chaucer; creative writing: poetry, mixed genre, and the lyric essay; Irish literature, especially Yeats; translation; literature and other cultural forms (music, painting, architecture).

ACADEMIC EMPLOYMENT

Florida Atlantic University, Mary Blossom Lee Professor, English Department, 1987-present.

Vermont College, Graduate Faculty, MFA In Creative Writing Program (a low residency program), 1986-1993.

Middlebury College, Visiting Assistant Professor, English Department, 1983-1986.

Northeastern Illinois Univeristy, Poet-In-Residence, English Department, 1981-1983.

WRITERS CONFERENCES & SHORT RESIDENCIES

Vermont Studio Center, Johnson, Vt. Visiting Writer. October 30-November 6, 2013.

Vermont Studio Center, Johnson, Vt. Visiting Writer, Dec 13-19, 2010.

Vermont Studio Center, Johnson, Vt. Visiting Writer, Dec 6-19, 2008.

Vermont Studio Center, Johnson, Vt. Visiting Writer, July 27-August 2, 2006.

Indiana University Writers' Conference, Faculty in Poetry, June 24-29, 2001.

Vermont Studio Center, Visiting Writer, July 5-12, 1998

Cranbrook Retreat for Writers (Cranbrook Academy, Michigan), Faculty in Poetry, July 14-18, 1997.

Fine Arts work Center in Provincetown Summer Workshops, Faculty in Poetry, August 11-17.

Fine Arts Work Center in Provincetown Summer Workshops, Faculty in Poetry, August 6-12, 1995.

University of Houston, Poet in Residence, March 11-15, 1995.

Stone Coast Writers' Conference, University of Southern Maine, Faculty in Poetry, July 29-August 10, 1990.

Indiana University, Poet in Residence, March 26-29, 1988.

University of Tennessee at Chattanooga, Poet in Residence, October 28-November 1, 1987.

TEACHING EXPERIENCE

Florida Atlantic University Graduate

Poetry Workshop
Mixed Genre Workshop
The Lyric Essay: A Workshop
Thinking Like A Poet: A Seminar
Yeats: A Seminar
Metamorphosis: A Seminar
Translating Chaucer and Translation Theory: A Workshop
The Idea of the Book: A Seminar
Multi-Lingual Texts: A Seminar

Undergraduate

Poetry Workshop I
Poetry Workshop II
Modern Poetry
Contemporary Poetry
Chaucer
Medieval English Literature
Irish Literary Renaissance
Backgrounds To English Literature (Metemorphosis)
Survey of British Authors to 1798
Women In Literature
Poetic Forms: A Seminar
The City in Literature: A Seminar
The Faust Legend: A Seminar
Interpretation of Poetry
Literary Experience
College Writing II
Twentieth Century British Literature

Vermont College MFA Creative Writing Program

Taught Graduate Poetry Workshops
Directed Theses of Graduate Students
Gave Talks on the Craft of Poetry

Middlebury College

Survey of English Literature: Chaucer, Shakespeare and Milton
Structure of Poetry
Structure of Fiction
Poetry Workshop
Advanced Workshop: Poetry, Fiction, and NonFiction

Northeastern Illinois University

Poetry and the Novel
Modern Poetry
Poetry Workshop
Composition and Rhetoric

SERVICE

National

Final Judge, "Discovery" / *Boston Review* 2014 Poetry Contest. A National competition with the four winners published in the *Boston Review* and reading their poems at the Unterberg Poetry Center in New York, NY, May 5, 2014..

Final Judge, Sarabande Books, "Sarabande Books Kathryn A. Morton Poetry Prize 2012-13". Book Competition. Writer of Introduction to the winning book: *The Night We're Not Sleeping In* by Sean Bishop.

Judge, Lena-Miles Weaver Todd Poetry Series: Winning book published by Pleiades Press and distributed by Louisiana State University, 2008.

Judge, Four Way Books "Larry Levis Poetry Award": Winning book published by Fourway Books, 2001.

Judge, University of Houston's Michner & Barthelme Fellowships in Poetry, 2000-2001.

Judge, The Discovery/The Nation 2000 Poetry Contest sponsored by the 92nd Street Y and Unterberg Poetry Center in New York City. Read submissions of 100 semi-finalists and selected four finalists and six alternates, ranked in order of preference.

Judge, 1997 Leonore Marshall Poetry Prize (\$10,000) given by The Academy of American Poets. Read 400 books and chose 10 finalists. Then with two other judges selected the winner.

Judge, Creative Writing Fellowships in Poetry given by the National Endowment for the Arts, 1994-1995. Read over 450 poetry manuscript sub-missions and typed lengthy comments for each ms to explain my ratings. Then, representing the southeastern section of the USA, I sat on a panel of judges, October 5-7, 1994.

Presented a week of readings and talks in the Claremont/Los Angeles, California area, speaking at The Braille Institute in Los Angeles, Santa Monica Community College, Los Angeles Public Library, and The Humanities Center of Claremont Graduate School. Also addressed a poetry group in Pasadena and the Board of Directors at Claremont Graduate School. October 1993.

Presented a National Book Week Talk at the Baychester Library in the Bronx and shared with a group of senior citizens stories of childhood

influences on my poetry. My talk was sponsored by The National Book Foundation, January 23, 1993.

Judge, Individual Artist Fellowship Awards given by Florida Department of Cultural Affairs, 1991-92. Read over 400 poetry and fiction manuscript submissions and wrote comments on each to explain my numerical ratings; read 12 submissions from arts organizations, giving written comments and numerical ratings; evaluated two submissions for writer-in-the-school positions., Sat on panel, June 23-25, 1991.

Judge, The Pushcart Poetry Prize XVIII: Best of the Small Presses, 1993.

Screeener, The Academy of American Poets "Walt Whitman Award" Competition for a book-length poetry manuscript, 1989-90.

Screeener, Associated Writing Programs Award Series Competition for a book-length poetry manuscript, 1987.

Manuscript Reviewer

Oxford University Press
The University of Chicago Press
Wesleyan University Press

Community

Speaker, "How I Wrote *Rapture*," Broward Public Library, December 8, 1992.

Speaker, "How Poets Write," Boca Raton branch of the National League of PEN American Women, March 18, 1993. Resulted in a scholarship in fiction for FAU's creative writing program.

Leader, Poetry Workshop for the Poets of the Palm Beaches, May-June, 1989.

Speaker, "Creativity and the Creative Writing Program at Florida Atlantic University, Wellesley Club of Boca Raton, November 10, 1987.

University

Founder and Coordinator, The Mary Blossom Lee Visiting Poets Series, 1987-Present. Invite and make arrangements for poets to give readings at Florida Atlantic University; plan scheduling and payment; arrange for publicity; host and introduce visiting poet. Visiting poets have included Paul Muldoon, Stanley Kunitz, Robert Pinsky, Mark Strand, Jorie Graham, Ann Lauterbach, Mark Doty, Deborah Digges, Judith Ortiz Coffey, Gerald Stern, James Merrill, Karl Kirchwey, and William Matthews.

Wrote Proposal for an MFA In Creative Writing Program, 1988.

Director, Feasibility Study for an MFA in Creative Writing Program,

1988-89. Wrote the proposal. State awarded Florida Atlantic University \$250,000 as start-up funding for the program.

President, Friends of the Library, Florida Atlantic University, 1988-90. Fund-raising activities.

University Committee, Member, Honorary Degrees Committee, 1993-present.

College Committee, Member, Classics Program Committee, 1997-present. PEP Committee, Fall 1996.

Department Committee Chair, Creative Writing Committee, 1987-1993. I worked with the committee to design our undergraduate and graduate creative writing programs.

Department Committee, Member, Creative Writing Committee, 1993-present

Chair, Teaching Evaluations Committee, 1995.

Member, Awards and Invitations Committee, 1994-98.

Member, Departmental Life Committee, 2000.

Member, Creative Writing Committee, 2001-present.

EDITORIAL EXPERIENCE

Copy Editor for *Time Magazine*, 1967-69

Contributing Editor, *New England Review*, 1983-86

Associate Editor, *Provincetown Arts*, 1986-98

LANGUAGES

Italian and French: Good reading and speaking knowledge

German and Latin: Reading knowledge

Middle English: Excellent reading and speaking knowledge of some dialects, especially Chaucer's; competent reading knowledge of other dialects.

Old English: Reading and speaking knowledge

Provençal: Reading knowledge

PROFESSIONAL ORGANIZATIONS

Authors Guild (By invitation only)

PEN American Writers (By invitation only)

Modern Language Association

CURRICULUM VITAE

PERSONAL

Name: Kate Schmitt
Current Academic Rank: Associate Professor
Primary Department: English
Secondary or Joint Appointments: N/A

EDUCATION AND EMPLOYMENT HISTORY

University of Houston; PhD in Literature and Creative Writing; May 2008.

University of Houston; MFA in Creative Writing (Poetry); May 2000.

Colgate University; BA (Creative Writing and Studio Art); May 1995.

Florida Atlantic University; Assistant Professor of English; 2009 – present.

Museum of Fine Arts, Houston; Senior Development Writer; 2008–2009.
Composed letters, proposals, exhibition and program descriptions on behalf of the Director, Associate Director, Curators, Director of Development, and Trustees; researched and wrote proposals to individuals, corporations and foundations; drafted, edited and proofread all development department text; and served as Managing Editor of *MFAH Perspectives*, the museum's quarterly newsletter for donors.

University of Houston; Graduate Teaching Fellow; 2004 – 2008.

Zilkha Renewable Energy Corp. (Houston, Texas), Writer and Marketing Manager; 2001–2002.
Worked closely with the Director of Development to create new marketing strategies for United States wind projects; wrote website material on renewable energy, including a section for teachers and children; developed and presented educational lectures in local schools.

“greenliving” and *greenliving.com* (Houston, Texas), Writer and Editor; 2000 – 2001.
Wrote, edited, and commissioned articles for the companion website to “greenliving” pilot television series (created by Shelley Duvall); wrote grant proposals and edited segments of script; designed web pages and created images for site.

University of Houston; Lecturer and Graduate Teaching Assistant; 1997–2000.

Writers in the Schools (Houston, Texas), Writer-in-Residence; 1997 – 2000.
Taught creative writing in year-long residencies in Houston schools; gave writing-focused museum tours at the Menil Collection Museum for elementary, middle, and high school

students; taught creative writing in a residency at Camp Hope, a month-long summer program run by AIDS Foundation Houston for HIV-positive children and adolescents.

Kluwer Academic Publishers (Boston, Massachusetts), Senior Marketing Associate; 1995– 1996. Managed direct mail and electronic marketing for Business and Economics, Social Sciences, and Humanities divisions; designed marketing materials.

PEER REFEREED PUBLICATIONS IN PRINT

Book

Singing Bones: A Memoir. In Print. Zone 3 Press, Austin Peay State University, October 2014.

Nonfiction

“Memory Museum.” *Essay Daily* (December 8, 2014).

Web. <<http://essaydaily.blogspot.com/2014/12/128-kate-schmitt-memory-museum.html>> Editorial Board

“Static Signals: Alternative Structures in Nonfiction.” *Essay Daily* (September 1, 2014).

Web. <<http://essaydaily.blogspot.com/2014/09/kate-schmitt-static-signals-alternative.html>> Editorial Board.

“Spinning Wheel.” *The Florida Review* 37:1 (Summer 2012 issue; published Fall 2013). Editorial Board.

“Weight of Desire.” *Third Coast* (Fall 2010): 64-73. Editorial Board.

“Fairy Tale Autobiography: Rapunzel.” *Zone 3* 28:1 (Spring 2013). Editorial Board.

Poetry

“Love in Three Parts.” *Driftwood Press* 5.1 (Winter 2017): 13. Editorial Board

“Alternate Ending: My Grandmother as Gretel.” *The Rumpus* (April 2012). Web. <http://therumpus.net/2012/04/national-poetry-month-day-15-alternate-ending-my-grandmother-as-gretel-by-kate-schmitt>. Editorial Board.

“Old Light” and “Remembering the River Gorge, Ithaca, New York.” *The Texas Review* 31:3&4 (2010): 124-126. Editorial Board.

“Sleeping Beauty” and “The Rapture of Bees.” *California Quarterly* 36:1 (2010): 20, 51. Editorial Board.

“Grandmother Marionette Theatre” and “Seroquel Séance: My Grandmother in the Mirror.” *New South: Georgia State University’s Journal of Arts and Letters* 3:2

- (2010): 118-120. Editorial Board.
- “Red Riding Hood.” *Dante’s Heart: A Journal of Myth, Fairytale, Folklore, and Fantasy* (Winter 2008). <<http://www.dantesheart.com/FullMoonNight/SchmittRRHood.html>> Editorial Board.
- “Hecuba Replies” and “Cassandra in Therapy.” *The Potomac: A Journal of Poetry and Politics* 7 (2008). Web. <<http://www.thepotomacjournal.com/issue7/poem-Schmitt.htm>>
- “Afterworld” (Poetry, winner of Editor’s Choice Award). *The Weight of Addition: An Anthology of Texas Poets*, edited by Randall Watson. Houston: Mutabilis Press, 2007. 215-217. Editorial Board.
- “Vespers” and “One Small Piece.” *Paradigm: The Vintage Issue* (2007): 88-89. Reprinted in *Paradigm, Volume I*, edited by Paul Fuhr and Matthew Norris. Columbus: Rain Farm Press, 2007. 290-291. Editorial Review.
- “Kinderszenen on the Piano, Fighting Sleep.” *Southern Poetry Review* 45:2 (2007): 29.
- “Revision.” *Birmingham Poetry Review* 34 (Winter/Spring 2007): 35.
- “Wishing Well” (reprint). *Literature: Reading with a Purpose*. New York: McGraw-Hill, 2007. 452.
- “Christmas Eve” and “Outside the Frame.” *Louisiana Literature* 24:2 (2007): 85-88.
- “Prelude to the Fall”; “Fall on Me”; “Fallen”; “Still”; “I Told Them I Should Be Here.” *I Just Hope It’s Lethal*, edited by Deena November and Liz Rosenberg. New York: Houghton Mifflin, 2005. 71; 100-102; 106.
- “Coming Home from Work in Winter and Remembering a Spanish Class.” *Hayloft Literary Journal* (2005).
- “Leaving You.” *Roots and Flowers*, edited by Liz Rosenberg. New York: Bill Martin Books, 2001. 175-176.
- “Wishing Well” and “Willing to Fall.” *Light-Gathering Poems*, edited by Liz Rosenberg. New York: Henry Holt and Company, 2000. 74-75.
- “Falling.” *Victory Park: Journal of the New Hampshire Institute of Art* 2:2 (1999): 36.
- “The Nature of Memory.” *Earth Shattering Poems*, edited by Liz Rosenberg. New York: Henry Holt and Company, 1998. 89.

Artwork

“Hecuba Replies” (Artist’s book: acrylic on canvas with handmade paper and cobbler’s thread). Exhibited in “Out of the Book: Selections from the Arthur and Mata Jaffe Center for Book Arts.” Ritter Art Gallery, Florida Atlantic University: September 11, 2010 – November 13, 2010.

“Distances” (Painting, acrylic on canvas). Book jacket for the novel Distant Train by Ibrahim Abdel Megid (New York: Syracuse University Press, 2007).

Book Review

“Sentences: The Life of M.F. Grimm.” *Disability Studies Quarterly* 29:3 (2009). <http://www.dsqsds.org/article/view/949/1120>. Editorial Review.

Works in Progress

Poetry/Visual Art Manuscript (Untitled)

CREATIVE ACTIVITY

See publications.

PROFESSIONAL PRESENTATIONS AND ACTIVITIES

“Static Signals: A Theory on the Development of Creative Nonfiction.” Roundtable presentation. NonfictionNOW. Reykjavik, Iceland, June 2017.

“The Shape of Our Understanding: Experiments in Workshop Form.” Panel presentation: *Easy for Who? Creative Writing Teachers Respond to the Workshop*. Conference of the Association of Writers and Writing Programs (AWP). Seattle, February 2014.

“Balancing GTA Mentorship and Tenure Anxiety.” Panel presentation: *Our Closest Relations: Best Practices in Mentoring Graduate Teaching Assistants*. Conference on College Composition and Communication. Atlanta, April 2011.

“Shapes of Memory: Formal “Translation” of Nonfiction Narrative.” Pedagogy Forum, Conference of the Association of Writers and Writing Programs (AWP). Washington DC, February 2011.

“The PhD in Creative Writing: How to Make the Most of It On the Job Market.” Panel presentation. Conference of the Association of Writers and Writing Programs (AWP). Denver, April 2010.

“Where Are We Going, Where Have We Been: Reinventing Realities in Creative Writing Pedagogy.” Half-Day Workshop. Conference on College Composition and Communication. New Orleans, April 2008.

“Socratic Refutation and the Creative Writing Workshop.” Panel presentation. Conference on College Composition and Communication. New York, March 2007.

“*Is Anybody Out There?: The Silent Pedagogy of Creative Writing.*” Panel presentation. Conference on College Composition and Communication. Chicago, March 2006.

Editorial Responsibilities:

Judge, “Best of the Net” (Nonfiction), Sundress Press, Fall 2015.

Judge, The Inprint/Marion Barthelme Prize in Creative Writing (Nonfiction): for students at the University of Houston with Service to the Houston Literary Community.

Panelist/Judge, *Slinging Ink* (Literary Contest); sponsored by DiverseWorks and Houston Arts Alliance, Houston, Texas; Fall 2011 – present.

Board of Directors; *Gulf Coast: A Journal of Literature and the Arts*, Houston, Texas; 2008 – 2009.

Nonfiction Editor; *Gulf Coast: A Journal of Literature and Fine Arts*; 2007-2008.

Assistant Director; Chenango Valley Writers’ Conference, Colgate University; 1996-1997.

Professional Organizations:

Member; AWP: Associated Writing Programs; 2004 – present.

Member; MLA: Modern Language Association; 2008-2009.

COURSES TAUGHT AT FAU

Florida Atlantic University

CRW 6236 Graduate Workshop: Creative Nonfiction Writing

CRW 6331: Graduate Workshop: Poetry Writing

CRW 6024 Graduate Creative Nonfiction: Forms & Genres*

CRW 6024: Graduate Course: Bookarts*

CRW 3010: Creative Writing (Poetry, Fiction, Creative Nonfiction)

CRW 4310: Poetry Workshop

CRW 4211: Creative Nonfiction Workshop

CRW 4930: Creative Nonfiction: Forms & Genres*

ENG 3822: Introduction to Literary Studies
LIT 2070: Interpretation of Creative Nonfiction*
LIT 3333: Literature of Adolescence
CRW 4930: Special Topics: Creative Writing and Bookarts*
ENC 6930: Literary Editing and Publishing*

* Courses I have developed and/or developed in cooperation with other professors in the English Department

COURSES PREVIOUSLY TAUGHT

University of Houston

Department of English

American Literary Cultures

Introduction to Poetry

Department of English (con't)

Poetry Workshop

Composition I (Exposition)

Composition II (Rhetoric)

Department of Modern and Classical Languages

Chinese Society and Culture Through Literature

Chinese Society and Culture Through Film

College of Technology

Technical Communications

University Studies Division

Gateway to the Core Curriculum

Inprint, Inc.

Creative Writing: Memoir Workshop (3 versions)

Creative Writing: Personal Essay Workshop

Independent Instruction

Creative Writing: Memoir (18-month, 3-Tier Workshop)

Houston Community College

Composition I

North Harris Community College

Composition I

Introduction to Literature

Shenyang University, Liaoning Province, China

Conversational English/ESL

THESIS ADVISING

Lana Thompson, Chair, memoir, completed Spring 2010.
Jacob Henson, Member, short story collection, completed Spring 2011.
Kelly Gregorio, Chair, essay collection, completed Spring 2011.
Khristian Mecom, Member, short story collection, completed Spring 2011.
Sahar Rehman, Member, poetry collection, completed Spring 2011.
Mike Shier, Chair, essay collection, completed Spring 2012.
Erin Hobbie, Chair, essay collection, completed Spring 2012.
Janelle Garcia, Member, novel, completed Spring 2012.
Jeanette Moffa, Chair, memoir, completed Summer 2012.
Nicole Oquendo, Chair, lyric memoir, completed Summer 2012.
Michelle Hasler, Chair, nonfiction, completed Fall 2012.
Beau Ewan, Member, essay collection, completed Spring 2013.
Abbe Greenberg, Chair, essay collection, completed Spring 2013.
Mary Ann Hogan, Chair, memoir, completed Spring 2013.
Renee Long, Member, novel, completed Spring 2013.
Caryn Suhr, Member, novel, completed Spring 2014.
Nuala Carr, Member, poetry collection, completed Spring 2014.
Yordanka Penton, Chair, poetry collection, completed Spring 2015.
Megan Hesse, Member, short story collection, completed Spring 2015.
Brittany Ackerman, Member, essay collection, completed Spring 2015.
Katrina Gersie, Member, short story collection, completed Spring 2015.
Risa Shiman, Member, nonfiction collection, completed Spring 2015.
Stephanie Anderson, Chair, nonfiction book, completed Spring 2015.
Maddy Miller, Chair, essay collection, completed Fall 2015.
Aaron Avis, Chair, essay collection, completed Spring 2016.
Shari Lefler, Chair, essay collection, completed Spring 2016.
Nico Cassanetti, Chair, essay collection, completed Spring 2016.
Jamie White, Member, poetry collection, completed Spring 2016.
Rebecca Jenson, Chair, memoir, completed Spring 2017.
Kira Geiger, Member, memoir, completed Spring 2017.
Dustin DiPaulo, Member, essay collection, to be completed Spring 2018.
Rich Saltzberg, Chair, essay collection, to be completed Spring 2019.

SERVICE

Department Committees

2009-present: Creative Writing Committee, Member.

2015-2016: AMP Lab Committee

2016: Annual Evaluations Committee

Department Service

Faculty advisor for *Coastlines* (student literary magazine), Fall 2009 – present.

Faculty advisor for *Swamp Ape Review*, Fall 2017.

Coastlines internship advisor, Spring 2017.

Reader for Sigma Tau Delta Event, Jaffe Center for Bookarts, Spring 2017.

Panelist on academic job market session for English Graduate Students' Association, October 2009, November 2012, and March 2013.

Panelist on information session about MFA/MA applications for undergraduate students, February 20, 2013.

Panelist for professional development session for English majors and graduate students, November 2011.

Reader for Faculty and Student Creative Writing Reading, August 2009.

College Service

Member of Academic Irregularity Hearing, November 13, 2012.

Panelist for event hosted by FAU Undergraduate Admissions, presenting on behalf of the English Department about research opportunities and other programs to regional high school counselors, January 30, 2013.

University Service

Guest curator for "Out of the Book: Selections from the Arthur and Mata Jaffe Center for Book Arts." Ritter Art Gallery, FAU: September 11, 2010 – November 13, 2010.

HONORS AND AWARDS

Zone 3 Press Nonfiction Book Prize, Spring 2014.

SCAF Fellowship; Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University; two course release to work on my nonfiction book, *Singing Bones*. Spring 2011.

Editor's Choice Award for poem "Afterworld"; Mutibilis Press, Houston, Texas; 2008.

Honorable Mention, Academy of American Poets Prize; 2007.

Donald M. Barthelme Memorial Fellowship in Poetry, University of Houston; 2006.

The Lasher Prize for Distinction in English Composition, Colgate University; 1995.

Phi Beta Kappa, National Honor Society; Awarded membership and inducted, 1995.

Phi Eta Sigma National Honor Society; Awarded membership and inducted, 1992.

JASON SCHWARTZ
Florida Atlantic University
Department of English
777 Glades Road
Boca Raton, FL 33431
jschwartz@fau.edu

EDUCATION

Ph.D. in English: Lehigh University. Bethlehem, PA. January 2001.

M.A. in English: SUNY at Stony Brook. Stony Brook, NY. August 1993.

B.A. in English: Tulane University. New Orleans, LA. May 1989.

EMPLOYMENT HISTORY

Professor, English: Florida Atlantic University. Fall 2015-present.

Associate Professor, English: Florida Atlantic University. Fall 2007-Summer 2015.

Assistant Professor, English: Florida Atlantic University. Fall 2001-Summer 2007.

Director: Creative Writing Program. Fall 2002-Summer 2011.

Visiting Associate Professor, Literary Arts: Brown University. Providence, RI.
Fall 2014-Spring 2015.

Adjunct Professor, English: Desales University. Allentown, PA. Spring 2001; Fall 2000.

Adjunct Professor, English: Cedar Crest College. Allentown, PA. Spring 2001.

Adjunct Professor, English: Lehigh University. Bethlehem, PA. Fall 2000.

CREATIVE ACTIVITY

Publications

Authored Books

John the Posthumous. OR Books, New York and London: 2013.

Audible, New York: 2014. (Audiobook.)

Diaphanes Verlag, Berlin and Zurich: in press. (German translation.)

Selected Reviews, Interviews, Articles:

“Fractal Baroque: Jason Schwartz’s *John the Posthumous*”: in

Infinite Fictions: Essays on Literature and Theory, David Winters,
Zero Books, 2014.

“The Best Short Books You’ll Ever Read”: *Reader’s Digest*, August 2014.

- “Review of *John the Posthumous* by Jason Schwartz”: *Green Mountains Review*, March 2014.
- “*John the Posthumous*.” *Review of Contemporary Fiction*. Volume 34, Issue 1. Spring 2014.
- “Jason Schwartz” [interview]: *BOMB*, January 2014.
- “An Interview with Jason Schwartz”: *Biblioklept*, January 2014.
- “Favorite Reads of 2013”: *The Quarterly Conversation*, December 2013.
- “Uncovering the Uncoverable” [interview]: *3:AM Magazine*, November 2013.
- “An Exalted State: On Jason Schwartz’s *John the Posthumous*”: *The Millions*, November 2013.
- “Literary Review: Koestenbaum/Sampsel/Schwartz”: *Totally Dublin*, November 2013.
- “*John the Posthumous* by Jason Schwartz”: *The Rumpus*, October 2013.
- “Horn! Reviews *John the Posthumous*”: *The Rumpus*, October 2013.
- “Begin with the Scars at the Bottom”: *3:AM Magazine*, October 2013.
- “Review: *John the Posthumous* by Jason Schwartz”: *Electric Literature*, September 2013.
- “*John the Posthumous*”: *Publishers Weekly*, August 2013.

A German Picturesque. Alfred A. Knopf, New York: 1998.
 Pharos/Counterpoint, Berkeley: 2015. (Reprint.)
 Little Island Press, London: 2017. (U.K. reprint.)

Selected Reviews & Articles:

The Believer online: January 2016.
Review of Contemporary Fiction: Fall 1998.
Rain Taxi: Fall 1998.
The New York Times Book Review: September 1998.
 Associated Press: September 1998.
Entertainment Weekly: August 1998.
Detroit Free Press: July 1998.
The Los Angeles Times: July 1998.
Library Journal: June 1998.
Publishers Weekly: May 1998.
Kirkus Reviews: May 1998.

Short Fiction

“Promenade.” *The White Review*: Number 19, 2017.

“Tablature.” *Diaphanes*: Number 1, 2017.

“Course of the Slaughter.” *Five Points*: 17:3, 2016.

"My Attire." *Five Points*: 17:3, 2016.

"Decorum in the Fall." *Funhouse*: Number 1, Fall 2015.

"The Mary Casket." *The American Reader*: Volume 1, Number 1, October 2012.

"The Gun Room." *Green Mountains Review*: Volume 25, Number 2, Fall 2012.

"Housepost, Male Figure." *Salt Hill*: Number 28, Winter 2012.

"Breviary." *New York Tyrant*: Volume 3, Number 3, Fall 2011.

"Divisions of the Field." *Unsaid*: Volume 6, Number 1, 2011.

"Account of a Drowning." *H_NGM_N*: Number 11, 2010.

"The Meaning of Steeples." *Unsaid*: Volume 5, Number 1, 2010.

"Winter Register." *Failbetter*. Fall 2009.

"Notation on the Principal Graves." *New York Tyrant*: Volume 3, Number 1, Fall 2009.

"The Form of Horses." *New York Tyrant*: Volume 3, Number 1, Fall 2009.

"Adulterium." *American Letters & Commentary*: Number 20, 2009.

"The Dying Wives." *Unsaid*: Volume 4, Number 1, 2009.

"A Brace of Grouse." *Unsaid*: Volume 4, Number 1, 2009.

"Woodcut." *New York Tyrant*: Volume 2, Number 2, Fall 2008.

"Rock Brake." *The Antioch Review*: Volume 66, Number 3, Summer 2008.

"Notation on Hidden Children." *Unsaid*: Volume 3, Number 1, 2008.

"The Fall Kill." *New York Tyrant*: Volume 1, Number 2, 2007.

"A Map of Her Town." *Web Conjunctions*: March 2007.

"Preamble." *Web Conjunctions*: January 2006.

"Hornbook." *Unsaid*: Volume 2, Number 1, 2006.

"At Hunt." *Unsaid*: Volume 2, Number 1, 2006.

"Vestiarly." *Unsaid*: Volume 1, Number 1, 2004.

"A Garrison Town." *StoryQuarterly*: 31, Fall 1995.

"The Balusters." *Conjunctions*: 24, Spring 1995.

"A Grammar." *The Quarterly*: 29, Winter 1995.

"Stories for Boys." *Exact Change Yearbook*: Winter 1995.

"Killies." *The Quarterly*: 28, Fall 1994.

"Antwerp." *The Quarterly*: 27, Summer 1994.

"The Staves." *The Quarterly*: 26, Spring 1994.

"I Am Tired." *The Quarterly*: 25, Spring 1993.

"Into Burning Berlin." *The Quarterly*: 24, Winter 1993.

"Circus Station." *The Quarterly*: 23, Fall 1992.

"Ox." *The Quarterly*: 22, Summer 1992.

"Ram Farm." *The Quarterly*: 21, Spring 1992.

"Nail, Knuckle, Thumb." *The Quarterly*: 20, Winter 1992.

"Dog in the Water." *The Quarterly*: 19, Fall 1991.

Short Fiction Reprints

"The Meaning of Steeples." *Unsaid* online: January 2017.

"The County Houses." *Fiction Advocate*: January 2015.

"From *John the Posthumous*." *Unsaid* 7: 2014.

"The Staves." *Unsaid* online: April 2011.

"The Gun Room." *Green Mountains Review* online: November 2013.

Selected Readings

Brown University, Writers on Writers Series. Providence, RI. February 2015.

Northampton College. Monroeville, Pennsylvania. October 2000.

Brown University. With Diane Williams. Providence, Rhode Island. November 1998.

Biblios Bookstore. With Gordon Lish and Gary Lutz. New York, New York. March 1995.

West Side YMCA, Writer's Voice Reading Series. With Victoria Redel and Christine Schutt.
New York, New York. October 1994.

Eden Mills Writers' Festival. With Rohinton Mistry and Linda Spalding. Eden Mills, Ontario.
September 1994.

New York Public Library, 96th Street. With Eleanor Alper and Susan Mikula.
New York, New York. April 1994.

New York Public Library, Mid-Manhattan. With Victoria Redel and Eleanor Alper.
New York, New York. May 1992.

INSTRUCTIONAL ACTIVITY

Brown University

Undergraduate Courses

LITR 0210A: Fiction Writing II (Fall 2014).

LITR 1010A: Advanced Fiction (Spring 2015).

LITR 1230Q: London Consequences (Spring 2015).

Graduate Seminar

LITR 2210A: House Language (Spring 2014).

Florida Atlantic University

Undergraduate Courses

LIT 2010: Interpretation of Fiction (Fall 2001).

LIT 2010: Interpretation of Fiction (Fall 2001).

LIT 2010: Interpretation of Fiction (Spring 2010).

LIT 2010: Interpretation of Fiction (Fall 2012).

LIT 2010: Interpretation of Fiction (Spring 2016).

CRW 3010: Introduction to Creative Writing (Fall 2001).

CRW 3010: Introduction to Creative Writing (Spring 2002).

CRW 3010: Introduction to Creative Writing (Spring 2013).

CRW 3010: Introduction to Creative Writing (Spring 2014).

CRW 3010: Introduction to Creative Writing (Fall 2015).

CRW 3010: Introduction to Creative Writing (Fall 2017).

AML 4321: Major American Writers, 20th-Century (Summer 2003).

AML 4321: Major American Writers, 20th-Century (Spring 2007).

AML 3121: 20th-Century American Novel (Spring 2017).

LIT 4930: Special Topics: Literature of War: World War II (Fall 2002).

LIT 4605: Literature of War (Spring 2006).

LIT 4605: Literature of War: Vietnam (Spring 2009).

LIT 4605: Literature of War: World War I and World War II (Spring 2016).

LIT 3344: Detective Fiction (Fall 2003).

LIT 3344: Detective Fiction (Fall 2006).

LIT 3344: Detective Fiction (Fall 2009).

CRW 4121: Fiction Workshop II (Spring 2003).

CRW 4121: Fiction Workshop II (Spring 2004).

CRW 4121: Fiction Workshop II (Spring 2005).

CRW 4121: Fiction Workshop II (Fall 2010).

CRW 4120: Fiction Workshop I (Fall 2005).
CRW 4120: Fiction Workshop I (Fall 2007).
CRW 4120: Fiction Workshop I (Fall 2008).
CRW 4120: Fiction Workshop I (Fall 2012).
CRW 4120: Fiction Workshop I (Fall 2013).
CRW 4930: Special Topics: Experimental Fiction (Fall 2007).
CRW 4930: Special Topics: Experimental Fiction (Fall 2010).
CRW 4930: Special Topics: Experimental Fiction (Spring 2013).
CRW 4930: Special Topics: Experimental Fiction (Fall 2016).
LIT 4930: Special Topics: Baseball in Literature (Spring 2008).
LIT 4930: Special Topics: Baseball in Literature (Spring 2011).
ENL 4273: 20th-Century British Literature (Fall 2016).

Graduate Seminars

CRW 6130: Fiction Workshop (Spring 2002).
CRW 6130: Fiction Workshop (Fall 2002).
CRW 6130: Fiction Workshop (Fall 2003).
CRW 6130: Fiction Workshop (Spring 2004).
CRW 6130: Fiction Workshop (Spring 2005).
CRW 6130: Fiction Workshop (Fall 2005).
CRW 6130: Fiction Workshop (Spring 2006).
CRW 6130: Fiction Workshop (Spring 2007).
CRW 6130: Fiction Workshop (Spring 2008).
CRW 6130: Fiction Workshop (Spring 2009).

CRW 6130: Fiction Workshop (Fall 2009).
CRW 6130: Fiction Workshop (Spring 2011).
CRW 6130: Fiction Workshop (Fall 2012).
CRW 6130: Fiction Workshop (Fall 2013).
CRW 6130: Fiction Workshop (Fall 2015).
CRW 6024: Special Topics in Creative Writing: The Short Story Sequence (Spring 2003).
CRW 5025: Experimental Fiction (Fall 2008).
CRW 5025: Experimental Fiction (Spring 2010).
CRW 5025: Experimental Fiction (Spring 2014).
CRW 6024: Experimental Fiction (Spring 2017).
ENG 6925 : English Colloquium (Fall 2004).
ENG 6925: English Colloquium (Fall 2013).
ENG 6925: English Colloquium (Fall 2015).
ENG 6925: English Colloquium (Fall 2016).
ENG 6925: English Colloquium (Fall 2017).

Graduate Theses

Committee Chair: 25 M.F.A. and M.A. theses, 2002-2017, Florida Atlantic University.
Committee Member: 29 M.F.A. and M.A. theses, 2002-2017, Florida Atlantic University.

Undergraduate Honors Theses

Director: 1 thesis, 2014-2015, Brown University.
Committee Member: 2 theses, 2013-2016, Florida Atlantic University.

SERVICE

Florida Atlantic University

Fall 2001-Fall 2007: Library Acquisitions Committee.

Spring 2002-Spring 2003: Advisor, *Coastlines* student literary magazine.

Fall 2001; Fall 2002; Spring 2004; Spring 2005; Fall 2005; Fall 2007: Panelist, Sigma Tau Delta assembly.

Spring 2002; Spring 2003: Panelist, English Graduate Student Society Workshop.

Fall 2002-Spring 2011: Appointed Chair, Creative Writing Committee.

Fall 2002-Summer 2011: Director, Creative Writing Program.

Spring 2003-Spring 2011: Officer, Department of English.

Fall 2002-Spring 2004: Appointed Member, Graduate Committee.

Fall 2002-Spring 2003: Appointed Member, Faculty Search Committee (Fiction Writer).

Fall 2003-Spring 2004: Appointed Member, Faculty Search Committee (African-American Literature).

Fall 2005-Spring 2006: Appointed Member, Faculty Search Committee (Creative-Nonfiction Writer).

Spring 2005; Spring 2006; Spring 2007; Spring 2008; Spring 2009; Spring 2010; Spring 2011: Coordinator, Community Fiction Workshop.

Summer 2005; Summer 2006; Summer 2007; Summer 2008; Summer 2009; Summer 2010; Summer 2011: Coordinator, TOPS Creative Writing Summer Program.

Fall 2008-Spring 2009: Appointed Member, Faculty Search Committee (Creative-Nonfiction Writer).

Spring 2009: Appointed Chair, Faculty Search Committee (Translation and Creative Writing).

Fall 2011-present: Appointed Member, Creative Writing Committee.

Fall 2015-present: Appointed Member, Writing Committee.

HONORS AND AWARDS

Special Mention, Pushcart Prize anthology XXXVII, 2013: "Breviary."

Pushcart Prize nomination, 2013: "Housepost, Male Figure."

Ivory-Billed Woodpecker Award, co-recipient, *Unsaid* magazine, 2011: "Divisions of the Field."

Pushcart Prize nomination, 2011: "Divisions of the Field."

Ivory-Billed Woodpecker Award, co-recipient, *Unsaid* magazine, 2010: "The Meaning of Steeples."

Pushcart Prize nomination, 2009: "A Brace of Grouse."

Pushcart Prize nomination, 2009: "Winter Register."

Notable Work, *Best of the Web 2010*, Dzanc Books: "Winter Register."

Notable Story, *storySouth* Million Writers Award, 2009: "Winter Register."

Honorable Mention, *The Year's Best Fantasy and Horror 2008* (St. Martin's Press): "A Map of Her Town."

Pushcart Prize nomination, 2006: "Hornbook."

Entry in *Contemporary Authors*, 2001.

Pushcart Prize nomination, 1995: "The Balusters."

Updated Jan. 2018

EMILY STOCKARD

EDUCATION

PhD, English
University of North Carolina, Chapel Hill, 1991
MA, English
University of North Carolina, Chapel Hill, 1984
BA, English with honors
University of North Carolina, Chapel Hill, 1980

Dissertation: "Patterns of Consolation.
Renaissance Skepticism and Shakespeare's *Sonnets*"
Advisor: Darryl J. Gless

ACADEMIC POSITIONS

Associate Professor of English
College of Liberal Arts / Arts and Letters
Florida Atlantic University
August 1998 - present

Associate Chair, Department of English
Florida Atlantic University
Summer 2017 - present

Associate Dean
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
July 2008 – July 2011

Acting Director / Director
PhD in Comparative Studies Program
DFS College of Arts and Letters
Florida Atlantic University
June 2008 – July 2011

Interim Associate Dean for the Partner Campuses
DFS College of Arts and Letters
Florida Atlantic University
October 2004 - July 2008

Assistant Professor of English
College of Liberal Arts
Florida Atlantic University
August 1991 - July 1998

**TEACHING
EXPERIENCE**

Shakespeare
Renaissance Literature
Renaissance Drama
Seventeenth-century Literature
Eighteenth-century Literature
Chaucer
Introduction to Literary Studies
Studies in Shakespeare (graduate course)
Renaissance Literature (graduate course)
Interpretation of Poetry

RESEARCH AND CREATIVE WORK

Peer-reviewed Journal Articles

International:

"The Journals of Denton Welch: Material Culture and Trauma."
The Cambridge Quarterly, 46.1(March 2017): 21-38.

National:

"Patterns of Consolation in Shakespeare's Sonnets 1-126." *Studies in Philology*, 94.4 (1997): 465-93.

"'Transposed to Form and Dignity': Christian Folly and the Subversion of Hierarchy in *A Midsummer Night's Dream*." *Religion and Literature*, 29.3(1997): 1-20.

Regional:

"Violent Brothers, Deadly Antifeminism, and Social Suicide in *The Revenger's Tragedy* and *The Duchess of Malfi*." *Renaissance Papers 2016* (2017): 91-102.

"Nationhood as Illusion in *The Spanish Tragedy*." *Renaissance Papers 2015* (2016): 37-49.

"Who Was Jane Scrope?" *Renaissance Papers 2014* (2015): 1-15.

"The Soul as Commodity: Materialism in *Doctor Faustus*." *Renaissance Papers 2012* (2013): 21-30.

"The Power of Fantasy in Middleton's Chaste Maid: A Cost/Benefit Analysis." *Renaissance Papers 2006* (2007): 111-120.

Books

Article in volume:

"Henry Constable," *Dictionary of Literary Biography. Sixteenth-century British Non-dramatic Writers*, second series, vol. 136. Detroit: Brucoli, Clark, Layman, 1994, pp. 45-52.

"Raphael Holinshed," *Dictionary of Literary Biography. Sixteenth-century British Non-dramatic Writers*, third series, vol. 167. Detroit: Brucoli, Clark, Layman, 1996, pp. 94-101.

On-line publications

"Barbara Pym Among the Moderns: The Case of Marcia in *Quartet in Autumn*." The Barbara Pym Society, 2015.
<http://www.barbara-pym.org/Stockard?2015.pdf>

Invited article:

"Henry Constable," *The Encyclopedia of English Renaissance Literature*. Sullivan, Garrett A., Jr. and Alan Stewart (eds). Blackwell Publishing, 2012. Blackwell Reference.

Online http://www.literatureencyclopedia.com/subscriber/tocnode?id=g9781405194495_chunk_g97814051944956_ss1-28

(*The Encyclopedia of English Renaissance Literature* exists in print as well as on line.)

Creative Writing

Short Story:

"A Believer's Calendar, *Tiferet: A Journal of Spiritual Literature* (2009): 44-50.

"Genus *Strombus*, Species *Alatus*," *North Carolina Literary Review* (July 2007): 151-59.

"Smiling to Herself," Barbara Pym Society website (posted 2006).

Awards:

Semi-finalist in 2012 William Faulkner-William Wisdom Competition, Novella Category, for *A Short History of Water and Dirt*.

Semi-finalist in 2012 William Faulkner-William Wisdom Competition, Short Story Category, for "Arthur's World."

Finalist in 2012 Poetry of the Sacred Contest, The Merton Institute for Contemplative Living, for "Directions to Heaven. A Triptych." Contest judge Gregory Wolfe.
Posted online.

<http://www.mertoninstitute.org/LinkClick.aspx?fileticket=5jqVQcfi72Y%3d&tabid=92>

Finalist in Thomas Wolfe Fiction Contest 2008, for "Nine Patch."

Conference Papers

International:

"Incongruous Continuities 'In all around we see': Patterns of Change in *No Fond Return of Love*." Presented at the Barbara Pym Conference, UK Chapter, Oxford, England, September 2017.

"The Scrope Sisters and John de Vere: Family and Politics in Early Modern England." Presented at the Renaissance Society of America Conference, Chicago, IL, March 2017.

"Nationhood as Illusion in *The Spanish Tragedy*." Presented at the Renaissance Society of America Conference, NYC, NY, March 27-29, 2014.

"'If Power Change Purpose': Secret Lives in *Measure for Measure*." Presented at the Conference of the Modern Language Association, Chicago, 27-31 December 1995.

National:

"Barbara Pym Among the Moderns: The Case of Marcia in *Quartet in Autumn*." Presented at the North American Conference of the Barbara Pym Society, Cambridge, MA, March 13-15, 2015.

"Patterns of Racial and Masculine Privilege in Masterpiece Theatre's *Othello*." Presented at the Literature Film Association Conference, Carlisle, PA, October 17-19, 2002.

"Hierarchies of Time in the First English Pastoral." Presented at The Group for Early Modern Cultural Studies, New Orleans, November 16-19, 2000.

"Division of Labor in the Pastoral of Alexander Barclay." Presented at The Group for Early Modern Cultural Studies, Coral Gables, Florida, October 7-10, 1999.

"Philosophy Versus Experience in Shakespeare's and Sidney's Sonnets: Two Types of Contradiction." Presented at The Group for Early Modern Cultural Studies, Rhode Island, November 17-22, 1998.

"Montaignian Skepticism in Shakespeare's Sonnets." Presented at The Group for Early Modern Cultural Studies, Chapel Hill, NC, December 4-7, 1997.

Regional:

"Violent Brothers, Deadly Antifeminism, and Social Suicide in *The Revenger's Tragedy* and *The Duchess of Malfi*." Presented at The Southeastern Renaissance Conference, Winston-Salem, NC, September 2016.

"'Spain is Portugal and Portugal is Spain': Nationhood as Illusion in *The Spanish Tragedy*." Presented at the Southeastern Renaissance Conference, Chapel Hill, NC, October 2-3, 2015.

"Who Was Jane Scrope?" Presented at the Southeastern Renaissance Conference, Greensboro, NC, October, 2014.

"The Soul as Commodity: Materialism in *Doctor Faustus*." Presented at the Southeastern Renaissance Conference, Knoxville, TN, October 6, 2012.

"The Power of Fantasy in Middleton's *Chaste Maid*: A Cost/Benefit Analysis." Presented at the Southeastern Renaissance Conference, Chapel Hill, NC, October, 2006.

"Performances of Innocence in Thomas More's *History of Richard III*." Presented at the Southeastern Renaissance Conference, Raleigh, NC, April 4-5, 2002.

"Feminized Providentialism in *Hamlet*." Presented at the South Central Renaissance Conference, Austin, TX, March 20-22, 1997.

"'Transposed to Form and Dignity': Christian Folly and *A Midsummer Night's Dream*." Presented at the South Central Conference on Christianity and Literature, New Orleans, February 2-4, 1995.

SERVICE AND COMMITTEE MEMBERSHIP

PROFESSIONAL

2013-2015 Secretary-Treasurer, Southeastern Renaissance Conference

UNIVERSITY

2004-2011 Academic Program and Institutional Effectiveness Committee (APIEC), DFS
College of Arts and Letters Representative
2006 Dean of Graduate College Search Committee Member
2006 University Assessment Director, Search Committee
2002-03 Bylaws Revision Committee
2000-02 Academic Programs Institutional Effectiveness Committee (APIEC), College of
Liberal Arts Representative
1998-00 Promotion and Tenure Committee, College of Liberal Arts Representative
1992-93 University Senate, College of Liberal Arts Representative

COLLEGE OF ARTS AND LETTERS

2012 - Member, College Assessment Committee
2013-2014 Chair, Search Committee, Graphic Design Position, Department of Visual
Arts and Art History
2011 (Summer/
Fall) Director, Interdisciplinary Studies: Arts and
Letters
2008-2011 Enrollment Manager
2008-2011 Member ex-officio, Graduate Programs Committee
2004-2011 College Assessment Coordinator
2010 Chair, Director of Student Academic Services Search Committee
2006 Chair, Broward Director of Academic Advising Search Committee

ENGLISH DEPARTMENT

2017- Associate Chair, Department of English
2017- Member, Faculty Evaluation Committee
2011- Director of Assessment
2017-18 Chair, Renaissance Literature Search Committee
2016-17 Member, Nineteenth-Century Poetry Search Committee
2015-17 Member, Undergraduate Programs Committee
2002-08 Chair, Assessment Committee
2006-07 Romanticist Position Search Committee Member
2003-04 Chair, African American Position Search Committee
2003-04 Associate Chair, Davie Campus
2002-04 Graduate Committee
2000-02 Undergraduate Committee, Davie Representative

COLLEGE OF LIBERAL ARTS

(merged with College of Arts and Letters in 2003)

Faculty Governance Committees

1997-99 Faculty Chair, College of Liberal
1995-97 Faculty Co-chair
1996-97 Steering Committee
1993-96 Committee on Committees

Faculty Committees

1998-2000 Chair, Promotion and Tenure Committee

Teaching Award Committees

1997 Chair, Excellence in Undergraduate Teaching and Advising Awards Committee
1995 Chair, Teaching Incentive Program Award Selection Committee
1995 Excellence in Undergraduate Teaching Award Committee

Search Committees

1997 Art Position (Graphic Design)
1995 Academic Support Services Position
1993-94 Chair, English Position (Modernist)
1991-92 English Position (19th-Century Americanist)

Academic Program Committees

1996-97 Honors Committee
1996-97 Undergraduate Programs Committee
1993-94 Secretary, Committee to Evaluate the Liberal Studies Program
1992-94 Honors Committee
1991-92 Honors Program Planning Committee

AWARDS

Teaching Incentive Program Award (1998 and following), awarded by Florida Atlantic University.

Teaching Incentive Program Award (1994 and following), awarded by Florida Atlantic University.

Excellence in Undergraduate Teaching (1993-94), awarded by Florida Atlantic University.

Research Fellowship (1993-94), awarded by Florida Atlantic University.

MEMBERSHIPS

Southeastern Renaissance Conference
(Secretary-Treasurer 2013-2015)
Renaissance Society of America
Barbara Pym Society

JULIEANN VERONICA ULIN, Ph.D.
Associate Professor of Transatlantic Modernism
Department of English
Florida Atlantic University
Email: julin@fau.edu

Academic Appointments

2015-Present Florida Atlantic University, Associate Professor of Transatlantic Modernism
2009-2015 Florida Atlantic University, Assistant Professor of Transatlantic Modernism
2007-2009 University of Notre Dame, Edward Sorin Postdoctoral Fellow in the Humanities

Education

2007 Ph.D. in English, University of Notre Dame
2003 M.A. in English, Fordham University (Presidential Fellow)
2001 B.A. in English with honors, Washington and Lee University (Phi Beta Kappa, University Scholar)

Publications (in print)

Monograph:

Medieval Invasions in Modern Irish Literature (Palgrave 2014). 198 pgs.

Reviews:

Kelly, Joseph. "Medieval Invasions in Modern Irish Literature by Julieann Veronica Ulin (review)." *James Joyce Quarterly*, Volume 52, Number 1, Fall 2014, pp. 193-197.
Doyle, Trista. "Medieval Invasions in Modern Irish Literature by Julieann Veronica Ulin (review)." *Irish Literary Supplement*. Volume 34, Number 2, Spring 2015, pp. 4-5.

Edited Collection:

Race and Immigration in the New Ireland (University of Notre Dame Press 2013). 248 pgs.

"Introduction: Ireland's New Strangers." 1-19.

"An Interview with Pablo Rojas Coppari of the Migrant Rights Centre Ireland." 39-49.

*Finalist, 2013 Foreword Reviews Book of the Year (Social Science Category)

*Selected as a recommendation by the American Association of School Librarians (AASL) and the Association of American University Press (AAUP) for the 2014 University Press Books for Public and Secondary School Libraries.

Journal Articles:

"Not for sale, rent, nor charter": The Market for Art in Ernest Hemingway's *Islands in the Stream*. *The Hemingway Review*. 36:1. (Fall 2016). 64-79.

"Fluid Borders and Naughty Girls: Music, Domesticity and Nation in Joyce's Boarding Houses." *James Joyce Quarterly: 50 Years, 1963-2013*. Selected as one of 20 essays from the *JJQ*'s history to be reprinted in the 50th Anniversary Issue of the *JJQ*. Vol. 50: Nos. 1 & 2. 385-413.

- “Talking to Bessie: Richard Wright’s Domestic Servants.” *American Literature*. 85:1 (2013). 151-176.
- “The *Endgame* of *The Road*.” Co-authored. *Journal of South Texas English Studies*. 3:2. (2012). 88-110.
- “Famished Ghosts’: Famine Memory in James Joyce’s *Ulysses*.” *Joyce Studies Annual*. (2011). 20-63.
- “Can a wrong once done ever be undone?’ Ireland’s Helen of Troy.” *WSQ: Women’s Studies Quarterly* 39: 3 & 4 (Fall/Winter 2011). 173-192.
- “Fluid Boarders and Naughty Girls: Music, Domesticity and Nation in Joyce’s Boarding Houses.” *James Joyce Quarterly* 44.2 (2007). 263-289.

Book Chapters:

- “Roddy Doyle’s *The Barrytown Trilogy* and Filming Ireland’s ‘New Picture.’” *Screening Modern Irish Drama and Fiction*. Eds. Marc Conner and R. Barton Palmer. (Palgrave Series: Adaptation and Visual Culture). 2017. 191-213.
- “‘Oh! To be Able to Paint in Color Rather than in Words!’ Kate Chopin’s *The Awakening* and Impressionism.” *Critical Insights: The Awakening*. Ed. Bob Evans (Salem Press 2014). 24-40.
- “Le Fanu’s Vampires and Ireland’s Invited Invasion.” Sam George and Bill Hughes (eds.), *Open Graves, Open Minds: Representations of Vampires and the Undead from the Enlightenment to the Present* (Manchester University Press 2013). 39-56.
- “Carson McCullers’s Boardinghouse and the Architecture of Ruin.” Ed. Jay Ellis. *Critical Insights: Southern Gothic*. (Salem Press 2013). 112-132.
- “The Astonishing Humanity’: Domestic Discourses in the Friendship and Fiction of Richard Wright and Carson McCullers.” *Richard Wright: New Readings in the 21st Century*. Editors, Alice Craven and William Dow. (Palgrave 2011). 193-214.
- “Buried? Who would have buried her?” Famine “Ghost Graves” in Samuel Beckett’s *Endgame*.” *Hungry Words: Images of Famine in the Irish Canon*, eds. George Cusack and Sarah Gross (Irish Academic Press 2006). 197-225.

Publications (Forthcoming)

- “Philatelic *Ulysses*.” *Joyce Studies Annual*. Forthcoming in 2018 issue. (14,035 words)
- “Ireland’s Philatelic Modernism.” *Irish Modernism*. Eds. Ellmann, Mahaffey and White. (under contract for Edinburgh University Press).

Book Reviews, Other Publications

- The Facts on File Companion to the British Short Story*. Edited by Andrew Maunder. 2007. Entries: “James Joyce,” “James Joyce’s ‘A Little Cloud,’” “James Joyce’s ‘Eveline,’” “Oscar Wilde’s ‘The Canterville Ghost,’” “Oscar Wilde’s ‘The Selfish Giant.’”
- “A Joycean Knot: A Review of Luke Thurston’s *James Joyce and the Problems of Psychoanalysis*” (Cambridge UP). *English Studies Forum*. Vol. 2 Issue 1. www.bsu.edu/web/csf/2.1/ulin.htm.

Conference Presentations / Invited Lectures

- American Conference for Irish Studies (ACIS), National Meeting. “Who’ll Buy Killarney?” University College Cork, Ireland. June 18-22, 2018.
- American Conference for Irish Studies (ACIS), National Meeting. “Ireland’s Philatelic Modernism.” Notre Dame, IN. March 30-April 3, 2016.
- American Literature Association (ALA), National Meeting. “Conducting Black Power in Ralph

- Ellison's *Invisible Man*." Boston, May 21-24, 2015.
- American Conference for Irish Studies (ACIS), National Meeting. "Joyce's Backstories." Fort Lauderdale, March 25-28, 2015.
- American Conference for Irish Studies (ACIS), Regional Meeting. "Banishing Ireland's Medieval Ghosts in Jamie O'Neill's *At Swim, Two Boys*." Ft. Lauderdale, February 14-15, 2014.
- American Conference for Irish Studies (ACIS), National Meeting. "Ireland's Architecture of Anachronism." Chicago, April 7-10, 2013.
- Modernist Studies Association (MSA). "Medieval Invasions in Ireland's Modern Houses." Buffalo, NY. October 6-9, 2011.
- Society for the Study of the Multi-Ethnic Literature of the U.S. (MELUS). "Talking to Bessie: Richard Wright's Domestic Servant Interviews." April 7-10, 2011. Florida Atlantic University.
- American Conference for Irish Studies, National Meeting (ACIS). "Ireland's New Books of Invasion." Madison, WI. March 30-April 2, 2011.
- American Literature Association (ALA). Symposium on American Fiction. Savannah, GA. October 2-4, 2008. "McCullers, Welty, Nabokov and the Boarding House Novel in American Fiction, 1940-1955."
- Richard Wright: The Centenary Celebration. The American University of Paris. June 19-21, 2008. "The Astonishing Humanity': The Politics of Housing Discrimination in the Friendship between Richard Wright and Carson McCullers."
- "Is there an Irish Beckett?" A talk given to David Lloyd's Graduate Seminar on "Beckett, Theatre and Visual Art." The University of Notre Dame. February 20, 2008.
- Society for the Study of the Multi-Ethnic Literature of the U.S. (MELUS). California State University, Fresno. March 22-25, 2007. "To Tell the Truth About the House?: The African American Stranger in Carson McCullers' *Clock Without Hands*"
- The Dublin Seminar, Paris, July 2006. Capitals of Culture. Co-lectured with David Lloyd. "Beckett and the Writing of Incarceration."
- American Conference for Irish Studies, (ACIS), National Meeting, St. Louis, MO, April 19-22, 2006. "Buried? Who would have buried her? Famine "Ghost Graves" in Samuel Beckett's *Endgame*."
- Keough-Naughton Institute for Irish Studies Speaker Series. The University of Notre Dame, March 3, 2006. "Invading the West's Kitchen: The Stranger in Yeats, Gregory and McGuinness."
- American Conference for Irish Studies (ACIS). Princeton University, October 21-22, 2004. "Fluid Borders and Naughty Girls: Nation and Domesticity in James Joyce's 'The Boarding House.'"
- Bloomsday 100 Symposium. The National College of Ireland, Dublin, June 12-19, 2004. "Famished Ghosts': Famine Memory and Bloom's Fantasy of Inclusion in James Joyce's *Ulysses*."

Awards, Grants and Fellowships

- Sabbatical (Awarded for Spring Term 2017)
- Office of Undergraduate Research Curriculum Assignment Grant (Awarded for 2016-2017)
- Dorothy F. Schmidt College of Arts and Letters Scholar of the Year Nominee (Assistant Professor)
- Northern Campus Staff of the Year Award (2015 Winner)
- Northern Campus Exceptional Faculty Award (2014 Winner)
- Northern Campus Exceptional Faculty Award (2012 Winner)
- Arts and Letters Distinguished Teacher of the Year (2011 Nominee)
- Scholarly and Creative Accomplishment Fellowship, Florida Atlantic University (2010-2011)
- Manuscript and Rare Book Library Fellowship (MARBL), Emory University, Summer/Fall 2010

Edward Sorin Postdoctoral Fellow, University of Notre Dame (May 2007-May 2009)
The Henkles Lectures Grant (2007)
Zahm Research Travel Grant (2006)
The Nanovic Institute for European Studies, Graduate Research Initiative Grant (2006)
Dissertation Year Fellowship, University of Notre Dame (2006-2007)
Research Funding Award Recipient (Summer 2005 and Summer 2006)
Richard C. Sweetman Family Fund for Irish language study (June 2004)
Dublin Seminar Fellowship (Summers 2003, 2005, 2006)
Presidential Fellowship, Fordham University (2001-2003)

Academic Teaching Appointments (FAU)

Undergraduate Courses:

Honors Seminar (Fall 2016)
Introduction to Literary Studies (Fall 2016, Fall 2017)
20th Century British Novel (Fall 2015)
Postcolonial Literature (Spring 2015)
Florida Writers: Hemingway and Hurston (Spring 2015)
Transatlantic Modernism (Fall 2014)
Irish Literary Renaissance (Fall 2010, Fall 2012, Spring 2016)
Irish Literary Landscapes (Study Abroad in Dublin, Ireland, Summer 2011)
Modern Drama (Summer 2012, Summer 2016)
Contemporary Drama (Summer 2014)
The Modern Novel (Fall 2009)
Literary Theory (Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015)
20th Century British Literature (Fall 2011, Fall 2013, Spring 2018)
20th Century American Novel (Summer 2010)
World Literature: Critical Approaches (Spring 2014)
Southern Literary Renaissance (Spring 2014)
Homes and Haunts in American Literature (Spring 2013, Spring 2016)
The African American Novel (Spring 2012, Fall 2014)
20th Century American Movements (Spring 2010, Fall 2012, Fall 2013)
20th Century American Writers (Fall 2017)

Graduate Courses:

Principles and Problems of Literary Study (Spring 2018)
James Joyce (Summer 2015)
Exiles and Strangers in Modern Literature (Spring 2013)
The American Novel, 1929-Present (Fall 2011)
Irish Literary Landscapes (Study Abroad in Dublin, Ireland, Summer 2011)
20th Century British and Irish Literature (Spring 2010)

Academic Teaching Appointments (University of Notre Dame)

Environmental Justice and Human Rights in the Aftermath of Katrina (Service-learning course,
Notre Dame and New Orleans; Spring 2009)
Out of Gogol's Overcoat?: Ethnic American Authors Rewriting the Russians (Spring 2009)
Homes and Haunts in 20th Century American Literature (Fall 2008)
American Drama since O'Neill (Fall 2008)

The American Novel, 1929-Present (Spring 2008)
Exile in the Irish Literary Imagination (Spring 2008)
Space Invaders: The Stranger in 20th Century American Literature (Fall 2007)
Introduction to Irish Writers (Teaching Assistant to Christopher Fox)
First Year Composition: Citizenship and the Individual (Fall 2004)

Undergraduate Research

Chair, Honors Thesis. Savannah Law: "The Talking Dead: The Rejection of Irish Idealism and the Cultural Appropriation of Rural West Ireland in Mairtin O'Cadhain's *Cre na Cille*." Winner, "Music, Art, Theater, History, and Philosophy Division," 2017 Undergraduate Research Conference, Florida Atlantic University.

Graduate Thesis and Exam Committees

Chair. Robert Curran. "Myth, Modernism and Mentorship: Examining François Fénelon's Influence on James Joyce's *Ulysses*." (Completed, Spring 2016). Winner, Best MA Thesis in English Award.

Chair. Olivia Sprauer. MA Exam Committee: "Modernism and Postmodernism" (Completed, Spring 2016).

Reader. Jenn Murray. "'Trauma and Telling: Examining the Intergenerational Transmission of Trauma Through Silence.'" (Completed, Spring 2016).

Reader. Marlene Case. "The Carnavalesque and Grotesque Realism in Modernist Literature: The Final Novels of Ronald Firbank and Virginia Woolf" (Completed, Spring 2015).

Reader. Tamar Osborne. "Fallen from Disgrace: Tales of Disillusion in Amiri Baraka's *Dutchman* and V.S. Naipaul's *Guerrillas*." (Completed, Fall 2014)

Reader. Mikaela von Kursell. "The Animalcules of Adam (and Other Small Tales)." (Completed, Spring 2014)

Reader. Marianna Gleyzer. "Reception and Adaptation of Emily Bronte's *Wuthering Heights*." (Completed, Spring 2014)

Chair. Erin Kiley. "A Troubled Past: Reconfiguring Postwar Suburban American Identity in *Revolutionary Road* (1961) and *Mad Men* (2007-2012)." (Completed, Fall 2013).

Reader. Oscar Ruiz. "Normative Narratives and Disabled Ideologies in Nabokov's *Lolita* and *Invitation to a Beheading*." (Completed, Fall 2013).

Reader. Kristin McGlothlin. "Child Performances: The Fluidity of Images and *Floating Worlds* of Edward Gorey." (Completed, Spring 2013).

Reader. Albert Batista Morris. "Feasting with Panthers: Unstable Sexual Identity and the Pedagogic Eros in Dante's *The Divine Comedy*." (Completed, Fall 2012)

Chair. Jose Sebastian Terneus. "James Joyce and Derek Walcott: Global Post-Colonial Voices." (Completed, Summer 2011).

Chair. Bryan Salgado. "Diagnosing Modernity: Walker Percy's *The Moviegoer* as More Than a Southern *Sickness Unto Death*." (Completed, Spring 2011).

Reader. David Budinger. "The Prairie and the Pampas: The Environment as a Determining Influence." (Completed, Fall 2011)

Reader. Elisabeth Joy Gillespie. "The Symbiosis Between the Individual and Society in Ralph Waldo Emerson's 'The American Scholar,' 'History,' and 'Politics.'" (Completed July 2010).

Departmental/ University Service

Faculty Student Council (Spring 2018-present)
 Internal Department Mentor to Stacey Lettman (Fall 2017-present)
 Member, Medieval Literature Search Committee (Fall 2017-Spring 2018)
 Member, U.S. Latino/a Literature Search Committee (Fall 2016)
 Member, Early African American Literature Search Committee (Fall 2016)
 Chair, Undergraduate Committee (Fall 2015-Present)
 Director, Honors Program in English (Fall 2015-Present)
 Undergraduate Programs Committee, English Representative (Fall 2015-Present)
 STECC Committee, English Representative (Fall 2015-Present)
 Annual Information Session on Graduate School in English. (10/26/15; 11/18/16; 9/26/17).
 Facebook Manager, FAU Department of English (February 2011-September 2015)
 "Demystifying Literary Criticism." Panelist, Sigma Tau Delta English Honor Society Event.
 11/7/14.
 Ad-hoc Committee on English Department Bylaws (August 2014-January 2015)
 Sigma Tau Delta English Honor Society, Jupiter Campus Faculty Liaison (August 2012-Present)
 Member, Undergraduate Curriculum Committee, Department of English, FAU (August 2009-
 August 2010, August 2013-August 2015)
 Graduate Studies Committee, Department of English, FAU (August 2010-August 2013)
 Undergraduate English Major Mentor for approximately 20 students (Spring 2011-Present)
 Coffee with the Professor Lecture. "Perspectives on the 'New' Ireland." (March 15, 2013).
 Ad hoc committee, Graduate Theses Assessment (Fall 2012)
 Ad hoc committee, Medical Humanities, Florida Atlantic University (Fall 2011)
 "Thinking of Applying to Graduate School in English?" Designed and led 4 workshops for
 prospective graduate applicants. (Fall 2010)
 Website Manager, Department of English, Florida Atlantic University (August 2009-August 2011)
 Judge, *Student Poetry Anthology Volume 1*: 2010. John D. MacArthur Campus, Treasure Coast Campus.
 Judge, Office of International Programs Scholarships (Fall 2010)
 Organizing Committee, "Race and Immigration in the New Ireland" conference held October 14-
 17, 2007 at the University of Notre Dame, with keynote speaker President Mary Robinson.
 This conference examined the social, legal, academic and artistic ramifications of
 immigration to Ireland in the last decade. <http://irishstudies.nd.edu/ri.htm>
 Institute for Latino Studies, University of Notre Dame, Assistant Editor for Publications
 Responsible for editing internal reports, University Annual Review, press releases,
 educational materials and copy for annual magazine, *Horizons*
 Presented to the University of Notre Dame President Rev. John Jenkins and the University of Notre
 Dame Irish Council Donors on behalf of the Keough-Naughton Institute for Irish Studies,
 October 7, 2006.
 Presented to the University of Notre Dame Graduate Council Donors on behalf of Notre Dame
 Postdoctoral Fellows, August 31, 2007.
 Intellectual Life Committee (Fosters an environment in which graduate students may prepare for the
 profession through presenting work in progress for peer review).

Professional Memberships/Service

Joyce Studies Annual, External Reviewer for a submitted article (Spring 2017)
James Joyce Quarterly, External Reviewer for a submitted article (Spring 2017)
Irish University Review, External Reviewer for a submitted article (Fall 2016)
 Penn State University Press, Promotional Blurb Solicited for *Ernest Hemingway: A New Life* (Fall
 2015)

British Academy Series of Oxford University Press External Reviewer for a chapter in *The Medieval in the Modern World* (Fall 2015)

Modern Language Association

American Conference for Irish Studies

Modernist Studies Association

Professional References

Available Upon Request.

Curriculum Vitae: CAROL McGUIRK

Ph.D. Columbia University 1977 English and Comparative Literature (M.A. 1971) George W. Ellis Fellowship, Faculty Fellows Program

B. A. Bennington College 1970 double major: Visual Arts (Painting); Literature

Teaching:

1990—Professor of English, Florida Atlantic University, Boca Raton, FL

1985—90: Associate Professor. Tenured in 1987.

Spring 1990 Visiting Professor, London Study Centre, Florida State University

Fall 1989 British Academy Visiting Professor, University of Strathclyde, UK

1978-85 Assistant Professor, English, Rutgers University, New Brunswick, NJ

1976-78 Assistant Professor, English, Williams College, Williamstown, MA

Fall 1975 Instructor, Languages and Literature, Bennington College, Bennington, VT

1972-1974 Preceptor and Teaching Assistant, Columbia College, NY

Research and teaching interests: seventeenth, eighteenth and nineteenth-century British poetry; John Milton; literary theory; Scottish studies including ballads and folk-song; animal studies; contemporary British and U.S. fiction, including science fiction and fiction by women.

Books:

Reading Robert Burns: Texts, Contexts, Transformations (London: Pickering & Chatto, 2014).

“a fresh and important critical reassessment of Burns’s development as a poet Professor McGuirk’s brilliant introduction ... reviews Burns in relation to both Scottish and English literary canons, Burns and class, Burns and postcolonialism, Burns and language, and Burns and gender...[and] should be required reading ... for advanced classes on Burns [and]... courses in Scottish or British Romanticism or labouring class poetry.” Patrick G. Scott, *Studies in Scottish Literature* 42.1 (May 2016).

Wesleyan Anthology of Science Fiction (Wesleyan UP, 2010). A collaborative project by the editors of *Science Fiction Studies*. Starred book, *Publishers Weekly*. “One gets the sense that if all other SF were somehow destroyed in an apocalypse, the field could be reconstituted from the seed vault of texts herein.” Paul DiFilippo, “The Speculator” column, *Barnes & Noble Review*. 10 Nov. 2010.

Critical Essays on Robert Burns. Ed. Carol McGuirk. New York: Hall, 1998. “One of the two best collections of modern essays on Burns” (R. Crawford, *The Bard*, 2010); “An excellent

choice ... to support studies at the upper-division undergraduate level and above" (*Choice* 1999).

Robert Burns and the Sentimental Era. Edinburgh: Tuckwell, 1997. "A landmark in Scottish studies." K.G. Simpson, *SLS* (1988). Reprint of U of Georgia P hardcover original, 1985.

Selected Poems of Robert Burns. Ed. Carol McGuirk. London: Penguin, 1993. "Excellent." *Times Literary Supplement* (25 January 2002).

Benjamin Disraeli. WORLD LEADERS SERIES. New York: Chelsea House, 1987. "penetrating volume...revealing the personality behind the national figure." *School Library Journal* (1988).

Articles in Print (excluding reviews and notes):

"G. Ross Roy as Editor: A Tribute." *Studies in Scottish Literature* 39.1 (October 2013): xi-xvi.

"Burns and Aphorism." *Robert Burns in Transatlantic Contexts*. Ed. Sharon Alpers, Leith Davis, and Holly Faith Nelson. London: Ashgate, 2012. 169-86.

"Burns's Two Memorials to Fergusson." For a *festschrift* in honor of Burns scholar and editor G. Ross Roy. Columbia: U of South Carolina P, 2012. 5-23.

"The Animal Downdeep: Cordwainer Smith's Late Tales of the Underpeople." *Science Fiction Studies* 37.3 (Nov. 2010): 466-477.

"The Crone, the Prince, and the Exiled Heart: Burns Imagines the Highlands." *Studies in Scottish Literature* 35-36 (Spring 2008). 184-201.

"Science Fiction's Renegade 'Becomings.'" *Science Fiction Studies* 35.2 (July 2008): 281-307.

"Jacobite Lyric to National Song: Robert Burns and Carolina Oliphant (Baroness Nairne)." *The Eighteenth Century: Theory and Interpretation* 47 (2007) 2-3: 253-88.

"Writing Scotland: Robert Burns." Chapter 18 of Vol. 3; *The Edinburgh History of Scottish Literature*. Ed. Susan Manning *et al.* Edinburgh: Edinburgh UP. 2006.

"'The Rhyming Trade': Fergusson, Burns, and the Marketplace." *Heav'n-Taught Fergusson: Robert Burns's Favorite Scottish Poet*. Ed. Robert Crawford. Edinburgh: Tuckwell, 2003. 135-159.

"Gavin Hamilton." *New Dictionary of National Biography*. Oxford: Clarendon, 2002.

- “John Russel.” *New DNB*. Oxford: Clarendon, 2002.
- “John Dalrymple.” *New DNB*. Oxford: Clarendon, 2002.
- “The Rediscovery of Cordwainer Smith.” *Science Fiction Studies* 28.2 (July 2001): 161-200.
- “Robert Burns.” *Encyclopedia of the Enlightenment*. Oxford: Oxford UP, 2000.
- “Hugh MacDiarmid’s Transformation of Burns in *A Drunk Man Looks at the Thistle*.” *Studies in Scottish Literature* 30. Columbia: U of South Carolina P, 1998: 209-219.
- “Poor Bodies: Burns and the Melancholy of Anatomy.” *Critical Essays on Robert Burns*. Ed. Carol McQuirk. New York: Hall, 1998. 32-49.
- “Haunted by Authority: 19th Century American Constructions of Robert Burns and Scotland.” *Burns and Cultural Authority*. Ed. Robert Crawford. Edinburgh: Edinburgh UP, 1997. 136-59.
- “Loose Canons: Milton and Burns, Art Song and Folk Song.” *Love and Liberty: Proceedings of the International Burns Bicentenary Conference*. Edinburgh: Tuckwell, 1996: 315-326.
- “Places in the Peasant Heart: Burns’s Scotland, Stephen Foster’s American South, and Walt Disney’s World.” *Scotlands 2.2: Performance* (1995): 11-35.
- “No-Where Man: Towards a Poetics of Post-Utopian Characterization.” *Science Fiction Studies* 21.2 (July 1994): 141-54.
- “Burns and Nostalgia.” *Burns Now*. Ed. Kenneth G. Simpson. Edinburgh: Canongate Academic Press, 1994. 31-69.
- “Margaret Drabble to Angela Carter: Women Novelists, 1962-1992.” *The Columbia History of the British Novel*. Ed. John Richetti *et al.* New York: Columbia UP, 1994: 939-965.
- “The ‘New’ Romancers: Science Fiction Innovators from Gernsback to Gibson.” *Fiction 2000: Cyberpunk and the Future of Narrative*. Ed. George Slusser and Tom Shippey. Athens, GA: U of Georgia P, 1992. 109-132.
- “James Currie and the Making of the Burns Myth.” *Selected Essays on Scottish Language and Literature. A Festschrift in Honor of Allan H. MacLaine*. Ed. Steven R. McKenna. Lewiston, ME: Mellen P, 1992. 149-62.
- “Burns, Bakhtin, and the Opposition of Poetic and Novelistic Discourse.” *The Eighteenth Century: Theory and Interpretation* 32 (Spring 1991): 58-72.

“The Politics of the Collected Burns.” *Gairfish: Discovery*. Bridge of Weir, 1991: 36-50.

“Scottish Hero, Scottish Victim: Myths of Robert Burns.” *History of Scottish Literature, Vol. 2 (1660-1800)*. Ed. Andrew Hook. Aberdeen: U of Aberdeen P, 1987: 219-239. Rpt. in paperback, Aberdeen: U of Aberdeen P, 1989: 219-239.

“Optimism and the Limits of Subversion in *The Dispossessed* and *The Left Hand of Darkness*.”

Ursula Le Guin: Modern Critical Views. Ed. Harold Bloom. New York: Chelsea, 1986: 243-258. Reprinted in *Modern Critical Interpretations: The Left Hand of Darkness*. Ed. Harold Bloom. New York: Chelsea, 1987: 117-134.

Rpt. Chapter 9, *Robert Burns and the Sentimental Era* (“The Songs”) in *Poets of Sensibility and the Sublime: Modern Critical Perspectives*. Ed. Harold Bloom. New York: Chelsea, 1987: 277-302.

“Augustan Influence on Allan Ramsay.” *Studies in Scottish Literature*. Columbia: U of South Carolina P, 1981: 97-109.

“Sentimental Encounter in Sterne, Mackenzie and Burns.” *SEL* 20 (1980): 505-15. Excerpted for *Literature Criticism from 1400-1800*. Detroit: Gale, 1986: 93-95. Also rpt. CD-ROM, 1996.

Recent Review Essays and Notes:

“Stanislaw Lem, Philip K. Dick, and American Science Fiction.” *Science Fiction Studies* 45.1 (Mar. 2018): 213-18. In page proofs; copy attached.

“Asimov, Boucher, Heinlein, and Detective Fiction; or, Is Jubal Harshaw’s Role-Model Nero Wolfe?” *Science Fiction Studies* 44.1 (Mar. 2017): 192-98; copy attached.

“In Memoriam, Brian W. Aldiss.” *SFS* 44.3 (Nov. 2017): 645-46.

Selected Professional Activities:

1997—present	Co-Editor of <i>Science Fiction Studies</i>
2011—present	Editorial Advisory Board, <i>Studies in Scottish Literature</i> . University of South Carolina.
2017 (Summer)	Reported for Bucknell UP on the revised version of a manuscript about Robert Burns.
2017 (Fall)	Reported for <i>The Journal of European Romanticism</i> on a manuscript on

Lady Caroline Nairne (1766-1845), a Scottish song-writer.

2016 Reported on a Robert Burns monograph for Bucknell UP (Dec.) and an essay on animal studies for *Humanimalia* (August).

2015 Reported on a Robert Burns submission for *Studies in Scottish Literature*.

2012 (August) Invited to consider applicants for the Fulbright scholarship for graduate study in the UK.

December 10, 2010 U.S. Fulbright Scholarship panel (applicants from the South).

1998—2001 Elected Vice-President, Eighteenth-Century Scottish Studies Society (an affiliate of the American Society for Eighteenth-Century Studies).

1993—1999

Editorial Board, *Scotlands* (University of St. Andrews [UK]; University of Waikato [New Zealand]; University of Edinburgh was publisher.

1993—1997

Editorial Board, *Science Fiction Studies* (DePauw)

January 1994 Outside Reviewer, Division of Research (Reference Materials Program), National Endowment for the Humanities

3-4 May 1993 Panelist, British literature, National Endowment for the Humanities
1994 Summer Seminars; Washington DC

Fall 1992 Postal panelist (British literature) 1993 Summer Stipends Program,
National Endowment for the Humanities

Public lectures since 2000:

Edinburgh University (December 15, 2014): I read from Chapter 4 at a book launch for *Reading Robert Burns: Texts, Contexts, Transformations*, co-hosted by the University of Edinburgh and University of Aberdeen.

University of California, Riverside (May 2010): “The Animal Downdeep.”

University of California at Berkeley (Sept. 2009): “Burns and Aphorism.”

The Queen’s University, Belfast, UK (2006): “Robert Burns Imagines the Highlands.”

Keio University, Tokyo (2004): “Pilgrims or Just Commuters? The Journey in US Fiction.”

Robert Burns Association of North America (Baltimore, MD 2002): "The Posthumous Adventures of Robert Burns."

The Editorial Institute, Boston University (2000): "Bard, Interrupted."

Forthcoming and Recent Conference Presentations:

June 2017: "*Hebrew Melodies* and Scottish Song: Burns, Byron and Ballads." Annual Meeting of the Eighteenth Century Scottish Studies Society/World Congress of Scottish Literature, Vancouver, BC.

March 2017: "The Subaltern Mouse: Barbauld's "Mouse's Petition," Burns's "To a Mouse," and Clares "Mouse's Nest." Annual Meeting of the American Society of Eighteenth-Century Studies, Minneapolis, MN.

March 2016: "The Problem with Periodization: Unwalling the Garden." Annual Meeting of the American Society of Eighteenth-Century Studies, Pittsburgh, PA.

March 2015: "Speaking for Scotland: The Cultural Politics of Dialect Poetry in Allan Ramsay, Robert Fergusson, and Robert Burns," Annual Meeting of the American Society for Eighteenth Century Studies, Los Angeles, CA.

"Pleasure, Treasure and Elegant Measure: Burns's 'Tam o' Shanter,'" East Central Society for Eighteenth Century Studies (November 9, 2014).

2003-2012: Panel chair, "Robert Burns," Eighteenth Century Scottish Studies Society Annual Conference, Thomas Cooper Library, University of South Carolina (April 2012); Robert Burns symposia at Simon Fraser University, Vancouver, BC ("Poetry into Proverb," April 2009) and at the University of South Carolina ("Burns and Robert Fergusson," April 2009); also at the Modern Language Association ("Burns and Jamaica," San Francisco, 2008), The American Society for 18th-Century Studies ("A-Roving': Burns, Byron, and the Erotic Intertext," Montreal 2006), the American Society for Eighteenth Century Studies ("Portable Culture: Burns and Lady Nairne [Carolina Oliphant]" Boston, 2004), and The Modern Language Association ("Of Mice, Men, and Difference: Anna Barbauld, Robert Burns, and John Clare" San Francisco, 2003).

Radio Interviews:

Interviewed by BBC Ulster following a Burns Birth-night lecture at Queens University, Belfast: January 25, 2006.

Interviewed in Boca Raton by hookup to BBC Scotland for a radio program on Burns that aired in January 2003.

Selected Service (1990–):

University	
Spring 2011	Interim Dean Search Committee, College of Arts and Letters
Fall 2004	Peer Review Committee, Sponsored Research Division
Fall 2000	Search Committee, College of Liberal Arts (English)
Fall 1998	Nomination Committee, Summer Stipends Program, NEH
Fall 1996—Spring 1997	1998
Fall 1996—Spring 1997	Fall 1995–Spring 1996
Summer-Fall 1994	Fall 1994-Spring 1996
Fall 1993-Spring 1994	Fall 1990-Spring 1992
Spring 1991-Summer 1994	Fall 2017
	Search Committee, Dorothy F. Schmidt Professor
Spring 1991-Spring 1992	Graduate Studies Council
Fall 1990-Spring 1992	Freshman Adviser
Spring 1990-Spring 1992	Search Committee, Dean of College of Liberal Arts
	Petitions Committee, CLAST Program
College: 2016–	Freshman Seminar and Writing Programs
2007-2008	Faculty Subcommittee, Accreditation Self-Study
Fall 2004	University Senator, Department of English
Fall 2003	Representative for English, Promotion and Tenure Committee
Fall 1998—Spring 1999	Representative for English, Promotion and Tenure Committee
Fall 1998—Spring 1999	Salary Equity Review Committee
1996—1998	Task Force for Faculty Evaluation
Fall 1996—Spring 1997	
Summer 1995-Spring	

Department:

Dean Search, Dorothy F. Schmidt College	Program Chair, Teaching Incentive Program
Search Committee,	Committee Committee
Assistant Professor of Art (Painting) Chair, Schmidt College Graduate Studies	for Implementation of PhD Program Curriculum
Committee Search	Committee, Member at
Committee for Chair, Languages and Linguistics Selection Committee, College	Large English Department Personnel Committee
Summer Fellowship	
Fall 2016	Chair, Search Committee, Science Fiction/Fantasy
Fall 2016	Fall 2000—Spring 2001 Fall 1997—Spring 2004 Fall
Spring Term 2014–2016	1996–Spring 2003 Spring 1996—Fall 1998 Fall
Fall Term 2011–Spring	1998—Spring 1999 Fall 1997—Spring 1998 Fall
2013 Fall 2009–Spring	1997—Fall 1999 Fall 1995–Spring 1996 Fall 1994–Spring
2010 Spring 2008–Spring	1995 Spring 1995 Fall 1994–Spring 1996 Fall 1990–Fall
2010	1992 Member, Search Committee, Nineteenth-Century Literature English Department Personnel Committee
Spring 2008–Spring 2011	
Fall 2005–Spring 2007 Fall	Undergraduate Committee
2003–Spring 2005 Fall	Chair, Search Committee for Assistant Professor
2003—Spring 2004	

Chair, Committee to
Revise Promotion
and Tenure
Guidelines and
Annual Evaluation
Guidelines

Faculty Evaluation and
Personnel Committee

Graduate Studies
Committee

Undergraduate Curriculum
Committee

Search Committee,
Assistant Professor, World
and Postcolonial Literatures

Search Committee,
Multicultural Studies
position

Faculty Evaluation and
Personnel Committee

Graduate Studies
Committee

Director of Graduate
Studies

Search Committee,
classical literary
criticism/theory

Chair, Search Committee
for Department Chair

Faculty Adviser, English
Graduate Students Society

Chair, Search Committee

(North Palm Beach campus)

Search Committee, Director of Writing Programs

English Speaking Union Nominating Committee

Writing Committee

Faculty Adviser, Sigma Tau Delta (undergraduate majors'
Honor Society); adviser to the literary magazine

Director or reader of uncounted English MA theses, an average of three a year. It has sometimes been more, but there have been quiet years as well.

Honors and Fellowships:

Fall 2012	Sabbatical leave, Fall Term
Fall 2006	1970-72 Sabbatical leave, Fall Term
June 1-18, 2004	W. Ormiston Roy Fellowship in Scottish Poetry, Thomas Cooper Library, University of South Carolina, Columbia, SC
Fall 2002-Spring 2003	Research Fellowship, National Endowment for the Humanities
Fall 1999	Sabbatical leave, Fall Term
Fall 1998	Professorial Excellence Program Award (State of Florida)
Fall 1994	Teaching Incentive Program Award (State of Florida)
June 28—Aug 5, 1993	W. Ormiston Roy Fellowship in Scottish Poetry, Thomas Cooper Library, University of South Carolina
Summer 1992	Summer Stipend, National Endowment for the Humanities
Summer 1991	Summer Seminar, National Endowment for the Humanities. "Blake and Rousseau," Harvard University. Director, Leo Damrosch
Fall 1989	British Council for the Humanities Grant to serve as Visiting Professor, University of Strathclyde (Glasgow)
September 1987	College of Humanities: Faculty Award for Excellence in Undergraduate Instruction
Summer 1987	Summer Seminar, National Endowment for the Humanities. "James Joyce: Perspectives on a Narrative Career." Columbia University, 29 June-6 August. Director, Michael Seidel
1984	Publication grant, National Endowment for the Humanities, for <i>Robert Burns and the Sentimental Era</i>
1978	Summer Seminar, National Endowment for the Humanities. "Modern Criticism Between Culture and System." Columbia University, June-August. Director, Edward Said

George W. Ellis
Research Fellowship,

Columbia University

CARLA MARÍA THOMAS
Assistant Professor of English | Florida Atlantic University
carlathomas@fau.edu

EDUCATION

- 2016 Ph.D. in English Language and Literature, New York University
2008 M.A. in English Literature, Florida State University
2006 B.A. (Honors) in English Literature, magna cum laude, Florida State University

EMPLOYMENT

- 2018- Florida Atlantic University, Assistant Professor of English
2017-2018 Kairos Atlanta, Spanish Translator (contracted)
2016-2017 New York University, Department of English, Postdoctoral Teaching Fellow
2014, 2016 State University of New York, Purchase College, School of Humanities, Adjunct Lecturer
2011-2014 New York University, Department of English, Adjunct Instructor
2006-2008 Florida State University, Department of English, Composition Instructor

PUBLICATIONS

Book Project

Redeeming English: Homiletics, Poetics, and Devotion in Medieval Religious Verse. The first book is on the emergence of the English septenary (fifteen-syllable line) ca. 1150-1350 from the Old English homiletic tradition, such as the rhythmical prose of Ælfric and Wulfstan, and the metrical Latin psalms. This meter is used increasingly for personal devotion and culminates in the fourteenth-century mystical poetry of Richard Rolle.

Future and Ongoing Projects

Mapping Devotion: Poema Morale from 1175 to 1300. This second book project will be on the reception of Poema Morale through an investigation of its multiple manuscript contexts, which gradually become multilingual and connected to women's devotional reading. Each chapter will be dedicated to one manuscript.

Open-Access Digital Editions and Translations of the seven copies of Poema Morale, using the DM Project, Schoenberg Institute for Manuscript Studies, University of Pennsylvania.

The Ormulum: A Modern English Prose Translation. Rough drafts of current translations available at carlamthomas.com/ormulum-translations/.

Peer-Reviewed Journal Essays

- 2015 "Blurring the Lines: Early Middle English in the Old English Classroom," Special Edition, "Old English Across the Curriculum: Contexts and Pedagogies," edited by Haruko Momma and Heide Estes, *Studies in Medieval and Renaissance Teaching*, 22.2 (Fall): 21-4.

- 2013-2014 "Orm's Vernacular Latinity," *SELIM: Journal of the Spanish Society for Mediaeval English Language and Literature*, vol. 20: 167-98.

Book Chapters

Accepted, "'To Be or Not to Be': Walter and Transience in the Ormulum," to be included in *Essays in Honor of David F. Johnson*, edited by Larissa Tracy and Geert Classens.

Accepted, "The Case of Poema Morale: Old English Homiletic Influence in Twelfth-Century Rhyming Verse," *Remembering the Present: Generative Uses of the Anglo-Saxon Past*, edited by Jay Paul Gates and Brian O' Camb (Brill).

- 2012 "Where Reality and Fantasy Meet and Bifurcate: Holocaust Themes in Pan's Labyrinth, the X-Men and V," *Speaking of Monsters: A Teratological Anthology*, co-authored with Caroline Joan S. Picart and John Browning, edited by Caroline Joan S. Picart and John Browning (Palgrave-Macmillan), 271-90.

Encyclopedia and Bibliography Entries

Under Review, "Ormulum," *Oxford Bibliographies Online* (Oxford University Press).

- 2017, "The Ormulum," *The Encyclopedia of Medieval Literature in Britain*, edited by Siân Echard and Robert Rouse, 4 volumes (Wiley).

Book Review

- 2016 Stephen M. Yeager, *From Lawmen to Plowmen: Anglo-Saxon Legal Tradition and the School of Langland*, in "Letters in Canada 2014," 85.2 (Spring), *University of Toronto Quarterly*.

Editions and Translations

2018, *Beowulf* by All, edited by Elaine Treharne and Jean Abbott, a collaborative digital translation to be linked to Kevin Kiernan's *Electronic Beowulf* (4th edition), translated lines 2,386-2,400 and 2,866-2,880,. Available as in PDF at <https://texttechnologies.stanford.edu/publications/beowulf-all>.

- 2009 "Poema Morale," edition and translation in *Old and Middle English c.890-c.1400: An Anthology*, edited by Elaine Treharne, 3rd edition (Oxford: Wiley-Blackwell), 336-53.

FELLOWSHIPS, GRANTS, & AWARDS

- 2018 Travel Grant, Medieval Academy of America (conference in Toronto)
2018 Travel Grant, Modern Language Association
2017 International Society of Anglo-Saxonists Travel Grant, "CESTA Early Career Workshop in Digital Humanities" Pre-Conference Workshop, University of Hawai'i
2016-2017 Postdoctoral Teaching Fellowship, New York University
2015-2016 Mellon Dissertation Completion Fellowship, New York University

- 2015 Travel Grant, Department of English, New York University (conference in UK)
2014 Schallek Award, Medieval Academy of America and the Richard III Society-American Branch
2014 Gordon Ray Travel Fellowship, New York University (research in UK)
2012 Vercelli Book and Anglo-Saxon Studies Grant, La Fondazione Museo del Tesoro del Duomo e Archivio Capitolare, Vercelli, Italy
2012 Provost's Global Research Initiative Graduate Student Fellowship, GRI Research Institute, New York University in London (fall semester researching in UK)
2011 International Society of Anglo-Saxonists Travel Grant, "Making (and Theorizing) the Early Medieval Book" Pre-Conference Workshop, University of Wisconsin at Madison
2010 Dean's Student Travel Grant, New York University (conference in Michigan)
2010-12 Opportunity Fellowship, New York University
2009-14 Dean's Fellowship, New York University
2009-14 Henry M. MacCracken Fellowship, New York University
2007, 2008 Nominated, Award for Excellence in Teaching First-Year Composition, Florida State University

TEACHING EXPERIENCE

Courses Taught as Instructor of Record (Stand Alone, Self-Designed)

Assistant Professor of English, Florida Atlantic University

- Chaucer (Fall 2018)
- History of the English Language (graduate, fall 2018)

Postdoctoral Teaching Fellow (rank of Lecturer), New York University

- Introduction to Old English Language and Literature (Spring 2017)
- Introduction to the Study of Literature (Fall 2016 and Spring 2017)

Adjunct Lecturer, Purchase College, State University of New York

- Medieval English Literature (Spring 2016)
- Chaucer in Context (Fall 2014)

Adjunct Instructor, New York University

- British Literature I: (re)Reading the British Isles (Summer 2014)
- Pre-Freshman Morse Academic Plan Texts and Ideas Preparation Course, Opportunity Programs (Summer 2013)
- The Middle Ages at the Movies: From Monsters to Mystics, Medieval and Renaissance Center (Summer 2013)

Composition Instructor, Florida State University

- Freshman Rhetoric and Composition (Spring, Summer, and Fall 2007)
- Freshman Research Composition (Fall 2007)
- Freshman Writing About Magical Realism (Spring 2008)

Pedagogy Training

- 2017 "Creating Space for Diversity in the Classroom: Strategies for Engaging Difference Workshop," Teaching Development Program, Center for the Advancement of Teaching, New York University
- 2015 Pedagogy Workshop on Class Discussion, Department of English, New York University
- 2012 Pedagogy Seminar, Department of English, New York University
- 2006 Pedagogy Workshop, Department of English, Florida State University
- 2006 Teaching English in College, Department of English, Florida State University
- 2006 Teaching English as Guided Study, Department of English, Florida State University
- 2006 Summer Internship in a Freshman Rhetoric and Composition course, Department of English, Florida State University

INVITED LECTURES, READINGS, & TALKS

- 2019 Invited Participant, Roundtable on the Academic Job Market, Anglo-Saxon Studies Colloquium Graduate Student Conference, John Jay College of Criminal Justice, New York, NY.
- 2018 Invited Speaker, Panel on Gender and the Academic Job Market, Graduate Student Union Professional Development, University of Notre Dame, Notre Dame, IN.
- 2018 "Multilingualism, Remediation, and MS 402," Invited Presenter, "What weight is in them" : Parker, The Web, and Early Manuscripts, Fourth Annual Text Technologies Collegium, Stanford University, Stanford, CA.
- 2017 "The Making of Medieval Manuscripts," Guest Speaker, The World of King Arthur, cross-listed course in Art History and English, taught by Martha Rust and Kathryn Smith, New York University, New York, NY.
- 2016 The Wanderer, Invited Reader, The Night of Many Tongues, Purchase College, State University of New York, Purchase, NY.
- 2016 "Remediating English: Late Twelfth-Century Verse and Old English Homiletics," Guest Speaker, Friends of the Saints, organized by Jay Paul Gates at the Graduate Center for the City University of New York, New York, NY.
- 2015 "Interpreting the Monsters/Monstrous in Beowulf," Guest Speaker, Beowulf: The Poem in its Manuscript Context, English Seminar with Jay Paul Gates, John Jay College, New York, NY.
- 2014 "Reading the Stones in Pearl," Guest Speaker, Medieval Literature in Translation, English Seminar with Daniel Remein, New York University, New York, NY.
- 2014 "Duality in The Dream of the Rood," Guest Speaker, Medieval Mind and Emotion: Mentalities and Psychologies in Old English, English Seminar with Jay Paul Gates, John Jay College, New York, NY.
- 2012 "Four Old English Elegies: Bondage and Motion at Sea and on Land," Guest Speaker, Legal Poetics: Early English Language, Law, and Literature Senior Seminar with Jay Paul Gates, John Jay College, New York, NY.
- 2010 "Early Middle English: Categorization and its Discontents," Guest Speaker, Medieval Studies Society, New York University, New York, NY.

CONFERENCE PAPERS AND PARTICIPATION

- 2018 "Poetic Mutation: Old English Content in Latin Form," Biennial Congress of the New Chaucer Society, Toronto, CA.
- 2018 Participant, "Whiteness in Medieval Studies 2.0 (A Workshop)," International Congress on Medieval Studies, Kalamazoo, MI.
- 2017 "A Recipe for Longevity: The Alchemy of Twelfth-Century English Verse," International Society of Anglo-Saxonists Biennial Meeting, Honolulu, HI.
- 2017 Digital Editions of Poema Morale, CESTA Early Career Workshop in Digital Humanities, International Society of Anglo-Saxonists Eighteenth Biennial Meeting, Honolulu, HI.
- 2017 Roundtable presentation on "Teaching Early Middle English," International Congress on Medieval Studies, Kalamazoo, MI.
- 2017 "Old English in Twelfth-Century Verse," International Congress on Medieval Studies, Kalamazoo, MI.
- 2017 "The Indecipherable Nature of the Ormulum," Annual Convention of the Modern Language Association, Philadelphia, PA.
- 2017 Roundtable presentation on "Medieval Feminisms in Times of Trouble," Annual Convention of the Modern Language Association, Philadelphia, PA.
- 2016 "'Till ȝure sawles fode': Nourishing the Body and Soul in the Ormulum," International Medieval Congress, Leeds, UK.
- 2016 "Found You! Old English Homiletics and/in the Early Middle English Poema Morale," International Congress on Medieval Studies, Kalamazoo, MI.
- 2016 "Orm Plays on Twitter," International Congress on Medieval Studies, Kalamazoo, MI.
- 2016 "The Destroyed and the Condemned: Interpreting Perdition in the 'Incomplete' Poema Morale," Annual Meeting of the Medieval Academy of America, Boston, MA.
- 2015 Respondent, "Time and Sovereignty: The Middle Ages as Metaphor," Kathleen Davis, Sovereignty and Metaphor: Medieval and Early Modern NYU Graduate Student Conference, New York University, New York, NY.
- 2014 "Orm's Love of Mary: The Vernacularization of the Stella Maris in Early Medieval England," International Medieval Congress, Leeds, UK.
- 2014 "The Ormulum Challenge: Reading Beyond Orthography and Repetition," International Congress on Medieval Studies, Kalamazoo, MI.
- 2013 "Marian Devotion in the Ormulum: the Sæsteorrne in Secundum Lucam III," International Congress on Medieval Studies, Kalamazoo, MI.
- 2012 "'patt witt tu wel to soþe': Constructed Audience in the Ormulum," Annual New England Medieval Studies Consortium Graduate Student Conference, New Haven, CT.
- 2011 The Ormulum, Making (and Theorizing) the Medieval Book Graduate Student Workshop, International Society of Anglo-Saxonists Biennial Meeting, Madison, WI.
- 2011 "The Law of the Land in Laȝamon's Brut," International Congress on Medieval Studies, Kalamazoo, MI.
- 2011 Moderator, "The Culture of Anglo-Saxon England," Annual Medieval Studies Society Symposium (in collaboration with the Anglo-Saxon Studies Colloquium), New York University, New York, NY.
- 2011 Respondent, "'The Fifteen Signs before Doomsday' and Post-Conquest English Identity" (by Stephen Pelle, University of Toronto), Annual Anglo-Saxon Studies Colloquium Graduate Student Conference: "Crises of Categorization," Toronto, Ontario, Canada.
- 2010 "Morality and the Monstrous in Laȝamon's Brut," International Congress on Medieval

- Studies, Kalamazoo, MI.
- 2010 Presenter/Discussant, Asser's Life of King Alfred, "Latinities in England 894-1135" Workshop with David Townsend, Anglo-Saxon Studies Colloquium, New York, NY.
- 2009 "Early Middle English Identity Through Homiletic Composition," Vagantes Annual Graduate Medieval Conference, Tallahassee, FL.
- 2009 "Finding Connections: 'On Ureisun of Oure Louerde' and the Lambeth Homilies," Annual Sacred Leaves Graduate Symposium, Tampa, FL.
- 2007 "Parallels Between Ambiguities: Chaucer's Pardoner and Wife of Bath," Annual Meeting of the Southeastern Medieval Association, Spartanburg, SC.

CONFERENCE & PANEL ORGANIZATION

- 2018 Organizer and Moderator, "Error and Correction in Early Middle English Manuscripts," International Congress on Medieval Studies, Kalamazoo, MI.
- 2017 Moderator, "Early Middle English Manuscripts, the Idea of the Vernacular, and Multilingual Manuscripts (1100-1350)," International Congress on Medieval Studies, Kalamazoo, MI.
- 2016 Organizer and Moderator, "Where Did You Come From? Where Did You Go?: English Literature of the Twelfth Century," Making Early Middle English: An International Conference on English Literature and its Contexts, ca. 1100-1350, Victoria, CA.
- 2016 Co-organizer and Moderator, "'Hit iseie aboc iwrite': Twelfth- and Thirteenth-Century Vernacular Devotional Manuscripts," sponsored by the Early Middle English Society, International Congress on Medieval Studies, Kalamazoo, MI.
- 2015 Organizer, "The Twitterati: Using Twitter in Medieval Scholarship and Pedagogy—A Roundtable," sponsored by the East Coast Medieval Graduate Alliance, International Medieval Congress, Leeds, UK.
- 2013 Organizer, "Humans/Animals/Things," Anglo-Saxon Studies Colloquium Graduate Student Conference, New York, NY.
- 2012 Organizer, "Vernacular Religious Writing in Twelfth- and Thirteenth-Century England," conference panel sponsored by the Early Middle English Society, International Congress on Medieval Studies, Kalamazoo, MI.

WORKSHOP ORGANIZATION

- 2015 Co-organizer, "Three Faiths: The Making of Medieval Holy Books," Fifth Annual Medieval Manuscripts Workshop, guest speakers Karen Gorst, Jesse Meyer, Jonathan J. G. Alexander, Abby Kornfeld, and Marianna Shreve Simpson, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, New York, NY.
- 2015 Organizer, Old English Meter Workshop with Thomas A. Bredehoft, co-sponsored by the Anglo-Saxon Studies Colloquium and the New York University Medieval Forum, New York, NY.
- 2014 Co-organizer, "Manuscript Materiality Workshop and Lab," Fourth Annual Medieval Manuscripts Workshop, guest lecture by Alexandra Gillespie on "The Makeshift Materiality of The Canterbury Tales," co-sponsored by the New York University Medieval Forum, Medieval and Renaissance Center, and Department of English, New York, NY.

- 2013 Co-organizer, Field Trip to Pergamena, Third Annual Manuscript Workshop, tour guide Jesse Meyer, owner of Pergamena Parchment, co-sponsored by the New York University Medieval and Renaissance Center and Medieval Forum, Montgomery, NY.
- 2011 Co-organizer, "Illumination and Iconography in Medieval Manuscripts," Second Annual Manuscript Workshop, guest speakers Jonathan Alexander, Karen Gorst, Karen Overbey, and Kathryn Smith, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, New York, NY.
- 2010 Organizer, "Manuscripts in the Making: From Parchment to Illumination," First Annual Manuscript Workshop, guest speakers Richard Emmerson, Karen Gorst, and Elaine Treharne, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, New York, NY.

GUEST LECTURE ORGANIZATION

- 2016 Co-organizer, "Derek Jarman's Medieval Modern: A Life in Ruins," Robert Mills, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, part of the Medieval and Renaissance Center's Distinguished Lecture Series, New York, NY.
- 2016 Co-organizer, "Poetry Machine," Sarah Novacich, Medieval Forum Guest Lecture, New York, NY.
- 2015 Co-organizer, "Parenting and Childhood in The Fortunes of Men," Stacy Klein, Anglo-Saxon Studies Colloquium Guest Lecture, co-sponsored by the Anglo-Saxon Studies Colloquium and the New York University Medieval Forum, New York, NY.
- 2015 Co-organizer, "Are Religious Objects 'Indifferent'? The Chronology of Things in Late Medieval and Early Modern Germany" by Caroline Walker Bynum, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, part of the Medieval and Renaissance Center's Distinguished Lecture Series, New York, NY.
- 2015 Organizer, "Containing Texts: Literature in One, Two, and Three Dimensions" by Thomas A. Bredehoft, Anglo-Saxon Studies Colloquium Guest Lecture, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, New York, NY.
- 2014 Co-organizer, "Denouement: Speculating on the 'Endless Knot' of Sir Gawain" by Arthur Bahr, Medieval Forum Guest Lecture, New York, NY.
- 2014 Co-organizer, "Building Pleasure in the Digital Archive" by Dorothy Kim, Anglo-Saxon Studies Colloquium Guest Lecture, co-sponsored by the New York University Medieval Forum and Medieval and Renaissance Center, New York, NY.
- 2013 Co-organizer, "Vernacular Latin vs. Literary French: Literacy Training in Fourteenth-Century England" by Christopher Cannon, Medieval Forum Guest Lecture, New York, NY.
- 2011 Co-organizer, "Reading in and out of Time: a discussion with Carolyn Dinshaw and Amy Hollywood," Medieval Forum Guest Lecture, New York, NY.
- 2011 Co-organizer, "What should we do about multilingual medieval England, and will you be teaching it in your career?" An Informal Discussion with Jocelyn Wogan-Browne, Medieval Forum Guest Lecture, New York, NY.
- 2011 Co-organizer, "Literalism, Metaphor, and the Imitation of Christ in the Fourteenth Century: The Monk Who Crucified Himself" by Kathryn Smith, Medieval Forum Guest

- Lecture, New York, NY.
2010 Co-organizer, "The Ringing in My Ears: Towards the Auditory Culture of Early Medieval England" by Martin Foys, Medieval Forum Guest Lecture, New York, NY.

DEPARTMENTAL AND UNIVERSITY SERVICE

- 2017 Postdoctoral Mentor (undergraduate and graduate students), New York University
2016 Graduate Student Mentor, Department of English, New York University
2015 Graduate Administrative Assistant, Medieval and Renaissance Center, New York University: update faculty, student, and course information lists; maintain social media; organize and advertise events.
2014 Graduate Student Representative, Advisory Board, Medieval and Renaissance Center, New York University
2010 Co-Founder and Co-Chair, Medieval Forum, Department of English, New York University
2010 Member, Graduate English Organization, Department of English, New York University
2006 Member, First-Year Composition Committee, Department of English, Florida State University
2006 Tutor, Reading-Writing Center (10 hours/week), Florida State University: meet with walk-in students, as well as registered students (5 registered students, fall).

SERVICE TO THE PROFESSION

- 2018 Medieval Studies Mentor, Medieval Academy of America, International Congress on Medieval Studies, Kalamazoo, USA
2017 President, Early Middle English Society
2017 Medieval Studies Mentor, International Congress on Medieval Studies, Kalamazoo, USA
2016 Old English Mentor, International Medieval Congress, Leeds, UK
2016 Old English Mentor, International Congress on Medieval Studies, Kalamazoo, USA
2015 Contracted Worker, the NEH-funded Archive of Early Middle English, Early Middle English Society: find all the identification numbers in the Middle English Dictionary for all the words and/or phrases in the first 100 lines of the Ormulum
2015 Contracted Transcriber, the NEH-funded Archive of Early Middle English, Early Middle English Society: transcribe the Ormulum extracts in London, Lambeth Palace Library, MS 783
2014 Co-founder, East Coast Medieval Graduate Alliance
2013 Organizer, Anglo-Saxon Studies Colloquium Graduate Student Conference, New York University
2009 Organizing Assistant, Vagantes Conference on Medieval Studies, Florida State University

MEMBERSHIPS

- Anglo-Saxon Studies Colloquium (2010-2016)
Early Middle English Society (2011-Present)
Hagiography Society (2013-Present)

International Society of Anglo-Saxonists (2011-Present)
Medieval Academy of America (2007-Present)
Medievalists of Color (2016-Present)
Modern Language Association (2009-Present)
New Chaucer Society (2012-Present)
Society for Medieval Feminist Scholarship (2014-Present)
Southeastern Medieval Association (2007-2008, 2017-Present)

LANGUAGES

Research proficiency: Anglo-Norman, Early Middle English, Classical and Medieval Latin,
Modern French, Middle English, Old English, Old French, Modern Spanish

Intermediate reading, writing, and speaking proficiency: Modern Spanish

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ACADEMIC POSITIONS

2014-Present: Instructor of English, Florida Atlantic University
2008-2014: Graduate Teaching Assistant, University of Miami
2006-2008: Graduate Teaching Assistant, Florida Atlantic University

EDUCATION

Ph.D. English (August 2014).
University of Miami

Dissertation: "Shape-Shifting Creole Identities: Representations of Creole Figures in Nineteenth-Century Transatlantic Literature"

Dissertation Committee: Prof. Tim Watson (Chair), Prof. Frank Palmeri, Prof. John Funchion, Prof. Evelyn O'Callaghan (External Reader; University of the West Indies, Cave Hill, Barbados)

"Shape-Shifting Creole Identities: Representations of Creole Figures in Nineteenth-Century Anglophone Transatlantic Literature" is a study of American, British, and Caribbean texts, that examines historical and geographical shifts in literary depictions of West Indian Creoles—the offspring of colonizers and/or slaves in the Americas. This dissertation focuses on the relationship between literature and Creole identity formation in the first half of the nineteenth century. The presence of Creoles in literature demonstrates, on the one hand, the development of a Creole consciousness in texts by West Indian authors. On the other hand, literary Creoles in British and post-Independence American novels attest to the importance of the West Indies within the Atlantic world, although Creoles are often depicted as outsiders or deviant figures. Canonical British and American texts also uncover some of the contradictions inherent in stereotypical depictions of West Indian Creoles. In my reading of American and British novels—whose Creole characters often exemplify literary typecasts associated to the West Indies—I read against the grain to identify ambiguities that open a space, often non-verbal, where the Creole can be re-configured. Although the West Indian Creole is not a monolithic figure, "Shape-Shifting Creole Identities" attempts to trace the emergence of a Creole consciousness through an analysis of shape-shifting Creole figures that can cross borders and re-define themselves alongside, within, and/or in opposition to stereotypical representations of Creoles. This project expands on existing scholarship on the figure of the Creole, analyzing texts in which West Indian Creole characters appear, such as: Charles Brockden Brown's *Arthur Mervyn* (1799) and Leonora Sansay's *Secret History; or, the Horrors of St. Domingo* (1808), Charlotte Brontë's *Jane Eyre* (1847), William Makepeace Thackeray's *Vanity Fair* (1847), Cynric R. Williams' *Hamel, the Obeah Man* (1827),

E.L. Joseph's *Warner Arundell: The Adventures of a Creole* (1838), J.W. Orderson's *Creoleana* (1842), and Mary Seacole's *Wonderful Adventures of Mrs. Seacole in Many Lands* (1857).

M.A. English (May 2010)
University of Miami
Honors: Award of Academic Merit

M.F.A. Creative Writing, Fiction (August 2008)
Florida Atlantic University

Thesis Committee: Prof. Papatya Bucak (Chair), Prof. Wenying Xu, Prof. William Bradley
Thesis: "Out of the Ever After and Other Stories"

B.A. Double Major English/Italian (May 2006)
Certificate in Writing & Rhetoric
Florida Atlantic University
Honors: Summa Cum Laude

TEACHING

Research and Teaching Fields

American Literature; British Literature; Transatlantic Literary Studies; African-American Literature; Caribbean Literature; Creative Writing (Fiction, Creative Nonfiction)

Florida Atlantic University, 2014-present

LIT 2070- Interpretation of Creative-Nonfiction

LIT 2070 is an introduction to reading and analyzing creative nonfiction. Focusing on essays, memoirs, and literary journalism, the course provides students with the tools to read, analyze, critically think and write about creative nonfiction, and to communicate their insights in both oral and written form. The course uses the methods and language of literary criticism to explore fundamental elements of creative nonfiction, such as memory, literary personae, humor, self-analysis, and reflection. It explores the importance of ethics in creative nonfiction, and the differences and similarities between fiction and nonfiction writing.

LIT 2040 – Interpretation of Drama

LIT2040 introduces students to the elements of drama, ranging from the origins of drama in ancient Greek and Shakespearian theatre to 20th century plays. This course provides students with the tools to sharpen their skills in reading, analyzing, and writing while exploring fundamental elements of plays — such as theme, plot, characterization, and diction — in individual and in co-creative projects.

AML 2020- American Literature from 1865

AML 2020 is a survey of poetry, prose, and drama in American Literature after 1865. I emphasize the social and historical context of major literary works. Students engage in close readings of texts, through informal and formal writing assignments, and put works in conversation with one another. Literature is always discussed in relation to the larger questions that arise from the assigned material. These include ideals of national and individual American identities that surface from each text; ways in which American identity changes and develops in the United States in the postbellum, modern, and postmodern periods; how gender, race, class, ethnicity, and sexuality complicate notions of American identity; the construction of an

“American tradition” in literature. Included readings by: Whitman, Twain, James, Chopin, Crane, London, Frost, Glaspell, Larsen, Hughes, Faulkner, Hemingway, Miller, Baldwin, etc.

LIT 2010-Interpretation of Fiction (in person & distance learning)

I taught this course both in person and online. I designed a Blackboard course site for a fully online-LIT 2010. This is an introduction to reading and analyzing fiction. Assigned texts include a selection of short stories and one or two novels. Students learn how to read, and critically think and write about fiction, through the analysis of fundamental elements of craft, such as plot, style, character, setting, symbolism, theme, as well as methods of language and literary criticism. My online course includes focused Discussion Board posts, small group activities, virtual peer review, online quizzes and exams administered through Respondus Lockdown Browser and Webcam, and multiple drafts of two papers. In designing a fully online course, I modeled it on the classroom experience, emphasizing participation, student-to-student interaction, and virtual discussions. I provide students with PowerPoint lectures for all learning units. Included novels: *Giovanni's Room* (James Baldwin), *Heart of Darkness* (Joseph Conrad), *Wide Sargasso Sea* (Jean Rhys)

CRW 3010- Creative Writing Workshop

In this Creative Writing Workshop I teach four genres: Poetry, Creative Nonfiction, and Fiction. The course includes craft discussions and workshops of students' original work (poetry, fiction, and nonfiction). Students read essays on craft and published works in all three genres, and use them as models for their own creative writing. Students learn the elements of craft through focused writing exercises, group activities, analysis of successful published work, and workshop of peers' writing. They also learn to be a part of a community of writers.

ENC 1930- University Honors Seminar in Writing

I designed a course titled “Rhetoric in Composition,” which focuses on advocacy and rhetoric in different modes of composition: written, visual, and oral. Students work on one major advocacy project of their choice throughout the semester, and learn to effectively develop and rhetorically communicate their ideas through the use of different media. Students produce: a research paper, a visual project (photographic essay, poster, flyer, comic strip, etc.), and an oral presentation. Students also learn to rhetorically analyze compositions created by other people (including ads, posters, editorials, essays, websites, photographic essays, short movie clips, etc.), and write a formal rhetoric analysis of a written/mixed-media text.

ENC1939-Special Topics

I designed a course titled “Constructing the Self: Identity in Autobiography and Creative Nonfiction”. In this course, I explore the theme of identity (hyphenated identities, and marginalized identities) in creative nonfiction— comprising both our search for identity through memory, and the construction of identities in the writing of nonfiction. Students read texts in the genre of autobiography and creative nonfiction, including slave narratives, personal essays, memoirs, and literary journalism. I emphasize the rhetorical strategies employed in the construction of literary personae—including humor, self-analysis, and reflection—as well as the importance of ethics, and the differences and similarities between fiction and nonfiction writing. Students identify and examine the use of rhetoric in nonfiction writing, beginning with a study of audience and purpose, and of the historical and social contexts from which specific writing generates. I focus on choices of arrangement and structure in writing, rhetoric at the sentence level and at the word level, in addition to the ways in which authors use ethos, logos and pathos in their essays and memoirs. Students write multiple drafts of four major papers, learn how to

formulate research questions, how to find and access scholarly sources, how to complete an annotated bibliography, and how to write a research paper.

ENC 1101- College Writing 1 (in person and distance learning)

First semester of a two semesters writing sequence. I created a sequence titled "Gender and Identity in American Culture". Students read four essays thematically connected which approach, from different perspectives, the ways in which society conditions our behavior based on our gender. I focus on the difference between gender and biological sex, and on how gender norms can shape identity. Questions raised include: how we construct our sense of self, and are in turn perceived by others, based on our gender; what happens when our idea of who we are does not match the ways in which society expects us to behave, based on norms of gender and/or sexuality. Students write multiple drafts of four major papers, prepare an end of semester presentation that must include a visual component and expands on one of the issues raised by the readings, engage in critical thinking, and learn how to be part of a scholarly community. I have also taught a sequence titled "Trouble with a Capital T: Technology and Privacy," which examines the ways in which recent changes in technology have altered our expectations about privacy.

University of Miami, 2008-2014

ENG 212- British Literature II

This is an introduction to British Literature from the early Romantic period to the present day, divided into four literary movements: the Romantic, Victorian, Modernist, and Postmodernist periods. Students read a selection of both canonical and peripheral authors, and become acquainted with traditional British literary history, but also with the ways in which such history has been challenged. My selection of texts comprises a variety of genres, and students engage in close readings and a final research paper. In addition to examining the themes, and the aesthetic qualities of the texts, students place literary works in the context of significant events and ideologies of the time period. These comprise the impact of industrialism, class, gender, colonialism and empire on literary production (and vice versa). Included readings by: Blake, Burke, Wollstonecraft, Wordsworth, Coleridge, Byron, Shelley, Keats, Browning, Tennyson, Gaskell, Dickens, Stevenson, Wilde, Conrad, Yeats, Woolf, Joyce, Eliot, etc.

ENG 105- English Composition I

First semester of a two semester first-year writing sequence: students learn how to read critically, and how to make connections between reading materials and contemporary events. They engage in class discussions, group work, and projects outside the classroom, such as observations, surveys, and interviews. Learning outcomes are: students learn to write and revise an academic paper using scaffolding exercises and focusing on the stages of the writing process: thesis drafting, organization, inter- and intra- paragraph transitions, language accuracy, and correct use of citations. Students use the essays they read as models for 'hands-on' projects, like observation, critical lensing, and visual rhetoric assignments. Included readings from: *Emerging* (Ed. Barclay Barrios) and *Ways of Reading* (Ed. David Bartholomae)

ENG 106- English Composition II "Writing About Short Stories"

Second semester of a two semester first-year writing sequence: students read short stories by writers from different backgrounds, using fiction as a thematic base for analysis and discussion. Students read several texts and work carefully with each, in an effort to build critical thinking skills, by engaging in textual analysis and comparisons. We discuss audience, style, rhetoric, as well as craft. Paper topics focus on an analysis of themes, and the stylistic choices the authors make. Included readings by: Allende, Atwood, Baldwin, Bender, Carter, Chopin, Cisternos,

Conrad, Danticat, Diaz, Faulkner, Márquez, Perkins Gilman, Hawthorne, Kincaid, Lawrence, Oates, Paz, Poe, Viramontes, etc.

ENG 106- English Composition II "The Body in Context: Cultural Meanings and Representations of the Body in American Culture"

Second semester of a two semester first-year writing sequence: in this course I use semiotics to analyze images of the body in literature and consumer culture. Topics include the gendered body, the healthy body, the disabled body, masculinity, sports, and fashion. Students are asked to analyze representations of the body in consumer culture and literature comparing different mediums to come to an understanding of how culture shapes the modern body. Paper topics are based on textual analysis, comparisons of multiple texts, and analysis of non-literary sources, such as paintings, movies, songs, advertising, etc.

English Tutor-Writing Center, University of Miami

Served as a mentor/tutor in the Writing Center. Helped students with paper drafting, including grammar, thesis, organization, proper use of quotations, MLA, ESL tutoring etc.

Florida Atlantic University, 2006-2008

ENC 1101-College Writing I & ENC 1102-College Writing II

First and second semester of a two semester first-year writing sequence: students learn how to read and think about complex texts, and how to respond critically to contemporary issues. They practice all the stages of the writing process, and learn to produce clear and persuasive essays through multiple revisions. They are tasked to use critical thinking skills and to build original, complex arguments based on their understanding of the reading materials. Learning outcomes: students learn to work with both formal and informal citations, to make connections between two or three texts, to speak eloquently about the essays they read, to critique their peers' work through peer review exercises and in class activities, and to become a part of a scholarly community invested in intellectual work. Included readings from: *Emerging* (Ed. Barclay Barrios).

ITA 1150- Intensive Beginning Italian

Beginning Italian grammar and conversation in an immersion program (6 credits)

AWARDS

Center for the Humanities Dissertation Fellowship 2013-14

Awarded by the Center for the Humanities, University of Miami, Fall 2013

Dean's Summer Research Fellowship 2012-13

Awarded by the College of Arts and Sciences, University of Miami, Summer 2012

The Mary K. Parker Price for the best essay for the year 2009-10

Awarded by the Department of English, University of Miami, June 2010

The Thomas Burnett Swann Memorial Scholarship (Prose), April 2007

Awarded by the Department of English, Florida Atlantic University, for excellence in prose (fiction)

The Annual Lena Camiccia-Arnautou Scholarship for Excellence in Italian Studies, April 2006

Awarded by the Department of Languages and Linguistics, Florida Atlantic University

PUBLICATIONS

- "On Motherhood." *Superstition Review*. Arizona State University, 2008. (Non-fiction)
- "Moving Stillness." *Oltreoceano: Percorsi Letterari e Linguistici*. Ed. Silvana Serafin. University of Udine. Udine: Forum, 2007. (Poetry)
- "Wife." *In Other Words: An American Poetry Anthology*. Denver: WRS, 2007. (Poetry)

PRESENTATIONS AND SERVICE

- 2015- Designed fully-online LIT 2010 course for Distance Learning Department, Florida Atlantic University. Certified to teach fully online courses at FAU.
- 2015- Completed WAC certification, Florida Atlantic University (Feb 2015)
- 2014- Center for the Humanities Fellows Symposium, University of Miami, October 10, 2014
Paper presented: "Sebastian/Fairfax, Hamel, and the Duppy: Shape-Shifting Figures in Cynric R. Williams' Jamaican Creole Society."
- 2014- Member of Curriculum Development Committee, Florida Atlantic University. Developed curriculum for standard sequence of ENC 1102 for Spring 2015
- 2011- English Graduate Student Symposium, University of Miami, April 29, 2011
Paper presented: "When Crude Reality Becomes 'Authentic Story': Mulatto Female Slaves, Agency, and Gothic Conventions in Harriett Beecher Stowe's *Uncle Tom's Cabin*."
- 2007- EGSS Graduate Student Conference, Florida Atlantic University, May 29, 2007.
Paper Presented: "Re-Tracing Pasts: Memories and Reflections between Cultures."
- 2007- Nonfiction Editor for *Coastlines*, Florida Atlantic University's Literary Magazine
Responsible for the selection of creative nonfiction essays to be published in the next edition of *Coastlines*. My position was one of liaison with students who sent in submissions, as I was responsible for reading their work and for suggesting revisions, if essays were chosen for publication. While I was an M.F.A. student at Florida Atlantic University some of my creative writing work was also published on *Coastlines*: "Three Days in England" (nonfiction), 2007; "Udine" (poetry), 2008.

References

Prof. Tim Watson, Ph.D.
Associate Professor
University of Miami
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watsont@miami.edu

Prof. F. Palmeri, Ph.D.
Professor

University of Miami
Phone: 305-284-3840
fpalmeri@miami.edu

Prof. John Funchion, Ph.D.
Assistant Professor
University of Miami
Phone: 305-284-2182
jfunchion@miami.edu

Stephanie R. Anderson
Curriculum Vitae

17695 Foxwood Way, Boca Raton, FL 33487
Phone: 954.856.5866 – E-mail: andersonsteph87@gmail.com

EDUCATION

Florida Atlantic University, Boca Raton, FL

Master of Fine Arts in Creative Writing (Nonfiction) – May 2015

Graduate Thesis: "Letter from the Inside: A Conventional Farmer's Daughter on the Need for a New Agriculture"

Augustana University, Sioux Falls, SD (formerly Augustana College)

Bachelor of Arts in English (Creative Writing), Summa Cum Laude – May 2009

Minors in Philosophy and Journalism

Undergraduate Thesis: "The Cowboy and the West: A Personal Exploration of the Cowboy's Role in American Society"

EXPERIENCE

Instructor of English, Florida Atlantic University, August 2016-Present

Courses Taught:

CRW 4211: Creative Writing: Nonfiction, Fall 2017

An upper-division workshop focused on the writing and reading of advanced nonfiction forms, including lyric essays, literary journalism, and memoir.

CRW 3010: Creative Writing, Spring 2017

An introductory workshop on the writing of literary short fiction and poetry, with guidance and criticism provided by the instructor.

LIT 2010: Interpretation of Fiction, Spring 2017 and Spring 2018

An introductory course in reading and analyzing fiction designed to sharpen skills in critical thinking and writing; students produce researched literary criticism.

LIT 2070: Interpretation of Nonfiction, Fall 2017

An introductory course in reading and analyzing nonfiction designed to sharpen skills in critical thinking and writing; students produce researched literary criticism.

ENC 3213: Professional Writing, Fall 2016

Prepares students to write professionally in support of management objectives for audiences within and outside a company or nonprofit enterprise.

ENC 1102: College Writing II, Fall 2016, Spring 2017, and Spring 2018

Students examine expository prose and write essays practicing the forms of rhetoric, while learning to locate and incorporate academic research into their writing.

ENC 1101: College Writing I, Fall 2017

Students read examples of effective expository prose and write essays practicing the forms of rhetoric, with a special emphasis on argument and critical thinking.

Graduate Teaching Assistant, Florida Atlantic University, August 2012-May 2015

Courses Taught:

CRW 3010: Creative Writing, Teaching Assistant, Fall 2013

ENC 1102: College Writing II, Spring 2013, Fall 2013, Spring 2014, Fall 2014, and Spring 2015

ENC 1101: College Writing I, Fall 2012 and Summer 2013

ENC 1130: Introduction to Writing, Summer 2014

A preparatory course that concentrates on the development of writing skills and techniques including grammar, punctuation, and mechanics.

Instructor, Lifelong Learning Society, Florida Atlantic University, January 2015-March 2016

Courses Taught:

The Art of the Poem, Spring 2016

A poetry workshop for all levels that explored craft elements and poetic forms; students submitted poems to the instructor for feedback.

Turning Personal Stories Into Memoir, Winter 2015 and Spring 2015

A discussion-based course devoted to the memoir form and its specific craft concerns; students submitted drafts to the instructor for feedback.

Director of Marketing and Communication, St. Gregory's Episcopal Church, June 2015-August 2016

Responsibilities:

Conceptualizing and executing marketing strategies, maintaining online communication platforms, producing a weekly newsletter, and graphic design.

Freelance Creative Consultant, April 2013-Present

Responsibilities:

Providing creative services for clients, including substantive feedback on memoirs, short stories, and poems, revision guidance, and self-publishing services.

Writer/Photographer, Cross International, June 2010-August 2012

Responsibilities:

Traveling to developing countries to interview and photograph beneficiaries and writing effective marketing copy for print, web, and special projects.

Special Sections Editor, Tri-State Neighbor, May 2009-May 2010

Responsibilities:

Writing content, editing copy, performing page layout, taking photos for special sections and general news sections, and posting articles and videos online.

HONORS, AWARDS, GRANTS, & FELLOWSHIPS

Outstanding Graduate Thesis Award (Nonfiction), Florida Atlantic University English Department, April 2016

Jupiter Lifelong Learning Society \$1,000 Research and Travel Grant, Florida Atlantic University Lifelong Learning Society, April 2016

Payton James Freeman Essay Prize, *The Rumpus*, Drake University, and the Freeman Family, February 2016

College of Arts and Letters Advisory Board Graduate Student Award, Florida Atlantic University, January 2015 and January 2014

Thomas Burnett Swann Award, Florida Atlantic University, May 2014

Finalist for the *Devil's Lake Annual Driftless Prize in Fiction*, Fall 2014

Aisling Award in Nonfiction, *Coastlines*, April 2013

Presidential Fellowship, Florida Atlantic University

Sigma Tau Delta, International English Honor Society, Inducted April 5, 2013

PUBLICATIONS & RESEARCH

Nonfiction: Books

One Size Fits None: A Farm Girl's Search for the Promise of Regenerative Agriculture.
Forthcoming Fall/Winter 2018 with University of Nebraska Press.

Nonfiction: Essays

"Summers Like Watermelons." *The Pinch*, Forthcoming Spring 2018

"No More Sunsets." *saltfront*, Forthcoming Spring 2018

"In Search of Lost Grass." *Kudzu House Quarterly*, Winter 2017

"Flight Animals." *Sweet*, September 2016

"Ticks." *Grist Journal*, September 2016

"Greyhound." *The Rumpus*, January 2016, Winner of Payton James Freeman Essay Prize

"Too Early to Tell." *SCOPE*, November 2014

"The Jerde Ranch." *Coastlines Literary Magazine*, Spring 2014

"Reforms, Not Reformers." *SCOPE*, February 2014

"More Cows, Moving Faster." *SCOPE*, August 2013

"Winter." *Coastlines Literary Magazine*, Spring 2013

"Pwomes." *SCOPE*, Winter 2012

"The Power of Power Brakes." *Farm and Ranch Living*, February/March 2012

"The Cursed Class of 2009." *The Chronicle Review*, October 2009

Nonfiction: Anthologized Work

"No More Sunsets." *Permanent Vacation: Volume II*. Bona Fide Books, Forthcoming June 2018.

Fiction

"City Boy." *Black Dandy*, Forthcoming Spring 2018

"The Wickedest Thing They Ever Saw." *Devil's Lake*, Fall 2014

Conference and Lecture Presentations

"Radioactive Prairie: Life Among South Dakota's Abandoned Uranium Mines." *FAU Department of English Brown Bag Series*. Boca Raton, FL, October 2017.

"Grazing for Good: A Rancher's Quest to Heal the Grassland with Livestock and Provide Consumers with Quality Meat." *Southwest Popular/American Culture Association Academic Conference*. Albuquerque, NM, February 2014.

"The Construction of the Island Paradise: *The Coral Island* and Beauty, Seclusion, and Adventure." *English Graduate Student Society Fall Academic Conference*. Florida Atlantic University, Boca Raton, FL, November 2013.

"Citizenship for All Students: An Alternative to 'Speaking Back.'" *English Graduate Student Society Spring Academic Conference*. Florida Atlantic University, Boca Raton, FL, April 2012.

"The Cowboy and the West: A Personal Exploration of the Cowboy's Role in American Society." *The Dakota Conference on History, Literature, Art, and Archeology*. Augustana University, Sioux Falls, SD, April 2009.

Conferences Attended

Clarksville Writers Conference, Clarksville, TN, June 2016.

Janelle Blount

1487 SW Swallowtail Way

Palm City, Florida 34990

Phone: 310.502.7010 E-mail:bjanelle1@gmail.com

EDUCATION

California State University Dominguez Hills, Carson, California
Certificate in Rhetoric and Composition

California State University Dominguez Hills, Carson, California
Master of Arts in English

Florida State University, Tallahassee, Florida
Bachelor of Arts in English

TEACHING EXPERIENCE

Florida Atlantic University, Boca Raton, Florida

Associate Director of Writing Programs

2017-Present

Assist with scheduling instructors and graduate teaching assistants (GTAs), curriculum evaluation, instructor evaluation, the development of pedagogy workshops, the GTA Curriculum Committee and other programs that are in the works to strengthen the development and training of GTAs and Instructors.

English Instructor

2015-Present

Responsible for teaching multiple sections of introductory level literature and writing courses. I also serve as a mentor to new, first generation, minority students through The Mentoring Project, a university led initiative.

Santa Monica College, Santa Monica, California

Adjunct English Instructor

2014-2015

Taught basic skills and intermediate college grammar and writing classes.

The Los Angeles Community College District, Los Angeles, California

- Los Angeles Southwest College, Los Angeles, California (2013-Present)
- West Los Angeles College, Culver City, California (2010-Present)

Adjunct English Instructor

2010-2015

Taught transfer level, as well as basic skills and intermediate college grammar and writing classes. Experience teaching within various learning communities, including FACE, Umoja and Passage. Also taught day, evening and accelerated classes.

Switzer Learning Center, Torrance, California

Special Education Teacher

2004 – 2007

Taught multiple subjects to students of various socio-economic backgrounds, in a non-traditional setting, who were diagnosed with various emotional, behavioral and mental disabilities. Grades 3-4 and 9-12.

COURSES TAUGHT

- **ENC 1101 (College Writing 1)** – Fall 2017, Fall 2016, Summer 2016, Fall 2015
 - **ENC 1102 (College Writing 2)** – Summer 2017, Spring 2017, Spring 2016
 - **ENC 3213 (Professional Writing)** – Spring 2016
 - **LIT 2010 (Interpretation of Fiction)** – Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Fall 2015
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- **LIT 4383 (Women in Literature)** – Fall 2017
- **English 101** – English literature and composition course (LACCD). Equivalent to ENC 1102.
- **English 28** – Intermediate level, developmental composition and literature course (LACCD)
- **English 21** – developmental composition and literature course (LACCD)
- **English 21 (Accelerated)** – Combined English 21 and 28 course (LACCD)
- **English 21A** – English Fundamentals 1, a developmental composition and literature course (SMC)
- **English 21B** – English Fundamentals 2 (SMC). Equivalent to ENC 1101.

PROFESSIONAL DEVELOPMENT AND CAMPUS INVOLVEMENT

- Created an online ENC 1102 course for the Spring 2017 semester with Distance/ e- Learning
- Faculty Mentor, The Mentoring Project, Florida Atlantic University, 2017-2018 AY, Spring 2016
- Fall 2015 Writing Across the Curriculum Seminar, Florida Atlantic University, October 2015
- 3CSN California Acceleration Project 2014-2015 Community of Practice Member
 - Accelerated English Program Pilot Instructor (West Los Angeles College) Fall 2014/Spring 2015
- Created the Writing Rehab (Weekly) Workshop Series through Project LEARN at West Los Angeles College
- ACE (Academy for College Excellence) Faculty/Five Day Experiential Learning Institute, June 2013
- Involved in the development of the Black Scholars Program at West Los Angeles College

Presentations

- "Multimodal Writing", Teacher Hacks and Snacks workshop, Florida Atlantic University, Spring 2016
- "Write It Write: Creating Prompts that Get the Most from Student Writing", Teacher Hacks and Snacks workshop, Florida Atlantic University, November 2015
- "Acceleration @ West," 2nd Annual Spring Summit, West Los Angeles College, February 2015
- "Interactive Instruction: Using Technology to Actively Engage Students In and Out of the Classroom," Fall 2012 Tech Fair, West Los Angeles College, October 2012
- "Introducing Prezi: The Zooming Presentation Editor," Fall 2012 Tech Fair, West Los Angeles College, October 2012

PAPERS, PROJECTS AND PUBLICATIONS

- *Something to Say: A Look at Alternative Forms of Discourse through Words and Images from the Streets of L.A.*, a short graduate documentary and accompanying primer on visual rhetoric and street art in Los Angeles, 2009
- "It's No Longer Safe to Teach in Public Schools" *USA Today Blog Talk: Other voices from the Web*, 2007
- "The Pay Was Poor Back Then" *USA Today Blog Talk: Other voices from the Web*, 2007
- "Tragic or Triumphant: The Tragic Mulatto Figure in Nineteenth Century African American Literature." Paper presented at the College Language Association Conference, Florida 1998

TECHNICAL/COMPUTER SKILLS

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Online & Distance Learning Platforms: <ul style="list-style-type: none"> ◦ Canvas and Blackboard • Microsoft Office: Word, PowerPoint, Publisher, Excel | <ul style="list-style-type: none"> • Adobe Photoshop and Adobe Premiere Elements • Blog Development and Digital Publishing • In depth knowledge of MLA and Chicago styles |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

PROFESSIONAL MEMBERSHIPS

- Modern Language Association (MLA)
 - National Council of Teachers of English (NCTE)
 - Conference on College Composition and Communication (CCCC)
-

Cora Bresciano

5301 Fountains Drive South, #203
Lake Worth, Florida 33467
561-702-9219
corabresciano@gmail.com

Curriculum Vitae

EDUCATION

Florida Atlantic University, Boca Raton, Florida; PhD Student (expected graduation 2020), Comparative Studies (Cultures, Languages, and Literatures); Graduate Teaching Assistantship, Phi Kappa Phi Honor Society, Golden Key Honor Society

Florida Atlantic University, Boca Raton, Florida; MFA, Creative Writing (Fiction) Graduate Teaching Assistantship, Phi Kappa Phi Honor Society

Hofstra University, Hempstead, New York; BS, Music Education
Hofstra Academic Achievement Scholarship, NY State Regents Scholarship

EXPERIENCE

Blue Planet Writers' Room, West Palm Beach, Florida; Co-Founder & Co-Executive Director, 2008-Present; Oversees all operations of this non-profit organization that connects students from different countries through creative international projects; engages in strategic planning; researches and writes curriculum; develops and teaches professional development workshops on arts integration and international collaboration; writes and speaks on arts integration and international collaboration; researches, writes, and administers grant proposals; teaches creative writing and arts workshops centered on international story exchanges for students in grades 3-12; teaches creative writing workshops to teens living in Children's Home Society shelters; coordinates and presents/teaches workshops to educators and artists at annual global education summer institute.

Cactus Communications, Mumbai, India; Freelance Editor, 2012; Edited academic journal articles, doctoral dissertations, and book chapters in the fields of literature, linguistics, and education by Asian and Middle Eastern scholars who spoke English as a foreign language.

Florida Atlantic University; Graduate Teaching Assistant, 2004-2005 and 2015-2016; Taught seven sections of College English (Composition); assigned fiction, non-fiction, and literary essays to be read, analyzed in class, and responded to with informal reader responses and formal thesis papers that went through several stages of revision; taught grammar, punctuation, MLA style; taught non-traditional students and non-native speakers of English.

Florida Stage, Manalapan, Florida; Director of Foundation & Government Relations, 1995-2008; Created and implemented successful, comprehensive grantwriting program for this regional theatre company; wrote and administered all grant proposals; also wrote/edited

development collateral materials, appeal and acknowledgement letters, advocacy letters, newsletter articles, marketing pieces, website copy; mentored literary and development interns, reviewing and editing their professional and creative work.

The Theatre Company of Plantation, Plantation, Florida; Resident Musical Director, Teacher, 1990-1994; Musical-directed seven Theatre for Young Audiences (TYA) productions per year; wrote/composed four produced TYA musicals; served as Director of Creative Dramatics and Vocal Workshop programs, creating curricula and teaching classes to students from elementary school through adulthood; wrote Teacher Materials for Arts in Education program; also wrote corporate informational materials, press releases, and company's first-ever grant proposals.

Various Theatres and Schools, New York; Freelance Musical Director/Playwright/Composer, 1985-1990; Musical-directed Non-Equity, Community, College and School productions; wrote/composed children's musicals that were produced at Non-Equity theatres; served as private vocal coach to singers and actors.

School of the Holy Child, Old Westbury, New York; Music Teacher, 1983-1985; Taught general music and chorus to grades pre-K through 12; wrote upper-school (grades 7-12) music curriculum for Middle States Association of Colleges and Schools accreditation process; wrote all classroom materials used in music program.

PUBLICATIONS/PRODUCTIONS

Academic and Instructional

"How Writing and the Arts Contribute to Beautiful, Meaningful International Projects."

GettingSmart.com (February 2018).

"Angelina, Who Whispered in Three Languages: A Story of One Success in Arts Integration and International Collaboration." Teaching Artist Journal (October 2012).

"I Love You, My Little Cabbage: Using Foreign Words and Phrases in Your Fiction." Writing World (2011).

Fiction and Creative Non-Fiction

"The Mermaid." Coastlines (2007). Winner of Frank & Courtney Brogan Award for Fiction.

"American Cheese Under the Stars." Coastlines (2005). Finalist for Frank & Courtney Brogan Award for Creative Non-Fiction.

Website and Blogs

Blue Planet Writers' Room (global education organization) BluePlanetWriters.org

Classroom Odyssey (global education blog) AClassroomOdyssey.wordpress.com

The Middle of Everywhere (language, culture, travel blog) MiddleEverywhere.wordpress.com

Plays

The Emperor and the Often Imitated, Never Duplicated Nightingale; playwright/composer; produced by The Theatre Company of Plantation; Plantation, Florida, 1994.

The Goosegirl, or, Will the Real Dorcas Myrtle Please Stand Up!; playwright/composer; produced by The Theatre Company of Plantation, 1993 and Florida Playwrights Theatre; Hollywood, Florida, 1993.

Rumpelstiltskin; (story traditional); composer/lyricist; produced by The Theatre Company of Plantation, 1992.

Snow White and the Seven Dwarfs; (story traditional); composer/lyricist; produced by The Theatre Company of Plantation, 1991.

Holiday for Toys; composer/lyricist; produced by Broadhollow Theatre; Farmingdale, New York, 1986.

Just Another Country Song; book and lyrics by Richard Toscan; composer for staged reading at New Dramatists, New York, 1985.

PRESENTATIONS (Conferences and Professional Development)

Bresciano, Cora. "The Conspicuous Agency of the Absent Thing: An Exploration in Shards." EGSS Conference, Florida Atlantic University, Boca Raton, Florida. April 2018.

Bresciano, Cora. "What's a Crankie?? Using International Story Exchanges to Build Global Competence and Connect Students across Borders." 8th Annual Global Education Conference, Global Education Conference Network. Online. November 2017.

Bresciano, Cora. "Lorca in New York: The Power of the *Querencia* to Bring Otherness into Focus." The (Dis)Order of Things: Mechanisms of Power and Control Conference, Florida Atlantic University, Boca Raton, Florida. October 2017.

Bresciano, Cora. "A Bridge of Birds: The Arts as Positive Resistance to Turmoil." Blue Planet Writers' Room Summer Institute, Norton Museum of Art, West Palm Beach, Florida. July 2017.

Bresciano, Cora. "Using International Story Exchanges to Think Critically about International Affairs." Lynn University EdD Program in Educational Leadership, Boca Raton, Florida. April 2017.

Bresciano, Cora. "Tell Me Your Story: Using Creative International Story Exchanges to Introduce Schoolchildren to Global Literacy and Global Issues." Florida Atlantic University Social Justice Symposium, Boca Raton, Florida. March 2017.

Bresciano, Cora. "Sharing Stories: Connecting Students across Borders with Creative Story Exchanges." Blue Planet Writers' Room Summer Institute, Norton Museum of Art, West Palm Beach, Florida. August 2016.

Bresciano, Cora; Hyatt, Susan Gay. "Bringing the World Into Your Classroom: Creating an International Collaboration Project for Your Students." Kravis Center for the Performing Arts 2014-2015 Professional Development Series, West Palm Beach, Florida. November 2014.

Bresciano, Cora. "Make a Book and Fill It Up: Combining Artist Books and Creative Writing." Prime Time Palm Beach County Afterschool Symposium, West Palm Beach, Florida. May 2013.

Bresciano, Cora. "Do Do That Haiku That You Do So Well! Using Haiku and Haibun to Reinforce Content Knowledge and Comprehension." Palm Beach County School District Fine Arts Professional Development Day, Boca Raton, Florida. January 2013.

Bresciano, Cora; Hyatt, Susan Gay. "Friends in Far-off Places: Creating International Projects in Your Classroom." Palm Beach County Language and Culture Conference, Greenacres, Florida. October 2012.

Bresciano, Cora. "Meet Me In The Third Space: International Collaboration in the Classroom." 3-Way Split International Forum, Southend-on-Sea, England. July 2011.

Bresciano, Cora; Hyatt, Susan Gay. "It's A Bird, It's A Plane—No, It's Superheroes in Your Classroom!" Palm Beach County Arts Integration Conference, West Palm Beach, Florida. June 2011.

Bresciano, Cora; Hyatt, Susan Gay. "Integrating Visual Art into the Academic Curriculum." Florida Alliance for Arts Education Symposium, West Palm Beach, Florida. February 2011.

Bresciano, Cora; Hyatt, Susan Gay. "Writing in the Everglades: Integrating Creative Writing and Visual Art into the Science Curriculum." Palm Beach County School District Fine Arts Professional Development Day, Loxahatchee, Florida. February 2011.

Bresciano, Cora; Hyatt, Susan Gay. "What Rhymes With 'Technology'? Making a Podcast Of Your Students' Writing." Palm Beach County Education Foundation Conference: One Step Beyond, West Palm Beach, Florida. October 2010.

Bresciano, Cora; Hyatt, Susan Gay. "Drawing Conclusions: Integrating Visual Art into the Writing Curriculum." Florida Atlantic University Arts Integration Professional Development Day, Boca Raton, Florida. October 2010.

Bresciano, Cora; Hyatt, Susan Gay. "Tiger Paws: Creating a Multi-Disciplinary, Multi-Lingual, Multi-Cultural Webzine With Ethnically Diverse Elementary School Students." Palm Beach County Language & Culture Conference: A Global Vision, Greenacres, Florida. June 2010.

Bresciano, Cora; Hyatt, Susan Gay. "The Planet in Your Classroom": roundtable discussion on virtual and in-person international writing collaborations between groups of students. Florida Atlantic University Global Education Symposium, Boca Raton, Florida. April 2010.

Bresciano, Cora. "Up, Up, Down, Down: Is It Only The Young Who Can't Sit Still for an Unfamiliar Cultural Experience?" Hawaii International Conference on Arts and Humanities, Honolulu. January 2007.

PROFESSIONAL

Honors & Grants (selected)

Frank and Courtney Brogan Creative Writing Award in Fiction, 2008; "The Mermaid."

Finalist; Frank and Courtney Brogan Creative Writing Award in Creative Non-Fiction, 2005; "American Cheese Under the Stars."

Member, Phi Kappa Phi Honor Society.

Member, Golden Key Honor Society.

Grant from Florida Atlantic University's South Florida Cultures Platform for *The Art of Peace*, an online writing and arts initiative showcasing a global vision of peace by the world's young people, 2017

Grant from the Victor W. and Celia Lipton Farris Foundation for *Story Ambassadors*, a three-year story exchange project between Florida students and their peers in Europe, Asia, and Africa, 2016-2019.

Grant from Community Foundation for Palm Beach and Martin Counties for *Creative Connections*, twelve international creative writing and arts projects over three years between local students and their peers in Scotland and Mexico, 2015-2018.

Funding from Kravis Center for the Performing Arts to lead international dramatic-writing projects over two years between local students and their peers in Canada, Australia, England, Scotland, and Mexico, 2014-2017.

Grants from Palm Beach County Cultural Council to lead international writing and art projects between local students and their peers in Mexico and Mali, 2012-2013.

Grant from Palm Beach County Cultural Council to pilot *Hometown Stories* international writing project/website, 2011.

Special Projects in the Arts Grant from Center for Creative Education for an international writing and art project between students in the US and Mexico, 2011.

Grants from Florida Division of Cultural Affairs, Palm Beach County Cultural Council, and Center for Creative Education for creation of *Tiger Paws*, a multi-lingual webzine of student writing and art from the US and Mexico, 2010.

Grants from Lake Worth Community Redevelopment Agency and Community Foundation for Palm Beach and Martin Counties for founding of Blue Planet Writers' Room, 2009.

Travel grant from Florida Atlantic University to present at Hawaii International Conference on Arts and Humanities, 2007.

Service

Planning Partner, Urban Stories Festival, West Palm Beach, 2017-2018.

Cultural and Educational Projects Director, 3-Way Split International Cultural Initiative, 2010 – 2014.

Presenter and Meeting Facilitator, Palm Beach County Cultural Educators Committee, various dates 2009 – 2014.

Cultural Partner, West Palm Beach Community Redevelopment Agency, Northwood Village “Lot 23” Initiative, 2013.

Regional Affiliate and Judge, Scholastic Writing Awards, 2009 – 2012.

Coordinator and Host, Bloomsday community celebrations, 2008-2012.

Panelist, Florida Division of Cultural Affairs Professional Theatre Grants program, 2008.

Organizer, Amnesty International Global Write-A-Thon Events in West Palm Beach, Florida, 2007 – 2010.

Session Chair, Hawaii International Conference on Arts and Humanities, Honolulu, January 2007.

Nico Cassanetti

109 Sunset Cove Lane | Palm Beach Gardens, FL 33418 | (561) 827-8360
NicoCassanetti@gmail.com | www.nicocassanetti.com

B.A. Literary Studies, The New School, May 2011
Concentration: Creative Writing--Nonfiction
Graduated with Honors

M.F.A. Creative Writing, Florida Atlantic, May 2016
Concentration: Creative Writing—Nonfiction
Graduated with Honors

HONORS, AWARDS & FELLOWSHIPS

- Winner of Best MFA Thesis Award (Nonfiction), Florida Atlantic University, 2016
- National Society of Arts and Letters nominee, Spring 2016
- Arts & Letters Advisory Board Graduate Student Grant Recipient, Florida Atlantic University, Fall 2015
- 2nd Place—*A3 Review* Quarterly Shortlist, “Cashiers” Fall 2015
- Mont Blanc Writer’s Workshop Fellowship, Chamonix France, Summer 2015 (mentored by Alexander Chee)
- Swann Travel Grant Recipient, Florida Atlantic University, Summer 2015
- AWP Intro Journals nominee, Nonfiction, Spring 2015

TEACHING EXPERIENCE

Visiting Instructor

Florida Atlantic University, 2016 – Present

LIT2010: Interpretation of Fiction

- Create a curriculum involving both formal and informal assignments to promote critical thinking and writing skills
- Curate readings and discussion to develop student analysis skills in reading and interpreting works of fiction
- Prepare and deliver lectures on topics such as elements of fiction, close reading, and “unpacking texts” as well as how to write an academic essay, avoiding plagiarism, MLA formatting and citation, and literary analysis
- Evaluate and grade students’ classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

LIT2070: Interpretation of Creative Nonfiction

- Create a curriculum involving both formal and informal assignments to promote critical thinking and writing skills
- Curate readings and discussion to develop student analysis skills in reading and interpreting works of creative nonfiction—including personal essay, memoir, New Journalism, etc.
- Prepare and deliver lectures on topics such as elements of fiction, close reading, and “unpacking texts” as well as how to write an academic essay, avoiding plagiarism, MLA formatting and citation, and literary analysis
- Evaluate and grade students’ classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

ENC 1101 & 1102: Composition I & II

- Create curriculum and assignments to promote critical thinking and writing skills
- Prepare and deliver lectures on topics such as writing an expository essay, avoiding plagiarism, MLA formatting and citation, and basic textual and/or cultural analysis
- Evaluate and grade students’ classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction throughout the semester to better serve the individual class
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

Graduate Teaching Assistantship

Florida Atlantic University, 2014 – 2016

CRW 3010: Introduction to Creative Writing

- Co-create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Prepare and deliver large group lectures on topics such as creative nonfiction, hybrid forms, workshopping, etc.
- Critique and comment on student’s creative work
- Facilitate small group class discussion on assigned readings, peer workshopping and writing exercises
- Plan, evaluate and revise course content, workshop guidelines, assigned writing exercises and methods of instruction.

ENC 4930: Literary Editing and Publishing

- Co-created student job descriptions and coursework for running the undergraduate literary magazine *Coastlines*
- Assigned, facilitated and evaluated student-run blog posts and group presentations.
- Utilized social media platforms (Facebook, Twitter, Instagram, Trello, Blogspot, WordPress) to teach and mentor undergraduates about online branding and maximizing their reach/audience.

ENC 1101 & 1102 Composition I & II

- Create curriculum and assignments to promote critical thinking and writing skills
- Prepare and deliver lectures on topics such as writing an expository essay, avoiding plagiarism, MLA formatting and citation, and basic textual and/or cultural analysis
- Evaluate and grade students' classwork, peer workshopping and multi-phase papers
- Plan, evaluate and revise curricula, course content, course materials and methods of instruction
- Utilize technology in the classroom, including PowerPoint, YouTube, and WordPress

FAU Community Workshop Series

Florida Atlantic University, Fall 2015

Hybrid Forms: Poetry and Non-fiction (co-taught with James White)

- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.

Creative Nonfiction/Memoir

- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.

Writing Fellows (Undergraduate Teaching Assistantship),

The New School University, 2010 – 2011

LLSW 3500 Intermediate Fiction Workshop

IOR: Jennifer Gilmore

- Read, revised and helped students edit their creative writing pieces.
- Created and implemented in-class writing prompts
- Led class discussions on close readings and writing workshops in the classroom during Jennifer's absence.
- Met with students individually to discuss editing and revising their fiction works

LFYW 1500 Writing the Essay: Kafka

IOR: Noah Isenberg

- Met with students individually to discuss critical essay writing assignments, to encourage analytical thinking, concept synthesis and research writing skills.
- Read, revised and helped students edit undergraduate level research papers.
- Led class discussions on close readings, "unpacking" Kafka, and finding Kafka's place in the literary canon.

NON-UNIVERSITY TEACHING EXPERIENCE

Guest Lecturer

Mandel Public Library of West Palm Beach

Short Story Creative Writing Workshop (Summer 2017 – 6 weeks)

Prose Writing 101 (Fall 2017 – 8 weeks)

- Create a six-week curriculum for a community fiction workshop with a concentration in short story writing.
- Curate lectures and writing exercises, weekly discussion topics, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, revision and the literary landscape
- Offer guidance on publishing, college portfolio and other opportunities

Co-founder and Instructor

PBC Writers Community Workshop Series—Co-founder and Instructor
Palm Beach County, FL—2016 – 2017

- Co-created and developed a series of creative writing workshops with James White to help grow the writing community in South Florida
- Created Wordpress website with creative content and information for participants
- Publicized classes through writing and disseminating press releases
- Create curriculum and syllabus including guided reading and writing exercises, workshop guidelines, and supplemental reading course packet.
- Critique and comment on student's creative work
- Facilitate and promote class discussion on craft, peer workshopping and the literary landscape
- Offer guidance on publishing, college portfolio and essay composition, and editorial/journalism opportunities.
- Solicited students through community networking, grassroots advertising and direct communication with press and media

PUBLICATIONS

Fiction

- “Morningside Heights”, (forthcoming), *Indianola Review* Spring 2017
- “Duplicity” *3Elements Review*, Issue 10, Spring 2016
- “On Love and Dark Things” *Release Literary Magazine*, Spring 2009
- “Two Pink Lines” *Scratch Anthology*, Winter Quarterly 2008

Poetry

- “Cashiers” – *A3 Review: Writing Maps*, Issue 3, Fall 2015 (London)

Non-Fiction

- “Upper West Side” – *Proximity Magazine*, Issue 8, Winter 2015/2016
- Interview with Nico Cassanetti – *Proximity Magazine*, Issue 8, Winter 2015/2016

Editorial/Journalism

- “Ravishly Fans Rejoice as Joni Edelman Bares All For the AdiPositivity Project”
Fattitudethemovie.com, May 5, 2016
- “French Lentils” *Whole.Health.Happiness*, May 3, 2016
- “Palm Beach: Off The Island” *Life/Style Magazine*, Issue 3, May 2015
- “A World of Pure Imagination” *Life/Style Magazine*, Issue 3, May 2015
- “The Good, The Fab, and The Bubbly: 2014 Guide to Art Basel” *Life/Style Magazine*, Issue 2-2014, pgs. 39-44—October 2014
- “Breaking Ground” *Muses and Visionaries Magazine* West Palm Beach, FL, Issue 2, pgs. 76-77—January/February 2014
- “Time to Visit the New Old Pompano” *Muses and Visionaries Magazine* October 29, 2013
- Contributing Blogger—*ABRAMS Books*, New York, NY, 2011-2012
 - “Designers and Books Fair 2012” – November 8th 2012
 - “Rigby’s Big Day Out” -- October 11th, 2012
 - “The French Dog” --March 27th, 2012
 - “Getting Into The Holiday Spirit” --December 5th, 2011
- Contributing Writer –TV Recaps: “16 & Pregnant”—*The Faster Times*, Brooklyn, NY, Spring 2011

CONFERENCES, READINGS AND PRESENTATIONS

Reader at the Palm Beach Poetry Festival *Speak into the Mic*: Collaborative MFA Student/Faculty Poetry Reading, Delray Beach, FL – April 16th, 2016

Presenter: *So You Want To Get Your MFA* English Graduate Student Society Spring Academic Conference, Boca Raton, FL - March 23rd, 2016

Presenter: *Fail Better: Teaching Hybrid Forms in Creative Writing* English Graduate Student Society Fall Academic Conference, Boca Raton, FL - October 27 & 28, 2015

Creative Reader: *Juvenilia* English Graduate Student Society Spring Academic Conference, Boca Raton, FL - April 1st & 2nd, 2015

Panelist: *Writings of Place* "The Spirit of the Place" English Graduate Student Society Fall Academic Conference, Boca Raton, FL - November 12 & 13, 2014

PROFESSIONAL EXPERIENCE

Fattitude, Documentary—Boca Raton, FL—January 2016-May 2016

Editorial Intern

- In charge of soliciting, vetting and editing pitches and articles from guest bloggers and writers; Fattitude Wordpress blog redesign and editing; writing staff blog posts, announcements and calls for pitches; social media marketing strategies; designing and assigning positions for undergraduate interns

ABRAMS Books, Publishing—New York, NY —October 2011-January 2013

Marketing Coordinator—New York, NY —December 2012-June 2013

- Spearheading the marketing for selected titles each season—including:
 - Writing catalog copy, selling points and keynotes
 - Designing unique marketing campaigns, promotional materials, and both print and online advertising
 - Using a wide-range of social media outlets to create strategic marketing plans unique for each book, and to enhance ABRAMS online branding, presence and participation.
 - Increase and monitor website traffic through the use of ABRAMS social media networks and implement new strategies to promote content.
- Create and edit blog posts and press releases.
- Seek out and generate new relationships with branding partners for cross-promotional projects.
- Hiring, training and overseeing all department interns, and evaluating their work at the end of each semester.
- Coordinate the planning, execution and overseeing of marketing trade shows and conferences such as including space planning, ordering, staffing, set up and breakdown, as well as implementing a design aesthetic for proper brand management and product positioning.
- **Publicity & Marketing Assistant—New York, NY—October 2011—December 2012**
 - Support to all senior marketing managers and directors on key large campaigns.
 - Administrative support for the marketing department: handling, coding and submitting all vendor bills, budget tracking, creating presentations for weekly Sales and Marketing strategy meetings, marketing plans, etc.
 - Oversaw publicity tasks for 10-15 books per season, including composing press releases, organizing mailings and press kits, and scheduling events and interviews—including all U.S. publicity for all the Victoria & Albert museum (V&A Publishing) titles.

Houghton Mifflin Harcourt, Trade Publishing— New York, NY –June 2011-October 2011

- Composed drafts of press releases and queries
- Worked with the Publicity department to organize galley mailings, press kits, schedule events and interviews, and book travel/accommodations for author book tours
- Updated online data bases for all HMH trade books, including tracking reviews, sales and printings.

BookCourt, Independent Bookstore— Brooklyn, NY –March 2010 – October 2011

- Bookseller
- Events Coordinator

UNIVERSITY SERVICE

WAC Assessment, 2015—Florida Atlantic University, English Department, Boca Raton, FL

- Assessment Processor, ENC1102

MFA Program Representative, 2014—Florida Atlantic University, Boca Raton, FL

- Fall 2014 Graduate School Fair

REFERENCES

Available Upon Request

Melissa Garcia Criscuolo

777 Glades Road, CU 97, Office 318, Boca Raton, FL 33487

(954) 401-4776

mgarc112@fau.edu

last updated January 9, 2018

Education

University of Florida, Gainesville, FL

Master of Fine Arts in Creative Writing (Poetry)

College of Liberal Arts and Sciences, August 2007

G.P.A. 3.87

Thesis Title: *The Language of Tongues*

Thesis Chair: Sidney Wade

Thesis Readers: Michael Hofmann, Ira Clark

Florida International University, Miami, FL

Bachelor of Arts in English, Cum Laude

College of Arts and Sciences, December 2004

G.P.A. 3.665

Experience

Florida Atlantic University, Boca Raton, FL

August 2008-Present

Senior Instructor, August 2016-Present

Instructor, August 2008-July 2016

instruct four courses per semester within the English department; courses listed below

**Fall 2013-Spring 2014 was on parental leave for child-rearing*

Tutor, Lynn University, Boca Raton, FL

August 2008-November 2008

worked bi-weekly with LD college students on reading and writing assignments; utilized several computer programs to facilitate learning, such as *Inspiration*, *Kurzweil*, and *Read and Write Gold*

Teacher, Nova University School, Davie, FL

August 2007-May 2008

taught six classes (two honors, four regular) of tenth grade English; subjects include writing, grammar, vocabulary, and literature

Graduate Teaching Assistant, University of Florida, Gainesville, FL

August 2005-May 2007

taught one-to-two courses per year within the English department; courses listed below

Substitute Teacher, Archdiocese of Miami, FL

January 2005-May 2005

worked in Catholic schools, such as St. Mark's, Nativity, and Archbishop Edward McCarthy High School, instructing various subjects to children in grade levels from kindergarten to twelfth grade

English Writing Tutor, Florida International University, Miami, FL

August 2003-May 2004

served as the Biscayne Bay Campus, A-Team, in-residence tutor for students living on campus; trained with FIU Writing Center; tutored students in writing essays and reports, English language and grammar, MLA and APA citation, library resources

Creative Activity: Publications

- Poem “Bloodlines” published online in *The Razor Literary Magazine, Issue 1, Winter 2016*, along with a brief explanation of how the poem came to be:
<https://www.razorlitmag.com/bloodlines-melissa-garcia-criscuolo/>
- Poems “Fray,” “What Red Wine Reminds Me Of,” and “Prayer” published online in December 2015/January 2016 issue of *Mezzo Cammin*:
<http://www.mezzocammin.com/iambic.php?vol=2015&iss=2&cat=poetry&page=crisculo>
- Poem “Tsunami” published online with *Anak Sastra #21*, October 30, 2015:
<http://www.anaksastra.com/current-issue.html>
- Poems “Dear John,” “Dreaming of Tía Bertha without Tía Óne,” and “Nightmare,” and interview published with *Poets & Artists*, January 2014 :
<http://www.poetsandartists.com/melissa-garcia-criscuolo/>
- Poems “Pageant,” “Halston,” and “Tongues of Fire” published with *The Acentos Review, Youth issue*, November 2012:
http://www.acentosreview.com/November_2012/Criscuolo.html
- Poems “Bis,” “For Narcissus,” “Constellations,” and “Summer Nocturne” recorded and published in issue 2 of *iARTistas* (October 2012); available on iPad iBooks only
- Nonfiction piece “Pros and Cons of Instructing as an MFA Graduate”, published online at the MFA at FAU blog, September 14, 2012: <http://mfaatfau.blogspot.com/2012/09/pros-and-cons-of-instructing-as-mfa.html>
- Chapbook *Things in My Backyard* published with *Finishing Line Press* (August 2012)
- Nonfiction story “Letter to Tía Bertha, dated November 6, 2010” published in *The Acentos Review*, February 2012 issue: http://www.acentosreview.com/February_2012/Criscuolo.html
- Poem “Violate” published in issue 20 of *Nibble Magazine* (November 2011)
- Poem “I Used to Think my Tía Óne was a Man” published in *The Acentos Review*, November 2011 issue:
http://www.acentosreview.com/November2011/Acentos_Review_November_2011/Garcia_Criscuolo.html
- Translation of Jose Martí’s poem “Dos Patrias” published in issue 11/12 of *Subtropics* (Spring 2011)
- Chapbook *The Anatomy of Mouths* considered a *finalist* in *Palettes and Quills* 2010 chapbook competition, judged by Dorianne Laux
- Poems “Apple” and “Invective” published in Issue 9 of *Alimentum: The Literature of Food* (Winter 2010)
- Poem “Consciousness” published in Issue 2 of *PALABRA: A Magazine of Chicano & Latino Literary Art* (Spring/Summer 2007)
- editorial “Plan Will Diminish Core Classes,” published in *Gainesville Sun*, December 11, 2006:
 - <http://www.gainesville.com/article/20061211/EDITORIALS0101/61210021?Title=Plan-will-diminish-core-classes>

Courses Taught at FAU

- **CRW 3010: Introduction to Creative Writing:** Guidance and criticism for beginners in writing prose and poetry.
 - Spring 2009, Spring 2010, Spring 2011

- **ENC 1101: College Writing I: *WAC (Gordon Rule)*.** Reading examples of effective expository prose and writing essays practicing the forms of rhetoric. This is a General Education course.
 - Fall 2008, Fall 2009, Fall 2012, Fall 2014, Fall 2015, Fall 2016, Spring 2017, Fall 2017
- **ENC 1102: College Writing II: *WAC (Gordon Rule)*.** Prerequisite: ENC 1101 with a grade of "C" or better. A continuation of College Writing 1. This is a General Education course.
 - Fall 2008, Spring 2012, Spring 2013, Spring 2015, Fall 2015, Spring 2016
- **ENC 1930: University Honors Seminar in Writing: *WAC (Gordon Rule)*.** A seminar in the University Honors Program on topics in writing. This is a General Education course.
 - Fall 2016
- **ENC 3213: Writing for Management/Professional Writing: *WAC (Gordon Rule)*** Prepares the student to write professionally for audiences within and outside a corporation or nonprofit enterprise. Proofreading skills stressed.
 - Spring 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Spring 2018
- **ENG 3822: Introduction to Literary Studies**
A prerequisite for English majors that must be taken before or concurrently with any 4000-level course. Prepares students to enter the field of literary studies by introducing three genres and key literary concepts. Course emphasizes close textual analysis and basic research skills. Topics vary depending on instructors.
 - Fall 2017
- **LIT 2030: Interpretation of Poetry: *WAC (Gordon Rule)***
An introduction to close reading of poetry. This is a General Education course.
 - Summer 2009, Fall 2009, Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2014, Spring 2015, Fall 2015, Fall 2016, Spring 2016, Spring 2017, Fall 2017, Spring 2018
- **LIT 2040: Interpretation of Drama: *WAC (Gordon Rule)*.** An introduction to close reading of drama. This is a General Education course.
 - Spring 2009, Fall 2011, Spring 2012, Fall 2012, Spring 2013
- **LIT 2070: Interpretation of (Creative) Nonfiction: *WAC (Gordon Rule)*.** An introduction to the history and interpretation of nonfiction. Focuses on a variety of sub-genres of creative nonfiction, such as autobiography, memoir, literary journalism and the essay (including non-traditional forms like the lyric or graphic essay). Provides students with the tools to read, analyze, think critically and write about creative nonfiction and to communicate their insights in oral and written forms. This is a General Education course.
 - Spring 2016

Courses Proposed and/or Developed

Proposed Courses:

- **CRW 3310: Narrative Techniques**--Analysis of and exercises in the elements of prose, such as point of view, characterization, tone, and image, among others; students will compose stories in both genres of fiction and nonfiction; stories will be critiqued in a workshop setting
- **CRW 3311: Poetic Techniques**-- Analysis of and exercises in poetry and poetic techniques such as meter, form, and style, among others; poems will be critiqued in a workshop environment.

- Proposed these two courses, offered at most other competing Florida colleges and universities, in order to help grow our own creative writing program (with the long-term goal of offering a minor)

(re)Developed Courses:

- **LIT 20XX**—together with Tiffany Frost and Richard Potter, under guidance of Wendy Hinshaw, worked to redevelop and reexamine elements of various interpretation courses offered at FAU to ensure courses align with IFP requirements

Service and Professional Development

Service to the Institution:

- Department/School service:
 - Wrote letters of recommendation for the following former undergraduate students in 2017: Emon Alavi, Jim Cazy, Ashley Florexil, Jackie Pabon, Samantha Wallshein
 - Florida Atlantic University: *Boca Campus*—participated as reader for Sigma Tau Delta programs, Spring 2009, Spring 2010, Spring 2012
 - Florida Atlantic University: *Jupiter Campus*—participated as a judge for nominating best poem for National Poetry Month, April 2010, April 2011
- College service:
 - Non-Tenure Track Promotion Committee, member—reviewed portfolios for those applying for senior instructor promotion within the College of Arts and Sciences, Fall 2017
- University Service:
 - served as one of three FAU representatives in the *Palm Beach Literacy Coalition's Great Grown-Up Spelling Bee*, October 16, 2014

Professional Development:

- LIT 20XX coordinator to compile texts, assignments, teaching strategies, and the like to help shape our interpretation courses to fulfill WAC and IFP needs, Fall 2015-Summer 2017
- *Sexual Harassment Training*—certificate completed January 2015
- *Participant in e-Learning certification* for teaching LIT 2030, Fall 2014–present
- *Book Reviewer* for Michael Meyer's *Poetry*, 7th edition, Bedford/St. Martin's, May 2014
 - acknowledged in Michael Meyer's *Thinking and Writing about Poetry* © 2016
- *Writing Across the Curriculum training*, September 2009

IFP Course Report, Department of English 1
Spring/Fall 2016 Assessment

Courses: LIT 20XX IFP Course Assessment (LIT 2010: Interpretation of Fiction; LIT 2030: Interpretation of Poetry; LIT 2040: Interpretation of Drama; LIT 2070: Interpretation of Nonfiction)
Terms: Spring 2016, Fall 2016
Date: March 2, 2017
From: Dr. Wendy Hinshaw, Director of Writing Programs, Department of English
Melissa G. Criscuolo, Instructor and LIT Coordinator, Department of English

1. Learning Outcomes and Assessments:

A. Outcomes: Through literature, the creative and performing arts, philosophy, and architecture, individuals and cultures interpret, express, and define their values and ideals. They also explore human potential, the human condition, and the imagination.

Students fulfilling the Humanities requirement will:

- reflect critically on the human condition.
- demonstrate the theory or methods behind forms of human expression.

B. Assessments: Final and/or near end-of-term papers were used to assess whether these outcomes were met or not, using the rating of below/at/above, numerically equaling 1,2 or 3 respectively.

2. Description of the Assessment:

Final and/or near end-of-term papers are used to assess Student Learning Outcomes (SLOs). Ideally, these essays utilize terminology that is specific to the genre focus of the course (i.e. fiction, nonfiction, poetry, drama) and apply the terms to analyze, interpret, and/or expand upon the given topic, theme, story, poem, play. These papers were then dispersed randomly among the English department faculty for assessment, with each paper assigned to two differently faculty members.

The Department of English teaches roughly 90 sections of LIT 20XX each academic year, which fulfill GRW and IFP (Category 6) graduation requirements. These courses are regularly assessed by WAC for their writing objectives but have not been regularly assessed for their IFP objectives.

The following rubric was provided for the assessment:

IFP Criteria	ABOVE (3)	AT (2)	BELOW (1)
<p>Reflect critically on the human condition</p> <ul style="list-style-type: none"> Analyzes the relationship of literary text(s) to some aspect of the human condition. Examines some aspect of the aesthetic, social, cultural, or historical context of literature. 	<ul style="list-style-type: none"> analyzes the relationship of literary texts to some aspect of the human condition thoroughly and thoughtfully. provides substantive evidence (textual and/or otherwise) of the relationship of literary text(s) to some aspect of the human condition. 	<ul style="list-style-type: none"> analyzes the relationship of literary texts to some aspect of the human condition to some degree, but may require further development. May occasionally summarize the above relationship rather than analyzing it. provides some evidence (textual and/or otherwise) of the relationship of literary text(s) to some aspect of the human condition, but may lack sufficient evidence in places. 	<ul style="list-style-type: none"> Fails to (sufficiently) explain and/or analyze the relationship of literary texts to some aspect of the human condition. Lacks (sufficient) evidence of the relationship of literary text(s) to some aspect of the human condition. Summarizes the literary text rather than analyzing the text and making a connection to some aspect of the human condition.
<p>Demonstrate theory(s) or method(s) behind form(s) of human expression</p> <ul style="list-style-type: none"> use and application of terminology specific to genre. And/or use of or application of theoretical and/or critical approaches to literary analysis 	<ul style="list-style-type: none"> correctly and thoughtfully applies and uses genre-based and/or formal and/or theoretical and/or critical terminology to discuss and critically analyze literary text(s) (and contextual materials when relevant). 	<ul style="list-style-type: none"> uses (some) genre-specific and/or formal and/or theoretical and/or critical terminology correctly to discuss literary text(s), but may not always use terminology to analyze the text(s) critically. Will typically use above terminology correctly, but may occasionally misuse it. 	<ul style="list-style-type: none"> does not make use of genre-specific, and/or formal, and/or theoretical and/or critical terminology to discuss or analyze text(s) may mention above terminology, but uses it incorrectly, or fails to connect terminology to text in substantive fashion.

3. Scoring:

Sample Analysis of LIT 2010 essays	SLO #1			SLO #2 **		
	Above	At	Below	Above	At	Below
Written Submissions	29	86	23	17	58	63
Percent	29/138 21%	86/138 62%	23/138 17%	17/138 12%	58/138 42%	63/138 46%

Each essay was scored twice, resulting in 138 scores for 69 essays.

Sample—who is tested, why? testing all sections or sample? how is sample representative?

- a. There were 90 sections of LIT 20XX offered by the Department of English in 2015-16 AY. There were 44 sections of LIT 2010 offered in Spring 2016. In Spring 2016, 5 sections of LIT 2010 were randomly selected, representing 5% of the total number of sections for the academic year and 10% for the semester. This was a pilot assessment, designed to test reliability of rubric and assessment procedures. Student papers were collected at the end of Spring 2016 semester and then assessed in Fall 2016.
 - b. Need to confirm reliability with IEA
 - c. Future assessments will collect student papers at the end of Fall semester; student papers will be scored in Spring semester so that results can be shared at the end of Spring semester and then during trainings and orientations at the start of the following Fall.
 - d. Our next assessment is taking place this semester (Spring 2017) with papers collected at the end of Fall 2016. The 2016-17 assessment targets LIT 2030, 2040 and 2070 classes. There were 21 sections of these courses offered in Fall 2016. Four sections were randomly identified: one section of LIT 2040, one section of LIT 2070, and two sections of LIT 2030, representing just over 20% of those sections. Data will be analyzed and reported in Spring 2017.
4. **Results:** (Report percentages of students above, at, or below cutoffs for each course. You may combine data from multiple sections for each course).
- a. **83% of essays were at or above SLO 1**
 - b. **54% of essays were at or above SLO 2**
5. **Action (what do results mean to you)**
- a. Recommendation for Improving Assessment Processes:
 - Department may consider assessing shorter assignments (i.e. response papers) in lieu of longer ones for sake of ease/time, as many task students with the same requirements, only on a more succinct scale.
 - May alternately consider assessing best example of assignment demonstrating SLOs, rather than targeting final paper. This may make assessment more difficult in that we could be mixing exams, short responses and longer papers.
 - b. Recommendations for Improving Student Learning:
 - Design assignments (both short and long papers) that require students to use and apply genre terminology to analysis

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Education

Summer 2011

Florida Atlantic University

M.F.A. in Creative Writing: Fiction

Thesis Committee: A. Papatya Bucak (director), Jason Schwartz,
and Becka Mara McKay

Thesis: *The Invisibility of Here and There* (short story collection)

Spring 2008

Florida Atlantic University

B.A. in English: Writing & Rhetoric, *magna cum laude*

Minor in Political Science

Teaching Experience

- Florida Atlantic University, Graduate Teaching Assistant, Fall 2008-Summer 2011
 - ENC 1101: College Writing I—Taught readings and graded 4-6 papers each semester per student (avg. 22 students) in addition to reading rough drafts and grading reading responses; Used Blackboard for assignments and e-mail communication
 - ENC 1102: College Writing II— Same as College Writing I, plus review of basic university library database searches (*OED* and *JSTOR*)
 - CRW 3010: Creative Writing, TA position—Covered poetry and fiction; Led breakout section of large lecture section (23 students/section) and was responsible for all grading and workshopping, including some lectures on craft
 - Creative Writing Instructor, Teaching Outstanding PerformerS (TOPS) Program, Summer 2010—Taught K-12 fiction and poetry fundamentals for four weeks (one group/week), created writing exercises, arranged and introduced student readings for weekly recitals, wrote weekly student evaluations for parents/guardians
- Florida Atlantic University, Instructor of English, Fall 2011-present
 - Taught ENC 1101 & 1102: College Writing I & II; ENC 3213: Writing for Management (now Professional Writing); LIT 2010, 2030, & 2040: Interpretation of Fiction, Interpretation of Poetry, & Interpretation of Drama; CRW 3010: Creative Writing; LIT 2010 as Distance Learning course in Fall 2015; ENC 1930: University Honors Seminar in Writing (substitute for ENC 1102)

Related Professional Experience

- Copyeditor (freelance), National Institute of Governmental Procurement (NIGP) textbook: *Contracting for Construction Purposes*, Summer 2008

- Florida Atlantic University
 - MFA in Creative Writing Program Assistant & Graduate Advisor, Fall 2009-Summer 2011:
 - Handled all administrative tasks of admissions process, Spring Community Workshop, and award distribution (incl. Shapiro Poetry Prize and TOPS); Communicated with annual Writer-in-Residence for course times/materials, reading/lecture information, and transportation arrangements
 - Advised Creative Writing graduate students in their curriculum requirements, heavily assisted students with departmental and college-mandated paperwork and petitions to meet graduation requirements and verified requirements officially met, reminded students of deadlines and procedures, and kept records of current and matriculated students and their progress
 - Accessed Banner, VIP, Dartboard, and had open advisor access to students via MyFAU (same access for all advising positions below)
 - English Undergraduate Advisor, Fall 2009-Fall 2010—Advised students about major requirements and college deadlines, kept records of student progress and verified requirements officially met or in progress, and verified transfer and transient courses for Writing Program
 - Research Assistant Coordinator, Spring 2010—Corresponded between faculty and RAs for research purposes and recorded their workload for Writing Program Director
 - MA & MAT English Graduate Program Assistant & Advisor, Summer 2010-Summer 2011—Same as MFA Graduate Advisor but with MA in English Literature and MAT in English graduate students
 - Fiction Editor, *Coastlines* Literary Magazine, 2011 edition
 - Scheduling Assistant, Fall 2011-Spring 2016—assisted in the creation and maintenance of non-tenure track instructor schedules under the direction of the Associate Chair
 - MFA in Creative Writing and MA & MAT English Graduate Interim Advisor, Fall 2015-Spring 2016—Advisement and Systems Access same as above Advisor positions
 - MFA in Creative Writing and MA & MAT English Graduate Interim Program Assistant, Fall 2015-Spring 2016—Same as above Program Assistant positions plus assisted with updating social media and Web sites; handled all administrative tasks of admissions process, Community Workshops, and assisted with Off-the-Page events advertising; took minutes at Creative Writing Committee meetings
 - Co-Presenter for English Department Pedagogy Workshop Panel: “Hate in the Classroom: Practical Solutions to Dealing with Extremism and Hate in the Classroom”, Fall 2017—co-led and participated in a round-table discussion on the topic; composed two detailed documents regarding faculty responsibilities, Student Incident Reports, student conduct, University/Department/Writing Program values/missions, and methods of engaging students in conversation about human rights and self-expression in a classroom setting

Honors and Awards

- Florida Atlantic University
 - *Phi Kappa Phi* Honor Society, Spring 2008-present
 - English Graduate Student Society (EGSS), Fall 2008-Summer 2011
 - Graduate Teaching Assistantship, Fall 2008-Summer 2011

Membership

- Association of Writers & Writing Programs (AWP), Spring 2009-present

Publications

- “Western Verse” (poem) in *Coastlines* Literary Magazine (FAU), 2008 edition

Readings

- “Fatima” (poem) and an untitled short fiction piece (in progress), English Graduate Student Society (EGSS) MFA Reading, Spring 2010

Curtis Dickerson

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West Palm Beach, FL 33405
937.672.4476
CurtisRyanDickerson@gmail.com

Education

- Miami University** (Oxford, OH) August 2014
English/Creative Writing (Fiction), M.A.
Graduate Teaching Assistant: English Department (August 2012 - May 2014)
Composition and Rhetoric, Composition and Literature, and Introduction to Creative Writing (English 111, 112, and 226)
- Miami University** (Oxford, OH) August 2012
Adolescent Integrated English/Language Arts Education, B.S.
Student Teaching Practicum: Fairfield High School (January - May 2012)
11th-12th Grade English

Work Experience

- Writing Lab Facilitator**, (BrainFuse) September 2017 - present
Duties include: Ensure quality of tutor submissions for online writing lab, identify inadequate tutor submissions, provide feedback for student writing submissions, discuss strengths and weaknesses of writing, critique a wide variety of genres
- Teacher**, (VIPKID) May 2016 - present
Duties include: Conduct entertaining English lessons via video conferencing for Chinese students ages 5-13, provide feedback for parents and company, assess student progress during periodic tests, ensure student engagement
- Adjunct Instructor**, (Sinclair Community College) August 2016 - August 2017
(Miami University) August 2014 - December 2016
Duties include: Develop course syllabus, construct course content, execute student assessment, foster one-on-one and group mentorship, lead daily exercises and discussions, monitor and maintain online components of courses
- Substitute Teacher**, (Bellbrook-Sugarcreek School District) November 2015 - May 2017
Duties include: Assist regular teachers when absence is unavoidable, execute lesson plans, ensure student safety and enrichment
- ACT Instructor**, (MasteryPrep) February - April 2016
Duties include: Lead students of Dayton Public Schools in ACT test preparation, adapt MasteryPrep materials to student abilities and time constraints, manage student expectations and foster encouraging environment
- Student Course Instructor**, (Miami University) June - July 2010, 2011
Duties include: Assist in developing course syllabus and constructing content for international students in the Pusan Summer Program student exchange, lead occasional daily exercises and discussions, foster one-on-one mentorship, accompany students on extra-curricular group outings
- Writing Consultant**, (Miami University) August 2009 - October 2011
Duties include: Consult with student writers one-on-one as part of the Howe Center for

Writing Excellence, discuss strengths and weaknesses of writing, critique a wide variety of genres, promote writing center services, complete various administrative tasks, foster writing improvement campus-wide

Publications, Presentations, and Awards

New South Literary Magazine

"Salty" *New South Magazine*, Vol. 11, no. 1. 1 March 2018. Print.

NEAT Magazine

"Three Poems" *NEAT Magazine*. Issue 10. 1 August 2016. Online

Midwestern Gothic Literary Magazine

"Have My Time" *Midwestern Gothic*. Issue 21. 1 April 2016. Print.

STORGY Literary Journal

"Acknowledge My Sacrifices" *STORGY: 2014 Short Story Competition Anthology*. 5 August 2015. Online.

Miami University Graduate Fiction Award

First Place

May 2014

MEGAA Annual Symposium (Miami University)

Reading: "Outside the Glow"

March 2014

Martin Reading Series (Miami University Hamilton)

Reading: "The Bull in the China Shop"

November 2013

ECWCA Newsletter

(with Jonathan Rylander) "Queer Consulting: Assessing the Degree to Which Differences Affect a Writing Consultation" *East Central Writing Center Association Newsletter*. Fall 2011. Online.

Professional Experience and Accreditation

Florida Certificate of Educator Eligibility

Integrated Language Arts (6-12)

exp. June 2020

Reader for Annual Novella Contest, (Miami University Press)

Duties include: Evaluate submissions for potential publication, provide feedback for flaws and assets of submitted novellas

March 2014, 2015

Portfolio Assessment, (Miami University)

Duties include: Assess submitted student portfolios for writing proficiency, determine whether student writing is of enough quality to qualify for course credit

July 2014

"Opinion" Section Editor, (Miami University)

Duties include: Assign stories to writers for Miami University's on-campus magazine *Miami Quarterly*, write engaging and humorous content, edit magazine issue for entertainment value and demographic appeal

August 2011 -May 2012

References available upon request.

TIFFANY J. FROST

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EDUCATION

M.A., English

Florida Atlantic University, August 2013

Concentration: Multicultural and World Literatures
Thesis: "Liberating Menageries: Animal Speaking and 'Survivance' in Elizabeth Bishop and Gerald Vizenor"
Committee: Taylor Hagood, Carol McGuirk, and Raphael Dalleo

B.A., English

Florida Atlantic University, *cum laude*, May 2010

Concentration: Writing and Rhetoric

RESEARCH INTERESTS

Critical Animal Studies; Disability Studies; Ecoability; Native American Literature; Postcolonial Studies.

TEACHING EXPERIENCE

Instructor of English, Florida Atlantic University Department of English, August 2014 – Present

Visiting Instructor of English, Florida Atlantic University Department of English, August 2013-June 2014

Graduate Teaching Assistant, Florida Atlantic University Department of English, 2010-May 2013.

Courses Taught:

- AML 4321: Major American Writers – 20th Century, Summer 2017
- ENC 1130: Introduction to College Writing, Summer 2011
- ENC 1101: College Writing I, Fall 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2013, Spring 2015, Summer 2015, Fall 2015, Summer 2016
- ENC 1102: College Writing II, Spring 2012, Summer 2012, Spring 2013, Spring 2014, Fall 2014, Spring 2015, Spring 2016
- ENC 3213: Professional Writing, Spring 2017, Spring 2017, Fall 2017
- ENG 3822: Intro to Literary Studies, Summer 2016, Fall 2016, Summer 2017

- LIT 2010: Interpretation of Fiction, Spring 2012 (under Dr. Wenying Xu), Spring 2014, Fall 2014, Summer 2016, Fall 2016, Spring 2017
- LIT 2030: Interpretation of Poetry, Fall 2015, Spring 2016, Fall 2017
- LIT 2040: Interpretation of Drama, Spring 2015, Fall 2016

CONFERENCE PRESENTATIONS

“It’s Not the Monsters Who Scare Us Anymore: Stitching and Cutting to Posthumanism in *Martyrs* and *The Human Centipede (First Sequence)*.” Panel: Posthumanism and Monstrosity. International Conference on the Fantastic in the Arts, Orlando, March 2012.

“Postanimals in Posthuman Spaces: Agriculture (or a Human Farm and People as Food) in *The Matrix* and ‘Rogue Farm.’” Panel: The Animal Question in Film and Literature. North American Conference for Critical Animal Studies, Buffalo, February 2012.

“Embodying Difference in *Riddley Walker* and ‘Desertion.’” English Graduate Student Society Annual Fall Conference, Florida Atlantic University, November 2011.

“The ‘Intimacy’ of Animal Speech Acts: Understanding Bishop’s Nonhuman Characters through the Lens of Subalternity.” English Graduate Student Society Annual Spring Conference, Florida Atlantic University, April 2011.

PROFESSIONAL & UNIVERSITY SERVICE

Member, Steering Committee for the Faculty Assembly, Florida Atlantic University, Spring 2015-Spring 2018.

Faculty Advisor for FAU Student Organization, Plant Based Society (P.B.S.) [formerly known as Vegans/Vegetarians for Global and Ethical Sustainability (V.E.G.S.)], Spring 2015-Spring 2018.

Faculty Advisor for FAU Student Organization, Cellular Agriculture Academic Society (C.A.A.S.), Spring 2016-Spring 2018.

Faculty Advisor for FAU Student Organization, Right On Campus, Spring 2018

Faculty Advisor for FAU Student Organization, Project Flow, Spring 2016-Spring 2017.

Panelist, Florida Atlantic University Student-Athlete Center for Academic Excellence Summer Bridge Program Faculty Panel, Summer 2016.

Contributor, Literature Pedagogy Workshop under Dr. Wendy Hinshaw. Fall 2015.

Vice President of Graduate Studies, English Graduate Student Society, Florida Atlantic University, Fall 2011-Spring 2012.

Conference Co-Organizer, English Graduate Student Society Annual Spring Conference, May 2012.

Conference Co-Organizer, English Graduate Student Society Annual Fall Conference, November 2011.

Registration Assistant, Multi-Ethnic Literatures of the United States Conference, Boca Raton, 2011.

RESEARCH EXPERIENCE

Member, Mobile Access for Research and Innovation Output Kart (M.A.R.I.O. Kart) Team under Dr. Wendy Hinshaw

Duties: designed and implemented lesson plans and exercises for the department's portable digital classroom resource; co-organized pedagogy workshop to introduce the M.A.R.I.O. Kart

Member, Research Task Force and Beta Testing Team under Dr. Barclay Barrios for *Emerging: Contemporary Readings for Students*, Second Edition, June 2011-December 2011.

Duties: submitted readings (2 accepted); developed and tested writing assignments and sequence in College Writing II.

Assistant to Dr. Joshua Chorowsky, Principal of Temple Beth Tikvah Religious School, June 2009-June 2010.

Duties: assisted in research and presentation of curriculum; assisted in developing school calendar and teaching schedule; assisted in organizing school ceremonies and special events; corresponded with parents and instructors; assisted instructors in classroom activities.

MEMBERSHIPS/CERTIFICATIONS

Modern Language Association (MLA)

Writing Across the Curriculum (WAC) Certification

Institute for Critical Animal Studies (ICAS)

Golden Key International Honor Society

SHERYL C. GIFFORD
Curriculum Vitae

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Delray Beach, FL 33446
(561) 504-0674
sherylgifford@gmail.com

EDUCATION

- 2013 Ph.D. Comparative Studies, Florida Atlantic University
1999 M.A. English, Florida Atlantic University
1997 B.A. English, Florida Atlantic University

PROFESSIONAL APPOINTMENTS

- 2013-present Senior Instructor, Department of English, Florida Atlantic University
2000-2013 Instructor, Department of English, Florida Atlantic University

PUBLICATIONS

Book Reviews

- 2017 "Freedom from Liberation: Slavery, Sentiment, and Literature in Cuba by Gerard Aching. *Callaloo* 39:4 (Fall 2017): pp. 951-54.
2015 "New Gateways to Familiar Ground: Supriya M. Nair's *Teaching Anglophone Caribbean Literature*." *Anthurium: A Caribbean Studies Journal* 12.2 (2015): Article 10.

Web-Based Publications

- 2016 "Translating 'Not-Yet' into Of-the-Moment: A Conversation with Faith Smith." *sx salon* 22 (June 2016): <http://smallaxe.net/sxsalon/interviews/translating-not-yet-moment>.
2014 "'A Community of the Self': A Conversation with Curdella Forbes." *sx salon* 14 (October 2014): <http://smallaxe.net/wordpress3/interviews/category/interviewee/curdella-forbes/>.
2013 "'Pushing the Boundaries': A Conversation with Elaine Savory." *sx salon* 12 (May 2013): <http://smallaxe.net/wordpress3/interviews/category/interviewee/elaine-savory/>.
2012 "'This Is How I Know Myself': A Conversation with Sandra Pouchet Paquet." *sx salon* 9 (May 2012): <http://smallaxe.net/wordpress3/interviews/category/interviewee/sandra-pouchet-paquet/>.

- 2012 “‘Other Ways of Being’: A Conversation with Evelyn O’Callaghan.” *sx salon* 8
(February 2012): <http://smallaxe.net/wordpress3/interviews/category/interviewee/evelyn-ocallaghan/>.

Submitted Manuscripts

- 2017 “Distantiation, Liminality, and the Articulation of Black Subjectivity in Elegy.”
Submitted to *Callaloo: A Journal of African Diaspora Arts and Letters*.
- 2016 “Not Your Father’s Voice: Anglo-Caribbean Authorial Identity and the Nationalist Tradition in Fred D’Aguiar’s ‘The Last Essay about Slavery.’” Submitted to *Anthurium: A Caribbean Studies Journal*.

In Preparation

- 2018 “‘You you not you’: Ambivalence and Literary Authority in Sylvia Plath’s ‘Daddy.’”
- 2018 “Writers of the Storm: Righting the Strangeness of Post-Katrina Dis-placement.”
- 2018 Interview with Joanne Gabbin, Director of the Furious Flower Poetry Center at James Madison University.
- 2018 “‘Anima-ting’ Literary Authority: Writing the Unconscious Feminine in Marlon James’s *The Book of Night Women*.”
- 2018 “The People’s Poem: Maya Angelou’s Tradition of Inaugural Poetry.”

AWARDS AND HONORS

- 2011 Dissertation Year Award, Division of Research, Florida Atlantic University.
- 2001 PBCC Teaching Excellence Nominee, Communications, Palm Beach State College.
- 2000 William Coyle Thesis Award, Department of English, Florida Atlantic University.
- 1999 Outstanding Graduate Teaching Assistant Award, Department of English, Florida Atlantic University.

RESEARCH GRANTS

- 2017 Fellowship, James Madison University College of Arts and Letters
- 2012 Travel Award, Florida Atlantic University Graduate Student Association.
- 2012 Travel Award, Department of English, Florida Atlantic University.
- 2011 Travel Award, Florida Atlantic University Graduate Student Association.

INVITED TALKS

- 2016 “Maya Angelou: A Tradition of Inaugural Poetry.” James Madison University, Harrisonburg, VA (September 22, 2016).

- 2012 "Caribbean Women Critics in Conversation." James Madison University, Harrisonburg, VA (October 2012).

CONFERENCE ACTIVITY

Proposals Accepted

- 2017 "Sub-colonial Discourse: Environmental Art as Resistance to Cultural Consumption of the Caribbean." To be presented at the 13th International Conference on the Arts in Society, June 27-29 2018, Emily Carr University of Art + Design, Vancouver, Canada.

Papers Presented

- 2017 "'Somebody true to be her witness': Anima-ting Authenticity in Marlon James' *The Book of Night Women* (2009)." Presented at the 36th Annual Conference on West Indian Literature, October 4-7, 2017, University of the West Indies, St. Augustine, Trinidad and Tobago.
- 2013 "'Our own selfsame other': Encountering the Shadow of Matriarchal Authority in Robert Antoni's *Blessed is the Fruit*." 16th Annual Eastern Islands Culture(s) Conference on the Languages, Literatures and Cultures of the Eastern Caribbean, November 6-10, Instituto Pedagógico Arubano, San Nicholas, Aruba.
- 2012 "'In the dark with no skin I can write': Gender, Literary Authority and the Historical Narrative in Marlon James's *The Book of Night Women*." 31st Annual West Indian Literature Conference, October 11-13, University of Miami, Miami, FL.
- 2012 "Strangers in the Night: Encountering Women Writers' Authority in Marlon James's *The Book of Night Women*." Southwest Council of Latin American Studies Annual Conference, March 8-12, Miami, FL.
- 2011 "Between my life that is over and my life to come': Embodying Authorial Ambivalence in Fred D'Aguiar's *Feeding the Ghosts*." Annual Conference of the Caribbean Chapter, College English Association, April 15-16, University of Puerto Rico at Rio Piedras, San Juan, PR.
- 2011 "Authorial Ambivalence in Fred D'Aguiar's *Feeding the Ghosts*." 25th Annual Multi-Ethnic Literatures of the United States Conference, April 7-10, Boca Raton, FL.
- 2011 "Women Writers' Influence on the Anglophone Caribbean Canon." 2nd Annual Florida Atlantic University Graduate Research Day, April 8, Boca Raton, FL.
- 2006 "A 'Passing' Fancy: Feminizing Race in *Imitation of Life* (1934) and *Pinky* (1949)." 20th Annual Multi-Ethnic Literatures of the United States Conference, April 27-30, Boca Raton, FL.

Panels Moderated

- 2016 “Maya Angelou: Literature That Travels.” James Madison University Furious Flower Poetry Center Panel, September 22, 2016, Harrisonburg, VA.
- 2014 “The Power of Collectives.” James Madison University Furious Flower Decennial African American Poetry Conference, September 24-27, Harrisonburg, VA.
- 2011 “Jamaica Kincaid.” 25th Annual Multi-Ethnic Literatures of the United States Conference, April 7-10, Boca Raton, FL.

TEACHING EXPERIENCE

Florida Atlantic University (2000-2016)

Introduction to College Life (Honors)
Introduction to Writing
College Writing I
College Writing I (Honors)
College Writing II
Interpretation of Fiction
Interpretation of Poetry
Interpretation of Creative Nonfiction
American Literature after 1865
Writing for Management
Introduction to Literary Studies
Literary Theory
Caribbean Literatures in English

Palm Beach State College (2000-2006)

Composition I
Composition II
American Literature to 1865
English Literature before 1800
English Literature after 1800
Post-Renaissance World Literature
Contemporary Literature

SERVICE TO PROFESSION

- 2018 Vice Chairperson, 2017-2018 Furious Flower Poetry Center Advisory Board.
- 2017 Member, 2017-2018 Furious Flower Poetry Center Advisory Board.
- 2017 Peer Reviewer, *Journal of West Indian Literature*.
- 2015 Peer Reviewer, MELUS.

2015 Textbook Review, *The Story and Its Writer: An Introduction to Short Fiction*, 9th ed. Ed. Ann Charters (Boston: Bedford/St. Martin's, 2015).

DEPARTMENTAL/UNIVERSITY SERVICE

Faculty Affiliate, Peace, Justice, and Human Rights Initiative (2016-2017).

Member, University Honors Program Reading Committee (2015-16).

Member, Non-Tenure Track Promotion Committee (2014-16).

Reviewer, Intellectual Foundations Program Assessment Portfolios (December 2011).

Ph.D. Student Representative, FAU Culture and Society Building Design Consultations (2009).

Ph.D. Student Representative, FAU Dorothy F. Schmidt College of Arts and Letters Dean's Search Committee (2006-07).

Secretary, FAU Comparative Studies Ph.D. in Fine Arts Development Committee (2003-06).

Contributor, FAU School of the Arts Course Proposals (Summer 2003).

Contributor, FAU School of the Arts Core Course Proposals (Spring 2002).

Curriculum Assessor, FAU Department of English General Education Assessment Committee (2001-03).

James Andrew Gothard

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Sunrise, FL 33323

Home Phone: (205) 389-4981

Email: jandrewgothard@gmail.com (personal)

j.gothard@fau.edu (work)

Education

Ph.D., English, University of Miami. August 2012 – May 2017.

Dissertation: "A Hard Life's Work: Cultural Memory and the Working Class Novel of the British Isles, 1900-1920."

M.A., English, University of Alabama at Birmingham, May 2011. *summa cum laude*.

B.A. University of Alabama at Birmingham, May 2009. *magna cum laude*; Honors in English.

Major: English (Concentration in Professional Writing and Public Discourse)

Minor: Music

Honors Thesis: "New world for old. Union of all, Jew, Moslem and Gentile": Leopold Bloom as Classical and Biblical Prophet. 15,000 words. Directed by Professor William Hutchings.

Defended May 4, 2009. University of Alabama at Birmingham.

Teaching Experience

English Composition I and II (28 sections)

Courses that develop broad skills in clear writing, cogent analysis, and effective argumentation necessary for success at the college level.

Modern Comedy and Popular Culture (1 section)

A course that uses screenings of modern comic films and television shows as a way of examining political and social issues in a compositional context. Screenings are paired with readings from major comic theorists, such as Mikhail Bakhtin.

Intro to Literature (3 sections)

A general introduction to poetry, the short story, drama, and the novel, across multiple time periods and nationalities.

Interpretation of Poetry (2 sections)

A general introduction to the reading and interpretation of poetry across multiple time periods and nationalities.

British and Irish Literature I: Anglo Saxon - 1800 (1 section)

A literature course on major works and authors of British Literature from *Beowulf* to *Gulliver's Travels*.

British and Irish Literature II: 1880 – Present (3 sections)

A literature course on major works and authors of British Literature from William Blake to Salman Rushdie.

Readers of the Lost Ark: Victorian Adventure Fiction (2 sections)

A literature course on imperialism, gender, and adventure fiction, whose reading list includes H. Rider Haggard, Jules Verne, Joseph Conrad, Ernest Hemingway, and Rudyard Kipling.

Welcome to Never Ever Land: Utopian Perfection vs. Dystopian Horror (2 sections)

A literature course on poetry, short stories, and novels dealing with utopian ideals, whose reading list includes Thomas More, George Orwell, Yevgeny Zamyatin, Kurt Vonnegut, and E.M. Forster.

Tomorrow is Another Day, God Help Us All: Future Worlds in Speculative Fiction (2 sections)

A literature course on imagined futures in fiction, whose reading lists includes Isaac Asimov, Arthur C. Clarke, E.M. Forster, Aldous Huxley, and H.G. Wells.

Invited Lectures and Workshops

The Second Elizabethan Age: British Literature 1950-Present Spring 2011

University of Alabama at Birmingham (Graduate Level)

Harold Pinter and the "Angry Young Men" dramatists

British Working Class Literature Spring 2011

University of Alabama at Birmingham (Graduate Level)

Joe Orton's *What the Butler Saw* and Michel Foucault's *Madness and Civilization*

James Joyce Spring 2012

University of Alabama at Birmingham (Undergraduate Level)

Ulysses "Ithaca" chapter

Professionalization Workshop for Graduate Students Spring 2016

University of Miami (Graduate Level)

A presentation on publication strategies, job opportunities, and general professionalization for new University of Miami Graduate students.

Writing Lab Workshop Fall 2016

Saint Andrew's School (Faculty Professional Development)

A workshop on best practices for University level writing lab principles at Saint Andrew's School in Boca Raton, FL.

Publications

Articles and Book Chapters

"Through the Looking Glass: Stanley Kubrick and Narratology." *Critical Insights: Stanley Kubrick*. Ed. Peter J. Bailey. Ipswich, MA: Salem Press, 2016. 59-72.

"That Thing on the Shelf: The Book as Artifact in Novels by Patrick MacGill and Pádraic Ó Conaire." *New Hibernia Review* 20.1 (2016): 105-120.

"Who's He When He's at Home?": A Census of Woody Allen's Literary, Philosophical, and Artistic Allusions." *A Companion to Woody Allen*. Eds. Peter J. Bailey and Sam B. Girgus. Oxford, UK: Wiley-Blackwell, 2013. 381-403.

"Your Immediate Superior in Madness': Orton's *What the Butler Saw* and Foucault's *Madness and Civilization*." *Text and Presentation*, 2012. Ed. Graley Herren. The Comparative Drama Conference Series 9. New Jefferson, NC: McFarland, 2012. 50-64.

Reviews

"Knowing the Unknowable." Rev. of *Real Mysteries: Narrative and the Unknowable* by Henry Porter Abbott. *Joseph Conrad Today* 41.2 (Fall 2016): 14-17.

"Lord Jim." Rev. of The Cambridge Edition of *Lord Jim*, eds. J.H. Stape and Ernest W. Sullivan, II. *Joseph Conrad Today* 40.1 (Spring 2015): 8-11.

Conference Presentations

- "A Pint of Plain: The Cultural Life of Jem Casey and the 'Workman's Friend.'" American Conference for Irish Studies southern regional meeting (ACIS), Georgia State University. April 14-16, 2016.
- "Bishops and Bar Brawls: Roddy Doyle's *Brownbread* and *War*." 40th Comparative Drama Conference, Stevenson University. March 31-April 2, 2016.
- "That Thing on the Shelf: The Book as Artifact in Early 20th-Century Irish Working-Class Fiction." American Conference for Irish Studies national meeting (ACIS), University of Miami. March 25-28, 2015.
- "Man and/in the Machine: Victorian Anxieties About the Human-Machine Complex in *Erewhon* and *News from Nowhere*." Interdisciplinary Nineteenth Century Studies Conference (INCS), University of Houston. March 27-30, 2014.
- "Mucus, rising higher than mucus was ever intended to rise!: Snot, Art, and the Grotesque Body in Joyce's *Ulysses* and Rushdie's *Midnight's Children*." 18th Irregular Miami Joyce Birthday Conference, University of Miami. January 31 – February 2, 2013.
- "Your Immediate Superior in Madness': Orton's *What the Butler Saw* and Foucault's *Madness and Civilization*." 35th Comparative Drama Conference, Loyola Marymount University. March 24-26, 2011.
- "Pouncing on Prey. Gone. Every Morsel!: Leopold Bloom as Phineus, the Blind Prophet." "Praharfeast" XXII International James Joyce Symposium. Charles University, Prague, Czech Republic. June 13-18, 2010.

Editorial Experience

<i>RSA Journal</i> (AISNA) – Consulting Editor	2016-2017
<i>James Joyce Literary Supplement</i> – Assistant Editor	2015-16
Crest Publishers – Assistant Editor/Copyeditor	2011-12
Baptist Health Centers – Newsletter Editor	2008
<i>Thicket Magazine</i> (Birmingham, AL) – Editorial Intern	2008

Employment

Florida Atlantic University, Instructor	7/2017- Present
Saint Andrew's School, Boca Raton, FL	7/2016 – 6/2017
University of Miami	8/2012 – 5/2016
Wallace State Community College (WSCC)	8/2011 – 12/2011
University of Alabama at Birmingham (UAB)	8/2009 – 7/2012

Research Assistantship

University of Alabama at Birmingham. May 2010 – December 2010.
 Director: Professor William Hutchings
 Article: "Woody Allen and the Literary Canon" 10,000 words
 Publication: *Blackwell Companion to Woody Allen*

University of Miami. May 2016 – August 2016

Director: Dr. Thomas Goodmann

Book: *'Remembering the Summer Earth': Voices of Farm and Forest from Depression to Recession*
(forthcoming project)

Awards and Service

Awards

UM 2016 Excellence in Research Award (distant archives research grant)

UM Spring 2015 Classics TA/Gradership (Ancient Athletics)

UM Spring 2015 Department of English Composition Fellow

UAB 2011 Masters Level Samuel B. Barker Award (university-wide outstanding graduate student)

UAB 2011 Spring Commencement Address

Scholarships

University of Miami Graduate Fellowship	2012-2016
Ted Haddin Graduate Travel Scholarship (Prague)	2010
UAB English Graduate Fellowship	2009-2011
UAB Graduate Assistantship	2009-2011
UAB Phillips English Scholarship	2009-2010
UAB University Scholars Award	2005-2009
UAB Music Department Scholarship	2005-06
F.C. Cost Memorial Scholarship	2005-06

Service

Faculty Advisory Committee. Saint Andrew's School, Boca Raton, FL September 2016-Present.

Chaperone and Trip Organizer, Saint Andrew's School Immersion Program for Ireland, January 5-13, 2017.

Webmaster and Conference Staff, American Conference for Irish Studies national meeting (ACIS).
University of Miami, Ft. Lauderdale, FL, March 2015.

Conference Staff, 18th Irregular Miami J'yce Birthday Conference. University of Miami, Coral Gables, FL, February 2013.

Guest Lecturer, Project Syllabus. Homewood High School, Homewood, AL. 2011, 2012.

Freshman Composition Assessment Reader, UAB. May 2011.

Judge, *Patriot Classic High School Debate Competition*, Homewood High School. Nov. 5-6 2010.

Eagle Scout, 2002.

Website

<https://thecontemporaryclerk.com/>

GABRIELLE GUTTING
Curriculum Vitae

Updated: January, 2018

PERSONAL

Office Phone: 561-297-3830

E-mail: ggutting@fau.edu

Home Phone: 954-427-3526

Current Academic Rank: Senior Instructor

Department: English

HIGHER EDUCATION

Ph.D., *magna cum laude*, English, University of Trier, Germany, 1991.

State Examination, English, Political Science, and Education (M.A.-level degree with special certification in teaching at higher education institutions). University of Trier, 1983.

B.A., English, Political Science, and Education, University of Trier, 1979.

EXPERIENCE

Senior Instructor of English, Florida Atlantic University, Boca Raton, FL, Fall 2013-present

Instructor of English, Florida Atlantic University, Boca Raton, FL, 2000-2013.

Adjunct Instructor of English, Florida Atlantic University, Broward College & Palm Beach College, FL, 1998-1999.

Temporary Full-time Assistant Professor of English, Broward College, FL, 1997-1998 (sabbatical replacement, non-renewable contract).

Adjunct Instructor of English, Broward College, and Nova Southeastern University, FL, 1995-1997.

Visiting Assistant Professor, Department of Communication Arts, Valdosta State University, GA, 1994-1995.

Adjunct Instructor, Department of Communication, Florida Atlantic University, Boca Raton, FL, 1993-1994.

Director, Media Communications Division, English Department, and Junior Assistant Professor, University of Trier, Germany, 1987-1992.

Teaching and Research Assistant, English Department, University of Trier, Germany, 1984-1986.

HONORS AND GRANTS

Stipend for eCertification, FAU Center for eLearning, Fall 2015.

Research Travel Grant, Florida Atlantic University, University Scholars Program, 2008.

University Scholars Fellowship, Florida Atlantic University, Fall 2007.

Travel Grant, Eugene Walter Writing Fest, University of South Alabama, Spring 2005.

Research Travel Grant, Department of English, Florida Atlantic University, Summer 2004.

Fellowship, International Faulkner Symposium, 1987, Bonn, Germany.

REFEREED PUBLICATIONS

Monographs Published:

Yoknapatawpha: The Function of Geographical and Historical Facts in William Faulkner's Fictional Picture of the Deep South. Trierer Studien zur Literatur, 23. Frankfurt/Main and New York: Lang, 1992.

Das Zusatzstudium Medienkommunikation. Trier: University of Trier, 1987. (Guide to media studies).

Book in Progress:

"Fool's Cap: The Life and Work of Eugene Walter." Literary biography, authorized by the Eugene Walter estate. (In progress; a university press has already expressed its interest in publication.)

Chapters in Books:

"Guidelines." *Elements of LIT 2010, LIT 2030, LIT 2040.* Ed. Barclay Barrios. Hayden-MacNeil, 2006-2007. Also published on the website of the Department of English at <http://www.fau.edu/english/writingprogram/wplitminreqs.php>.

"Images of Space-Time: Faulkner's Metafictional Expressions of Art and Reality."
The Artist and His Masks: William Faulkner's Metafiction. Ed. Agostino Lombardo. Rome: Bulzoni, 1991. 279-94.

"Medienkommunikation an der Universität Trier." *Studienführer Publizistik, Journalistik, Kommunikation*. Ed. Christian Breunig. Munich: Verlag Ölschläger, 1987. 312-318. (Study guide to Media Communications at the University of Trier).

Articles:

"A Turbulent Love Affair: Theodore Pratt and the Struggles of a Florida Writer."
The Marjorie Kinnan Rawlings Journal of Florida Literature 6 (1994-1995): 39-48.

"Disney's *Moderne Zeiten*." *Trierischer Volksfreund* [Trier, Germany] 9 April 1994: 22.

"The Mysteries of the Map-Maker: Faulkner, If I Forget Thee, Jerusalem, and the Secret of a Map." *The Faulkner Journal* 8.2 (Spring 1993): 91-102.

"Yoknapatawpha: The Function of Geographical and Historical Facts in William Faulkner's Fictional Picture of the Deep South." Dissertation Abstract.
English and American Studies in German, 1992. Ed. Horst Weinstock. Tuebingen: Niemeyer, 1993. 141-142.

Reviews:

"Memory and Experience: The Ideological and Cultural Contexts of Katherine Anne Porter's Art." Review Essay. *The Mississippi Quarterly* XLVII (Spring 1995): 343-349.

Review of *Faulkner: After the Nobel Prize*, ed. Michel Gresset and Kenzaburo Ohashi and *American Designs: The Late Novels of James and Faulkner* by Jeanne Campbell Reesman. *American Studies/Amerikastudien* 39.4 (Winter 1994): 619-620.

Review of *The Heart of Dixie*. Dir. Martin Davidson. Orion Pictures, 1989.
Trierischer Volksfreund [Trier, Germany] 2 February 1994: 15.

TV & Video Productions (Including Script Writing):

(Refereed by the TV stations and institutions that commissioned the productions)

The Humane Society of Valdosta, Lowndes County. PSA Video for the Humane Society, raising \$9,000 in a weekend fundraiser for the Valdosta Humane Society. Valdosta, Ga.: Valdosta State University, 1994.

Recycle. Public Service PSA Video for Valdosta University TV. Valdosta, Ga.: Valdosta State University, 1994.

Executive Producer for The University of Trier, German TV, and the European Union:

Report from Strassburg: Students Interview Politicians. Feature on the European Parliament. Trier: University of Trier, 1987.

Meeting Point Europe: The European Academy Otzenhausen, Germany. Produced for the European Academy, Otzenhausen, Germany. Trier: University of Trier, 1988.

Trier-Europe and Back: Stations in the Life of a Member of the European Parliament. Documentary about a member of the European Parliament and the work of the EP. Trier: University of Trier, 1989.

One Building, Two Institutions: The European Council and the European Parliament. Commissioned production for the European Council and the European Parliament. Strasbourg, France: European Union & University of Trier, 1989. (Used as introduction to the EU institutions for visitors)

A Day at the Porta Nigra. Documentary. Trier: University of Trier, 1989.

European Perspectives: The University of Trier. Commissioned production for Siemens AG and the University of Trier. Trier: University of Trier and Siemens AG, 1990.

Trier: A Journey through 200 Years of History. Commissioned Documentary for Siemens AG and the city of Trier. Trier: City of Trier and Siemens AG, 1990.

Hunting in Europe. Feature critiquing hunting customs and regulations in Germany, produced for the German television station ZDF. Trier: University of Trier, 1991.

NON-REFEREED SCHOLARLY PUBLICATIONS:

Monographs:

William Faulkner's Mississippi. September, 1997. Catalog to accompany photo exhibition. Rev. ed. Broward College, September - December 1997.

William Faulkner's Mississippi: Exhibition Catalog. Trier: University of Trier, 1985. (Photos taken in Oxford and Lafayette County, accompanied by selections from Faulkner's work and annotations).

CONFERENCE & WORKSHOP PRESENTATIONS

Workshop Facilitator, with Claudia Amadori. "Teacher Hacks & Snacks: Online Teaching." English Department, Florida Atlantic University, April 5, 2016.

Invited Presentations:

"A Journey into the Life and Work of Eugene Walter." Eugene Walter Writers' Festival, Mobile, Alabama, April 9, 2005.

"Who Was Eugene Walter?" Eugene Walter Writers' Festival. University of South Alabama. Mobile, Alabama, April 2, 2004.

"Reading William Faulkner's *The Sound and the Fury*." The Jefferson Society Readers Group, Broward Library Foundation, Fort Lauderdale. December 3, 2003.

"The Eye of the Writer, Or, What We Can Learn from Eudora Welty." Two-Year College Association Southeast Convention, March 2, 2001, Fort Lauderdale, FL.

"Images of Space-Time: Faulkner's Metafictional Expressions of Art and Reality." International Faulkner Symposium, University of Rome, Italy, May 1989.

"William Faulkner's Mississippi." Radio Lecture & Interview, Saarlaendischer Rundfunk, Radio Magazine, Saarbruecken, Germany, February 1985.

"William Faulkner's *The Sound and the Fury*." Introduction to Martin Ritt's film *The Sound and the Fury*, Volkshochschule Trier, April 1985.

"Faulkner's Mississippi." Introductory Lecture and Exhibition. USIS American Studies Seminar, The Life and Times of Mark Twain, Falkenstein, Germany, July 1985

Conference Panels Organized & Chaired:

Panel Chair. "True South?" 15th Southern Writers Symposium: The Limits of Southern Literature. September 23, 2000. Methodist University, Fayetteville, NC.

Panel Organization and Chair. "Faulkner and Artistic Performance: Ecstasy and the Need to Be Remembered." American Literature Association Convention, Baltimore, May 27-30, 1999.

Panel Chair, "Historical Feminism." 23rd Annual Convention of the Popular Culture Association in the South/American Culture Association in the South, Charlotte, NC, October 1994.

Papers Presented:

"The Mobile Southerner: Eugene Walter and Southern Culture." 2003
PCAS/ACAS (Popular Culture/American Culture in the South) Conference,
Jacksonville, FL, October 2, 2003.

"Voices of Displacement: Negotiating the Production of Black Space in
Faulkner." Global Diasporas and The United States, International Conference.
Florida Atlantic University, Boca Raton, November 9, 2002.

"Scarlett's Sisters: The Image of Southern Women on the Screen." 23rd Annual
Convention of the Popular Culture Association in the South/American Culture
Association in the South, Charlotte, NC, October 1994.

"William Faulkner: Life and Work." Introduction to the exhibition *William
Faulkner's Mississippi*, German-American Society, Dillingen, Germany,
November 1986.

"William Faulkner's 'Little Postage Stamp of Native Soil.'" Introduction to the
exhibition *William Faulkner's Mississippi*, University of Trier Library, February
1985.

TEACHING**Courses Taught at Florida Atlantic University:**

Major American Writers, 20th Century
Major American Writers, 19th Century
20th-Century American Literary Movements
American Literature, 1865-1945
American Literature, Beginnings to 1865
The Southern Literary Renaissance
Literature of Adolescence
Interpretation of Fiction
College Writing I
College Writing II
Special Topic in College Writing II: Southern Cultures
Honors Writing Seminar

Courses Taught at Broward College:

English Composition II
English Composition I
American Literature
Professional and Technical Writing

Courses Taught at Valdosta State University:

Writing for Broadcast Media
Basics of TV/Video Production
Public Speaking

Speech Communication
Introduction to Communication

Courses Taught at the University of Trier:

Twentieth-Century Southern Fiction
The South in Fiction and Film
William Faulkner
Carson McCullers: Southern Novelist
American Drama: Tennessee Williams
The Civil War in American Fiction
The Small Town in American Literature
Introduction to Literary Studies
Script Writing
Forms of Information on Television
Interviewing on TV: Theory and Practice
The Political Magazine on TV
On-Camera Concerns
The South in Literature and in Film
The Literary Feature Film
American Short Stories on Film

CURRICULUM DEVELOPMENT

Online LIT 2010 course design
Guidelines for LIT 2010, LIT 2030, LIT 2040.
Special Topic in College Writing II (ENC 1939).
College Writing II, Research-Based (ENC 1102).
Writing Honors Seminar (ENC 1930).

SERVICE

NTT Promotion Subcommittee, Department of English, Fall 2013.

Writing Across the Curriculum (WAC) Subcommittee, Florida Atlantic University, Fall 2006 (Development of syllabi guidelines for instructors of lower division literature courses.) Published in *Elements of LIT 2010, LIT 2030, LIT 2040*. Ed. Barclay Barrios. Hayden-MacNeil, 2007, and on the website of the English Department).

Literature Committee, Lower Division Courses, Florida Atlantic University, 2002-2003.

Technology Enhancement Committee, English Department, Broward College, 1998.

TV and Video Production Committee, Valdosta State University, 1994-1995.

PROFESSIONAL MEMBERSHIPS

Modern Language Association
South Atlantic Modern Language Association
William Faulkner Society
Society for the Study of Southern Literature

Updated 1/25/18

Jake Henson

Cell phone: (561) 329-6435 Email: jhenson4@fau.edu

Education:

M.F.A. Creative Writing, Florida Atlantic University, May 2011, Magna cum Laude.

B.A. English, Florida Atlantic University, December 2006, cum Laude, including completion of writing and rhetoric certificate.

Teaching

Experience:

Honors Professional Writing: Florida Atlantic University, August – December 2017.

Literary Theory: Florida Atlantic University, June 2017 – Present.

Honors Interpretation of Fiction: Florida Atlantic University, August – December 2016.

Honors College Writing I: Florida Atlantic University, December – June 2016.

Professional Writing: Florida Atlantic University, August 2015 – Present.

Creative Writing: Florida Atlantic University, August 2015 – Present.

Interpretation of Drama: Florida Atlantic University, August 2015 – Present.

Interpretation of Fiction: Florida Atlantic University, August 2014 – Present.

Interpretation of Poetry: Florida Atlantic University, August 2014 – Present.

College Writing I: Florida Atlantic University, August 2012 – Present.

College Writing II: Florida Atlantic University, August 2012 – Present.

Introduction to Media Studies: Alexander W. Dreyfoos School of the Arts, January 2014 – June 2014.

Creative Writing: Alexander W. Dreyfoos School of the Arts, January 2014 – June 2014.

College Writing I: Palm Beach State College, August 2013 – August 2014.

College Writing II: Palm Beach State College, August 2013 – August 2014.

Communicating Business Information: Florida Atlantic University, May 2013 – July 2013.

Writing for Business Management: Florida Atlantic University, August 2012 – July 2013.

College Writing I: Tallahassee Community College, August 2011 – July 2012.

College Writing II: Tallahassee Community College, August 2011 – July 2012.

Introduction to Creative Writing: Florida Atlantic University, August – December 2010.

College Writing I: Florida Atlantic University, August 2009 – 2011.

College Writing II: Florida Atlantic University, January 2009 – 2011.

Positions Held:

University Faculty Senator: Florida Atlantic University, Fall 2016 – Present.

English Instructor: Florida Atlantic University, Fall 2014 – Present.

Artist in Residence: Alexander W. Dreyfoos School of the Arts, January 2014 – June 2014.

English Instructor: Palm Beach State College, Fall 2013 – Spring 2014.

Business Communication Instructor: Florida Atlantic University, Fall 2012 – Summer 2013.

English Instructor: Tallahassee Community College, Fall 2011 – Summer 2012.

Assistant to the Lawrence A. Sanders Visiting Writer in Residence: Michael Martone, Spring 2011.

Assistant to the President of MELUS (The Society for the Study of the Multi-Ethnic Literature of the United States). Conference held at Florida Atlantic University, Spring 2011.

Treasury Officer, English Graduate Student Society: Florida Atlantic University, Fall 2010 – Spring 2011.

MFA Liaison, English Graduate Student Society: Florida Atlantic University, Fall 2010 – Spring 2011.

Assistant for the Haiti and the Americas conference held at Florida Atlantic University. Fall 2010.

Creative Nonfiction Editor, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Community Outreach Officer, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Fiction Editor, Coastlines Literary Magazine: Florida Atlantic University, 2009.

Creative Writing Chair, The Literature Club of Florida Atlantic University, 2004-2006.

Publications:

“This Old Spell.” Kantor, Jay, ed. *Kung Fu Breakfast*. vol 5. Los Angeles, California: 2013. 6.

“Meditations in Red.” Kantor, Jay, ed. *Kung Fu Breakfast*. vol 8. Los Angeles, California: 2013. 27-29.

“Stuntman Fetish Models Wanted (Nude).” Ferguson, AJ, ed. *Coastlines Literary Magazine*. vol 32. Boca Raton, Florida: 2009. 94-103.

“Negotiation.” Ferguson, AJ, ed. *Coastlines Literary Magazine*. vol 32. Boca Raton, Florida: 2009. 85-92.

“Mnemosyne.” Boles, Hillary, ed. *Coastlines Literary Magazine*. vol 32. Boca Raton, Florida: 2009. 8-14.

“Der Gestalt.” O'Brien, Shannon, ed. *Coastlines Literary Magazine*. vol 31. Boca Raton, Florida: 2007. 87-91.

“Hemingway and Other People.” O'Brien, Shannon, ed. *Coastlines Literary Magazine*. vol 31. Boca Raton, Florida: 2007. 72-86.

Grants and Honors:

Selected to participation in the Academy of Teaching, Learning, and Success (ATLAS) program for Instructor / Professorship development. Tallahassee Community College, 2012.

Awarded one of two annual opportunities to teach creative writing as a teaching fellow, Florida Atlantic University, 2010.

Nominated for Graduate Teaching Assistant of the Year by peers, Florida Atlantic University, January 2009.

Recipient of Department of English, Thomas Burnett Swann Memorial Scholarship for creative writing, Florida Atlantic University, 2008.

Community Involvement / Service:

Faculty Pedagogy Workshop: Hate in the Classroom: Practical Solutions to Dealing with Extremism and Hate in the Classroom. Florida Atlantic University, Fall 2017.

University Faculty Senator: Florida Atlantic University, Fall 2016 – Present.

Faculty Advisor, Urban Spoon: Florida Atlantic University, 2015 – Present.

Faculty Advisor, Owls for Bernie: Florida Atlantic University, 2015-2016.

English Graduate Student Society Spring Conference MFA Event Emcee,
Florida Atlantic University, Spring 2011.

English Graduate Student Society Fall Conference MFA Event: Emcee,
Florida Atlantic University, Fall 2010.

Coastlines Literary Magazine Publication Event: Emcee, Florida Atlantic
University, Fall 2010.

Coastlines Literary Magazine Publication Event: Emcee, Florida Atlantic
University, Spring 2009.

English Graduate Student Society MFA Event: Reader, Florida Atlantic
University, Fall 2008.

Coastlines Literary Magazine Community Event: Reader, Florida Atlantic
University, Spring 2008.

Coastlines Literary Magazine Publication Event: Reader, Florida Atlantic
University, Fall 2007.

English Graduate Student Society MFA Event: Reader, Florida Atlantic
University, Fall 2007.

~Updated Jan. 25, 2018~

JOANNE JASIN

Department of English
Florida Atlantic University
Davie, FL 33314
(954) 236-1361

1550 NE 49th St.
Oakland Park, FL 33334
(954) 772-1286
E-mail: jjasin@fau.edu

Education

1977-83: Ph.D, English, Tulane University
Major concentration: Medieval studies
Minor: Renaissance studies
Dissertation: "A Critical Edition of the Middle English
Liber Uricrisiarum in Wellcome MS 225"
1975-77: M. A., English, Florida Atlantic University
1972-75: B. A. with Honors, Florida Atlantic University

University Appointments

Instructor, 2001-present
Department of English,
Schmidt College of Arts and Letters,
Florida Atlantic University
Associate Professor, 1993-2001 and Fall 2004
Department of English and Comparative Literature,
California State University, Fullerton
Assistant Professor, 1987-1993
Department of English and Comparative Literature,
California State University, Fullerton
Lecturer in English and Business Writing, 1984-1987
Department of English and Comparative Literature,
California State University, Fullerton
Adjunct Assistant Professor in English and Technical
Communication, January-May 1984
Departments of English and Electrical Engineering,
Tulane University
Graduate Assistant in Composition and Literature,
1979-1980 and 1981-1982,
Department of English, Tulane University

**Teaching Experience
Literature:**

Undergraduate:
Chaucer
Medieval Literature; Women and Medieval Literature
Literature of the Western World from Ancient through Medieval
Times
Survey of British Literature (both sections of a two-semester
survey)
Introduction to Literary Studies
Interpretation of Fiction; Interpretation of Poetry
Analysis of Literary Forms; Major Literary Forms
Literary Theory
World Literature: Critical Approaches

Independent Studies:
 Arthurian Legend, Classical Greek and Roman Literature,
 Medieval Dream Vision

**Teaching Experience
 (continued)**

Graduate:

Chaucer
 Middle English Romance
 Medieval Lyric

Independent Studies:

Arthurian Legend, Medieval Dream Vision, Medieval Saints' Lives, Medieval Drama, Old English

M. A. Projects:

"The Attack of the *Compiler*: Chaucer's Challenging of *Auctores* and Antifeminism in *The Legend of Good Women*" (Summer 2013)
 "Justified Betrayal: The *Legend of Good Women's* Defense of Criseyde" (Spring 1999)
 "In Defense of Chaucer's Criseyde" (Spring 1998)
 "'Diverse folk diversely they seyde': Festival and Carnavalesque in *The Canterbury Tales*" (Spring 1996)

Writing:

Beginning College Writing; Freshman Composition
 Advanced Exposition
 Writing for Management; Professional Writing; Business Writing
 Remedial Writing
 Remedial Writing Workshop
 Seminar in Technical Communication
 Tutoring in Business Writing and Composition

Language:

Structure of Modern English
 History of the English Language (graduate and undergraduate levels)
 Tutoring in German, French, English as a second language
 Independent Study: Scandinavian Influences in English

Publications

"The Compiler's Awareness of Audience in Medieval Medical Prose: The Example of Wellcome MS 225," *Journal of English and Germanic Philology*, October, 1993

"The Transmission of Learned Medical Literature in the Middle English *Liber Uricrisiarum*," *Medical History*, July, 1993

"The *Liber Uricrisiarum* in Wellcome MS 225 and the Adaptation of Source to Audience," *Acta Medico-historica Rigensia*, January, 1993

List of Middle English vocabulary, accepted for inclusion in the *Middle English Dictionary*

Book review of *The Index of Middle English Prose, Handlist XI: Manuscripts in the Library of Trinity College, Cambridge* (Cambridge: D. S. Brewer, 1995), in *Medical History*, January, 1997

Bell, Arthur, Judith Leder, and Joanne Jasin. *Studying Business Communication: Process and Practice* (study guide). Glenview, Illinois: Scott, Foresman and Co., 1987

Papers Presented

"*Compilatio* and the *Liber Uricrisiarum* in Wellcome MS 225," International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 8 May 1993

"The Adaptation of Source to Audience in Middle English Medical Prose: The Example of Wellcome MS 225," Medieval Association of the Pacific, University of California, Irvine, 21 February 1992

"Vernacular Medical Texts in Medieval England" in the Colloquium Series "Neue Ergebnisse der Wissenschaftsgeschichte" ("New Findings in the History of Science"), Institute for the History of Medicine, Free University, Berlin, Germany, 27 June 1991

Conference Participation

Chair of session entitled "Time and Medieval Narrative," International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 4-7 May, 2000

Chair of session in a series sponsored by the Medieval Academy of America on the vernacularization of late medieval Europe, International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 8-11 May 1997

Sessions on the vernacularization of medieval texts in medicine and science proposed and accepted for the International Congress on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, 1995 and 1996

Reader and workshop host at CSU Graduate Student Conference, California State University, Fullerton, 26 April and 1-2 May, 1992

Chair of session, "Innovations in the Teaching of Shakespeare," CSUF Shakespeare Symposium, Fullerton, California, 6-7 December 1991

California Association of Faculty in Technical and Professional Writing, California State University, Fullerton, October, 1986:

Co-author of paper: "Sexist Questions and Remarks in Job Interviews"

Member of panel discussion: "Raising Ethical Concerns in Professional Writing"

Academic Honors

Difference-in-pay leave to conduct research in medieval medicine, California State University, Fullerton, 1997

Research grant from the Luftbrueckendank Foundation of the Free University, Berlin, for research at the Institute for the History of Medicine of the Free University, Berlin, Germany, 1990-91

**Academic Honors
(continued)**

Junior Faculty Research Grant from California State University, Fullerton, for research at the Wellcome Institute for the History of Medicine, London, England, Summer 1988

German Academic Exchange Service (DAAD) Post-doctoral Research Grant, Fall 1983

Exchange Fellowship for study at the Free University, Berlin, Germany, 1980-81

Exchange Fellowship for study at the University of Strasbourg, France, 1978-79

Graduate School Fellowship, Tulane University, 1977-78

English-Speaking Union Scholarship for summer study program at Oxford University, England, 1976

Janet Rice Fellowship, Florida Atlantic University, 1976-77

Fellowship for graduate study, Florida Atlantic University, 1975-76

Phi Kappa Phi Honorary Society, 1975-present

Foreign Study

Advanced French:

Vichy, France, July, 1989

University of Montpellier, France, July, 1987

University of Bordeaux, France, July, 1984

Medieval German language and literature, Free University, West Berlin, Germany, 1980-81

Romance philology, University of Strasbourg, France, 1978-79.
Received the Diplome d'Etudes Approfondies

British literature, 1870-present, Oxford University, Summer 1976

Academic Service

FAU: Member, Undergraduate Committee, 2009-2015

Member, Writing Committee, 2003-2008 and 2015-2016

Department:

California State University, Fullerton:

Graduate Studies Committee: Chair, 2000-01 and 1989-90

Member, 1988-89

Acting Graduate Advisor, Fall 1999

Personnel Committee: Chair, 1999-2000

Member, 1998-99 and 1994-96

Ad hoc committee to provide research support for associate professors: Member, Spring 2000-Spring 2001

Ad hoc committee to review the graduate program in English: Member, 1998-2000

Department: Selection Committee: Chair, 1998-99
 (continued) Member, Fall 1996
 Graduate Advisor, 1993-96
 Faculty Advisor to Graduate Student Organization, 1988-90

English Department Council: Chair, 2000-01 and 1995-96
 Member, 1999-2000 and 1994-94
 Secretary, 1987-88
 Member, 1986-90

Comparative Literature Committee: Chair, 1987-88
 Member, 1986-87

School: Member, Curriculum Committee for School of Humanities and Social Sciences, 1985-86

University: Examination in Writing Proficiency (EWP):
 Table Leader, Spring 1989-96
 Reader, Spring 1985-89
 Member, Honors Board, 1992-93
 Interviewer of candidates for foreign study, CSUF International Programs (Heidelberg and Tuebingen), March 6 and 9, 1992
 Member, Test Development Board, 1989-90
 Mentor, University Mentor Program, 1988-90
 Member, University Curriculum Committee, Spring 1990
 Member, University Subcommittee to propose Conservation as new minor, Spring 1990-92
 Instructor in Writing Workshop for CSUF staff, sponsored by CSUF Training and Development Program, 1986-87

Community: Oral Examiner in English for International Baccalaureate Program at Sunny Hills High School, Fullerton, California, 1988-90
 Coordinator and Reader at grading session for Command College essays, November, 1989; Reader, November, 1995

Other: Associate Coordinator of Business Writing Program, California State University, Fullerton, 1984-87:
 --Interviewed candidates for part-time teaching positions
 --Constructed class schedule for faculty of 15 (3 semesters)
 --Visited classes to evaluate teaching of instructors in program

Professional Consulting In-house seminar in business and technical writing for Kendall-McGaw Laboratories, Irvine, California, 1987
 (organized through Extended Education, CSUF)

In-house seminar in business writing for Emerson Electric, Inc., Santa Ana, California, 1987
 (organized through Extended Education, CSUF)

Languages German: good speaking, reading, and writing ability
 French: adequate speaking, reading, and writing ability

WARREN HILL KELLY

Senior Instructor of English, Florida Atlantic University
Department of English, 777 Glades Road, Boca Raton, Florida 33431
wkelly13@fau.edu

EDUCATION

Ph.D., English Literature **The University of Mississippi, August 2011**
Specialization: Victorian Literature and Culture, Victorian
Arthuriana and Medievalism, Textual Editing, Poetry
Dissertation: "Swinburne's *The Tale of Balen: An Edition*
with Critical Commentary" (Variorum)
Director: Benjamin F. Fisher, IV
Committee: Colby Kullman, T. J. Ray, and John R. Neff

Certificate **School for Criticism and Theory, Summer 2007**
Cornell University
Seminar: *The Logos and Pathos of Empire*
Leader: Ann Stoler

M.A., English Literature **The University of Toronto, November 2000**
Concentration: Medieval English Literature and Culture

B.A., English Literature **Vanderbilt University, *summa cum laude*, May 1999**
Honors Thesis: "A Comparative Study of Chaucer's *The*
Franklin's Tale and Marie De France's *Guigemar*"
Director: Rory McTurk

PUBLICATIONS

- "Thomas Love Peacock" in Supernatural Literature of the World: An Encyclopedia. Eds.
S. T. Joshi et al. Greenwood Publishing, 2005.
- "Spout and Sink." [poem] Queen's Quarterly (Fall 2003) Kingston, Ontario, Canada.
- "Detecting the Critic: The Presence of Poe's Critical Voice in His Stories of Dupin." The
Edgar Allan Poe Review 4:2 (Fall 2003), 77-86. **Reprinted in Short Story**
Criticism 156 (2011)
- "The Mechanics of Metaphor in A Shropshire Lad." The Housman Society Journal 27
(2001), 93-103.

ARTICLE UNDER REVIEW

"Matthew Arnold's Medievalism, or a Harbinger of Modernism." Currently under
review.

MONOGRAPHS IN PROGRESS

A Variorum Edition of Swinburne's The Tale of Balen. (Manuscript completed and being
revised for submission to a publisher)

The Dramatic Monologue and the Soul's Dialogue: A Lacanian Approach to the Victorian Period's Proto-Modern Poetic Genre. (In progress)
Helping Relations: Extending the Family and the Social Contract in Nineteenth Century British Literature. (In progress)

PRESENTATIONS

- "Staring into a Modern Uncertainty: John Ruskin's Parallel Blind Spots in the Visual Arts and in the Economy of Production." Panel: Aesthetic and Spiritual Reflections. *Victorians Institute Conference*. Murfreesboro, Tennessee, November 2013.
- "A Lacanian Reading of Henry James's 'Sir Edmund Orme.'" Panel: The Undead in American Literature. *South Central Modern Language Association*. New Orleans, October 2013.
- "Textual Choice and Ideological Effect in Swinburne's *The Tale of Balen*." Panel: Death and Eros in British 1890's Writing. *South Central Modern Language Association*. San Antonio, November 2012.
- "Robert Browning, or the Proto-Modernist Innovator of a Generic Hybrid—the Dramatic Monologue." Panel: Browning Bicentennial II. *Victorians Institute Conference 2012*. Virginia Commonwealth University, Richmond, October 2012.
- "The Purloined White Elephant." Panel: Poe & Twain, Affinities and Influences. *PSA's Third International Poe Conference*, Philadelphia, October 2009.
- "Some Considerations of the Gothic in Mark Twain's No.44, *The Mysterious Stranger*." *American Literature Association*, Boston, May 2009.
- "Henry James's Psychological Gothicism: Turning Screws and Beyond." *American Literature Association*, San Francisco, May 2008.
- "Old and New World Gothicism: Washington Irving's Adaptations of His European Sources." *American Literature Association*, Boston, May 2007.
- "On Poe's 'Annabel Lee'." *South Central Modern Language Association*, New Orleans, October 2004.
- "Gothicism in Edith Wharton's Short Fiction and the Definition of Social and Ideological Boundaries." *American Literature Association*, San Francisco, May 2004.
- "Some Considerations Regarding Handel's Selection of *Orlando Furioso* as an Operatic Subject-Text in 1732." *South Central Society for Eighteenth Studies*, Santa Fe, February 2004.
- "Wilde's Decadent Gothicism in *The Picture of Dorian Gray*." *South Central Modern Language Association*, Hot Springs, Arkansas, October 2003.
- "Edith Wharton on Illegitimacy." *Arkansas Philological Society*, Tunica, Mississippi, October 2003.
- "'The Deserted Village' and Goldsmith's Use of the Dialectic." *South Central Society for Eighteenth Century Studies*, Fort Worth, March 2003.
- "Poe's Dupin Stories." *American Literature Association*, Long Beach, California, May 2002.

HONORS AND AWARDS

Oscar Wilde and His Circle (five-week NEH seminar), directed by Prof. Joseph Bristow at the Clark Library, University of California at Los Angeles, Summer 2012
Phi Beta Kappa, junior-year election, 1998, Alpha Chapter of Tennessee, Vanderbilt University, Nashville, Tennessee

Phi Kappa Phi, 2003, The University of Mississippi, Oxford
 Recipient of the Ivar Lou and Edgar Hill Duncan Memorial Scholarship, 1996-9,
 Vanderbilt University

ACADEMIC EMPLOYMENT

Instructor (Full-time), Department of English	Florida Atlantic University, Boca Raton, 2009-present
Grade 12 British English, Film Studies, & Expository Writing Instructor	Saint Andrew's School, Boca Raton, Florida, 2005-9
Graduate Instructor	The University of Mississippi, Oxford, 2000-1 & 2002-5
Graduate Instructor & Teaching Assistant in Old Norse Mythology	The University of New Mexico, Albuquerque, Fall 2001

TEACHING EXPERIENCE

Department of English, Florida Atlantic University

- **British Literature, 1832-1867 (ENL 4251)**: an upper-level undergraduate survey of British literature in the early and high Victorian periods
- **Twentieth-Century British Literature (ENL 4273)**: an upper-level undergraduate survey of modern and contemporary British literature
- **Women in Literature (LIT 4383)**: an upper-level survey of literature by women writers in English from the medieval period to the present
- **Eighteenth Century British Novel (ENL 3112)**: an upper-level survey of the genre from the form's nascent period through the sentimental novel
- **British Literature Since 1798 (ENL 2022)**: an overview of British Romantic, Victorian, Modern, and contemporary literature
- **Medieval Literature (ENL 4210)**: an upper-level survey of Old English literature, in translation, and Middle English literature, both in the original and in translation
- **American Literature Since 1865 (AML 2020 and HonorsAML2022)**: an overview of American literature since the Civil War
- **American Literature To 1865 (AML 2010 and HonorsAML2010)**: an overview of American literature to the Civil War
- **Literary Theory (LIT 3213)**: an overview of contemporary literary theory with selected primary readings
- **Introduction to Literary Studies (ENG 3288)**: an overview, for the English major, of critical and theoretical approaches to literature, bibliographic and research techniques, and genre-specific terminology
- **Structure of Modern English (LIN 4680)**: a linguistics course in the descriptive grammatical structure of the English language

- **Interpretation of Poetry (LIT 2030):** a writing-intensive generic introduction to poetry, its range, and its evolution in English
- **Interpretation of Fiction (LIT 2010):** a writing-intensive generic introduction to short fiction, its range, and its evolution in English
- **Interpretation of Drama (LIT 2040):** a writing-intensive generic introduction to drama, its range, and its evolution in English
- **Interpretation of Nonfictional Prose (LIT 2070):** a writing-intensive generic introduction to nonfictional prose, focusing on Victorian authors
- **Writing for Management (ENC 3213):** a business-writing course covering a number of professional genres and contexts
- **Freshman Composition (ENC 1101 & 1102):** a course for freshmen in critical reading, thinking, and writing using the text *Emerging*
- **Freshman Composition for International Students (Navitas)**

Department of Communications, Palm Beach State College, Lake Worth, Florida
Freshman Composition (ENC 1101 & 1102)

Department of English, Broward College, Coconut Creek, Florida
Freshman Composition (ENC 1101 & 1102)

Department of English, Saint Andrew's School, Boca Raton, Florida

- Grade 12 British Literature and Writing
- Expository Writing (Elective for Grades 11 and 12)
- Film Studies and Critical Theory (Elective for Grade 12)

Department of English, The University of Mississippi

- Junior Seminar: Poetry (Engl 397): a study of the genre's range and evolution in English through readings
- Special-topic Freshman English (Engl 102), various sections on various topics: Tennyson's *Idylls of the King*; Dickens' Christmas Books and Stories; Victorian Town and Country; Cervantes' *Don Quixote* in Translation; Chaucer's *The Canterbury Tales*
- Freshman English (Engl 101): some sections as expository writing with essay readings; other sections as a writing-intensive introduction to the study of literature with readings in all three primary genres

ACADEMIC SERVICE

Leadership Reading Circle Leader: Plato's *The Republic*. (Five Sessions) Florida Atlantic University, Boca Raton. Fall 2015.

Academic adviser to college students, particularly to English majors. The University of Mississippi, Oxford.

Tutor and coach to ESL students. The University Writing Center, The University of Mississippi, Oxford.

Academic Researcher on Faulkner for Professor Joseph Urgo, Former Chair of English, The University of Mississippi, Oxford.

PROFESSIONAL DEVELOPMENT

Oscar Wilde and His Circle (five-week NEH seminar), directed by Prof. Joseph Bristow at the Clark Library, University of California at Los Angeles, Summer 2012.

Writing Across the Curriculum Seminar. Florida Atlantic University, Fall 2009.

French Language Program for Non-Francophones. Laval University, Quebec City, Canada, Summer 1997.

July Program. Bennington College, Bennington, Vermont, Summer 1995.

Rhodes Pre-collegiate Program. Rhodes College, Memphis, Summer 1994.

Formal training in reading and speaking French, Latin (including medieval Latin), Old English, Middle English; and to a lesser extent, ancient Hebrew, Greek, German, and Old Norse and Icelandic.

MEMBERSHIPS

North American Victorian Studies Association (NAVSA)

Victorians Institute

Modern Language Association (MLA)

South Central Modern Language Association (SCMLA)

American Literature Association (ALA)

REFERENCES

Dr. Benjamin F. Fisher, IV
Professor Emeritus of English
The University of Mississippi
bfisher@ms.metrocast.net

Dr. Joseph Bristow
Professor of English
The University of California at Los Angeles
jbristow@humnet.ucla.edu

Dr. John Leeds
Associate Professor of English
Florida Atlantic University
jleeds@fau.edu

Dr. Barclay Barrios
Associate Professor of English and Associate Dean of College
Florida Atlantic University
bbarrios@fau.edu

Dr. Taylor S. Hagood
Professor of English
Florida Atlantic University
thagood@fau.edu

Curriculum Vitae

Personal

Erin Melissa Kiley
Instructor, English Department, Florida Atlantic University
ekiley1@fau.edu
954-895-9123

Education

Florida Atlantic University, Boca Raton, FL. M.A. in English. December 2013.
Florida Atlantic University, Boca Raton, FL. B.A. in English. August 2007.

Teaching Positions

Instructor. Department of English, Florida Atlantic University, 2014-Present.
Teaching Assistant. Department of English, Florida Atlantic University, 2012-2013
Teaching Assistant. Department of Philosophy, Florida Atlantic University, 2012.

Courses Taught

College Writing I (online and traditional delivery)
College Writing II
Interpretation of Fiction
Interpretation of Poetry (online and traditional delivery)
Advanced Exposition
Professional Writing

Professional Development

E-Learning Course Design Certification for Interpretation of Poetry, 2016
E-Learning Course Design Certification for College Writing I, 2015
Writing Across the Curriculum Training, 2014

Publications

Co-Editor/Contributor:

Hinshaw, W, Murray J, Kiley E, *Elements of College Writing 1 and 2*: Plymouth: Hayden
McNeil, 2016.

Research and Teaching Interests

Postmodernism; Cultural and American Studies; Rhetoric and Composition; African-American
Literature; Feminist Studies.

Presentations

“The Revolution Will Be Advertised: Mad Men and the Commodification of a Culture.” English Graduate Student Society Conference, Boca Raton, FL, December 2013.

Curriculum Vitae
2017 Calendar Year Annual Portfolio

PERSONAL

Kathleen T. Moorhead

English Department, Dorothy F. Schmidt College of Arts and Letters

Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431

kmoorhea@fau.edu

HIGHER EDUCATION

Florida Atlantic University,	MFA in English (Creative Writing)	May 2006
Florida Atlantic University,	BAS in Computer Science	Dec. 1986
S.U.C.N.Y. at Buffalo,	BA in English, Magna Cum Laude	June 1976

EXPERIENCE

Teaching

Florida Atlantic University	Senior Instructor of English	2008 - present
Florida Atlantic University	Adjunct Instructor of English	2006 - 2008
Florida Atlantic University	Graduate Instructor of English	2004 - 2006
Broward College	Adjunct Instructor of English	2005 - 2013

Military

United States Air Force Reserves	Electronics - Inertial Navigation Systems	1979 - 1983
----------------------------------	-------------------------------------------	-------------

Technology

Ecometry, Delray Beach	Windows/Unix Programmer	2000 - 2004
Mutual of America, Boca Raton	Programmer Analyst	1998 - 2000
T&J Equities, Inc., Delray Beach	Programmer/Trainer	1996 - 1998
Motorola, Inc., Boynton Beach	Software Engineer, Paging Products Group	1993 - 1996

AGI Software, Inc., Boca Raton	Applications Development Project Manager	1991 - 1992
CAC-Ramsay, Inc., Coral Gables	Programmer/Analyst	1988 - 1991
Travelers Ins. Co., NYC, NY & Plantation, FL	Casualty-Property Claims Supervisor	1976 - 1988

COURSES TAUGHT AT FAU

- **Creative Writing (CRW 3010)** an upper level undergraduate class teaching craft and criticism for beginners in writing prose fiction and poetry. □
- **Interpretation of Fiction (LIT 2010):** a writing-intensive generic introduction to short fiction, its range, and its evolution in English
- **Interpretation of Drama (LIT 2040):** a writing-intensive generic introduction to drama, its range, and its evolution in English
 - Teach the traditional version of the class
 - Also developed and taught the first online version of the class in Spring-15
- **Writing for Management (ENC 3213):** a business-writing course covering a number of professional genres and contexts
- **College Writing I & II (ENC 1101 & 1102):** a course for freshmen in critical reading, thinking, and writing using the text *Emerging*
- **College Writing I & II (ENC 1101 & 1102) for International Students (Navitas)**

**Curriculum Vitae
January 30, 2018**

PERSONAL

Name: Richard M. Potter
Phone: 954 592 9821
Current Academic Rank: Senior Instructor
Primary Department: English

HIGHER EDUCATION

Florida Atlantic University, MA in English, May 2003.

University of California, San Diego, BA in Writing, December 1996.

San Diego Community College, San Diego, AA in English, May 1994.

EXPERIENCE

Florida Atlantic University, Instructor, 2003-Present.

Florida Atlantic University, Graduate Teaching Assistant, 2001-2003.

College of English, San Diego, CA, ESL Instructor, 2000-2001.

Centro de Enseñanza de Idiomas, Barcelona, Spain, ESL Instructor, 1997-1998.

ADDITIONAL TRAINING

eLearning Certification. Course participation Fall 2011; course delivery Spring 2012. The program consisted of six units delivered over 12 weeks and totaled 136 hours of class credit. Course (ENC 3123, Writing for Management) was successfully delivered in the Spring of 2012.

Faculty Learning Community: Why and How to Transition to Student-Focused Teaching. 2011-2. Facilitator: Lynn Appleton. I learned the basic principles of student-centered teaching, implemented a minimum of new practices in my courses and evaluated their effectiveness.

Faculty Learning Community: Taking your Classroom into the Field: Co-Curricular Studies. 2012-3. Facilitator: Jeffrey Morton. The program resulted in a single writing assignment in my ENC 1101-2 class. Specifically, students went to the Jaffe Center for Book Arts to compose a paper based on the various exhibitions there. The objective was to get the students out of the classroom and into these exhibits will develop a stronger sense of community in the University.

Criteria and Strategies for Student Success During Their Academic Careers and Beyond. 2013-4. Facilitators: Panagiotis D. Scarlatos and Daniel E. Meeroff. Objectives of this forum include learning how to map individual courses, define the objectives and outcomes of their program and map them to the individual courses within the program.

NON-INSTRUCTIONAL SERVICE

FAU Undergraduate Adviser. From 2004 to 2008, I served the (approximately) five hundred Majors in the Department of English. I advised students on classes, internships, and applying for graduate school. In addition, I processed applications, overrides, and several other forms and documents, communicating regularly with the Registrar, the College of Arts and Letters, etc.

FAU Scheduling Committee Member. From 2005 to 2009, I served the Department of English by creating and processing the class schedules. My duties included compiling faculty requests, assessing curriculum needs, and ultimately designing the class schedule, using a combination of Excel and Access.

FAU Writing Tutor. In 2001, I worked twenty hours a week in the busy Writing Lab. Most of my students were non-native speakers who needed help in their “Basic Writing” class (no longer offered at FAU).

AWARDS AND HONORS

Enhanced Teaching Assistantship from Florida Atlantic University for outstanding academic performance, 2001 – 2003

David Jay Gambee Award (University of California) for my research project, “The Impact of American Culture on Hungarians,” 1996

Dean’s List, eight consecutive semesters (1992—1996)

PRESENTATIONS

College English Association - Caribbean Chapter Annual Symposium: “Sounds of Home,” Mayagüez, Puerto Rico, 2003

Rethinking Commonwealth Literature: “Different Tropes for Different Folks: A Study of Helena Maria Viramontes’ novel *Under the Feet of Jesus*,” Santa Clara University, CA, 2002

MAPACA (Mid-Atlantic Popular Culture Association): “Generations of Meaning in Don DeLillo’s *White Noise*,” Pittsburgh, PA, 2002

PUBLICATIONS

Home to Barcelona. I have published this book under the pen name Richard Manchester. Barcelona: Publicaciones Universitarias S.A.; 1st edition. July 7, 2008; 2nd edition 2012.

“Digui, Digui,” short story, *The Barcelona Review*. December 2002
>barcelonareview.com<

**Curriculum Vitae
January 23, 2018**

PERSONAL

Name: Frederick Russell Redman

Email: fredman@fau.edu

Current Academic Rank: Senior Instructor

Primary Department: English

HIGHER EDUCATION

Florida Atlantic University, MA in English, August 2008.

Palm Beach Atlantic University, BA in English, May 2002.

EXPERIENCE

Florida Atlantic University, Senior Instructor, 2016-Present.

Florida Atlantic University, Instructor, 2008-2016.

Palm Beach State College, Adjunct Instructor, 2013.

Florida Atlantic University, Teaching Assistant, 2004-2007.

REFEREED RESEARCH PUBLICATION

Journal Article

Redman, Russell. "Caribbean Cultural Identity and the Art of Cactus Maintenance."
Anthurium: A Caribbean Studies Journal. 5.1 (2007): Article 6.

REFEREED PRESENTATION

"The 'lone saguaro': 'Positing' Cultural Identity in Edwidge Danticat's *The Dew Breaker*."
MELUS Conference, Boca Raton, FL. April 2006.

COURSES TAUGHT AT FAU

ENC 1101: College Writing 1. The FAU catalog describes this General Education course: "Reading examples of expository prose and writing essays practicing the forms of rhetoric." In this course, I use a balance of lecture, class discussion, and group work to encourage and foster independent writing skills and habits. I design assignments with critical thinking development in mind by emphasizing critical reading skills and consideration of the student's role in his or her own education and in his or her community.

ENC 1102: College Writing 2. The FAU catalog describes this General Education course: "A continuation of College Writing 1." Academic research, using the print and electronic resources of the library, is the main added component to this course. I teach this course with the same strategies and emphases of my College Writing 1 course.

ENC 3213: Professional Writing. The FAU catalog describes this course: "Prepares the student to write professionally for audiences within and outside a corporation or nonprofit

enterprise. Proofreading skills stressed." For this course, I emphasize practical writing strategies, formatting, and editing as well as a sense of ethical responsibility as a writer to a human audience.

LIT 2010: Interpretation of Fiction. The FAU catalog describes this General Education course: "An introduction to close reading of fiction." In this course, I emphasize analysis of the various writers' use of elements such as plot, symbolism, diction, tone, setting, and characterization to convey messages to the reader that challenge our thoughts on important topics such as nature, gender, race, and community.

LIT 2040: Interpretation of Drama. The FAU catalog describes this General Education course: "An introduction to close reading of drama." In this course, I emphasize analysis of the playwright's use of plot, characterization, diction, motifs, and conflicts to convey messages to the reader or audience that challenge our thoughts on important topics such as class, gender, race, reality, and morality.

NON-INSTRUCTIONAL SERVICE

FAU Writing Across Curriculum Assessment Rater, 2012 and 2014. Twice I have participated in the rating process for WAC, which includes both lively discussions regarding how to evaluate the papers and the rating process itself. The rating process includes reading sample papers from across the WAC curriculum and evaluating the amount to which the papers indicate successful writing and implementation of WAC teaching criteria.

FAU College Writing 2 Grading Criteria, 2013. When research was added to the requirements for College Writing 2, I discussed a gap in the Grading Criteria with Dr. Barclay Barrios, then Director of the Writing Program, who tasked me with drafting the language to fill the gap. I completed the language which was adopted by the Writing Committee.

FAU University Center for Excellence in Writing Consultant, 2006-2007. I provided support for a wide range of student writers, specializing in argument development, organization, grammar, and ESL. I earned Certification by the College Reading and Learning Association.

FAU Vice President of English Graduate Assistants, English Graduate Student Society, 2005-2006. While in this elected role, I facilitated communication between Graduate Assistants and Faculty, and I promoted professional development of Graduate Assistants through organization and advertisement of the English Graduate Society's Annual Conference as Co-Chair.

Palm Beach Atlantic University *Living Waters Review* Alumni Editor, 2004-2006. In this role, I collaborated with Faculty, other Alumni editors, and students in selection of student entries for an annual literary and arts magazine.

PROFESSIONAL DEVELOPMENT

eLearning New Course Development. Designed online version of ENC 1101, College Writing 1 and developed all corresponding material during Summer of 2016. I successfully taught the course in Fall of 2016.

eLearning Certification. Course participation Fall 2014; online course delivery Spring 2015. The program consisted of six online units and practical, collaborative course designing with an Instructional Designer from the Center for eLearning. I successfully taught my online course (LIT 2010, Interpretation of Fiction) in Spring of 2015.

Writing Across Curriculum Training Seminar. Fall 2013. Facilitator: Jeffrey Galin. Successful participation and completion in this training seminar results in certification to teach WAC-designated courses. The seminar is conducted in two sessions "in support of innovation and instructional improvement in general education."

Palm Beach State College Online Adjunct Instructor Training. Fall 2013. In addition to providing basic information about the county and student demographics, the training emphasized best practices in classroom exercise planning, assignment design, and interaction with students.

HONORS AND AWARDS

Howard Pearce Thesis Award, Criticism Thesis, English Department of FAU, 2009.

Phi Kappa Phi National Honor Society, 2008.

Outstanding Graduate Teaching Assistant, English Department of FAU, 2006.

Sigma Tau Delta National English Honor Society, 2002.

Updated on January 16, 2018
Curriculum Vitae
SCARLETT ELIZABETH ROONEY
Srooney2@fau.edu

Education

Master of Fine Arts, *English, Fiction* (48 hrs), Florida Atlantic University, 2005.

Thesis: *Two Vietnams*, a multi-genre, multi-cultural work of prose and poetry, researched on-site in Vietnam.

Bachelor of Arts, *English*, Florida Atlantic University.
English major with a minor in Creative Writing.

Bachelor of Arts, *Global Environmental Issues*, Rollins College.
Politics, Environmental Studies, and Languages (Spanish and French).
Thesis: *Wildlife Management in Latin America*, research and analysis, 170 pages.

INTERNATIONAL STUDIES

Verano Español - Courses: Lengua en Accion y España y su Arte
Rollins College, Madrid, Espana.

French Immersion - L'Université du Québec à Chicoutimi.

CONTINTUED STUDIES

Duluth Writers' Workshop – Robert Olen Butler's Fiction Workshop, including a one-on-one meeting discussing attendee's work, 2007.

Publications

"African Diaspora," "Maasai Mara," and "Talk to Me—" finalist in Photography Competition (non-professional) in *Camera Obscura Literary Journal*, <http://www.obscurajournal.com/finalists.php>, 2011.

"Longing for Fur," a raconteur, in *Single Hound*, online publication, 2011.

"The Weigh Station" in *Blink: Flash Fiction in the Blink of an Eye*, an anthology. The Paper Journey Press, 2006.

From "Vietnam in the Twilight-Hour," (poems) "Egg Exchange," "10% Catholicism," and "A Boy Dreams of Other Worlds," *Words on Walls*, 2005.

"Airing out Fiction: Entering Story from the Back," (a pedagogy paper), *AWP Pedagogy Papers*, 2005.

"Dismantling American Myth in Anti-war Narratives of September 11th" (essay), *Words, Wars, Worlds: Confronting the Polemics of Narration*, 2004.

"Footnotes for a Decent War Memoir," (non-fiction) "La Casa de Los Gatos," (poem), "Looking Back" and "Afterwards" (photography), "Composure," (photography), *Coastlines*, 2004-5.

"The Floridian" (fiction), *Square Pegs*, 2001.

Conferences and Readings

CONFERENCES

MELUS Conference, Boca Raton, Florida, 2006.

Paper: "The Averted Gaze in Monique Truong's *Book of Salt*."

AWP Conference, the Pedagogy Forum in Vancouver, BC, Canada, 2005.

Paper: "Airing out Fiction: Entering Story from the Back."

Broward County Library's Women's Poetry Conference, 2004.

Poems: "La Florida's Julep" and "Sirens."

73rd Florida Communications Association Conference on (Re)constructing Communication, Orlando, Florida, 2003.

Paper: "(Re)Constructing American Myth in Anti-War Narratives of September 11th."

Fifth Annual Women's Studies Graduate Student Symposium, 2003.

Paper: "*Psycho* and the American Wet Dream."

Florida Atlantic University's Graduate Creative Writing Symposium on "Writing Place," Boca Raton, Florida, 2003.

Paper: "Footnotes for a Decent War Memoir," non-fiction.

Fifth International Conference: Words, Wars, Worlds: Confronting the Polemics of Narration, Eastern Mediterranean University, North Cyprus, Turkey, 2002.

Paper: "Dismantling American Myth in Anti-war Narratives of September 11th."

READINGS

"Dandelion Seeds" (fiction) at University of Minnesota, Duluth, 2007.

"La Casa de Los Gatos" (poem) at President Brogan's estate, FAU, 2006.

"Footnotes for a Decent War Memoir" (non-fiction) and presented "Looking Back" (photography) at President Brogan's estate, FAU, 2005.

"Wolf in the Chicken Shack" (fiction) at Barnes & Noble, 2003.

Work in Progress

"Vietnam in the Twilight-Hour," a non-fiction manuscript including poems, memoirs, essays, photographs, and a screenplay. Parts of "Vietnam in the Twilight-Hour" have already been published.

"A Dance for Drowned Children in the Style of Dionysian Ethos—But a Plea," a longish poem about the life of Isadora Duncan and the connection between Greek mythology, sensuality, and children.

Teaching Experience

SEMINARS AND LECTURES

GUEST LECTURER FOR FLORIDA WRITERS' ASSOCIATION, BARNES & NOBLE (2009)

A lecture designed for writers of literary, mystery, and pulp fiction.

GUEST LECTURER FOR MODERN POETRY CLASS, FAU (2007)

A lecture on the sublime in Anne Carson's *Decreation*, following the lineage of the sublime from Longinus, to Burke, to Antonioni, to Kant, to present day.

CREATIVE WRITING SEMINAR, REDBERY BOOKS, WISCONSIN (2007)

A flash-fiction course designed for public writers. This mini-seminar focuses on how to write compact, precise fiction, how to publish in flash-fiction journals, and how to use exercises to enliven story-telling.

TEACHING AT FLORIDA ATLANTIC UNIVERSITY

Taught several courses, graduate and undergraduate, in two departments at Florida Atlantic. Additionally gave a two-year commitment to FAU's Writing Center, UCEW.

INSTRUCTOR FOR THE ENGLISH DEPARTMENT, 2008-PRESENT

Several undergraduate courses: ENC 1101, 1102, CRW 3010, 4121, LIT 2010, 2030, 2040, ENC 3213, among others.

INSTRUCTOR FOR THE GRADUATE BUSINESS COMMUNICATION DEPARTMENT EXECUTIVE MBA PROGRAM, 2006-2007

A graduate course for executive EMBA students (E-college and classroom) in the forensic, tax, regular, and environmental programs. This course's emphasis: building professional communication skills through speech and writing.

GRADUATE TEACHING ASSISTANT, SPECIALTY COURSES, 2003-2005

CREATIVE WRITING SEMINAR

Two fiction courses for Tops Piano Camp. Organized end-of-session performances and readings for my group.

VIETNAM WAR AND HISTORY, ENC 1102

An interdisciplinary and topic-centered composition course, including research, film, and attending public lectures.

ART OF THE PERSONAL ESSAY, ENC 1939

A topic-centered composition course, including essays from Seneca, V. Woolf, A. Leopold, W. Hazlitt, D. Quammen, J.T. Mitchell, R. Carson, and D. Sedaris.

COMMUNITY SERVICE / STUDENT AWARDS

OUTSTANDING STUDENT AWARD, D.F. SCHMIDT COLLEGE OF ARTS & LETTERS, 2017
CRW 4121, Fiction II Workshop, Ms. Paige McEvers earned this award.

FACULTY ADVISOR, ROLLER HOCKEY CLUB, 2009-PRESENT

FACULTY ADVISOR, FENCERS ANONYMOUS, 2011-PRESENT

JUDGE, POETRY CONTEST, 2012

Poetry judge for the Third Annual Northern Campus National Poetry Month Contest.

FAU STUDENT LITERARY AWARD, 2012

Jason Wilson's "The Pains of Production: Creative Obstruction in Robert Randolph's 'Moths'," Lit 2030, Introduction to Poetry: best paper in an introduction to literature class.

FAU PEACE STUDIES' AWARD, 2010

Joe Hayes' "Stability: Giving Peace a Leg to Stand On." Mr. Hayes also met the Dalai Lama one-on-one and was able to attend his lecture.

TEACHING OVERSEAS

ENGLISH CURRICULUM, SAIGON, VIETNAM, 2004

An intensive English curriculum for a group program in reading, writing, and speaking.

Professional Experience

Edited several sections of Robert Mykle's *Palmbeach Confidential* (author of *Killer 'Cane: The Deadly Hurricane of 1928*) book before publication, 2007-2008.

Assisted as a reader for the 1101, 1102 Composition Committee to select and review books for a new FAU reader, 2006.

Reviewed essays for suitability in the *Ways of Reading: An Anthology for Writers*, 7th edition, 2003.

Served as co-fiction editor for *Coastlines Literary Journal*, 2002-2003.

Other Certifications

Master Writing Consultant, University Center for Excellence in Writing (UCEW), FAU Writing Center. Achieved Master Writing Consultant certification by the College of Reading and Learning Association. 2002-2004.

Awards / Grants

GRANTS

Graduate Grants Committee, AWP Conference, Vancouver, 2005.

Creative Writing Fellowship, Tops Piano Camp, FAU, Boca Raton, Florida, 2005.

Senate Travel Grant, International Conference, North Cyprus, Turkey, 2004.

AWARDS

Frank and Courtney Brogan Award nominee, Poetry, "La Casa de Los Gatos," 2006.

Frank and Courtney Brogan Award nominee, Prose, "Footnotes for a Decent War
Memoir," 2005.

Frank and Courtney Brogan Award nominee, Photography, "Looking Back" and
"Afterwards," 2005.

Mary Sheffield
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Boca Raton, FL 33486
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Education

- **MFA in Creative Writing**, GPA: 3.952
Graduated Spring 2009 Florida Atlantic University Boca Raton, FL
- **Bachelor's of Arts in Liberal Studies**, GPA: 3.425
Asian History Minor
Women Studies Certificate
Graduated Spring 2005 Florida Atlantic University Boca Raton, FL

Accomplishments

2015 Pushcart nomination
2014 Pushcart nomination
2014 finalist in *Writer's at Work* competition
2011 finalist Jeanne Leiby Chapbook Award competition *The Florida Review*
2011 finalist Indiana Review Half K Prize
2011 honorable mention Glimmer Train Very Short Fiction
2010 finalist for the National Society of Arts and Letters Short Story Competition
2009 recipient of the Howard Pearce Thesis Award
Nominated by my peers for the GTA of the year Spring 2009

Publications

Marvels of Natural History, forthcoming from *Flaming Giblet Press*
"I Could Love These Women," *Black Warrior Review*
"The Blood Museum," *Hayden's Ferry Review*
"Brief Instructions," *Spring Gun*
"How to Tell a Story to Children," *Far Enough East*
"Lose the Bellyfat," forthcoming *Wintertangerine Review*
"No One Ever Is," *Monkey Bicycle*
"Kids in Suitcases" *The Florida Review*
"Be Careful" *Timber*
"How to Keep Animals from Defecating in Your Closet," *The Adroit Journal*
"The First Thing the Stupid Bitch Does is Fall in Love" & "Crowds" *Pank*
"Henry Miller is the Real Deal," published in *Blip Magazine*
"Children," *Epiphany*
"Detainee," *Spring Gun* and *Fiction Southeast*
"Memory Clinic," *Referential Magazine*
"Sexual History," *Paper Skin Glass Bones*
"Modern Science Cannot Keep Up with Her," *Euonia Review*

Experience

English Instructor

Fall 2009-present Florida Atlantic University Boca Raton, FL
Crafts and instructs introductory and advanced composition courses, interpretation of literature, drama, and poetry courses, and introduction to creative writing.

Student-centered teaching method focused on improving critical thinking, reading, and writing skills: College Writing I and II (ENC 1101/1102), Interpretation of Fiction (LIT 2010), Introduction to Creative Writing (CRW 3010), Introduction to Literary Studies (ENG 3822).

Academic Adviser

2008-present Florida Atlantic University Boca Raton, FL
Advised MFA, MA, and undergraduate students about their respective programs
Extensive knowledge of Banner system
Editor of MFA Blog
Maintenance and compilation of general graduate student information and lists
Assists MFA and MA applicants through the application process
Works closely with Graduate Studies to help students successfully complete theses
Worked closely with the Registrar to fix registration issues, AP credit and transcript errors, and to deal with student issues on a regular basis
Worked closely with Student Academic Services to ensure undergraduates successfully complete the English Major Degree Program

Teaching Assistant

Fall 2007-09 Florida Atlantic University Boca Raton, FL
Crafted and instructed introductory and advanced composition courses as part of a graduate teaching assistantship
Student-centered teaching method focused on improving critical thinking, reading, and writing skills: College Writing I and II (ENC 1101/1102)

Teaching Assistant

Fall 2008 Florida Atlantic University Boca Raton, FL
Assisted Professor Bucak in the instruction of creative writing and ran creative writing workshops for undergraduates, provided constructive criticism in both written and oral formats: Creative Writing (CRW 3010)

University Center for Excellence in Writing Consultant

2007-2008 Florida Atlantic University Boca Raton, FL
University-wide student consultation assistance in brainstorming, argument construction, integration of source materials, and other writing issues on an individual basis
Job requirements included working with a diverse student population and students with English as a Second Language
Worked closely with students to develop strategies to track errors and areas for improvement
Master's level Certification with the College Reading & Learning Association

Research Assistant

2006 Florida Atlantic University Boca Raton, FL
Conducted research for Faculty members' of the English Department in their areas of specialty
Tasks included extensive online research, organization and compiling of research, and interpreting the main themes of the articles found
Worked closely with faculty members in English Department on current projects

Office Assistant

2008-09
Duties included: multi-tasking, data entry, file organization, answering telephone, general office work

SUZANNE L.P. SINK

Institutional Affiliation: Florida Atlantic University

Contact:

900 Sunset Road, West Palm Beach, FL 33401
704-995-5137 (cell)
ssink@fau.edu
suzannesink.wordpress.com

Education:

- Doctor of Philosophy in English, Doctoral Candidate, 2017
 - Old Dominion University, Norfolk, Virginia – Distance Program
 - Emphases: Literary and Cultural Studies, Technology and New Media Studies
 - Dissertation Topic: Design and construction of an Azorean-American women's digital archive to preserve and share immigration stories and artifacts of the domestic sphere.
- Master of Arts Degree in English, 2009
 - Winthrop University, Rock Hill, South Carolina
 - Thesis: "The Mulheres Sketches: Four Stories," Directed by: Professor Scott Ely
- Bachelor of Arts Degree in English, 2004
 - University of North Carolina at Asheville, Asheville, North Carolina
 - Senior Seminar Paper: "Hemingway's Habits: A Writer's Life Explained in A Moveable Feast."
- North Carolina Teaching License, English 9-12, 2004
 - Research Project: "Dialogue Journals in the ESL Classroom"

Employment:

2012 – Present

- Florida Atlantic University, Boca Raton, FL
 - Instructor: English
 - Assistant Director, University Center for Excellence in Writing

2010 – 2012

- Gaston College, Dallas, NC
 - Instructor: Developmental Reading and English

2009 – 2011

- Johnson & Wales University, Charlotte, NC
 - Adjunct Instructor: Writing Workshop, Composition, Advanced Composition

2009

- Winthrop University, Rock Hill, SC
 - Adjunct Instructor: Writing 101

Publications:

- "Fueling the Southern Underground Movement: The Inquisition v. The City of Charlotte." *Studies in American Culture* 34.1 (Oct. 2011). Print.

Academic Presentations:

Refereed Regional Conference Presentations:

- “Archive as Interface: Toward a Methodology of Critical-Making and Intentional Design.” Archival Work Today in Theory and Practice Roundtable, SAMLA 2016 Conference, Jacksonville, FL, November 2016
- “‘Who’s Afraid of Inquisition?’ Visual Subversion and Influence on the Southern Underground Press Movement.” Illustrated Texts in American Literature Panel, SAMLA 2010 Conference, Atlanta, GA, November 2010
- “Fueling the Southern Underground Movement: The Inquisition v. The City of Charlotte.” Popular & American Culture Associations in the South 2010 Conference, Savannah, GA, October 2010
- “Chourico and Peppers.” Original Short Fiction. Sigma Tau Delta Annual Convention, Minneapolis, MN, March 2009
- “Love and Prudence: Where Biography Meets Fiction in Jane Austen’s Persuasion.” Southeastern American Society for Eighteenth-Century Studies Conference, Charlotte, NC, March 2009
- “Angst and Responsibility: New Connections Between The Moviegoer and Kierkegaard.” Fourth Annual Department of English Undergraduate/Graduate Research Conference, Winthrop University, Rock Hill, SC, February 2009
- “Jane Austen and Anne Elliot: Redefining Women in the Struggle Between Love and Prudence.” Third Annual Department of English Undergraduate/Graduate Research Conference, Winthrop University, Rock Hill, SC, February 2008

Workshops and Non-refereed Presentations:

- “Incorporating Writing in the Developmental Classroom.” North Carolina Association for Developmental Education, Western Regional Conference, Dallas, NC, April 2011
- “Writing Across the Curriculum: Emphasizing Writing in Every Discipline.” Gaston College Professional Development Workshop, Dallas, NC, March 2011
- “Inquisition.” Radio Interview WFAE Charlotte. Charlotte Talks with Mike Collins. Charlotte, NC, November 2010.

Grants:

External Funded

- Luso-American Education Foundation. Research Grant. Spring 2017. \$2500, renewable for 3 years

Internal Funded

- Dissertation Fellowship. Department of English, Old Dominion University. Fall 2017.

Courses Taught at FAU:

- ENC1101 – Introduction to College Composition
- LIT2010 – Interpretation of Fiction

- LIT2040 – Interpretation of Drama
- LIT2030 – Interpretation of Poetry

Service and Professional Development:

Institutional:

- 2017 Hacks and Snacks Pedagogical Workshop – Audio Commenting
- 2015 Hacks and Snacks Pedagogical Workshop – Effective Peer-Review with Google Docs
- 2014 M.A.R.I.O. (Mobile Access for Research and Innovation Output) Cart Curriculum Design Team
- 2011 Gaston College nominee to North Carolina Developmental Education Curricula Redesign Task Force – English and Reading
- 2011 Gaston College Literacy Center
- 2011 TRiO Board Member

Community:

- 2014-Present Lector, St. Ann Church, West Palm Beach, FL
- 2007-2008 Coordinator, Hope Haven Christmas Toy Donation
- 2005-2008 Participant, Johnson & Wales University Charlotte Campus Annual Trunk or Treat Community Halloween Party
- 2004-2005 Volunteer Tutor, Johnson & Wales University Charlotte Campus Writing Center

Professional Memberships:

- 2016-Present: SAMLA
- 2015-Present: WPA - Writing Program Administrators
- 2015-Present: SWCA - Southeastern Writing Center Association
- 2014-Present: UFF-FAU - United Faculty of Florida, Florida Atlantic University Chapter
- 2010-Present: PCAS/ACAS – Popular Culture/American Culture Association in the South
- 2010-2012: NCADE – North Carolina Association for Developmental Education

Awards and Honors:

- 2011 NCADE Developmental Education Department of the Year
- 2007 Sigma Tau Delta, International English Honor Society, Iota Mu Chapter Member
- 2004 Recipient of UNCA Departmental Distinction Award in English
- 2004 Superior Rating Student Teaching Practicum
- 2004 ETS Award of Excellence – Perfect Score on PRAXIS II, English Language, Literature, Composition: Content Knowledge

Related Coursework:

2015

- Adult Development Theory, Dr. Louise Wetherbee Phelps, Old Dominion University

2014

- Online Writing Instruction, Dr. Kevin DePew, Old Dominion University

2005

- Seminar in Composition Theory and Rhetoric, Dr. Jane Smith, Winthrop University

2004

- Student Teaching and Seminar
- Directed Research in Education, K-12

2003

- Methods and Management in Teaching, 6-12, Dr. Sandra Byrd, UNCA
- Adolescent Literature, 6-12, Dr. Jeanne McGlenn, UNCA
- Reading and Writing in the Content Area, Dr. Peter Caulfield, UNCA
- Research Methods in Education, K-12
- Psychology Applied to Teaching

2002

- Teaching Writing and Standard Grammar, Dr. Peter Caulfield, UNCA

Curriculum Vitae
Updated: January 2018

PERSONAL

Name: Lilleth Trewick

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Email Address: LTrewick@fau.edu

Current Academic Rank: Senior Instructor

Primary Department: English

HIGHER EDUCATION

Florida Atlantic University, PhD Candidate, Language, Literature & Culture,
ABD.

Florida Atlantic University, Women's Studies Graduate Certificate, Dec 2010.

Florida Atlantic University, MA in Multicultural Literature in English, May
2003.

University of the West Indies, Mona, Jamaica, MSc in Development
Studies, 1998.

University of the West Indies, Mona, Jamaica, BA in English (Hons)

University of the West Indies, Mona, Jamaica, Diploma in Journalism.

EXPERIENCE

Florida Atlantic University, Instructor of English, 2003-Present.

Florida Atlantic University, Teaching Assistant and Tutor, 2001-2003.

University of Technology, Jamaica, Lecturer in English, 1992-1999.

Heinemann Publishers Caribbean Ltd, Jamaica, Senior Editor, 1989-1992.

HONORS AND AWARDS

Recipient, McKnight Junior Faculty Fellowship, 2015 -16

Nominee, Best Thesis Award, 2003.

Graduate Studies Fellowship, 2002.

Recipient, Best Thesis Award, 1998.

CONFERENCE PRESENTATIONS

Papers presented:

Trewick, Lilleth. "Liminality and Resistance in Michelle Cliff's *No Telephone to Heaven* and *Abeng*." 17th Annual MELUS Conference, Holiday Inn, Boca Raton, FL, 2003.

Trewick, Lilleth. "Historical Trauma, Memory, and Agency in Jamaica Kincaid's *Lucy*." Annual MELUS Conference, Boca Raton, FL, 2011.

Trewick, Lilleth. "Writing the Hyphenated Space: Women, Healing, and Agency." Florida Consortium for Women's Studies Conference, Florida Atlantic University, Boca Raton, FL, 2011.

Trewick, Lilleth. "Indigenizing Annie Palmer: Whiteness, Power, and Insanity in *The White Witch of Rosehall*." Early Caribbean Mini-Conference, Florida Atlantic University, Boca Raton, FL. 2011.

Panels chaired:

Trewick, Lilleth. "Multi Ethnic Literature of the US (MELUS) Conference on Caribbean History and Culture," Boca Raton, FL, 2011.

TEACHING

Teaching Emphasis — FAU:

ENC 1101	College Writing I
ENC 1102	College Writing II
LIT 2030	Interpretation of Poetry
LIT 2010	Interpretation of Fiction
LIT 2070	Interpretation of Creative Non Fiction
ENC 3213	Writing for Management

Justin Michael Waldron

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Phone: (561) 767-0688 Email: jwaldro4@gmail.com

EDUCATION

- January 2009-May 2012 **Florida Atlantic University**
Master of Fine Arts in Creative Writing
College of Arts and Letters, May 2012
- August 2006-August 2008 **Florida Atlantic University**
Bachelor of Arts in Political Science with and emphasis in
writing and rhetoric, College of Arts and letters, 2008

TEACHING EXPERIENCE

- August 2017-present **Instructor of English, Florida Atlantic University, Boca Raton, FL**
-Teach four to six classes each semester.
-Teach Interpretation of Fiction, Interpretation of Creative Nonfiction, College Composition II, College Composition I and Creative Writing.
-Adjust my pedagogical approach to different classrooms and individual students.
- August 2015-August 2017
August 2013-August 2014 **Visiting Instructor of English, Florida Atlantic University, Boca Raton, FL**
-Teach four to six classes each semester.
- August 2012-August 2015
Summer 2016 **Adjunct Instructor of English Composition, Palm Beach State College, Lake Worth, FL**
-Taught Composition I and Composition II.
- January 2015-May 2015 **Adjunct Instructor of English Composition Broward College, Davie, FL**
-Taught an intensive eight-week Composition I class to a diverse student body.
- August 2012-May 2013
August 2014-May 2015 **Adjunct Instructor of English Composition, Florida Atlantic University, Boca Raton, FL**
-Taught three English composition courses per semester.
-Worked individually with students to help them produce excellent writing.

August 2009-May 2012 **Graduate Teaching Assistant, Florida Atlantic University
Boca Raton, FL**
-Two composition courses per semester for three
years as well as two summer courses.

COURSES TAUGHT

August 2009-Present **-ENC 1101: College Writing I**
Freshman Writing Course
-ENC 1102: College Writing II
Second Semester Freshman Writing Course
-ENC 1130: Introduction to College Writing
College Composition Preparatory Course
-Interpretation of Fiction
Writing and Literature class
-Interpretation of Creative Nonfiction
Writing and Literature Class
-Creative Writing
Upper Level Multi Genre Creative Writing Class

DEPARTMENTAL SERVICE

2011 **Intellectual Foundations Program Assessment (IFP)**
Foundations of Written Communication.
Selected to participate in university wide academic assessment.

2009-Present **Writing Across the Curriculum**
Selected to participate in academic assessment.

AWARDS and GRANTS

2011-2012 **Aisling Award in Fiction** for "Chinese Drywall."
Judged by Barbara Hamby, professor of creative writing at
Florida State University and author of the book *Lester Higata's
20th Century*.

August 2009-Spring 2012 **Graduate Teaching Assistantship**
Florida Atlantic University, Boca Raton, Florida
Awarded a stipend and tuition waiver for three years.

PRESENTATIONS

August 2009-May 2012

Public Readings and Conferences

Participated in and read during public readings and conferences held by the English department.

March 2012

Coastlines Literary Magazine Release

Read published piece of fiction.

PUBLICATIONS

Waldron, Justin. "Meat" (Fiction)

Apt Literary Magazine

January 2014

Waldron, Justin. "Chinese Drywall" (Fiction)

Coastlines Literary Magazine

April 2012

Editing completed novel for submission to publisher

OTHER WORK EXPERIENCE

2008-2009

District Assistant to Florida State Representative

Florida House of Representatives, Palm Beach County

- Wrote press releases, correspondence, and other business writing.
- Managed the district office.
- Managed office finances.
- Attended meetings and met with politicians and business people.
- Worked with community groups on legislation meant to benefit the immediate district as well as the state.

Curriculum Vitae

Personal

Name: Julianne Zvolensky

Institutional Affiliation: Florida Atlantic University

Email address: jcurran3@fau.edu

Current academic rank: Instructor

Department: English

Education

Florida Atlantic University; M. A. in English; August 2010

University of Florida; B. A. in English, Minor in Communication Studies; May 2007

Experience

Florida Atlantic University

Instructor, Department of English, Spring 2012-present

Assistant Director, Writing Across the Curriculum, Spring 2012-present

Rater, Writing Across Curriculum assessment, Summer 2012 & 2016

Coordinator, Introduction to College Writing, Summer 2010

Graduate Teaching Assistant, 2007-2010

Saint Gregory the Great Catholic School

Language Arts teacher, Fall 2011

Grammar teacher, Fall 2011

Summer Skills teacher, Summer 2011

Chaminade-Madonna College Preparatory

English 1 Instructor, 2010-2011

English 2 Instructor, 2010-2011

English 2 Honors Instructor, 2010-2011

Publications in Print

Stephanie M. Webster, Julianne Curran, Lacey Greathead & Kyla Lemieux (2006)
Spirituality in Mainstream Academia: Three Transformative Activities, *Journal of College and Character*, 7:6, DOI: 10.2202/1940-1639.1210

Non-Refereed Publications, Presentations and Proceedings

Presentations

2006 “Spirituality in Mainstream Academia” panel, The Florida State University Jon C. Dalton Institute on College Student Values; Tallahassee, FL

2005 “Non-verbal Communication at Work,” Florida Communication Association convention; Kissimmee, FL

Courses Taught at FAU

ENC 1101 College Writing 1
ENC 1102 College Writing 2
ENC 1130 Introduction to College Writing
LIT 2010 Interpretation of Fiction
LIT 2040 Interpretation of Drama

Service and Professional Development

Professional Development

Spring 2012 (January): Writing Across Curriculum Faculty Training Seminar
Spring 2012 (February): Anti-Discrimination and Anti-Harassment Training
Spring 2012 (April): Collaborative Institutional Training Initiative (CITI): Responsible Conduct of Research
Summer 2012 (semester): enrolled in FAU course: RED 4335 Content Reading: Middle and Secondary Schools
Spring 2013 (semester): enrolled in FAU course: EDG 4343 Classroom Instructional and Assessment Strategies
Fall 2014 (November): Lawroom Inspired Employer Solutions: Eliminate Campus Sexual Violence training
Spring 2017 (May): Security Awareness for End Users: Promoting Campus Network Security training
Fall 2017 (October): Kognito Interactive: At-risk for University College Faculty and Staff: Responding to Students At-Risk training

Honors and Awards

Outstanding Communication Pre-Professional, May 2007
University of Florida,
Dial Center for Written and Oral Communication