**Education**

Doctor of Philosophy in English, Loyola University Chicago, expected graduation: May 2015

Master of Arts in English, Loyola University Chicago, August 2010

Master of Arts in Teaching, National-Louis University, August 2008

Bachelor of Arts in English, *summa cum laude*, Truman State University, May 2002

**Dissertation:** Not the Whole Story: Narrative Responses to Contemporary Globalization

My dissertation analyzes contemporary global fiction in English (and, in one chapter, new media literatures such as videogame-based narratives) to examine how individuals, communities, and globalized networks manage differences among historical interpretations, ideologies, lived experiences, and cultural and national traditions making competing demands. Cultural and media theorists like John Tomlinson, Anthony Giddens, Arjun Appadurai, Lev Manovich, and Ian Bogost have demonstrated the overwhelming complexity of life in an age of accelerating globalization. Building on their work and the narrative theory of Maggie Dunn and Ann Morris, I explore how literary narratives employ newly prominent composite narrative structures to represent and enact key methods of managing overwhelming globalized connectivity in our lives and narratives. Narrative compositing is exemplified in recent global fiction structured around multiple focal points dispersed across times, locations, ideologies, identities, geopolitical situations, and technological networks. These composite narrative forms complicate postmodern narrative and require that we rethink the postmodern condition in terms of the diverse influences and experiences of globalization. Early chapters analyze novels centrally concerned with globalization as well as others presenting globalization as an unobtrusive but significant structuring device. Later chapters examine technological as well as thematic and narrative compositing in a new media narrative and how compositing can help explain the posthumanist dynamics of globalization and technology and the interactions of globalization and postmemory, followed by a brief conclusion on classroom pedagogy.

**Teaching, Research, and Mentoring Positions**

Graduate Instructor, Loyola University Chicago (LUC), 2010-2014

Instructor, Summer Enrichment at Loyola (SEaL) Program, 2014

Graduate Student (MA) Teaching Internship Mentor, LUC, 2014

Undergraduate Research Mentor, LUC Research Mentoring Program, 2014

Graduate Student Mentor, English Department, LUC, 2010-present

Research Assistant to Paul Jay, *The Humanities “Crisis” and the Future of Literary Studies*

 (Palgrave-Macmillan, 2014), LUC, 2012

Research Assistant to Pamela Caughie, ModNets Project Management, LUC, 2014

Participant, Teaching Effectiveness Seminar, LUC, 2010-2011

**Courses Taught**

**Departmental**

*English 290: Human Values in Literature* (Fall 2013, 1 section, enrollment 30)

 A fiction course fulfilling a core requirement; my section explored the effects of contemporary globalization on identity and community in a variety of cultural, political, and economic contexts around the world.

*English 273: Exploring Fiction* (Fall 2012 and Spring 2013, 2 sections, enrollment 40)

 An introductory fiction course fulfilling a core requirement; my section focused on comparative narrative and media analysis of the range of narrative fictions in novels, short

stories, film, drama, videogames, Twitter, and other media forms.

**University Core**

*University Core Literary Foundations* (UCLR) *100: Interpreting Literature* (Summer 2014,

1 section, enrollment 10)

 Loyola’s required introductory literature course explores multiple genres, time periods, and forms of literary and critical analysis. This six-week summer course held three-hour meetings twice a week.

*University Core Writing* (UCWR) *110: Writing Responsibly* (Fall 2010 and Fall 2011,

2 sections, enrollment 18)

 Loyola’s required composition course for first-year and incoming students.

**College Prep**

*SEaL College Prep* (Summer 2014 and 2015, 1 section 9th grade, 1 section 10th grade)

Summer Enrichment at Loyola (SEaL) is a three-week summer “bridge” program to improve college access for Chicago mid-performing high school students identified as low-income, first-generation, and/or students of color. This course helps students develop the academic, psychological, and social skills to successfully prepare for and thrive in college

and get acquainted with the college environment and expectations.

**Courses Assisted**

*English 312: Studies in World Literature in English* (Spring 2011) Professor: Dr. Harveen

 Mann

*University Core Writing 110: Writing Responsibly* (Spring 2010) Professor: Dr. Mark

 DeLancey

**Additional Teaching Experience**

*English Department Chair***,** Urban Prep Charter Academy for Young Men, Chicago, IL

 August 2008 – June 2009

*Instructional Support/Leadership Team (IST) Member*August 2007 – June 2009

*New School Design Team Member*March 2008 – June 2009

*English Teacher* August 2006 – June 2009

*Anchor Teacher*, University of Chicago’s Urban Education Institute English-Language

 Arts (ELA) Learning Community May 2008 – June 2009

*Member Teacher* August 2006 – June 2009

*Assistant Language Teacher (ALT)*, Daisan Chugakko (Number Three Junior High School),

 Ashikaga, Japan August 2003 – July 2005

**Publications**

“’Select the Type of Experience You Would Like to Have’: Exploring Player Roles and Role

 Affordance in Video Games.” *paj: The Journal of the Initiative for Digital Humanities,*

 *Media, and Culture* (forthcoming).

“’Both masters and victims of their times’: Engaging aporetic time in *Midnight’s Children*.”

 *The Journal of Commonwealth Literature* (online May 2014, print forthcoming).

 “Some Assembly Required: Intertextuality, Marginalization, and *The Brief Wondrous Life of*

 *Oscar Wao*.” *Journal of the Midwest Modern Language Association* 45.1 (2012): 75-94.

“’In company let us hope with better qualities’: The Use of Invoked Readers in *Vanity Fair.*”

 *Victorians/VCL* 120 (2011): 80-94.

**Book Review**

Review of *Dance and the Nation: Performance, Ritual, and Politics in Sri Lanka*, by Susan A.

 Reed. *New England Theatre Journal* 22 (2011): 180-83.

**Conferences**

**International**

“Decentering Globalization: The Paradoxical Importance of Keeping Complex Connectivity

 on Narrative’s Margins in Zadie Smith’s *NW.*” *International Conference on Narrative*.

 Chicago, IL, 2015.

“’Both masters and victims of their times’: Engaging Aporetic Time in *Midnight’s Children*.”

 *International Conference on Narrative*. Manchester, UK, 2013.

**National**

“’There are things that must be looked at indirectly’: Postmemory and Post-Amnesia in *The*

 *Lowland* and *Shalimar the Clown*.” Modern Language Association Convention.

 Vancouver, BC, 2015.

“’We're all lost in this motherf\*\*king world’: Twitter, Remediation, and @MayorEmanuel’s

 Political Satire.” *Modern Language Association Convention*. Vancouver, BC, 2015.

“If the Play’s the Thing, What Kind of Thing Is It?: Uses of *The Recruiting Officer* in *Our*

 *Country’s Good* and *The Playmaker.*” *Comparative Drama Conference*.

 Los Angeles, CA, 2011.

**Regional**

“Closer Reading: Close Reading in Response to Student Questions and Confusion.”

 *Possibilities and Provocations: Best Practices for Teaching Literature Day Conference*,

 Chicago, IL, 2013. (Invited Presentation)

“22-Feb ‘And sure, to save the fucking world I have to disappear into a time vortex

 tomorrow. But being mayor is about making hard decisions.’”: How New Media

 Literatures are Playing With Reality.” *Midwest Modern Language Association Convention*.

 St. Louis, MO, 2011.

“@MayorEmanuel and Friends: How New Media Literatures are Playing With Reality.”

 *LUC Interdisciplinary Research Symposium*. Chicago, IL, 2012.

“’i don’t want to ramble, i want to talk with you’: Form, Readers, and Politics in the Novels

 of Ana Castillo.”

 *LUC Interdisciplinary Research Symposium*. Chicago, IL, 2011.

 *Crossing Over Symposium*. Cleveland, OH, 2011.

“Toward a Theory of Integrative Criticism.” *English Graduate Student Association*

 *Conference*. Chicago, IL, 2010.

**Honors and Awards**

Arthur J. Schmitt Dissertation Fellowship, Arthur J. Schmitt Foundation, 2014-2015

Graduate Assistantship, Loyola University Chicago (LUC) English Department, 2009-2014

Amber Gravett and David Tuma Graduate Research Award, 2013

Stanley Clayes Essay Award, First Place, for “’Both masters and victims of their times’:

 Engaging Aporetic Time in *Midnight’s Children.*” LUC English Department, 2012

English Department Nominee, 2013 Loyola University Chicago President’s Medallion

 Department Nominee, 2014 President’s Medallion

Amber Gravett and David Tuma Graduate Book Scholar in English, LUC Department of

 English, 2011 and 2013 (students are eligible once during and once after coursework)

Fulbright U.S. Student Full Grant, Eberhard Karls Universität Tübingen, Germany,

 2002-2003

Valedictorian, Phi Beta Kappa, Phi Kappa Phi, Truman State University, 2002

**Digital Humanities and Game Projects**

Project Manager, Modernist Networks (ModNets) online research hub, 2013-2014

Consultant and Playtester, *After the Death Card*, a live pervasive narrative game by Rabbit

 Hole, Athenaeum Theatre, Chicago, IL, 2014

Co-Designer and Game Manager, *Noir*, a live interactive narrative adventure by Small

 Worlds, Chicago, IL, 2011-2012

Digital Humanities Summer Institute (DHSI) Project Management Workshop, Chicago, IL,

 May 2013

Editor and Content Reviewer, digedu (tablet-based primary and secondary curriculum

 developer), Summer 2013

**Service**

Manager (2012-2015), Loyola Community Literacy Center (LCLC)

 Lead Tutor (2011-2012)

 Volunteer Tutor (2010-2011)

Lead Tutor (2009-2010), Writing Center, Loyola University Chicago,

 Substitute Tutor (2010–2012)

Vice-President (2012-2013), English Graduate Student Association, LUC Dept. of English

 Treasurer (2011-2012)

Graduate Student Representative (2014-2015), Graduate Program Committee, LUC Dept. of

 English

College Prep Volunteer (2014-2015), Urban Prep Academies, Chicago, IL

Volunteer English Language Learning Columnist on behalf of the LCLC (2013-2014),

 *Chicago News* Russian-English newspaper

Anchor Teacher (2008-2009), ELA-Humanities Group, Urban Education Institute,

 University of Chicago

Guest Speaker (2010), Summer Writers Workshop, Urban Education Institute, University of

 Chicago

**Affiliations**

Modern Language Association, Member, 2009–present

Midwest Modern Language Association, Member, 2010–present

**Language Proficiency**

German: advanced (written and oral)

Japanese: advanced intermediate (written and oral)

**References**