

Marlene Tromp

CURRICULUM VITAE

President
Professor of English

ADMINISTRATIVE EXPERIENCE

President, Boise State University, 2019-present

Chief Executive Officer, overseeing all Vice Presidents, including academics, operations, finances, research, student services, athletics, community and government relations; responsible for university vision and management, liaising with the State Board of Education and elected officials, directing budget preparation and priorities.

Internal Outcomes

- **Record-breaking achievements**: built the plan, infrastructure, and systems to achieve
 - 39% increase in graduation rate
 - 71% increase in research awards
 - 51% increase in philanthropy
 - Highest enrollment in university history
- **Academic success for students**
 - 39% increase in graduation rate in five years
 - all-time high in 4- and 6-year graduation rate and grad student academic success
 - closing equity gaps on grad student success
 - 33% increase in URM success and female success, 11% increase in-state student engagement, and 21% increase in rural undergraduate student and Latinx enrollment
- **UPWARDS**: international research and teaching partnership to advance semiconductor industry, featured at G7 summit
 - bilateral US/Japan semiconductor initiative, sponsored by NSF and the US and Japanese governments, focused on diversity in the workforce
 - partnering with University of Washington, Purdue, Rensselaer Polytechnic Institute, Rochester Institute of Technology, and Virginia Tech.
- **Launch of innovative, interdisciplinary schools and colleges**:
 - School of the Environment
 - School of the Digital Future
 - Microelectronics Education and Research Institute (MER)
 - School of Computing
 - School of Public, Population, and Environmental Health (in progress)
- **Community Impact Program**: outreach program that brings the university directly into rural communities to increase degree attainment and improve community health and wellbeing, serving traditional and nontraditional students
 - 50% increase university-wide in returning adults
 - nearly 100% success rate in completion of credential for underrepresented cohort of students
- **Blueprint for Progress**: a community-based strategic plan to enhance student success and increase quality career outcomes, to support faculty research through a Grand Challenges research initiative, and foster ongoing campus innovation
 - over 1400 active participants in the process
 - “best buy-in” on university wide plan observed by accreditation reviewers
- **One of only 11 universities or colleges** (out of ~5000) to achieve both Carnegie Leadership for Public Purpose and Carnegie Community Engagement Classifications in 2024
- **Student athletics success**:
 - top 5% of NCAA DI schools in student athlete academic success
 - NCAA #1 “Name, Image, and Likeness” (NIL) program

National and International Leadership

- National Board Member, American Public and Land Grant Universities (APLU), 250-member association of public research universities focused on increasing access, equity, completion, and workforce readiness; promoting pathbreaking scientific research; and bolstering economic and community engagement
- Chair, APLU Commission on Economic and Community Engagement (CECE), national effort for public universities focused on
 - Student and workforce development
 - Innovation, entrepreneurship, and tech-based economic development
 - Development of community beyond the university through public service, outreach, extension, and engagement
- Presidents and Chancellors Council on Public Research: a founding member of the national leadership effort to ensure translational and collaborative research and public engagement
 - Partnership with Pew Charitable Trust and other national funding bodies
 - Created a President's Professor of Public Service and Community Engaged Research and four new positions to support community engaged research, resulting in a \$5M NSF award to support new faculty efforts
- Board Member, U.S. Council on Competitiveness (CoC), national bi-partisan effort to advance US competitiveness through collaboration with higher education, industry, and labor
 - brought the university into the CoC to drive forward the state's and nation's success in cybersecurity; clean energy; and agriculture in partnership with National Labs, industry, nonprofits, labor, and small business
 - Hosted one of the nation's first "Competitiveness Conversations" with representatives from across the globe
- Northwest Commission on Colleges and Universities (national accrediting body)
 - Chair (2023-present)
 - Vice Chair (2022-2023)
 - Commissioner (2019-present)
- National Collegiate Athletic Association (NCAA) DI Board of Directors (2022-present)
 - leading through NCAA Transformation process, including realignment, NIL, and student athlete mental wellbeing
 - navigating ongoing complexities of conference and athletics realignment
- NCAA DI Finance Committee (2023-2024); making financial distribution and budget recommendations for all of NCAA athletics
- REP 4 (Rapid Educational Prototyping) (2022-present), national effort to pilot learner-designed innovation into higher education and better serve our students
 - Significant success with first generation students and new strategies for improving student wellbeing for all
 - Introduced new underrepresented cohorts to higher education and paved the path to higher education
- Harvard Higher Education Leadership programming (collaboration between Harvard Kennedy School and Harvard Graduate School of Education), featured speaker on academic leadership in times of crisis, 2021-2024

UC Santa Cruz (AAU) Campus Provost and Executive Vice Chancellor (CPEVC), 2017-2019

Chief Academic and Administrative Officer for the campus, overseeing all Vice Chancellors, Vice Provosts, Academic Deans, and academic personnel; responsible for providing administrative leadership for academic and administrative operations of UCSC, including all curriculum, finances, operations, and facilities; leading and guiding long-term planning for the campus, including strategic planning and policy development; directing the annual budget preparation; coordinating academic program development with faculty and the UCSC Academic

Senate; overseeing and managing allocation of UCSC resources; liaising with UCSC's Academic Senate; advising the Chancellor on all campus issues.

key outcomes:

- “Super” Target of Excellence hiring initiative and interdisciplinary cross-college cluster hiring initiative sought to create new high-level research collaborations and to eliminate obstacles to high quality research, teaching, and service and increase UCSC’s national and international impact (extramural funding grew 23.5% in the wake of new collaborations)
- leadership of all four campuses—Santa Cruz Campus, Coastal Campus, Silicon Valley Campus and the Lick Observatory—to improve the local and global footprint of UCSC
- opened and developed new housing and research facilities, from donor engagement and Regents approval to ribbon cutting
- new goal setting and assessment for all of university priorities and assessment of key offices to improve critical areas, including University Relations (development and communications) and the Office of Research
- EVC Fellows Program to aid Associate Professors to advance their scholarship and progress to Full Professor
- new retention and support program for underrepresented faculty
- enhanced academic and social support for underrepresented students
- comprehensive leadership development program to improve the effectiveness and leadership skills of the Vice Chancellors, Vice Provosts, and Deans
- UC-wide Academic Planning Council (2017-present) and Chair of “Articulating the UC’s Academic Mission” workgroup provided system-wide academic leadership

Arizona State University (AAU), Dean New College of Interdisciplinary Arts and Sciences, 2013-2017

Leading interdisciplinary liberal arts college, with high first-generation, veteran, and students of color populations; engaging in collaborative vision work; creating meaningful programs of support and development of diverse group of students and faculty; supporting thoughtful planning of curriculum; recruiting and retaining top faculty and students; overseeing budget; leading fundraising efforts; creating and sustaining effective relationships with fifteen other colleges at ASU.

key outcomes:

- led largest growth in the college’s history; including high revenue generating programs that supported the college’s academic mission, supporting students and faculty
- exceeded fundraising and development goals for college, supporting research and creating new professorships and programs
- designed Faculty Fellows program, collaborative research groups to support faculty development and success
- developed “Growth Mindset” learning program to increase student success
- launched large-scale student service learning projects in community
- developed student-support “Experience Team,” dedicated to student academic and personal success in each year, for graduate and undergraduate students
- created Interdisciplinary Global Learning and Engagement (IGLE), offering innovative, flexible study abroad, in-broad, and breakaway trips

Arizona State University Vice Provost, ASU’s West Campus, 2014-2017

Overseeing ASU’s West Campus, the small liberal arts college environment at ASU, and its seven campus colleges; fostering healthy consortium-style relationship with ASU’s four other campuses and locations; promoting positive community relations; leading development and fundraising efforts for campus; overseeing ASU’s and campus’s strong commitment to sustainability.

key outcomes:

- engaged all colleges (business, health, liberal arts, public service) and community in campus-wide summer Community Read experience
- developed annual campus theme (“Community,” “Family,” “War and Peace”) that supported faculty research and drove student and public engagement
- created faculty exchange program with other campuses
- supported campus sustainability programs that leverage 5 MW solar campus, two LEED Gold buildings, and electric institutional vehicles

Arizona State University School Director, School of Humanities, Arts, and Cultural Studies, 2011-2013
Lead interdisciplinary humanities, fine arts, and cultural studies unit, including women and gender studies; race, ethnicity, and first nations studies; queer studies, and American studies; worked closely with faculty to invigorate humanities and arts education; fostered students’ comprehension of liberal arts as meaningful approach to a professional life.

Denison University Chair and Director of Women’s Studies, 2002-2008

Led interdisciplinary program with 32 faculty at a liberal arts college; advocated for interdisciplinary programs and women’s studies with other chairs and administration; quadrupled student majors in two years; built Laura C. Harris lecture series, comprehensive, year-long highly interactive series that engaged with every department at the college; founding member of Queer Studies program and Diversity Advisory Council; Faculty of Color and International Faculty support group.

Denison University Chair of Faculty, and Vice-Chair/Chair-Elect of Faculty, 2002-2004

Led faculty assemblies; fostered shared governance and faculty voice; worked with administration to develop vision, academic plan, and student experience program for university; supported development of Diversity Advisory Council; named Charles A. Brickman Endowed Chair for outstanding teaching, research, and service.

ADDITIONAL KEY LEADERSHIP POSITIONS

- ◆ Northwest Commission on Colleges and Universities, **Board of Commissioners** (2019-present), Vice Chair (2022-2023), Chair (2023-present)
- ◆ National Collegiate Athletics Association (NCAA) Division I **Board of Directors** (2020-present)
- ◆ Presidents and Chancellor’s Council on Public Scholarship (2024-present), **Founding member** of this national effort to foster public scholarship, engagement with communities, and to impact the public impact and image of universities.
- ◆ Mountain West Conference, **Board of Directors** (2019-present)
- ◆ MWC Executive Committee (2022-present)
- ◆ Idaho State Board of Education, **President’s Leadership Council** (2019-present)
- ◆ National **Advisory Board** for NSF-funded Women of Color in Engineering (2020-present)
- ◆ City of Boise **Economic Recovery Taskforce** (2020)
- ◆ **President**, North American Victorian Studies Association, largest Victorian Studies body in world, with over 1000 members (2014-2017); **Vice President**, North American Victorian Studies Association (2013-2014); Member, Board of Directors (2011-2012, 2017-present)
- ◆ **Vice President**, President-Elect, and Member Board of Directors, Nineteenth-Century Studies Association, international interdisciplinary organization dedicated to the study of the 19th century (2011-2014); Member, Board of Directors (2000-2008, 2009-2019)
- ◆ **Co-Editor** *XIX*, Newsletter of the Nineteenth-Century Studies Association (2003-2008)
- ◆ **Co-Chair** Sexual Violence Prevention Taskforce, ASU (2013-2017)
- ◆ **Study Abroad** Advisory Committee, ASU (2013-2014)
- ◆ **Project Humanities** Advisory Committee, ASU (2011-2013)
- ◆ **Diversity Advisory Council**, attending to the support and retention of faculty and students of color, advisory to the president and provosts, Denison University (2009-2011)

- ◆ **Faculty Development Committee Chair** (2010-2011), Member (2009-2011) focusing on faculty professional development in terms of research, teaching, and service; conducts faculty development audits and campus-wide, annual Faculty Symposium on faculty development
- ◆ Queer Studies Committee (1999-2011), director of Queer Studies Reading Group (2011)
- ◆ Women's Studies Committee (1997-2011)
- ◆ Mellon 23 Program on Interdisciplinarity (2008)
- ◆ **Chair, Senior Administrative Review Committee** (2002)
- ◆ **Faculty Advisor** for Women's Emphasis, feminist student group (2002-2009)
- ◆ **Faculty Advisor** for *Centered Margins*, student-run national queer theory magazine (2000-2001)
- ◆ **Co-Chair** Great Lakes College Association GLCA Women's Studies Conference Co-Chair (1999-2000)
- ◆ GLCA Women's Studies Committee Representative (1997-2011)
- ◆ **President, Board of Directors**, SAFE domestic violence, sexual assault agency, (1995-1997)

ACADEMIC APPOINTMENTS

Boise State University, 2019-present
Professor of English

University of California Santa Cruz, 2017-2019
Professor of Literature and Critical Race and Ethnic Studies

Arizona State University, 2011-2017
Professor of English and Women and Gender Studies

Denison University, 1997-2011
Professor of English and Women's Studies, 2006-2011
Associate Professor of English and Women's Studies, 2001-2006
Assistant Professor of English and Women's Studies, 1997-2001

University of Wyoming, 1995-1997
Visiting Assistant Professor of English and Women's Studies

EDUCATION

Ph.D., University of Florida, May 1995
Dissertation: "The Private Rod: Marital Violence, Sensation, and the Law in Victorian Britain."
Certificate in Women's Studies
Phi Beta Kappa Academic Honors

Master of Arts, English, University of Wyoming, May 1990.
Thesis: "The Threatening Father: Browning's Dramatic Speakers and Their Struggle with God."
Phi Kappa Phi Academic Honors

Bachelor of Arts, *cum laude*, English major, psychology minor, Creighton University, May 1988.

BOOKS

Intimate Murder: Life, Sex, and Death in Victorian Britain. In Progress.

The Victorian Detective. Routledge Sourcebooks. 3 volumes. Volume I complete; Volumes 2-3 in progress.

Force of Habit: Life and Death on the Titanic. Represented by literary agent and under review.

Culture and Money in the Nineteenth Century, Ed. by Dan Bivona and Marlene Tromp. Ohio University Press. 2016.

Fear and Loathing: Victorian Xenophobia, Ed. and with an Introduction by Marlene Tromp, Maria Bachman, and Heidi Kaufmann, Ohio State University Press. 2013.

Altered States: Sex, Drugs, National Identity and Self-Transformation in Victorian Spiritualism. SUNY Press. 2006.

Victorian Freaks: The Social Context of Freakery in the Nineteenth-Century, Ed. and with an Introduction by Marlene Tromp. Ohio State University Press. 2008.

The Private Rod: Marital Violence, Sensation, and the Law in Victorian Britain. Charlottesville: University Press of Virginia. 2000.

Beyond Sensation: Mary Elizabeth Braddon In Context. Ed. and with an Introduction by Marlene Tromp, Pamela K. Gilbert, and Aeron Haynie. New York: SUNY Press. 2000.

ARTICLES

“Aftershock Theory: Rape, Epigenetics, Transgenerational Trauma, and *The Beetle*,” *New Rape Studies: Humanistic Interventions*, Ed. by Erin Spampinato, Doreen Thierauf, and Michael Dango, SUNY Press. Forthcoming.

“The Social Work of Lying: Medicine and Murder in 1865,” *Victorians Institute Journal*. 2023.

“President Speaks: Building a ‘launchpad’ for students stalled by COVID-19,” Education Dive (of Industry Dive). October 29, 2020. <https://www.educationdive.com/news/president-speaks-building-a-launchpad-for-students-stalled-by-covid-19/588056/>

“What does it take to say ‘Me’ in Victorian Studies? Experiential Analysis in the Age of #MeToo,” *Nineteenth-Century Gender Studies*. 16.2 (Summer 2020). <https://www.ncgsjournal.com/issue162/tromp.html>.

“Sensation Fiction.” *Victorian Literature and Culture*. 46.3-4 (2018): 858-861.

“‘Til Death Do Us Part: Marriage, Murder, and Confession.” *Replotting Marriage in Nineteenth-Century British Literature*. Ed. Jill Galvan and Elsie Michie. Ohio State University Press, 2018.

“Viral Murder: Contagious Killings and Epidemic Beliefs.” *Transforming Contagion*. Ed Breanne Fahs, Annika Mann, Erik Swank, and Sarah Stage. Routledge Press. 2018.

“Marriage, the March of Time, and *Middlemarch*.” *For Better, For Worse: Marriage and the Nineteenth Century British Women’s Novel*. Eds. Carolyn Lambert and Marion Shaw. Routledge. 2017.

“Anti-Domestic: The Afterlife of Wills and The Politics of Foreign Investment, 1850-1880,” *Abstracting Economics: Myths of Money, Science, and National Ethics*, Ed. Dan Bivona and Marlene Tromp, Ohio University Press, 2016.

“Abstracting Economics,” Introduction to *Culture and Money in the Nineteenth Century*, Dan Bivona and Marlene Tromp, Ohio University Press, 2016.

- “Throwing the Wedding Shoe: Foundational Violence, Unhappy Couples, and Murderous Women,” *Victorian Review*, Special Issue on “Extending Families,” 2015.
- “Detective Fiction,” *Blackwell Encyclopedia in Victorian Literature* (3500-word, peer-reviewed literary critical essay on Detective Fiction and Sherlock Holmes), Ed. Dino Felluga. Hoboken, New Jersey: Wiley Blackwell, 2015.
- “Victorian Murder: Complex Problems and Academic Interdisciplinarity,” *Literature Compass*, May 2013.
- “The Pollution of the East: Economic Contamination and Xenophobia in *Little Dorrit* and *The Mystery of Edwin Drood*.” *Fear and Loathing: Victorian Xenophobia*, Ed. Marlene Tromp, Maria Bachman, and Heidi Kaufmann, Ohio State University Press, 2013.
- “Coming to Terms with Xenophobia: Fear and Loathing in Nineteenth-Century England,” [co-authored with co-editors], Introduction to *Fear and Loathing: Victorian Xenophobia*, Ed. Marlene Tromp, Maria Bachman, and Heidi Kaufmann Ohio State University Press, 2013.
- “A Priori: Harriet Buswell and Unsolved Murder Before Jack the Ripper,” peer-reviewed essay, *BRANCH: British Representation and Nineteenth-Century History*, November 2012.
- “Queering the Séance: Bodies and Speech in Victorian Spiritualism.” *Brill Handbook on Religion: The Nineteenth-Century Occult*, Ed. Cathy Gutierrez, Boston, MA: Brill Publishing, 2012.
- “Eating, Feeding, and Flesh: Food in Victorian Spiritualism.” *Ashgate Research Companion on Victorian Spiritualism and the Occult*, Ed. Sarah Wilburn and Tatiana Kontou. Burlington, VT: Ashgate, 2012.
- “Mrs. Henry Wood, *East Lynne*.” (6000-word literary critical essay, a queer reading of *East Lynne*) *Blackwell Companion to Sensation Fiction*. Ed. Pamela Gilbert. New York and London: Blackwell Press (2011): 257-268.
- “Communing in Victorian Spiritualism: Eating, Feeding, Flesh.” University of Chicago Divinity School’s Martin Marty Center for the Advanced Study of Religion, Invited Essay for *The Religion and Culture Web Forum*. September 2009. Respondents: Gail Turley Houston (University of New Mexico) and Daniel Sack (University of Chicago).
- “Modeling the *Madwoman*: Feminist Movements and the Academy.” *The Madwoman in The Attic after thirty years*. Ed. Annette Federico. Columbia: University of Missouri Press (2009): 34-59.
- “Empire and the Indian Freak: The ‘Miniature Man’ from Cawnpore and the ‘Marvellous Indian Boy’ On Tour in England.” *Victorian "Freaks": The Social Context of Freakery in the Nineteenth Century*. Ed. Marlene Tromp. Columbus, Ohio: OSU Press (2008): 157-178.
- “Toward Situating the Victorian Freak.” Introduction, with Karyn Valerius. *Victorian "Freaks": The Social Context of Freakery in the Nineteenth Century*. Ed. Marlene Tromp. Columbus, Ohio: OSU Press (2008): 1-17.
- “Domestic Violence: Comparative History,” [invited, juried, essay-length “expert” entry] *The Oxford Encyclopedia of Women in World History*, Ed. Barbara G. Smith, New York: Oxford University Press, 2008: 92-101.
- “Men’s Needs, Women’s Desires, and The Arts” [co-authored with Dennis Denisoff]. *Nineteenth-Century Studies*. 18 (2005): 1-8.

“Popular Fiction and Domestic Law: *East Lynne*, Justice, and the ‘Ordeal of the Undecidable.’” *Current Legal Problems*. Ed. Michael Freeman. 57 (2005): 195-211.

“Spirited Sexuality: Sex, Marriage, and Victorian Spiritualism.” *Victorian Literature and Culture*. Special Issue on Victorian Religions. Ed. Maria Jerinic. 31.1 (2003): 67-81.

“Gwendolen’s Madness.” *Victorian Literature and Culture*. 28.2 (2000): 451-467.

“The Dangerous Woman: M.E. Braddon’s Sensational Engendering of Domestic Law.” *Beyond Sensation: Mary Elizabeth Braddon In Context*. Ed. Marlene Tromp, Pamela K. Gilbert, and Aeron Haynie. New York: SUNY Press. 2000: 93-108.

“Introduction.” [co-authored with co-editors] *Beyond Sensation: Mary Elizabeth Braddon In Context*. Ed. Marlene Tromp, Pamela K. Gilbert, and Aeron Haynie. New York: SUNY Press. 2000: xv-xxvii.

“Anna Cora Mowatt.” *Oxford Companion to Women’s Literature*. Oxford: Oxford University Press, 1995.

REVIEWS

Review of *Law and the Brontës*, Ian Ward, New York: Palgrave MacMillan, 2012. *Nineteenth-Century Gender Studies* 8.2 (Summer 2012), <http://www.ncgsjournal.com/issue82/issue82.htm>.

Review of *Reading for the Law: British Literary History and Gender Advocacy*, Christine L. Krueger, Charlottesville: University of Virginia Press, 2010. *RaVoN* 57-58 (February-May 2010), <http://www.erudit.org/revue/ravon/2010/v/n57-58/1006550ar.html?lang=en>

Review of *From Wollstonecraft to Stoker: Essays on Gothic and Victorian Sensation Fiction*. Brock, Marilyn, Editor. (Jefferson, North Carolina: McFarland & Company, Inc., Publishers, 2009). *Victorians Institute Journal*. Vol 38.

Review of *The Victorian Freak Show* by Lillian Craton (Amherst, NY: Cambria Press, 2010). *Victorian Studies*, June 2011.

Review of *Possessed Victorians: Extra Spheres in Nineteenth-Century Mystical Writing* by Sarah A. Willburn (Burlington, VT: Ashgate Press, 2006). *Nineteenth-Century Contexts*.

Review of *Victorian Crime, Madness, and Sensation*. Ed. Andrew Maunder and Grace Moore. (Burlington, VT: Ashgate Press, 2004) 48.3 *Victorian Studies*.

Review of *Bleak Houses: Marital Violence in Victorian Fiction* by Lisa SurrIDGE (Columbus: Ohio University Press, 2005) *English Studies in Canada*.

Review of *The Marked Body: Domestic Violence in Mid-Nineteenth-Century Literature* by Kate Lawson and Lynn Shakinovsky (SUNY Press, 2002) 73.1. *University of Toronto Quarterly*: 227-228.

Review of *Demon Lovers: Witchcraft, Sex, and the Crisis of Belief* by Walter Stephens. (Chicago: University of Chicago Press, 2002) 43.3 *Journal of Interdisciplinary History*: 446-7.

Review of *Time is of the Essence: Temporality, Gender, and the New Woman* by Patricia Murphy. Albany: SUNY Press, 2001. *Victorian’s Institute Journal*.

CONFERENCE PAPERS

“Aftershock Theory: Rape, Epigenetics, Transgenerational Trauma, and *The Beetle*,” Nineteenth-Century Studies Association (NCSA), March 2023

“Social Work: Cleansing the Crime Scene in Disruptive Murder,” North American Victorian Studies Association (NAVSA), March 2022.

“Narrativizing Victorian Violence in the #MeToo Era,” North American Victorian Studies Association (NAVSA), October 2019.

“Fearing the Future: Florence Maybrick, Gender Relations, and Marital Murder,” North American Victorian Studies Association (NAVSA), October 2018.

“Obstructed Views: Sex, Death, and Victorian Murder,” Nineteenth-Century Studies Association (NCSA), March 2018.

“Preserving the Dead: Murder and the Manipulation of Bodies,” North American Victorian Studies Association (NAVSA), November 2017.

“Murder, Confession, and the Problem of Private Space: The Case of Martha Brown,” North American Victorian Studies Association/Australasian Victorian Studies Association joint conference (NAVSA/AVSA), May 2017.

“Catherine’s Confession: Murder, Memory, and the Social,” Nineteenth Century Studies Association (NCSA), February 2017.

“Social Struggles: Sex, Medicine, and Murder,” North American Victorian Studies Association (NAVSA), November 2016.

“Deadly Transformations: New Epistemologies of Murder,” Nineteenth Century Studies Association (NCSA), April 2016.

“Improvident Alienations: Strange Wills, Global Bequests, and Foreign Gifts,” North American Victorian Studies Association (NAVSA), July 2015.

“Flesh Made Word: The Material Body of Murder Cases,” Nineteenth-Century Studies Association (NCSA), March 2015.

“Classifying Crime: “Jill” the Ripper and Taxonomies of Murder,” North American Victorian Studies Association (NAVSA), November 2014.

“Big City Murder,” Nineteenth Century Studies Association (NCSA), March 2014.

“Blood Evidence: Violent Murder, Lies, and Uncertainty,” North American Victorian Studies Association (NAVSA), October 2013.

“Volume of Blood, Quantity of Fibres, and Dimensions of Lacerations: The Failure of Forensic Science,” British Association of Victorian Studies (BAVS), August 2013.

“Jack the Ripper Goes Global,” Supernumerary North American, Australasian, and British Victorian Studies Association (NAVSA/AVSA/BAVS) Conference, June 2013.

- “Screaming Bloody Murder: Truth and Lies in Victorian Murder Cases,” EMERGE 2013, “Making Up the Future of Truth: From Shattered Glass to Te’Oing—A Creative Experiment,” Emerge Workshop, March 2013.
- “Jessie McLachlan: Untraceable Motion, Unproveable Murders,” Nineteenth Century Studies Association (NCSA), March 2013
- “Murder, Self-Deception, and the Social ‘Value’ of Lying,” Lying: The Making of the World, October 2012.
- “Criminal Networks: The Story of Murder Goes Viral” North American Victorian Studies Association (NAVSA), October 2012.
- “Nancy, Edwin Drood, and Harriet Buswell: ‘The Dickensian Effect’ and (Real) Murder Stories,” Dickens Project, June 2012.
- “Haunted: Victorian Murderers and Their Ghosts,” Nineteenth Century Studies Association Conference (NCSA), March 2012.
- “Rules for Murder: Stories in the Fiction and the News in 19th Century England,” Narrative, March 2012.
- “Murder for the Masses: Replaying ‘Failure of Restraint’ for the British Public,” North American Victorian Studies Association (NAVSA), November 2011.
- “Queer Victorians,” Invited Respondent to Helena Michie and Robyn Warhol, Project Narrative Symposium, May 2011.
- “Queer Curiosities: *East Lynne*, Economics, and Erotics,” 18th- and 19th-Century British Women Writer’s Conference (BWWC), April 2011.
- “Wills and Testaments: The Politics of Foreign Investment,” Nineteenth Century Studies Association Conference (NCSA), March 2011.
- “Geology and Temporality: Masculinity in the Dinosaur Hunt,” Modern Language Association (MLA), January 2011.
- “Giant Dustheaps, Enormous Profits, and Invasive Foreign Pollution: Race and Xenophobia in Dickens,” North American Victorian Studies Association (NAVSA), November 2010.
- “Manhood, Empire, and Dinosaurs: Masculinity in the Battle for Bones,” British Association for Victorian Studies (BAVS), September 2010.
- “You Are What You Eat: Performing Race in Dickens,” Nineteenth Century Studies Association Conference (NCSA), March 2010.
- “The ‘Polluted’ East: Foreign Contamination, Economics, and Clean Trade in *Little Dorrit*,” Nineteenth Century Studies Association Conference (NCSA), March 2009.
- “Raising the *Titanic*, Men, and Money: ‘Benevolent Masculinity’ and ‘Benevolent Capitalism’ in the Titanic Disaster,” Hawaii International Conference, January 2009.

- “The Six Million Dollar Man: Masculinity and Economics in the *Titanic* Disaster” Rocky Mountain Modern Languages Association (RMMLA), October 2008.
- “‘Taking up Space’: ‘Crazed Italians, Syrians, and Jews: The Racial Politics of the Titanic Disaster,’” Nineteenth-Century Studies Association (NCSA), April 2008.
- “The Imperial Freak Show: Indian ‘Freak’ Performers On Tour in England,” Nineteenth-Century Studies Association (NCSA), March 2007.
- “The ‘Miniature Man’ from Cawnpore and the ‘Parasitic Twin’ for the ‘Proper Body’: Indian Freak Performers On Tour in England,” North American Conference on British Studies (NACBS), November 2006.
- “Surviving the Titanic: Victorian Politics on a Sinking Ship,” North American Victorian Studies Association (NAVSA), September 2006.
- “Crossing Land, Crossing Over: Traveling with Spiritualism,” Nineteenth Century Studies Association (NCSA), March 2006.
- “Test Conditions: Experimenting with Female Bodies in Spiritualism,” North American Victorian Studies Association (NAVSA), September 2005.
- “Refiguring the Indian ‘Child’: Ezra Jennings, The Shivering Sands, and the White English Child in *The Moonstone*,” Nineteenth Century Studies Association (NCSA), March 2005.
- “Feminism in the Classroom, or Where are the Feminists?” panel: “Social Service and Social Justice: Feminist Pedagogy in the Humanities,” Rocky Mountain Modern Languages Association (RMMLA), October 2004.
- “Global Service, Global Connections: Humane Pedagogy in a New Age,” International Conference on the Humanities, July 2004.
- “The Wandering Womb: Travel, Perinatal Depression, and Mary Braddon’s *The Fatal Three*.” Nineteenth-Century Studies Association (NCSA), March 2003.
- “Sensational Laws and Popular Fiction,” Invited paper, University College of London’s Law School. Conference on Law and Popular Culture, June 2003.
- “Bearded Ladies and Small-Legged Men: Sex and Gender Identity in Victorian Spiritualism,” Interdisciplinary Nineteenth-Century Studies Association (NCSA), March 2002.
- “Seduction and Intoxication in the Victorian Séance,” North American Conference on British Studies (NACBS), November 2001.
- “Jane! Jane! Jane!: Séances, Ghosts, and Spiritualistic Communication in *Jane Eyre*,” British Women Writers Conference (BWWC), March 2001.
- “Spectral Commemorations: Resurrecting the Dead in Victorian Spiritualism,” Australasian Victorian Studies Association (AVSA), February 2001.
- “Under the Influence: Victorian Women Spiritualists’ ‘Dreadful Addiction to Drink’,” Victorians Institute, October 2000.

- “Technicolor Visions: Victorian Spiritualism and the Black-Faced Ghost,” Nineteenth-Century Studies Association (NCSA), March 2000.
- “Descrying *The Dead Man’s Message*: Sex, Victorian Spiritualism, and Marriage,” 18th and 19th Century British Women Writers Conference (BWWC), September 1999.
- “Generations: Disciplinarity versus Interdisciplinarity at Small Liberal Arts Colleges,” National Women’s Studies Association Conference (NWSA), June 1999.
- “The Voice of Reason: Endeavors to Exclude ‘Minor’ Women Writers from the Academy, or The Case of Mary Elizabeth Braddon and Charles Dickens,” 18th- and 19th- Century British Women Writers Conference (BWWC), March 1998.
- “A ‘Pound’ of Flesh: The Economy of Sexual Violence in *The Newgate Calendar* and *Oliver Twist*,” Nineteenth-Century Studies Association (NCSA), April 1998.
- “Sensational Violations: The Production of Unreasonable Narratives in Margaret Oliphant’s *Salem Chapel*,” Narrative: An International Conference, April 1997.
- “Domesticating the Savage: Authorized Violence, Class, and Marital Law in Wilkie Collins’s *The Woman in White*,” Western Conference on British Studies, October 1996.
- Pedagogical Dilemmas Panel: “A Question of the Real: Virtual Space, Identity, and Textuality,” National Women’s Studies Association (NWSA), June 1996.
- “The Dangerous Woman: M.E. Braddon’s (En)gendering of Domestic Law,” 18th and 19th Century British Women Writers Conference (BWWC), March 1996.
- “Gwendolen’s Torment: Madness, Sensational Performance, and ‘Real’ Danger,” PAMLA (Pacific Ancient and Modern Literature Association), November 1995; Northwest Conference on British Studies, October 1995; Wyoming Conference on English, June 1995.
- “A Theory for Feminist Political Action,” Bridging the Gaps, University of Florida Statewide Women’s Studies Conference, May 1993.
- “Creative Solutions to a Homogenous Classroom Environment,” Wyoming Conference on English, June 1991.
- “Small Writing Groups for Non-Native Speakers,” Colorado Teachers of English as a Second Language Conference, November 1990.
- “Complements of Power in Three of Byron’s Eastern Tales,” Colorado Seminars on Literature, April 1990.

GRANTS

Arizona Humanities Council Grant, 2012, War and Peace Initiative, New College of Interdisciplinary Arts and Sciences, \$5000.

Denison University Research Fund, 2011, research trip to London, England and Austin, Texas (Ransom Center), \$8400.

Mellon New Initiative Grant, 2010: Dakar, Senegal, “From *Le Joola* to *Titanic* and Back,” a study of the *Le Joola* ferry disaster off the coast of Senegal and Gambia and its parallels to the 1912 *Titanic* disaster, \$5,560.

Mellon New Initiative Grant, 2010: Queer Studies at Denison, to develop the Queer Studies program, including attendance at “Expanding the Circle” Queer Studies conference for nine Denison faculty, \$12,528.

R.C. Good Grant, 2007-2008, extension of semester’s sabbatical to a full-year’s paid leave to produce scholarship, for work on *Force of Habit*, one-half FY salary and benefits.

Denison University Research Fund, 2008, research trip to Belfast, Northern Ireland (building site of ship and location of construction records, news coverage); London and Southampton, U.K. (newspaper and legal records, editorial coverage), and Washington, D.C. for *Force of Habit*, \$6030.

Denison University Research Fund, 2007, research trip to Halifax, Nova Scotia (site from which *Titanic* body collection was launched), for *Force of Habit*, \$4345.17.

R.C. Good Grant, 1999-2000, extension of post-tenure sabbatical to a full-year’s paid leave to produce scholarship, for work on *Altered States*, one-half FY salary and benefits.

Denison University Research Fund, 1999, research trip to London, U.K. and spiritualist archives in U.K., for *Altered States*, \$3500.

HONORS AND AWARDS

- ◆ Arizona Women in Higher Education Woman of the Year (2016)
- ◆ Friend of the Arizona English Teachers’ Association (2016)
- ◆ Undergraduate Student Government Award (2014)
- ◆ ASU Commission on the Status of Women Award (2014)
- ◆ Nineteenth-Century Studies Association President’s Award (2011)
- ◆ John and Christine Warner Endowed Professorship (2007-2010)
- ◆ Charles Brickman Award, University-Wide Teacher and Scholar of the Year Award, Denison University (2004-2005)
- ◆ Teacher of the Year, Prevent Abuse and Violence Education Association (PAVE), (2004-2005)
- ◆ Mortar Board Outstanding Professor (2000-2001)
- ◆ Mortar Board Outstanding Professor (1994-95)
- ◆ Phi Beta Kappa (1995)
- ◆ Mary Kirkland-Johns Fellowship, awarded to Victorian Studies scholars (1993-94)
- ◆ Ruth McQuown Fellowship, awarded to feminist scholars and activists (1992-93)
- ◆ Excellence in Teaching Award, Department of English (1992-93, 1991-92)
- ◆ Outstanding Graduate Teaching Assistant (university-wide), Runner Up (1993)
- ◆ Nominee, Outstanding Graduate Student Essay, Department of English (1991-93)
- ◆ Nominee, Outstanding Graduate Teaching Assistant (1993)
- ◆ Faculty Champion of Women’s Rights, awarded by Gainesville Campus NOW (1993)
- ◆ Phi Kappa Phi (1990)
- ◆ Student Centered Teaching Award (1989)
- ◆ Claire Francis McIntyre Award (1989-90)
- ◆ Ruth Hudson Memorial Scholarship (1989-90)
- ◆ Nominee, Golden Apple Teaching Award (university-wide) (1989)
- ◆ Departmental Outstanding Graduate Teaching Assistant commendation (1989, 1990)
- ◆ Paul Stock Award (1989)

SCHOLARLY ACTIVITIES

- ◆ President, North American Victorian Studies Association (2014-2017)
- ◆ Co-Chair, North American Victorian Studies Association Conference, 2016
- ◆ President Elect and Member Board of Directors, North American Victorian Studies Association (2013-2014)
- ◆ Vice President, President-Elect, and Member Board of Directors, Nineteenth-Century Studies Association, an international interdisciplinary organization dedicated to the study of the 19th century (2011-2014)
- ◆ Member, Board of Directors, North American Victorian Studies Association (2011-2012)
- ◆ Member, Board of Directors, Nineteenth-Century Studies Association, and International Interdisciplinary Organization dedicated to the study of the 19th century (2000-2008, 2009-2019)
- ◆ Program Director, Nineteenth-Century Studies Association International Conference (2010-2011)
- ◆ Co-Editor *XIX*, Newsletter of the Nineteenth-Century Studies Association (2003-2008)
- ◆ Negotiation/Conflict Resolution Workshop for Department Chairs and Administrators (2002, 2008)
- ◆ Program Director, Nineteenth-Century Studies Association Conference (2000-2001)
- ◆ Referee for journals such as *Studies in the Novel* and *Nineteenth Century Studies* and *Tulsa Studies in Women's Literature* (2000-present)
- ◆ Reader for academic presses such as University of Michigan, SUNY, Virginia (2000-present)
- ◆ Member International Narrative Association (1996-1999)
- ◆ Member Nineteenth Century Studies Association (1997-present)
- ◆ Member Wilkie Collins Society (1998)
- ◆ Modern Language Association (1994-present)
- ◆ Member of the National College Teachers of English (1988-92)

SERVICE

University of California Santa Cruz

- ◆ Campus Provost and Executive Vice Chancellor, UC Santa Cruz (2017-2019)
- ◆ UC-wide Academic Planning Council [APC] (2017-2019)
- ◆ Articulating our Academic Mission Workgroup of APC (2017-2018)
- ◆ UC Council of Executive Vice Chancellors (2017-2019)
- ◆ UC-CARE Partnership Committee (2017-2019)

Arizona State University

- ◆ Dean, New College of Interdisciplinary Arts and Sciences (2013-2017)
- ◆ Vice Provost of West Campus (2014-2017)
- ◆ Co-Chair Leadership Team for Thunderbird School of Global Management at ASU's Thunderbird undergraduate management program (2014-2017)
- ◆ Thunderbird Dean's Council (2014-2017)
- ◆ Women's Leadership Council (2015-2016)
- ◆ Starbuck's Empathy Project Member (2015-2016)
- ◆ President's Working Group I (2014-2017)
- ◆ Chair, Dean Search for College of Letters and Sciences (2013-2014)
- ◆ Co-Chair Sexual Violence Prevention Taskforce (2013)
- ◆ Study Abroad Advisory Committee (2013-2014)
- ◆ Director, School of Humanities, Arts, and Cultural Studies (2011-2013)
- ◆ Member, Project Humanities Advisory Committee (2011-2013)
- ◆ Faculty Ambassador (2011-2013)
- ◆ Representative, Online English Degree Committee (2012-2013)

Denison University

- ◆ Diversity Advisory Council, attending to the support and retention of faculty and students of color, advisory to the president and provosts (2009-2011)
- ◆ Faculty Development Committee (2009-2011), Chair (2010-2011), focusing on faculty professional development in terms of research, teaching, and service; conducts faculty development audits and campus-wide, annual Faculty Symposium on faculty development
- ◆ Queer Studies Committee (1999-2011), director of Queer Studies Reading Group (2011)
- ◆ Women's Studies Committee (1997-2011)
- ◆ English Department Assessment Committee (2010-2011)
- ◆ Director of Women's Studies Program (2002-2008)
- ◆ Mellon 23 Program on Interdisciplinarity (2008)
- ◆ Internal member of Art Department External Review Team (2007)
- ◆ "Breakout" Discussion Leader for Fall Faculty Conference (2005)
- ◆ Coordinator for Faculty Workshop on Discussion for August Orientation Fall Event (2005)
- ◆ "Why Choose Denison?" Admissions Dinner Talks as faculty representative (2003, 2004)
- ◆ June Orientation Speaker "Welcome to Students" (2003)
- ◆ Chair of Faculty (2003-2004)
- ◆ Vice-Chair of the Faculty (2002-2003)
- ◆ Chair, Senior Administrative Review Committee (2002)
- ◆ Faculty Advisor for Women's Emphasis, feminist student group (2002-2009)
- ◆ Faculty Advisor for *Centered Margins*, student-run national queer theory magazine (2000-2001)
- ◆ GLCA Women's Studies Conference Co-Chair (1999-2000)
- ◆ GLCA Women's Studies Committee Representative (1997-2011)
- ◆ Faculty Advisor for Delta Gamma sorority (2000-2001)
- ◆ Committee on Queer Theory Concentration (1999-2011)
- ◆ Women's Studies Committee (1997-2012)
- ◆ Learning Communities Workshops (1999-2001)
- ◆ Barney-Davis Committee (1998-2012)
- ◆ Teacher Certification Evaluations (1998-2011)
- ◆ Search Committee for Writing Center Director (1998-1999)
- ◆ Women's Studies Retreat Planning Committee (1998, 2001)
- ◆ GLCA Women's Studies Committee Mentoring Program (1997-2011)
- ◆ Service Learning Advisory Committee (1997-2011)
- ◆ Writing Center Committee (1997-98)
- ◆ August Orientation Staff (1998)
- ◆ Feminist Theory Reading Group Chair (1997-1998)
- ◆ Mentor for Teaching Assistant Mentoring Program; responsible for training, weekly meetings, class visitations, evaluation (University of Wyoming 1995-1997)
- ◆ First-Day School Teacher, Granville Friends Meeting (Quakers) (1999)
- ◆ SAFE (local domestic violence, sexual assault agency) campus coordinator; President, Board of Directors (1995-1997)

KEYNOTE LECTURES

International/National

"Leadership in Times of Crisis," Harvard Higher Education Leadership programming collaboration between Harvard Kennedy School and Harvard Graduate School of Education, 2021-2024

"Labor of Love (and Sisu): Defining Your Leadership," New Leadership Academy, National higher education leadership development organization preparing individuals for key roles at universities (June 2024)

"Growth Mindset and Leading During Challenging Times," Western Association of Graduate Schools (March 2021)

“True Strength,” Intuit International Women’s Week (March 2020)
“Blood Evidence: Forensics, Narrative, and History,” Keynote Address, Victorians Institute (October 2014)

Local

“Historic Feminist Leadership,” Idaho Women’s Charitable Foundation (January 2021)
“Growth Mindset and the Challenges of Prejudice” West Campus Leadership Conference Keynote Address (February 2016)
“Strength in Community,” Take Back the Night Keynote Address (November 2015)
“Learning through the Pitfalls” MTBI (Mathematical and Theoretical Biology Institute) Keynote Address (July 2015)
“Next Steps, or the Unpredictable Nature of the Stairs and the Value of Admiring the View Along the Way” Phi Kappa Phi Induction Ceremony, Keynote Address (April 2015)
“Growth, Gender, and the Woman of the Year,” keynote address, Intercouncil Club of Arizona (March 2015)
“Safety, Sex, and Space,” Keynote Address, Take Back the Night, ASU (October 2014)
“Working Heroism,” ASU Commission on the Status of Women Awards Keynote Address (April 2014)
“Arduous Leadership,” ASU Commission on the Status of Women Keynote (October 2012)

INVITED TALKS AND LECTURES

International/National

Women in Intercollegiate Athletics Presidents’ panel, Women Leaders in College Sports (February 2021)
“Solving Victorian Crimes with Forensics and the Humanities,” Marymount University (March 2016)
“Living and Working as a Feminist Leader,” NSF, Title IX grant, ADVANCE Project TRACS, Montana State University (March 2015)
“Blood-Stained Hands: Murder, Forensics, and Mystery,” Furman University, Cultural Life Program Convocation Lecture Series (October 2014)

Local

“Murder and (Personal) Mayhem,” International Women’s Forum ~ Idaho (May 2022)
“Threads of Memory,” Statewide Family Caregiver Conference (February 2022)
“Tough Enough,” ACE Women’s Keynote ~ Idaho (February 2020)
“Beloved Community,” Martin Luther King Jr Keynote, Idaho State Capitol (January 2020)
“Why Liberal Arts Matter,” Education Issue Day Panel, Leadership West (West Valley Phoenix leadership training group) (February 2014).

- “Women and Administration,” ASU Faculty Women’s Association Leadership Workshop (November 2013)
- “Untold Titanic: The Politics of Disaster,” Faculty Research Colloquium (March 2012)
- “Getting Published: How to Make Your Book Happen,” Faculty Development Workshop (November 2007)
- “Teaching Social Justice,” Social Justice Education Mellon Grant at Denison University (September 2005).
- “Diversity and Class Discussion,” Full Faculty Workshop for required August Orientation (August 2005).
- “Understanding Feminism,” National Public Radio (NPR) Interview, WOSU 820 AM (March 2004).
- “From Theory to Politics and Back: Judith Butler,” with Barbara Fultner. Faculty Lunch Series (March 2004).
- “First-Year Studies Pre-Writing.” FYS Course Preparation Seminar for faculty (May 2003).
- “The Pavement and the Ivory Tower.” “Race, Class and Gender in the New Millennium: A Symposium on Leadership and Collective Action” (October 2002).
- “Feminism and Spiritualism.” Conversations in Women’s Studies (April 5, 2001).
- “Victorian Spiritualism,” an invited lecture for the 119th Annual “Monday Talks” Series of the Federated Women’s Clubs (October 2000).
- “Victorian Spiritualism: Ghosts, Mediums, and Séances,” an invited talk for “A Place in History Series” lecture series, conducted by Clarke Wilhelm (March 2000).
- “Spirited Spectacles: Victorian Ghosts, Séances, and Mediumship,” Faculty Lunch (October 1999).
- “The Spirits of Belfast,” *Out of Belfast* art show panel discussion (October 1999).
- “Cultural Studies: An Introduction,” Title VI Grant program lecture, sponsored by International Studies and Latino/a Studies (October 1999)
- “Sexual Spectacles: Victorian Spiritualism and the Ghostly Transformation of Sex and Marriage,” Chowder Hour Talk, sponsored by the Honors Program (April 1999)
- “Altered States: Sex, Alcohol, and National Identity in Victorian Spiritualism,” First Wednesday Presentation, public lecture hosted by English department (March 1999)
- “Addressing Sexual Violence: From Oliver Twist to O.J. Simpson and Back Again,” “What Matters to Me and Why” Lecture Series sponsored by Religious Life and the Counseling Center, public Lecture on campus (February 1997)
- Alcohol Awareness Talk: “How to Say No and Stay Hip: A Sister Sharing Perspective,” public talk offered to women in the Greek system (January 1997)
- “Community Leadership: One Model of Feminist Activism,” Women and Leadership Symposia, sponsored by Women’s Studies Program (March 1997)

“Postmodern Theory for a Victorianist,” lecture delivered in Eloise Buker’s Women’s Studies 314:
“Postmodernism and Public Policy” (March 1997)

TEACHING EXPERIENCE

Doctoral Dissertation Committees

Monica Boyd, English Literature, “Resonances of Rape Culture in the Nineteenth Century”

Amy Long, History, “Vexing Women, Dangerous Cities: Gender Politics and Urban Culture in Paris and France, 1880-1914”

Max Hohner, English Literature, “Interrogating Rusticism: Extrapolitan Collisions between Rural and Urban Cultures in Nineteenth-Century Literature”

Kerri (Linden) Slatas, English Literature, “The Female Patient: American Women Writers Narrating Medicine and Psychology, 1890-1930”

Kent Lithicum, English Literature, “Scientific and Cultural Interpretations of Volcanoes 1766-1901”

Madeleine Seys, Department of English, University of Adelaide (Invited External Reviewer), “Double Threads: Reading Dress, Fashion, Narrative and Representations of Femininity in Victorian Popular Literature”

Claudie Massicotte, Center for Theory and Criticism, University of Western Ontario (Invited External Reviewer), “Talking Nonsense: Spiritual Mediums and Female Subjectivity in Victorian and Edwardian Canada”

Kate Frost, English Literature, Arizona State University, “‘She goes to the stake smiling’: Feminist Resistance to Eugenics in the Fiction of Caird, Wharton, Chopin, and Austin”

Master Theses and Applied Projects (Past)

Erin Rossi, English Literature, “‘Give Me No Light, Great Heaven’ Religious Transformation in George Eliot’s *The Lifted Veil*”

Jan Turner, Interdisciplinary Studies (Literature), “Charlotte Bronte’s *Jane Eyre*: The Bible and Feminist *Bildungsroman*”

Honors Theses and Senior Research

Alison Kranek, English Literature, “‘Death is but the next great adventure’: Attitudes toward Aging, Death, and Grief in *Harry Potter*”

Cortez Hicks, Women’s Studies and Black Studies, “Hip-Hop Culture and Rap Music’s Effects on the Social Behaviors and Interactions of African American Students at a Predominately White Institution”

Courtney Baxter, Women’s Studies and Queer Studies, “Intersectional Identities: Where Queer and Denison(ian) Meet”

Julia Widener, Women’s Studies, “Arachne’s Descendant: Harriet Prescott Spofford’s use of Greek Myth and Occult Tropes”

Madeleine Gomez, Women’s Studies and International Studies, “Rendering the Invisible Visible: An Analysis of the Lack of Sexual Autonomy Experienced by Black Women in the South African Post-Apartheid Era”

Anne Moss, Women’s Studies, Pathologizing Women’s Bodies in Contemporary Culture

Nicole Mares, History, “Inventing the Enemy”

Anna G. Mickelson, “Emily Bronte and Social Power”

Nina Clements, English Literature, “‘The Dark Pool of Experience’: Geraldine Jewsbury and the Search for Female Identity in Victorian Britain”

Allison Armbrister, English Literature, “‘Nothin’ but the dog in me’: The Canine in Victorian Literary Imagination”

Angel Lemke, English Literature and Women’s Studies, “‘Come Though my Window:’ Queer Identity and the Indigo Girls”

Kristen M. Hermann, English Literature, “Victorian Ghost Stories and Social Context”

Amber Hopkins, Women’s Studies, “My Father Who Mothered Me”

Katherine White, English Literature, “Damien Hirst and the Cabinet of Curiosities”

Lindsey McKeever, English Literature and Women’s Studies, “Advertising and Eating Disorders”

Elizabeth Manbeck Ross, Women’s Studies, “A Voice of Truth: A student survivor speaks out about the rape policies and prevention methods used at Denison University”

Megan E. Thurber, Women’s Studies, “Children’s Picture Books and Gender/Race Consciousness”

Pinsuda Sagooleim, Women’s Studies, “The Devil Wears Prada: Gender and Women’s Consumerist Romance Fiction”

Gwen Duchon, Women’s Studies, “Sociological Study of Battered Women’s Services In Licking County”

Shannon Olear, Women’s Studies, “Pressure On Women To Smoke and Its Consequences”

Kimberly Archibald, English Literature, “Sado-Masochism and Victorian Women’s Subversion of Phallogentrism”

Jennifer Humbert, English Creative Writing, “Songs for an Unknown Dawn”

Sabaah Rab, Women’s Studies, Former Prostitutes in Bangladesh

Kristina Reis, Women’s Studies, “Catch the Wave: Third Wave Feminism and Reproductive Rights”

Allison Reynolds, English Literature, A Possession in the Afterlife: Marriage in Victorian Ghost Stories

Fulya Ercan, English Literature, “Victorian Secrets”

Jess Haberman, English Literature, “The Jewel Exchange: Tracking Gender Power Dynamics in Five Victorian Novels”

COURSES

Murder Most Foul: Blood Evidence, Forensics, and Critical Analysis, Arizona State University (2014), team taught with Kimberly Kobjek (Forensics faculty). Crossing from the nineteenth-century to today, this course pairs forensic science with sharp critical analysis of social context to examine how social assumptions shape the questions scientists ask.

Victorian Literature and Culture: Murder and Scandal in Victorian Literature, Arizona State University (2013). In this graduate seminar, students will read Victorian novels and short fiction that speaks to murder, as well as studying primary documents of real murder cases in the nineteenth century.

Victorian Sensation Fiction, Denison University (2007, 2010). In this upper-division course, students explored the role of “sensation fiction” in literature and culture of the Victorian period. We studied a range of literary and critical theory and worked to apply it to literary texts. The students gave presentations on theory and primary cultural texts, produced daily analysis of the reading, and wrote papers, including a final seminar paper.

Money and the Victorian Novel, Denison University (2009). This was an advanced course in which we explored economic theory, economic literary theory (including Poovey’s *Genres of the Credit Economy*), literary theory, and the Victorian novel. Covering texts as diverse as *Middlemarch* and Wilkie Collins’s *The Law and the Lady*, the students were required to present on theory and to write a seminar paper that explored the thematics of the course.

Queer Theory, Denison University (2000, 2002, 2011). This advanced course surveys significant figures in queer theory, like Butler, Foucault, Sedgwick, and Halberstam, as well as asking questions about political praxis. Students wrote papers, gave presentations, and evaluated social texts, including political movements.

Introduction to Queer Studies, Denison University (2010-2011). This introductory course is designed to expose students to the range of issues associated with queer identity, politics, and social justice work. In addition, the class offers a basic introduction to queer theory. Students gave presentations, wrote papers, and engaged in “social interventions.”

Decoding Titanic: Race, Class, and Gender on a Sinking Ship, Denison University (2006-2010). This upper-division honor’s course explores the historical, social, and political context of the *Titanic* disaster. Requires students to read primary documents from the period and analyze their significance with regard to particular themes. Students gave presentations, prepared daily analyses of readings, and wrote final seminar paper.

Victorian “Oddities”: *Freaks, Séances, and the Search for Atlantis*, Denison University (2004). In this upper-division course, students explored the construct of the “freak” in literature and culture of the Victorian period. Students explored disability theory, along with other theoretical models, read studies of famous side show figures, and examined cultural texts that spoke to definitions of freakishness. The students gave presentations on theory and primary cultural texts, produced daily analysis of the reading, and wrote papers, including a final seminar paper.

Feminist Theory, Denison University (2002-2012). This revised, upper-division course is required for Women’s Studies majors/minors, but attracts a range of students. Revamped to include a wide-range of feminist theories, as well as work that calls for feminist social engagement and action. Students studied various theories, gave presentations, wrote social analyses, developed a social service project, wrote a “training” grant application, took exams, and wrote a research paper.

Issues in Feminism, Denison University (2002-2012). The introductory core course in Women’s Studies, which attracts both major/minors and students interested in fulfilling general education requirements. The course covers topics such as the media, the workplace, violence against women, reproductive rights, women’s health, religion, racism, classism, feminist activism, and others. Students give panel presentations, engage in regular and lively class discussion, take exams, and write a research paper.

Social Change, Social Justice: A Learning Community—“Thinking, Writing, and Acting” Denison University (2002-2004). This first-year service-learning course was taught in conjunction with a course in sociology/anthropology and addressed various types of social and political oppression and asked questions about the means for social change. Students committed to service in local social justice agencies, wrote several essays, participated in class discussion, writing workshops, presentations, and cross-class conversation.

Haunted Houses: A Senior Seminar, Denison University (2000, 2005). The capstone course in the major, this class was designed to challenge seniors to utilize and expand upon the strategies and ideas they had acquired during their college careers. Focusing on the concepts of the “ghost” and “hauntings,” we covered a range of texts, films, and images from the Victorian period through today. The students engaged in group projects, gave individual presentations, composed daily responses to the readings, and wrote a short essay and a major seminar paper that they presented to the class.

Feminist Theory/Gender Justice, Denison University (2001). Team-taught with Dr. Eloise Buker. The required senior feminist theory course in Women’s Studies program, we covered various models of feminist thought, a historical survey of theories, and new work by feminist scholars. We applied these theories to contemporary global and local politics, as well as to art. The students were required to make presentations to the class, to take exams and to write essays, including a seminar paper, that they presented to the class.

Construction of Gender in Victorian Literature, Denison University (2000). Cross-listed with Women’s Studies, this course examined the representation of gender in Victorian fiction, poetry, and non-fiction

from Dickens to Bronte to Browning to the *London Times*. Students conducted archival research, engaged in group work, wrote daily assignments, gave presentations on the Victorian period and literary theory, and wrote a short and long essay.

Literary Theory, Denison University (1999, 2004, 2010). An upper-division course exploring various bodies of literary criticism, reading from primary texts. These materials include works from structuralists, psychoanalytic critics, Marxists, deconstructionists, postmodernists, post-colonial theorist, and feminist theorists. Students delivered presentations, wrote essays employing these critical models, and presented daily work and monthly group presentations.

Thinking, Writing, and Acting, Denison University (1998-2001). A service-learning and writing-intensive course that requires students to engage in volunteer work in their community and to evaluation and analyze their experiences in writing. A weekly commitment of two and a half hours of service is paired with daily writing assignments, longer essays, and class presentations on their service work.

Victorian Novel, Denison University (1998, 2000). An upper-division course examining the role of narrative in investigating, critiquing, and producing culture and providing an introduction to various critical theoretical modes of analyzing literature. It included canonical authors such as George Eliot, Charles Dickens, and Anthony Trollope, as well as popular writers such as Mary Elizabeth Braddon and Wilkie Collins. Students learned to conduct archival research, gave presentations, participated in discussion, and wrote critical essays.

Victorian Literature, Denison University (1997-20011). An upper-division course offering the wealth of Victorian literature from poetry to non-fiction prose to novels. It provided an introduction to literary theory and covered the poetry of writers such as Tennyson, Browning, Arnold, and Hopkins, and novels like *Oliver Twist* and *Middlemarch*. Students learned primary research, gave presentations, participated in discussion, and wrote critical essays.

British Literature: Swift to Hardy, Denison University (1997-20011). A reading- and writing-intensive English literature course covering poetry, short fiction, novels, and essays. Students worked on learning the basics of reading with care, analyzing text, and constructing a “reading.” It included challenging theoretical examination of materials, class discussion, and writing workshops.

Words and Ideas, Denison University (1997). A first-year writing course that offered students the chance to develop their critical thinking skills, discussing contemporary issues, and their argumentative writing skills by taking a position in several debates. They engaged in class discussion, writing workshops, conferences, and presentations.

Victorian Prose, University of Wyoming (1997). A senior-level course exploring conflicting notions of politics, religion, science, education, and human identity in the period, in addition to their articulation as social, economic, and aesthetic values. It included prose writers such as Ruskin, Pater, Carlyle, Mill, and Nightengale, alongside additional cultural artifacts, including legal debates, newspaper reports, and fiction.

Graduate Seminar in the Teaching of Composition and Literature, University of Wyoming (1996). A course examining the history of pedagogical and theoretical traditions, as well as contemporary debates about classroom strategies, methodologies, and epistemological frameworks.

English Literature, Anglo-Saxon to Enlightenment, University of Wyoming (1996). An English literature survey course covering works such as *Beowulf* and pieces by Chaucer, Shakespeare, and Jonathan Swift. The course included complete texts, rather than fragments of anthologized works, and introduced theoretical terms used in literary study.

English Literature, 1750-Present, University of Florida and University of Wyoming (1994-5); also team-taught with Dr. Keith Hull, University of Wyoming (1988). A reading- and writing-intensive English literature course covering poetry, short fiction, novels, and essays. It included challenging theoretical examination of materials, class discussion, and writing workshops.

Gender and the Humanities, University of Wyoming (1995). An upper-division course examining gender through the lens of the humanities. Using the concept of “representation” as a pivot, we covered a wide-range of theoretical, historical, literary, religious, and artistic texts to come to an understanding of gender formation and operation.

Honor’s Freshman Colloquium, University of Wyoming (1995). A year-long course in the university’s Honor’s Program offering both writing instruction and the study of literary and historical classics. Spanning two terms, this course covers the writings of Homer to the works of Toni Morrison, grappling with literary and social analysis, as well as the concept of canon formation.

Critical Reading and Writing, University of Wyoming (1995). A writing-centered course designed to give students at the sophomore level and above sharper critical thinking skills. These skills helped them produce better writing and engage more successfully in the process of their own education, a process which begins with their participation in creating and teaching one class per unit in small groups.

Women in Literature Since the Renaissance, University of Wyoming (1995). A broad survey of women’s writing and writing about women, tackling a wide range of theoretical and social issues. This course required employment of critical thinking skills, extensive reading, group panels, writing projects and research to further explore the material.

Women in the Cultural Matrix: The Construction of Gender, University of Florida (1992). An upper-division feminist theory/women’s studies course in the Women’s Studies Curriculum. We studied a wide range of social and political factors affecting the construction of gender and examined political, sociological, scientific, theoretical and literary works. The course included group projects, social experiments, journal writing, lectures, discussion, exams, and essay writing.

Writing About Contemporary Issues, University of Florida (1992-1993). A writing course designed creatively to incorporate critical thinking skills into the writing process by engaging with material of concern for young students. Writing focused on units such as the generation gap, teen suicide, racism on campus, sexual violence on campus, and the literary canon. The course incorporated special “outreach” work, journal writing, discussion, lectures, guest lectures, and essay writing.

Introduction to Women’s Studies, University of Wyoming (1991). A course that examined the political, social, and personal issues surrounding gender. It included round-table discussion, presentations, guest lectures, journal writing, exams, and essay writing.

Advanced Freshman Composition, University of Wyoming (1990). An introductory writing course for advanced students that presented more challenging reading material and more difficult writing assignments. Students studied the works of authors such as Nietzsche, Plato, Mary Daly and Loren Eiseley.

Freshman Composition, University of Florida and University of Wyoming (1988-1994). An introductory writing course that emphasized the “writing as a process” approach. The first semester was devoted to reading non-fiction essays and producing 6000 words of writing. The second semester covered literary analysis as well as writing skills.

English as a Second Language Writing Tutorials, University of Wyoming (1990). Small writing groups composed of foreign students that concentrated on meeting individual writing needs in a personalized fashion.