

CHRISTOPHER JOHN-FRANCIS MARTIN

CURRICULUM VITAE

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EDUCATION

PhD: English and Textual Studies, University of Washington, August, 2016.

Dissertation: "Un-Editing Alfred: Reading Modern Editions of pre-Modern Texts from a post-Modern Perspective"

Committee: Paul Remley (chair), Mícheál Vaughan, Stephen Hinds, Raimonda Modiano

MFA: English-Creative Writing, University of Washington, 2008.

Master's Thesis: "A Record of Death: and Other Stories"

Committee: David Bosworth (chair), Maya Sonenberg

BA: English Literature (Creative Writing Emphasis), University of Idaho, 2005.

TEACHING EXPERIENCE

Adjunct Professor, September 2016 - December 2016 and 2018 to present.

Department of English

Seattle University

Pre-Doctoral Graduate Instructor, September 2012- 2014, and 2009 - 2010.

Expository Writing Program

Department of English

University of Washington

Pre-Doctoral Graduate Instructor, September 2011 - June 2012

Department of English

University of Washington

Pre-Doctoral Graduate Instructor, September 2010 - 2011

Interdisciplinary Writing Program

Department of English

University of Washington

Full responsibility for course content and planning.

Courses Taught:

UCOR 2520 British Literature I (Autumn 2016)

This course emphasizes textual analysis, close reading, and *explication de text* through the enrichment of a wide-range of literary texts, starting with early Anglo-Saxon writings (*Liber Monstrorum*, *The Wife's Lament*, *The Husband's Message*) and going beyond the medieval to Shakespeare (*The Tempest*). The thematic current of the course was travel literature through the ages. In all, students took weekly reading comprehension quizzes, performed several close readings and reflections, presented on a chosen topic, and took two longer tests.

UCOR 1100 Introduction to Composition (Autumn 2016, Autumn 2018)

In this course students utilized border literature and immigrant narratives to interrogate American culture's (mis)representation of race and culture. Though the course was guided in spirit by Spivak's definition of "alterity," students were not introduced to these terms directly; instead, they were challenged with coming up with their own definition of "otherness" as they read. With course's main text, *The Devil's Highway* (and due to the historical timing of the course's instruction), students were also encouraged to use our class texts to confront this misrepresentation of race and culture during the road up to the 2016 US presidential election. Later courses utilized ongoing political events to highlight course content.

English 131 Expository Writing (Winter 2009, Spring 2009)

22-student course that emphasizes research, reflection, close reading, and academic argumentation. These courses focus on rhetorical awareness and flexible writing skills. Students use rhetorical analysis along with genre analysis to investigate the ways that writers make choices when specifically targeting their work to particular audiences and situations. These courses culminate in a portfolio of revised worked coupled with a reflection essay.

English 111 Composition, Literature (Fall 2009, Winter 2010, Spring 2010, Spring 2011, Fall 2012, Winter 2012, Fall 2013, Winter 2013, Spring 2013, Summer 2013, Winter 2014, and Spring 2014 [Upcoming])

22-student course which requires students to engage in the discipline of literary studies by developing and implementing rhetorical sensitivities in order to write in multiple genres. This course emphasizes genre awareness and the discourse which surrounds and permeates literary writing. Students are challenged with performing extra-curricular research, writing within existing disciplines, and thinking critically about rhetorical choices made in the completion of tasks.

English 297 Intro to the English Major: Writing Link (Fall 2010, Winter 2011)

22-student course linked to English 301 (lecture). This class is aimed at preparing majors (or potential majors) for future English classes. Emphasis is on critical methods of reading texts including, but not limited to, *explication de text*, ideology critique, cultural criticism, New Historicist approaches, textual and periodical studies.

English 200 Reading Literature - "Reading Literature Through the Eyes of Editors" (Fall 2011)

A 40-student course that utilized textual studies and editorial theory as a way to read literature. Students learn many critical approaches, ranging from the Greg-Bowers editorial methods to the sociological approach to editing texts maintained by Jerome McGann. By looking at texts through the eyes of editors, students develop a sense of both the materiality of the texts, but also the caution one must have to avoid naturalizing positivistic methods of viewing textuality.

English 225 Shakespeare (Winter 2012)

A 40-student course that approaches seven of Shakespeare's plays utilizing as focal point the depiction of the fool, jester, and clown. Themes and issues discussed: carnivalesque, image, satire. This class places close-reading and textual studies in the service of literary analysis. Major critics read: M. M. Bakhtin, Northrop Frye, C. L. Barber.

English 242 Reading Prose Fiction - "Saints and Sinners: Songs, Visions, and Beheadings in Medieval English Literature" (Spring 2012)

A 40-student course that takes as its subject matter both well-known works of the Anglo-Saxon and Anglo-Norman periods in England (*Beowulf*, *Sir Gawain and the Green Knight*), but also the more obscure texts that are often overlooked in medieval literature classes (*The Life of Guthlac*, *Soul and Body I & II*, *Maxims*, and *Elene*).

CONFERENCE PAPERS AND PRESENTATIONS

"If I may speak briefly and cursorily': Remnants of the 'I' Persona in the Copyists of Asser's *Vita Alfredi regis*" International Congress on Medieval Studies, University of Western Michigan, Kalamazoo, MI, 11 May, 2013.

"Rethinking Digital Ontology: The Cast of the *Vita Alfredi*" SAMLA, Durham, NC, 9 Nov 2012.

"Crisis in Modern Editions of the *Vita Alfredi*: Revisiting Concepts of Medieval Textuality" Crisis and Resistance Conference, University of Idaho, April 2012.

"Concerning Reflex Influence in the Early Part of Simeon of Durham's *Historia Regum*" *Society for Textual Scholarship*. Penn State, 2011.

"The Rhetoric of Postmodern Literature: An Interdisciplinary Approach to the Teaching of Genre." (with Co-Author Heather Hill) *Conference on College Composition and Communication*. Atlanta, 2011.

"The Rhetoric of Postmodern Literature: An Interdisciplinary Approach to the Teaching of Genre." (with Co-Author Heather Hill) *Oregon Rhetoric and Composition Conference*. Portland, 2010.

AWARDS AND HONORS

Chester A. Fritz Fellowship, 2012-13.

Textual Studies Graduate Research Award, Department of English, Winter 2011.

OTHER ACADEMIC SERVICE

Sixth International Piers Plowman Society Conference, Summer, 2015.

Planning Committee - Collaborated in the organization and acquisition of conference resources.

Website design - designed and hosted the 2015 IPPS website.

Technology Support - aided presenters throughout the conference in the use of the technologies provided by University of Washington Information Technology.

Webmaster and Academic Assistant, Textual Studies Program, University of Washington, 2008-2012.

Responsible for helping plan visiting lecturers, curating the Textual Studies Program at the University of Washington's website, and proofreading bulletins.

Assistant Director, Puget Sound Writing Project, University of Washington, 2006 - 2008.

Responsible for organization and maintenance of website and PSWP library, collation of documentation, and designing and circulating announcements for annual conferences.

REVIEWS

"*The Desert Remembers My Name*, Kathleen Alcala" *The Seattle Review*. Summer 2007.

PUBLICATIONS

"Recital, Early April" *Short Story America*, August 2011.