

C19 Mentoring Breakfast

Friday March 23, 2018, 7:30 a.m.- 8:45 a.m.

Pavilion IV-V, Hyatt Regency Albuquerque, 330 Tijeras Ave NW, Albuquerque, NM 87102

Supported by Pennsylvania State University's Center for American Literary Studies and Oakland University's English and American Studies Departments

The Mentoring Breakfast is an opportunity for C19 participants to engage in conversation about research, teaching, and service and to benefit from the collective experiences and perspectives of colleagues. Ten volunteers (see names and brief biographies below) have agreed to host a table conversation. As the Breakfast begins, each host will invite table guests to introduce themselves and to talk briefly about what brings them to C19. Following these introductions, for thirty-fourty minutes, each group will then have the opportunity to share and respond to questions or concerns raised around the table about such topics as balancing personal and professional goals, meeting employment expectations and milestones, and/or making strategic decisions about campus and community service. The role of the ten faculty volunteers is to facilitate discussion, to keep the focus on positive suggestions and resolutions, and, with the input of others at the tables, to guide participants when appropriate to helpful resources and opportunities. We look forward to your involvement in this discussion and fellowship. Please email Barbara McCaskill (bmccaski@uga.edu) with any questions.

Biographies of Faculty Volunteers:

Pat Crain teaches in the English Department at New York University. Her teaching, research, and writing have mostly been engaged with the history of childhood and children's literature, and the history of books and reading. She is the author of *The Story of A: The Alphabetization of America from The New England Primer to The Scarlet Letter* (2000) and *Reading Children: Literacy, Property and the Dilemmas of Childhood in Nineteenth-Century America* (2016).

Kirsten Silva Gruesz is Professor of Literature at the University of California, Santa Cruz. She is affiliated with the programs in Latin American and Latino Studies and Critical Race and Ethnic Studies, and with the Chicano Latino Research Center. She has published *Ambassadors of Culture: The Transamerican Origins of Latino Writing* (2002), and she is currently at work on a book titled *Cotton Mather's Spanish Lessons: Language, Race, and American Memory* (Harvard University Press), and a scholarly edition of what may be the first Latino novel.

Christopher Hanlon is Associate Professor of English at the School of Humanities, Arts, and Cultural Studies at Arizona State University's New College of Interdisciplinary Arts and Sciences. He also has taught literature at Eastern Illinois University (2001-13) and Harlaxton College, Lincolnshire, England (2011, 2014). His writings on antebellum literature and culture focus on patterns of transatlantic kinship; slavery; sectional politics; communications technology and literature; eloquence; and originality and communality. His publications include *America's England: Antebellum Literature and Atlantic Sectionalism* (2013) and *Emerson's Memory Loss: Originality, Communality, and the Late Style* (2017), as well as critical essays in collections and venues such as *The New York Times*, *American Literature*, *American Literary History*, *Nineteenth-Century Literature*, *New Literary History*, and *J19*.

A Distinguished University Professor at the University of Maryland, **Robert Levine** serves on numerous journal editorial boards and is an editor of the *Heath Anthology of American Literature*. He has contributed to the scholarly canon by editing editions of works by authors including Melville and Hawthorne, Douglass and Delany, and Stowe and William Wells Brown. His most recent books are *Race, Transnationalism, and Nineteenth-Century American Literary Studies* (2018), *The Lives of Frederick Douglass* (2016), and *Dislocating Race and Nation: Episodes in Nineteenth-Century American Literary Nationalism* (200). In 2014 the American Literature Section of the Modern Language Association awarded him the Hubbell Medal for Lifetime Achievement in American literary studies.

Dana Luciano is currently an Associate Professor of English at Georgetown University. In fall 2018 she will join the English Department at Rutgers University. Recent publications include *Unsettled States: Nineteenth-Century American Literary Studies*, co-edited with Ivy G. Wilson (2014); and "Queer Inhumanisms," a special themed issue of *GLQ: A Journal of Gay and Lesbian Studies*, co-edited with Mel Y. Chen (2015). Her previous publications include *Arranging Grief: Sacred Time and the Body in Nineteenth-Century America* (2007). She is a member of the editorial collective of *Resilience: A Journal of the Environmental Humanities*.

Barbara McCaskill is Professor of English at the University of Georgia (UGA), Associate Academic Director of the Willson Center for Humanities and Arts, and an affiliate member of the Institute for African American Studies and Institute for Women's Studies. She has been employed as a full-time professor for thirty years. A specialist in nineteenth- and early twentieth-century African American Literature, she is the author of one monograph, two edited collections, one edition, and scores of essays. She has served as co-P.I. on two externally funded (six-figure) public humanities projects, and has collaborated with graduate students to complete print and online publications, including a book slated for completion this spring.

Meredith L. McGill is Associate Professor of English and Director of the Graduate Program at Rutgers University. She also serves as a member of Rutgers' Digital Humanities Initiative

Steering Committee. In addition to her study titled *American Literature and the Culture of Reprinting, 1837-1853* (2003), she has edited two collections of essays: *Taking Liberties with the Author* (2013), which explores the persistence of the author as a shaping force in literary criticism; and *The Traffic in Poems: Nineteenth-Century Poetry and Transatlantic Exchange* (2008), in which a variety of scholars model ways of understanding nineteenth-century poetry within a transatlantic frame. She is currently completing a study of poetry and mass-culture in the antebellum U.S. Her research and teaching interests include nineteenth-century American literature, the history of the book in American culture, American poetry and poetics, law and literature, literary theory, and media history.

Sarah Ruffing Robbins is Lorraine Sherley Professor of English at Texas Christian University. Her single-author books include *Learning Legacies: Archive to Action through Women's Cross-cultural Teaching* (2017); *The Cambridge Introduction to Harriet Beecher Stowe* (2007); and *Managing Literacy, Mothering America: Women's Narratives on Reading and Writing in the Nineteenth Century* (2004). She has directed a number of K-16 public humanities projects, several of which have generated collaborative book publications (e.g., *Writing America* [2004], *Writing Our Communities* [2005], *Teachers' Writing Groups* [2006]). With Linda Hughes, she co-edited a collection of essays on pedagogy (*Teaching Transatlanticism*). She is currently co-editing a new book series (with Christopher Hanlon and Andrew Taylor) on literary interventions in nineteenth-century American culture and (with Hughes and Taylor) a teaching anthology of primary texts on Anglophone transatlantic culture in the long nineteenth century.

Maurice Wallace is Associate Professor of English and African American and African Studies at the University of Virginia. He is the spouse of a very busy hospital administrator and the father of two daughters (now 19 and 17), and has tried very hard to be a man of faith. For nearly twenty of his twenty-three years as an academic, Maurice also served a local church as lead pastor, most recently at Cornerstone Community Church in Durham, NC until September 2017.

Christina Zwarg is an Associate Professor of English at Haverford College. The author of *Feminist Conversations: Fuller, Emerson, and the Play of Reading* (1995), she has published a wide variety of articles on nineteenth- and early twentieth-century articles and topics in *American Literature*, *Studies in Romanticism*, *Poe Studies*, *American Literary History*, *Criticism*, *Novel*, *Cultural Critique*, *Adaptation*, and *Social Critique*. Her recent book project on trauma theory before Freud is entitled *The Stunning Rehearsal: Crisis, Traumatic Archives, and The Black Reconstruction of Democracy*.