**ELLEN M. BAYER, PH.D.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TEACHING AND RESEARCH INTERESTS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Environmental Literature and Nature Writing • Literature of Place • EcoPedagogy • Human/Animal Studies • Early American Literature • American Modernism • Literature and the Arts • Composition*

**EDUCATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PURDUE UNIVERSITY • WEST LAFAYETTE, INDIANA**

***Ph.D. in American Literature, May 2010***

* **Primary Area:** Nineteenth-century American Literature
* **Secondary Areas:** Modern American Literature; The Visual Arts
* **Committee:** Robert Paul Lamb (Chair); Wendy Stallard Flory; Ryan Schneider; Christopher Lukasik
* **Doctoral Examination:** Nineteenth-century American Literature and Literature and the Arts. Passed with Highest Distinction, November 2006.
* **Dissertation:** “‘Brooding Reflection’: Redefining the Literary Impression in Henry James and Kate

Chopin”

* This dissertation investigates the function of impressions in selected works of James and Chopin. Rather than employ a comparative approach—linking impressions in literature to Impressionism in painting or to phenomenology—my study investigates the role of what I term the *literary impression* within the texts themselves. Study of the literary impression in its original context reveals that it functions as a central element of textual aesthetics. I successfully defended the dissertation on February 19, 2010.

***Master of Arts in Literature, May 2004***

* Master of Arts Examination: Literature. Passed, March 2004.

**NORTHERN KENTUCKY UNIVERSITY • HIGHLAND HEIGHTS, KENTUCKY**

***Bachelor of Arts in English, May 2002***

* Summa Cum Laude and Honors Program Graduate
* Honors Thesis: “Horse Whispering: A Cross-Cultural Exploration”
  + Received the NKU Faculty Senate Award in Recognition of Outstanding Undergraduate Scholarly Research, 2002.

**PUBLICATIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer-Reviewed Journal Articles**

* “‘The Strata of My History’: Reading the Ecological Chronotope in Wendell Berry’s That Distant Land”Forthcoming in *Landscapes: the Journal of the International Centre for Landscape and Language* (Spring 2019).
* “‘Go to the Place that Hurts’: Confronting a History of Violence in Toni Morrison’s *Margaret Garner.”* Forthcoming in *Parlour: A Journal of Literary Criticism and Analysis 4* (2019).
* “Green Burial, Home Burial: A Return to Redbud Hill.” Forthcoming in *The Trumpeter: Journal of Ecosophy*(Spring 2019).
* “The Ecocritical Implications of Downing’s Influence on Poe’s Landscape Aesthetic.” *The Edgar Allan Poe Review 19.2* (2018): 250-73.
* “A More Complete Ahab: Into the Darkness of *Moby-Dick*.” *Reconstruction: Studies in Contemporary Culture* *17.1* (2017). Co-authored with Dr. Andrea Modarres.
* “Straight from the Whale’s Mouth: A Student’s Experiences with *Moby-Dick*.” *Leviathan: A Journal of Melville Studies 2.2* (2000): 47-54.

**Peer-Reviewed Book Chapter**

* “Fishbowl.” *The Pocket Instructor: Literature*. William Gleason and Diana Fuss, eds. Princeton UP, 2015.

**Book Reviews**

* *Henry James, Impressionism, and The Public*, by Daniel Hannah. *Review 19* (December 2013).
* “In the Vermicular.” *Worm Work: Recasting Romanticism*, by Janelle A. Schwartz (2012). In *Humanimalia 5.1* (2013): 141-46.
* “What’s in it for the Lobster?” *Lobster*, by Richard J. King (2011) and *Lobster: A Global History*, by Elisabeth Townsend (2011). In *Humanimalia 3.1* (2011): 101-07.
* “Working with Sentient Property.” *Livestock/Deadstock,* by Rhoda M. Wilkie (2010). In *Humanimalia 2.2* (2011): 125-33.

**Under Review**

**Works in Progress**

* Journal article, “‘The Handiwork of Angels’: Transcending the Picturesque in Poe’s Landscape Tales.” Preparing for submission to *Poe Studies: History, Theory, Interpretation*.
* Journal article, “Sending Students out of the Classroom and Into the Wild: An Ecopedagogy.” Preparing for submission to *The CEA [College English Association] Forum*.

**CREATIVE WORK\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Podcasts and Live Narrative Events**

* Field Notes: Seventy48. Contributed content for this special episode of the Boldly Went podcast and website, covering the inaugural Seventy48 human-powered boat race, founded in Tacoma, WA.
* Featured Author on four episodes of the Boldly Went Podcast, including “Best Of Season 1”
  + “The Wisdom of a Ten-Year-Old.” Told at the August 2018 Boldly Went Live Event in Poulsbo, WA. To be featured on a forthcoming episode.
  + “The Lesson of Kansas.” Told at the April 2018 Boldly Went Live Event in Tacoma, WA. (Microphone malfunction prevented the narrative from being recorded for the podcast.)
  + “Dismantling Imposter Syndrome in the Central Cascade Range.” Featured on Episode 50 and awarded Best Narrative at the November 2017 Boldly Went Live Event in Tacoma, WA.
  + “Let the Giver Give.” Featured on Episode 34 and awarded Best Narrative at the July 2017 Boldly Went Live Event in Tacoma, WA.
  + “Relentless Forward Progress.” Featured on Episodes 17 and 36 and awarded Best Narrative at the April 2017 Boldly Went Live Event in Tacoma, WA and selected as “Best of Season 1” (for being one of the most downloaded narratives of the season.)

**ACADEMIC AWARDS, HONORS, GRANTS, AND FUNDING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Interdisciplinary Teaching and Scholarship Collaboration Grant, Winter 2019. Applied for a collaborative curriculum development grant with colleague James Gawel for proposed course, “Wilderness and Natural History in the Literature of the Pacific Northwest.”
* Center for Leadership and Social Responsibility Curriculum Enhancement Award, Fall 2018. Funded an excursion to Mount Rainier National Park for my TLIT 237 students.
* University of Washington Tacoma School of Interdisciplinary Arts and Sciences Research and Teaching Funding for a Writing Retreat at the UW Friday Harbor Campus, Fall 2017
* University of Washington Royalty Research Fund, Applied Winter 2016-Winter 2017 (third and final submission Winter 2017)
* National Endowment for the Humanities Summer Stipend Grant. UWT Nominee, Summer 2016. Application Under Review at NEH, Winter 2017
* University of Washington Tacoma School of Interdisciplinary Arts and Sciences Research and Teaching Funding for travel to the International Melville Society Conference in London, June 2017. Application Under Review, Winter 2017
* University of Washington Tacoma Division of Culture, Arts, and Communication Intellectual Enhancement Divisional Funds for Dean Burke lecture, “Tacoma and the Sea,” Winter 2017
* University of Washington Tacoma School of Interdisciplinary Arts and Sciences Research and Teaching Funding for the Faculty Success Program Tuition and for a Writing Retreat at the UW Friday Harbor Campus, Fall 2016
* University of Washington Tacoma School of Interdisciplinary Arts and Sciences Research and Teaching Funding for “A Creative Talk with Matt Kish,” Winter 2016
* University of Washington Tacoma Arts & Lectures Committee Funding for “A Creative Talk with Matt Kish, Autumn 2015
* University of Washington Tacoma Division of Culture, Arts, and Communication Intellectual Enhancement Fund for “A Creative Talk with Matt Kish,” Autumn 2015
* National Endowment for the Humanities Summer Stipend Program, Applied but project not funded, Summer 2015
* University of Washington Environmental Stewardship and Sustainability Office Green Seed Grant, Faculty Participant, Spring 2015-Autumn 2016
* Amy Braddock Summer Research Award, Summer 2013
* Mellon Environmental Studies Grant-Funded Stipend, Summer 2012
* Susan Tane Travel Grant, Summer 2012
* Purdue University Department of English Travel Grant, Spring 2009
* Purdue University Literary Awards, Kneale Award for Literary Criticism, Honorable Mention for “Reshaping History in Toni Morrison’s *Margaret Garner*,” Spring 2009
* Purdue Research Foundation Grant, Summer 2007
* Purdue University College of Liberal Arts Travel Grant, Summer 2007
* Purdue University Department of English Travel Grant, Summer 2007
* Purdue University Literary Awards, First Place, Kneale Award for Literary Criticism for “Impressions, Perceptions, Paint: Literary Impressionism in the Works of James, Crane, and Chopin,” Spring 2007

**CONFERENCE PRESENTATIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* “Go Boldly!” Helping Students Find their Place, and their Voice, in the Wild.” Association for the Study of Literature and Environment Conference. Davis, CA. June 2019.
* “Getting Students out of the Classroom and Into the Wild” University of Washington Teaching and Learning Symposium (Applied). April 2019.
* “Teaching at the Edge of the Apocalypse: Promoting Action in Ecopedagogies.” Washington/Oregon Higher Education Sustainability Conference. Co-led workshop with UWT colleagues. Seattle, WA. February 2019.
* “Teaching at the Edge of the Apocalypse: Promoting Action in Ecopedagogies.” On Sustainability Conference. Co-led workshop with UWT colleagues. Vancouver, BC. January 2019.
* “Go Boldly!: Helping Students Find their Voice in the Wild through Podcasting.” Association for the Study of Literature and Environment panel at the Rocky Mountain Modern Language Association Conference. Jackson, WY. October 2018.
* “‘Our Schoolhouse is the Universe’: Sending Students out of the Classroom and into the Wild.” Association for the Study of Literature and Environment (ASLE) Panel at the Rocky Mountain Modern Language Association Conference (RMMLA). Spokane, WA. October 2017.
* “Crossing the Final Frontier: The Reinscription of Ahab in the *Star Trek* Universe.” The Eleventh International Melville Society Conference. London, England. June 2017.
* “The Biggest (Carbon) Loser: Challenging Students to Take the Environmental Literature Course Beyond the Classroom Walls.” Rocky Mountain Modern Language Association Conference. Salt Lake City, Utah. October 2016.
* “‘To Revise is to See’: The Literary Impression as Narrative Strategy in James and Chopin.” International Society for the Study of Narrative Conference. Amsterdam, Netherlands. June 2016.
* “A Walk through the Woods with Douglass and Thoreau.” C19: The Society of Nineteenth-Century Americanists Conference. State College, PA. March 2016.
* “‘The Strata of My History’: Of Time and Place in Wendell Berry’s *That Distant Land.”* Rocky Mountain Modern Language Association Conference. Santa Fe, New Mexico. October 2015.
* “Green Burial, Home Burial: A Return to Redbud Hill.” The Association for the Study of Literature and Environment Conference. Moscow, Idaho. June 2015.
* “‘Novel Forms of Beauty’: The Ecological Implications of Poe’s Landscape Aesthetics.” The Poe Studies Association’s Fourth International Edgar Allan Poe Conference. New York, New York. February/March 2015.
* “Creative Student Research in the Literature Course.” Rocky Mountain Modern Language Association Conference. Boise, Idaho. November 2014.
* “The Art and Artifice of Impressions in Kate Chopin’s *The Awakening.”* Midwest Modern Language Association Conference. Milwaukee, Wisconsin. November 2013.
* “Place-Based Pedagogy in the Literature Course.” Rocky Mountain Modern Language Association Conference. Vancouver, Washington. October 2013.
* "From Involuntary Action to Conscientious Consumption: or, How Students Learned to Stop Worrying and Love the Vegan Cupcake." The Society for Literature, Science, and the Arts Conference. South Bend, Indiana. October 2013.
* “The Jamesian Impression: Reimagining Henry James’s Debt to the French Impressionist Painters.” Midwest Modern Language Association Conference. Cincinnati, Ohio. November 2012.
* “‘The Handiwork of Angels’: Transcending the Picturesque in Poe’s Landscape Tales.” Conversazioni in Italia: Emerson, Hawthorne, and Poe Conference. Florence, Italy. June 2012.
* “Pedagogical Research: Exploring Creative Textual Pairings in the Environmental Literature Course.” Purdue Early Atlantic Reading Group Graduate Colloquium. Alumni Roundtable. West Lafayette, Indiana. April 2012.
* “Troubling the Borders of Nature Writing: Pairing Thoreau and Douglass in the Environmental Literature Course.” College English Association Conference. Richmond, Virginia. March 2012.
* “Pairing Thoreau and Douglass in the Environmental Literature Course.” Indiana College English Association Conference. Anderson, Indiana. October 2011.
* “Re-imagining Silence in Esteban Sapir’s *La Antena*.” The Southwest Popular and American Culture Conference. Albuquerque, New Mexico. February 2009.
* “(Re)Shaping History in Toni Morrison’s *Margaret Garner*.” The Louisville Conference on Literature and Culture Since 1900. Louisville, Kentucky. February 2007.
* “Engraving as an Act of Violence: Tracing John White’s Images of Native Americans.” New Directions: An Early American Studies Symposium. West Lafayette, Indiana. November 2005.
* “Stories, Sketches, Meanings: Book Illustration in Carleton’s *Traits and Stories of the Irish Peasantry*.” Midwest Modern Language Association Conference. St. Louis, Missouri. November 2004.
* “Visualizing Women: Chaucer’s Use of Medieval Art in The Wife of Bath’s Prologue and Tale.” The Committee for the Advancement of Early Studies Conference. Muncie, Indiana. October 2004.
* “J.M.W. Turner’s Illustrations of the Poetry of Milton.” The Conference on John Milton. Murfreesboro, Tennessee. October 2003.

**INVITED TALKS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* “Over My Dead Body: A Look at the Funeral Industry’s Power over, and the Environmental Impact of, ‘Traditional’ Burial Practices.” University of Washington Tacoma, TIAS 305. April 2018.
* “English Ivy, Brought to you by Edgar Allan Poe.” Grit City Think and Drink. Tacoma, WA. November 2017.
* “‘Relentless Forward Progress’: A Barkley Fall Classic Race Report.” Boldly Went Storytelling Series Featured Storyteller. Tacoma, WA. April 2017. Awarded Best Storyteller.
* “What do Writers do after Graduation? Graduate School Panel Discussion. University of Washington, Tacoma. October 2016.
* “‘Novel Forms of Beauty’: The Environmental Implications of Poe’s Landscape Aesthetics.” Northern Kentucky University English Department Distinguished Alumni Speaker Series, September 2016.
* “‘That Small but High Hushed World’: The Academic Journey of an NKU Alum. Northern Kentucky University, September 2016.
* “‘Novel Forms of Beauty’: Ecology, Aesthetics, and Poe.” School of Interdisciplinary Arts & Sciences Brown Bag Lecture Series, University of Washington Tacoma, January 2016.
* "Ecocriticism and The Ecological Implications of Edgar Allan Poe's Landscape Tales." TIAS 305 Seminar Series, University of Washington Tacoma, July 2015.
* “Talkback” Facilitator for *Unwritten Women: Five Short Plays*. University of Washington Tacoma, November 2014.
* “Hawthorne’s Salem.” DePauw Teaching Roundtable: The Crucible and its Contexts, October 2012
* “Wendell Berry’s Literature of Place.” DePauw Wendell Berry Reading Group, April 2012.
* “The Literature of Food.” The Symposium on the Ethics and Economics of Food Choices. DePauw University, February 2011.
* “Early American Visual Representations of American Indians.” Purdue University, October 2007.
* “John White’s Watercolors and the Violence of Engraving.” Johannes Gutenberg University, May 2007.
* “Writing about Film.” Purdue University, March 2007.
* “Chaucer and Medieval Images of Women.” Purdue University, November 2006.
* “Everything you need to know about applying to graduate school.” Northern Kentucky University, March 2003.

**CONFERENCE PANEL CHAIR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* “Out of the Classroom and Into the Wild” Panel Chair (2 panels). Association for the Study of Literature and Environment (ASLE) Conference. Davis, California. June 2019.
* Association for the Study of Literature and Environment Panel Chair for the Rocky Mountain Modern Language Association. October 2018-Present.
* “Henry James and Narrative” Panel Chair. International Society for the Study of Narrative Conference. Amsterdam, Netherlands. June 2016.
* “American Burial Places” Panel Creator and Chair. The Association for the Study of Literature and Environment Conference. Moscow, Idaho. June 2015.
* “Poe and Space” Panel Chair. The Poe Studies Association’s Fourth International Edgar Allan Poe Conference. New York, New York. February/March 2015.
* “Practical Approaches to Teaching Literature” Panel Organizer and Chair. Rocky Mountain Modern Language Association Conference. Boise, Idaho. November 2014.

**WRITING GROUPS AND WORKSHOPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Faculty Success Alumni Program Participant. National Center for Faculty Development and Diversity, Spring 2017-Present.
* Faculty Success Program Participant. National Center for Faculty Development and Diversity, Winter-Spring 2017.
* The Op Ed Project, Applied, Winter 2017.
* SIAS Faculty Writing Group, Participant, Fall 2014-Present.
* Royalty Research Fund Proposal Group, Turan Kayaoglu Facilitator, Winter 2016.
* Academic Time Management Workshop, Chadwick Allen and Norma Rodriguez Facilitators, Winter 2016.
* Summer Publication Workshop, Rich Furman Facilitator, Summer 2015.
* Writing the Research Brief Workshop, Elin Bjorling Facilitator, Winter 2015.
* Office of Research Social Hour, Joel Baker, Lisa Isozaki, and Elin Bjorling Facilitators, Fall 2014.

**TEACHING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TEACHING AWARDS**

* Purdue University Committee for the Education of Teaching Assistants Outstanding Graduate Teaching Assistant Award, 2009
* Purdue University Department of English Excellence in Teaching Award, 2007-2008
* Purdue University Department of English Quintillion Award for Excellence as an Instructor: Spring 2008; Fall 2007; Spring 2007; Fall 2006

**CURRICULUM DEVELOPMENT AT THE UNIVERSITY OF WASHINGTON TACOMA**

* TLIT 237: Introduction to Literature and Environment. New course approved March 2016.
* TLIT 437: Topics in Literature and Environment. Course changes approved March 2016.
* Environmental Arts and Humanities Minor. Proposal drafted, will submit for review June 2019.
* The University of Washington Carbon Challenge. Faculty Participant, Spring 2015-Autumn 2016.

**ASSISTANT PROFESSOR OF LITERATURE  UNIVERSITY OF WASHINGTON TACOMA FALL 2014 – PRESENT**

**Literature Courses  Fall 2014 – Present**

* **TLIT 101: Understanding Literature** (1 Section)

*This course replaced TLIT 200 and introduces students to the study of literary texts across a range of genres, including short fiction, poetry, and drama. Students develop critical reading and writing skills while engaging with texts from a variety of literary voices and learn the foundational vocabulary for analyzing literary texts.*

* **TLIT 200: Understanding Literature** (1 Section)

*This course introduces students to the study of literary texts across a range of genres, including short fiction, poetry, and drama. Students develop critical reading and writing skills while engaging with texts from a variety of literary voices and learn the foundational vocabulary for analyzing literary texts.*

* **TLIT 210: Studies in American Literature** (5 Sections)

*This course serves as an introduction to American literature, surveying texts from a diverse variety of genres, historical time periods, and literary voices. The course theme, “The Problem of American Identity,” shapes the course content and examines three facets of this larger question: “The Individual and the Community;” “The American Family;” and “The American Dream.” Students engage a selection of American literary texts and develop critical reading and writing skills.*

* **TLIT 237: Introduction to Literature and Environment** (3 Sections)

*This course* *the concepts of "nature", "environment", and "wilderness" across a range of literary texts produced by a variety of voices and considers how broader contexts-such as the historical, personal, or cultural-shape how writers represent nature and environment in their work. Students will encounter such texts as Whites’ “Black Women in the Wilderness;” Berry’s “An Entrance to the Woods;” and McKibbens’s* The End of Nature*.*

* **TLIT 305: American Literary Movements, Genres, and Historical Periods (American Literary Realism) (**4 Sections)

*Students in this course study three elements of literary Realism—Realism, Naturalism, and Regionalism—and examine key texts from each sub-genre while gaining an understanding of their moments of intersection and defining characteristics. The course introduces students to relevant historical and cultural contexts as well as asks them to engage with current critical discourse in the field.*

* **TLIT 306: Studies in Selected American Writers (*Moby-Dick* and the Arts)** (2 Sections)

*Students tackled Melville’s classic novel in the first half of the quarter and then explored a range of artistic responses to the novel in the second half of the quarter, such as abstract expressionist art; illustration; opera; heavy metal; comics and graphics novels; political cartoons; popular culture; and film. Interviews with contemporary artists, including baritone Morgan Smith and artist Matt Kish complemented the assigned texts. The course culminated with a showcase of student artwork created in response to the novel.*

* **TLIT 311: Themes in American Literature (A Sense of Place)** (3 Sections)

*Taking a place-based approach to literary texts, this course explores a series of novels and story collections in relation to the markers of Urban, Rural, and Wild. Students examine how course texts both fit within these broader categories and how they might also transcend or challenge them. The course offers opportunities for engaging with the larger Tacoma community, such as trips to the Tacoma Art Museum and walks around campus.*

* **TLIT 437: Nature and Environment in American Literature** (1 Section)

*This course employs a topics-based approach to nature writing and environmental literature, considering literary representations of the natural world through lenses such as “Saving and Being Saved by Nature;” “Dwelling in Place;” and “Observing and Classifying the World.” Looking at a range of writerly voices and texts, students consider the ways in which social, cultural, political, and personal factors shape our relationship to the environment. Making real-world applications of the literary texts, students also participate in the UW Carbon Challenge and commit to reducing their carbon footprint by 5,000 pounds of carbon weight. \*Note: future iterations of this course will be offered as a special topics course, under the new course name, “Topics in Literature and Environment.”*

* **TLIT 437: Topics in Literature and Environment** (6 Sections)

*I have twice offered this course using the topic “Wilderness Tales,” in which students examine the conception of “wilderness” in the American imagination. By investigating human relationships to and representations of the non-human world, we seek to understand the social, political, cultural, and personal contexts that shaped, and continue to shape, a distinctly American conception of wilderness. How do we define “wilderness,” and how has Americans’ understanding of its significance changed? Who goes into the wilderness, and to what end? Do we, as Henry David Thoreau suggests, “need the tonic of wildness?” We investigate these and other questions as we read works in which humans feel compelled to enter the “wild” and to share that story with others upon their return to “civilization.” The course also gives students the opportunity to explore their own relationship with and attitude toward the natural world.*

* **TLIT 476: American Women’s Literature (The Regionalists)** (1 Section)

*To narrow its focus, this course examines the important role Regionalist women writers played in the development of a distinct American literary tradition. Looking at key authors from New England, the South, the Midwest, and the Pacific Northwest, students investigate the ways in which the Regionalists helped to represent life in American places and spaces in the wake of the Civil War. Students also engage with current critical discourses and explore the legacy of these writers in our contemporary world.*

* **TIAS 498: Directed Readings** (2 sections, 7 credits total)

*I have developed and supervised two Directed Readings for students. The first, in the Spring of 2016, gave a student from my Melville and the Arts course an opportunity to expand his research from that course into a journal article, which he then submitted to the top journal in the field,* Leviathan*, for consideration. The student also submitted a proposal for the Eleventh International Melville Society Conference. The second, in the Fall of 2016, gave a student from my American Literary Realism course an opportunity to read Henry James’s The Portrait of a Lady, develop an annotated bibliography and related research paper, which she plans to use for her graduate school applications.*

**TCORE Courses  Spring 2018-Present**

* **TCORE 124: Introduction to the Humanities** (1 section)

*This course explores the concepts of place, space, and environment across a range of texts in the literary, performing, and visual arts. How do places shape our daily experience? How do they shape us into the people we will become? How do we find our place in the world? Using texts from across the Humanities, students investigate these broader questions while also turning inward to discover their own meaningful connections to place. This course also works to help students find their place at UW Tacoma through a variety of assignments and activities designed to help them engage in an evolving journey of discovery, both internal and external.*

**ASSISTANT PROFESSOR OF ENGLISH • DEPAUW UNIVERSITY • FALL 2010 – SPRING 2014**

**Literature Courses • Fall 2010 – Spring 2014**

* **English 372: American Literature: The Age of Realism** (1 section)

*Students gain familiarity with a selection of representative texts in American literature from 1865-1914, with an emphasis on the three dominant genres of the time: Realism, Naturalism, and Regionalism. Students explore the ways in which texts fit within and work outside of these larger categories through examination of such works as James’s* The Portrait of a Lady, *Norris’s* McTeague, *and Chopin’s* The Awakening*. Students also engage with the literary criticism and treatises on fiction of this time as well as contemporary scholarship in the field.*

* **English 371: American Literature: Revolution and Renaissance** (1 section)

*This course takes an in-depth look at a selection of key texts developed between the American Revolution and the American Renaissance and introduces students to relevant critical approaches in the field. The course covers a range of genres and authors to demonstrate the rich literary culture that emerged at this time. Students encounter such texts as Foster’s* The Coquette*, Stowe’s* Uncle Tom’s Cabin*, and Douglass’s* Narrative of the Life*.*

* **English 283: American Writers** (2 sections)

*Surveying a large sampling of texts, this course examines American literature from its beginnings through the present. I break the course into five units that group texts across genres and historical periods into thematic clusters—such as “The Individual and the Community” and “The American Landscape”— offering students a sense of how a variety of writers have responded to these concepts throughout American history.*

* **English 255 W: Wilderness Tales** (1 section)

*In this Writing Competency course, students survey a variety of wilderness narratives and explore the human impulse to journey into the wilderness and return to tell the tale. Texts such as Cheryl Strayed’s Wild and Eddy Harris’s Mississippi Solo open up discussions of how race, class, and gender can shape one’s relationship to the natural world as well as the way a writer represents it. As a W course, students practice writing as a process, gaining experience with planning, drafting, and revising their own work while workshopping their peers’ drafts as well.*

* **English 155: Topics: American Literature of Place** (1 section)

*Using three broad categories as its framework—the Urban, Rural, and Wild—this course explores the important role of place in American literature. The course takes as its core assumption that these places matter, that they perform a specific and unique function in the text. It prompts students to pose questions about how our environment can shape our personal beliefs and experiences as we investigate the power of place in such texts as Dave Eggers’s* Zeitoun *and Linda Hogan’s* Solar Storms*.*

* **English 155: Topics: American Literature and the Environment** (1 section)

*This course traces the evolution of “wilderness” in American literature. Through an examination of human relationships to and representations of the non-human world, across a range of genres and historical periods spanning from the colonial to the contemporary, students seek to understand the social, political, cultural, and personal contexts that shaped, and continue to shape, a distinctly American conception of wilderness. Course texts include such works as Rowlandson’s* Captivity Narrative *and Thoreau’s* Walden*.*

* **English 151: Literature and Interpretation** (5 sections)

*In this gateway course for majors, students learn to conduct close readings of texts and develop a vocabulary for the study of literature. The course builds students’ critical reading and writing skills and emphasizes the importance of grounding analyses in textual evidence. It also serves as an introduction to a variety of genres, including fiction, such as Daniel Woodrell’s* Winter’s Bone*; poetry, such as Eugene Gloria’s* My Favorite Warlord*; and drama, such as Stoppard’s* Rosencrantz and Guildenstern are Dead*.*

* **English 151: Literature and Interpretation: Writing Competency** (1 section)

*This is a writing-intensive version of the standard gateway course. Students read fewer texts, develop several writing projects, and receive more intentional writing instruction in the classroom in order to earn their Writing Competency credit. The also engage in peer review and multiple revisions of their work.*

**Composition Course • Fall 2010 – Spring 2012**

* **English 130: College Writing II** (5 sections)

*Students practice writing as a process and develop projects in a variety of genres, from the personal narrative to the argumentative essay. Students develop critical reading, thinking, and writing skills as they engage with such texts as Bich Minh Nguyen’s memoir, Stealing Buddha’s Dinner, and Michael Pollan’s The Botany of Desire. Classroom activities provide practice and help students develop key elements of writing, such as thesis statements and voice.*

**First-Year Seminars • Fall 2011 – Fall 2012**

* **English 197: “The Ethics of Food”** (1 section)

*Students investigate ethical questions regarding the production, distribution, and consumption of food and explore why their food choices matter. Visits to local farms, community gardens, and farmers markets, coupled with talks by invited speakers from the food industry, allow students to identify classroom lessons in real world situations. Additionally, students learn to navigate the University and its resources. Course texts include such works as Foer’s* Eating Animals *and Singer and Mason’s* The Way We Eat*.*

* **English 197:** **“Into the Wild”** (1 section)

*Students**consider the various social, political, and cultural factors that shape our relationship to the natural world. This course includes regular excursions to DePauw’s Nature Park, which allows students to put classroom theories and ideas into practice out in the field. Guest speakers from across the disciplines demonstrate how one can approach environmental concerns from a variety of academic perspectives. Students read works such as Dillard’s* Pilgrim at Tinker Creek *and the titular book, Krakauer’s* Into the Wild*.*

**Interdisciplinary Courses • Fall 2012 – Spring 2014**

* **Honors 401: Honors Scholar Senior Tutorial** (2 sections)

*Serving as the Advisor to a senior Honors Scholar as he develops his year-long thesis project, I provide guidance and feedback during the planning, development, and revision stages and offer support as the scholar prepares to share his work with a larger University audience.*

* **University 290: Topics: *The Crucible*** **and its Contexts** (1 section)

*This team-taught course considers Arthur Miller’s play from a variety of contexts, and draws upon the expertise of faculty from across the disciplines, to provide students with a nuanced approach to the central text. My unit focused on 19th-century literary responses to the Puritans, with an emphasis on Hawthorne’s fiction.*

**Winter Term in Service Course • January 2012**

* **WTIS San Diego: Exploring Teenage Homelessness** (1 section)

*Students spend one month working with homeless and at-risk youth at the Stand Up for Kids Center in San Diego. They also have additional opportunities to serve the local homeless population and partner with other organizations—such as medical clinics and schools— that serve this population, and they read relevant scholarship on the issue.*

**ADJUNCT INSTRUCTOR • IVY TECH COMMUNITY COLLEGE • FALL 2009 - SUMMER 2010**

**Composition Course • Fall 2009 – Summer 2010**

* **English 111: English Composition** (5 sections)

*Students develop critical reading, thinking, and writing skills through a series of projects that prepare them to analyze and respond to texts they will encounter in college and beyond. The course places emphasis on writing as a process, and students gain experience with peer review and revision.*

**GRADUATE INSTRUCTOR • PURDUE UNIVERSITY • FALL 2002 - SPRING 2009**

**Literature Courses • Spring 2008 – Spring 2009**

* **English 250: Great American Books** (2 sections)

*This course poses the questions, What makes a book “Great?” “American?” “A Book?” To explore these questions, students read texts spanning several time periods and genres, such as Zitkala-Ša’s* American Indian Stories *and Vonnegut’s* Slaughterhouse-Five*. Students also learn to conduct close readings of the texts.*

* **English 238: Introduction to Fiction** (1 section)

*Students develop an understanding of how fiction “works,” learning relevant literary terms and techniques and how to identify them in a wide range of fiction, from the Words Without Borders anthology*, Literature from the “Axis of Evil,” *to Larissa Behrendt’s Indigenous-Austrailian novel,* Home*.*

**Composition Courses • Fall 2002 – Fall 2008**

* **English 108: Accelerated First-Year Composition: “Documenting Reality”** (1 section)

*Students investigate the various methods by which we document our world and experience, examining examples from such varied genres as film, news sources, websites, art, music, and fiction. In this advanced course, students tackle more complicated questions and difficult concepts; the texts are also more demanding, and include such work as Francisco de Goya’s* The Disasters of War*. Students learn that writing is a process and also have the opportunity to document an aspect of their own reality.*

* **English 108C: Accelerated First-Year Composition, Computer Classroom: “The *1984* Project”** (1 section)

*Using Orwell’s novel as a springboard, students investigate dystopian literature and film, attend The Actor’s Gang stage production of 1984, and interact with the performers. Housed in a computer classroom, this course emphasizes methods of composing with technology.*

* **English 106: First-Year Composition: “Composing Through Literature”** (2 sections)

*Students**read literary texts, such as Alexie’s* The Lone Ranger and Tonto Fistfight in Heaven*, and develop writing projects in response to the literary works. As with all composition courses I have taught, this course emphasizes writing as a process, and includes instruction in effective peer review and revision.*

* **English 106: First-Year Composition: “Documenting Reality”** (8 Sections)

*Using the same theme as English 108, I created and developed this approved syllabus approach for Purdue’s Introductory Composition Program. As with the other course, students explore a range of documentary methods, analyze their rhetorical strategies, and use what they have learned to document some element of reality. While some projects include multimedia components, effective writing still serves as the foundation of the course.*

* **English 106R: First-Year Composition Learning Community: “Animalia”** (1 section)

*Paired with an introductory Animal Science course, students develop projects that explore topics relevant to their shared field, including a service-learning project. Additional out-of-class opportunities for learning and socializing are also provided.*

* **English 102: First-Year Composition II: “Academic Writing and Research”** (2 sections)

*Students investigate an environmental issue within their field of study and develop a variety of research-based writing projects. Students gain experience with the University library’s resources and learn to document sources.*

* **English 101: First-Year Composition I: “Writing Your Way into Purdue”** (1 section)

*Writing projects create opportunities for interaction between students and University faculty, staff, administrators, and organizations. Students also learn to work collaboratively to develop group writing projects.*

**Film Course • Fall 2004 – Fall 2005**

* **English 286: Introduction to Film** (2 sections)

*A systems-approach to film helps students gain an understanding of the technical and thematic dimensions of films from a range of genres, time periods, and countries. Course films include such works as Renoir’s* La Grande Illusion *and Spike Lee’s* Do the Right Thing*.*

**Teaching Assistant • Spring 2004**

* **English 441: Chaucer’s Canterbury Tales** (1 section)

*In addition to conducting close-readings of the* Tales*, students memorize a selection of lines in Middle English, learn about the historical context of the* Tales*, and develop an original essay that investigates a relevant topic. As a teaching assistant, I met with students during office hours, facilitated some class discussions, and helped the head professor grade student essays.*

**TEACHING ASSISTANT • NORTHERN KENTUCKY UNIVERSITY • SPRING 2002**

* **Honors 303: Melville and the Arts** (1 section)

*After reading* Moby-Dick*, students explore the wide range of artistic responses inspired by the novel, from Frank Stella’s* Moby-Dick *series to the multi-media works of Laurie Anderson and stage production of Rinde Eckert. The culminating project asks students to develop their own creative response to the novel. As the assistant, I helped the head professor develop the syllabus, facilitate class, and grade student essays.*

**WRITING TUTOR • SMARTHINKING, INC. • FALL 2009-SPRING 2010**

* **Online Writing Tutor:** Responsible for reading student essays and providing suggestions for revision, with a focus on Higher Order Concerns (HOCs).

**PEDAGOGICAL COURSES AND WORKSHOPS**

* “Inquiring into an Ethic of Place Workshop.” The Evergreen State College Tacoma, January 2016
* “Carbon Challenge Faculty Workshop.” Ellen Moore and Jean MacGregor, University of Washington Tacoma, June 2015
* “Writing Assignment Design.” Asao Inoue, University of Washington Tacoma. Fall 2014
* “Teaching a Tree.” The Association for the Study of Literature and Environment Pre-Conference Workshop. University of Kansas, May 2013
* “First-Year Seminar Workshop.” DePauw University, May 2012
* “Teaching to Student Bias: A Workshop with Lawrence Buell.” DePauw University, March 2012
* “Responding to Student Writers: A Workshop with Nancy Sommers.” DePauw University, February 2012
* “Writing Competency Certification Workshop.” DePauw University, August 2011
* “The Aldo Leopold Society Place-Based Pedagogy Workshop.” The Association for the Study of Literature and Environment Pre-Conference Workshop. Indiana University, June 2011
* English 502: Practicum in Teaching College English. Purdue University, Spring 2008- Spring 2009
* “Teaching Introductory Film.” Purdue University, Fall 2004 – Fall 2005
* English 505: Approaches to Teaching College English. Purdue University, Fall 2002 – Spring 2003

**PROFESSIONAL SERVICE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Service to the Field**

**Association for the Study of Literature and Environment • Summer 2019**

**•** Chair for two panels titled, “Out of the Classroom and Into the Wild”

**Association for the Study of Literature and Environment, Rocky Mountain Modern Language Society Chapter Panel Chair and Organization Liaison  Winter 2018-Present**

* Currently reviewing proposals and assembling a panel for the 2019 RMMLA Conference.

***Humanimalia: a Journal of Human/Animal Interface Studies * Spring 2018**

* Currently reviewing an article submission, “Human-Bison Relations as Sites of Settler Colonial Violence and Decolonial Resurgence,” for this peer-reviewed journal.

***Rhode Island History*  Winter 2018**

* Reviewed article submission, “The Rise and Fall of the Narragansett Pacer,” for this peer-reviewed journal.

**West Virginia University Press ● Fall 2016**

* Recruited by WVU Press to review and assess a book proposal for Appalachian Pastoral: Mountain Excursions, Aesthetic Visions, and the Antebellum Travel Narrative.

**International Society for the Study of Narrative Conference**. ● **Summer 2016**

* Chair of the “Henry James and Narrative” Panel

***Sloth: A Journal of Emerging Voices in Human-Animal Studies* Submission Reviewer  2015**

* Review submissions and develop reader reports to recommend publication in the journal

**Inquiring into an Ethic of Place Workshop Discussion Facilitator ● Winter 2016**

* Facilitate discussion of workshop reading materials during opening session

**Association for the Study of Literature and Environment Panel Chair  Spring 2015**

* Chair of the “American Burial Places” Panel

**Poe Studies Association Session Panel Chair  Winter 2015**

* Chair of the “Poe and Spaces” Panel

**Rocky Mountain Modern Language Association Pedagogy Panel Chair • Spring 2014 – Fall 2014**

* Chair of the “Practical Approaches to Teaching Literature” Pedagogy Panel

**Advising and Mentoring**

**Academic Advising • DePauw University • Spring 2011 – Spring 2014**

* Academic advisor to undeclared first- and second-year students as well as students within the Major

**Posse Scholar Mentor • DePauw University • Fall 2012 – Present**

* Mentor for the National Posse Foundation, responsible for a cohort of 10 DePauw Posse scholars from New York City. Responsibilities include facilitating weekly group workshops, meeting with scholars individually on a bi-weekly basis, and offering academic and personal guidance and support.

**Honors Scholar Thesis Advisor DePauw University Summer 2013 – Spring 2014**

* Thesis Advisor for an Honors Scholar completing a year-long, interdisciplinary thesis project

**University Service**

* Arts, Media, and Culture Major Co-Coordinator, Autumn 2017-Present
* Dressel Scholars Selection Committee, Spring 2018
* Lecturer in Poetry Search, Campus Interview Participant, Spring 2018
* Assistant Professor of Communication/Media Activism Search, Campus Interview Participant, Winter 2018
* Lecturer in VLPA Search, Campus Interview Participant, Autumn 2017
* Division of Culture, Arts, and Communication (CAC) Career Committee, Winter 2017-Present
* Coordinator and Developer for Upcoming Guest Lecture by Dean Burke, “Tacoma and the Sea,” April 2017
* Peer Observation Letter for JM Miller, February 2017
* Letters of Recommendation for UWT Students, Ongoing
* University of Washington Tacoma Lower Division Revision Fellows, Fall 2015-Present
* UWT Lower Division Revision Fellows ELO/SLO subgroup, Fall 2015-Present
* Arts, Media, and Culture Major Coordinator Shadow, Fall 2015-Present
* Event Coordinator and Developer for “A Creative Talk with Matt Kish,” Fall 2015-Winter 2016
* University of Washington Tacoma Search and Interview Committees, Senior Lecturer in British Literature and Composition Search, Fall 2015-Winter 2016
* University of Washington Tacoma Writing Advisory Committee (WAC), Summer 2015-Present
* Interrupting Bias in the Faculty Search Process Workshop, Coleen Carrigan Facilitator, Fall 2015
* University of Washington Tacoma Interview Committee, Competitive Creative Writing Lecturer Search, Spring 2015
* University of Washington Tacoma Frederick T. Haley Writing Awards Committee Judge, Spring 2015-Present
* University of Washington Tacoma Majors Fair, AMC Faculty Representative, Spring 2015
* DePauw University Review Committee, Fall 2011 – Spring 2014
* DePauw University English Department Literature Committee, Fall 2010 – Spring 2014
* DePauw University English Department Counseling Committee, Fall 2010 – Spring 2014
* DePauw University English Department Visiting Writers Committee, Fall 2013-Spring 2014
* DePauw University English Department Century Committee, Fall 2010 – Spring 2013
* DePauw University English Department Library Committee, Fall 2011 – Spring 2013
* Purdue Graduate Student English Association Secretary, Fall 2008 – Spring 2009
* Purdue Early American Reading Group Symposium Chair, Spring 2008
* Purdue English Department Hiring Committee, Graduate Representative, Spring 2008
* Purdue English Department Literary Awards Judge, High School Fiction, Spring 2008 – Spring 2009

**Service Learning**

* DePauw Campus Cat Allies Faculty Advisor, Fall 2012 – Summer 2014
* DePauw University Community Engagement Focus Group, Spring 2013
* DePauw Winter Term in Service Faculty Leader, Winter 2012
* DePauw University Alternative Breaks Faculty Leader, Spring 2011 – Fall 2012

**Pedagogical Service**

* Faculty Advisor, UW Tacoma Outdoor Adventure Club, forthcoming.
* Faculty Advisor, UW Tacoma *Moby-Dick* Appreciation Society, Spring 2018-Present.
* Founder and Facilitator, DePauw *Moby-Dick* Reading Group, Fall 2010.
* Facilitator, DePauw University English Department GRE Review Session on American Literature, Fall 2010 – Spring 2014
* Visiting Writer, The Castle Arts Program. Greencastle, Indiana, Spring 2012 – Spring 2014
* Webmaster, Purdue University “Documenting Reality” Syllabus Group, Spring 2007 – Spring 2009
* Facilitator, Purdue Introductory Composition Caucuses, Spring 2006 – Spring 2007
* Coordinator, Purdue “Documenting Reality” Syllabus Group, Spring 2006 – Spring 2007
* Creator and Developer, Purdue “Documenting Reality” Approved Syllabus Group, Summer 2004

**Community Service**

* Boldly Went Live Storytelling Events and Podcast, Storytelling Coach and Community Partner, Autumn 2017-Present
* Washington Trails Association Trail Work Volunteer, Squak Mountain, Winter 2018
* Tacoma Needs Trees, Volunteer and Participant, Fall 2016-Present
* Seattle Running Club Trail Work Volunteer, King County Parks, Fall 2016-Present
* Trail Race Volunteer for local organizations: Rainshadow Running; Evergreen Trail Runs; Grandpa’s Wishbone Marathon; Tacoma City Marathon Association, Spring 2015-Present
* Humane Society of Tacoma-Pierce County Community Cat Program Volunteer (TNR), Fall 2015-Spring 2016
* Greencastle Community Cats, Founder and Advisor, Summer 2011-Autumn 2015
* DePauw Campus Cat Allies, Informal Advisor, Fall 2014-Present
* The Castle Arts Program Volunteer, Fall 2011-Spring 2014

**PROFESSIONAL AFFILIATIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* The Modern Language Association (MLA)
* The Association for the Study of Literature and Environment (ASLE)
* The Society for Nineteenth-Century Americanists (C19)
* The International Society for the Study of Narrative (ISSN)
* The Society of Early Americanists (SEA)
* The Society for Literature, Science, and the Arts (SLSA)
* The College English Association (CEA)
* The Society for the Study of American Women Writers (SSAWW)
* The Society for the Study of Midwestern Literature (SSML)
* The Midwest Modern Language Association (MMLA)
* The Rocky Mountain Modern Language Association (RMMLA)
* The Henry James Society
* The Kate Chopin Society
* The Poe Studies Association
* The Thoreau Society
* The Melville Society