**Faculty Annual Information and Self-Evaluation Report**
**Dr. Mark C. Long, Department of English**
**Academic Year 2020–2021**

## Instructional Activities

In the fall of 2020, I taught English 490: Nineteenth-Century American Literature, Culture, and Science. In the spring of 2021, I taught English 215: Literary Analysis and the cross-listed course English 344 / Environmental Studies 363. As Director of the Integrative Studies Program, I received a 66% reassigned time in the fall and 33% reassigned time in the spring.

## Teaching Effectiveness

The process-based and public-facing approach to teaching writing I have developed over the past ten years proved most useful in working effectively with students in hybrid and online modes. And this year, especially, students appreciated my approach. We worked together to develop a more flexible timeline as we all navigated the global pandemic—with incentives for rethinking and revising written work and opportunities for workshop-based peer feedback. While a few students were unsettled by not working in a more familiar learning management system, nearly all of them came to appreciate the experience of the relational and situated nature of the writing process I emphasize, as well as the metacognitive activities that contribute to learning. Through this process, moreover, they gain more control over the now essential skills and habits of mind for writers through the cultivation of digital identity, fluency, and citizenship.

In this pandemic year, I learned a tremendous amount, much of it from my students, about effective teaching and learning on digital platforms. We experimented with the affordances of video and audio meetings for feedback on writing, screen-casting, as well as digital tools for annotating and editing documents. At the same time, my teaching effectiveness was enhanced through conversations with colleagues in the Teaching Fellows project and with practitioners in open education and pedagogy—at the College and beyond.

### Fall 2020

**English 490: Nineteenth-Century American Literature, Culture, and Science** When my colleague Richard Lebeaux retired, I recognized the need for course offerings in nineteenth-century American literature. At the same time, I have been engaged in self-reflection about the field of study, and my approach the study of cultural materials from this period, based on a series of MLA sessions on anti-racist approaches to nineteenth-century literature and culture I attended in the winter of 2020.

So I designed a seminar to trace the development of nineteenth-century literature, culture, and science that began with the influential Prussian polymath, Alexander von Humboldt. The introductory essay I wrote for the class, An Old New World: Alexander von Humboldt, elaborates the intellectual framework for the semester of study. We read works by, among others, Ralph Waldo Emerson, Margaret Fuller, Susan Fenimore Cooper, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, Walt Whitman, Emily Dickinson, Edgar Allen Poe, Louis Agassiz, Charles Sanders Peirce, Franz Boas, George Perkins Marsh, and William James. Nearly every student enrolled in this class was taking Methods, and so the classroom was infused with the energy of students thinking about *what* they were reading and *how* we were learning. We sketched an outline of the semester with secondary writing by the scholar Laura Dassow Walls to

better understand why a seminar in nineteenth-century American literature might start with Alexander von Humboldt.

Humboldt's influence on nineteenth-century American writers offered students a postcolonial perspective on the complex transatlantic origins of nineteenth-century literature. Humboldt's comparative and humanistic concern with the world's cultures informed his life-long interest in documenting their significance, diversity, complexity, interrelatedness, and vulnerability. Moreover, his documentation of the costs of colonial exploitation, including the contradictions of democratic ideas with the enslavement of people and the degradation of indigenous persons, offered students a less parochial view of what we call American literature and a method of studying the relations between culture and science among writers and thinkers in North America. As the students learned, Humboldt observed the diversity of peoples in the Americas and appreciated their distinctive relationship to the world through religious and cultural practices—a diverse sphere of adaptive and place-based human abilities that European colonists were in the process of destroying.

My pedagogical approach to studying materials at the intersection of literature and culture and science was predicated on students sharing writing with one another and using class time for writing workshops. One of the students in the class was a former biology major. Her interest in science and literature, elaborated in her essays that were available for other students to read as part of the open writing process I used in the class, inspired other students and helped them to see the connections the course was designed to make. In addition, in all of my courses, students write self-evaluations. These reflective documents, I have learned, empower students to engage with their own learning process by thinking about what they are doing in class—and why. The formative self-evaluations during the semester give us common ground to talk about the course and make any changes along the way. And the summative self-evaluation, because it asks a series of specific questions, and compiles evidence used for deriving a course grade, is more often than not more substantive than the commentary in formal course evaluations.

Among the most generative moments in this course was a dialogue with a student deeply invested in Thoreau when I was questioning the ways that various versions of Thoreau (both hermits, one speaking for nature and one for social justice) are used to resist changes to our understanding (and teaching) of nineteenth-century American literature and culture. That the student defending Thoreau was a black woman made the dialogue all-the-more interesting. As our conversation blossomed in the classroom, the students better understood the digital materials I had included in the reading for the seminar, including Uncle Tom's Cabin and American Culture, the Colored Conventions Project, and the Early Women in Science project. They were also led to ask fundamental pedagogical questions about primary and secondary materials and the need to rethink the ways that we default to particular texts and authors as the organizing features of a course. This fascinating thread in the course was especially impactful as the students in the class were nearly all going on to become classroom teachers.

In this course, as in all of my courses, the students work individually and together to develop learning outcomes during the final weeks of the semester. The selected learning outcomes below offer a glimpse into the teaching and learning that resulted from the seminar:

> I learned that Margaret Fuller exists. I had never even heard of Fuller before this class. Her writing is obviously essential to anyone's understanding of American literature. I will be continuing to access and read Fuller throughout my career.
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> I learned about the importance of ideas and how modern connections can be made to these nineteenth century writers. I learned new ways of thinking about these writers that was not considered in class nor crossed my mind originally like Kaitlyn and Taylor's focus on

Hawthorne's obsession with vanity and beauty. Such are the benefits of composing online as a class and reading my peer's works.

I have fancied Henry David Thoreau. I love what he stood for. I think it is so important now considering the direction of our democratic government. *Civil Disobedience* is an essay that I have read and did additional research on to further my understanding.

I am a former biology major. Given that biology is one of the keystone fields of science, I am very familiar with the concepts of scientific reasoning as well as a general understanding of the state of science during the nineteenth century. To this end, I was able to pick up on how a great deal of the writers we studied this semester had a scientific way of approaching ideas in their writing. Moreover, my inherent interest in these conversations of science in literature made me more invested in the reading, thinking, and writing in this class.

This is my first time reading through Whitman's *Leaves of Grass*. I am amazed by how much truth he brings to American literature in such a resounding and unapologetic way. He leaves nothing unexamined and it haunts you. I am spending some time closely reading his poems now, yet I still feel there is more to discover with every rereading; I admire this aspect immensely of any writer or poet. While I am incredibly fascinated with Whitman's poetics, I also enjoyed the time we spent with Emily Dickinson, whose poems I had also yet to delve into as much but were equally as rewarding. Please don't remove either of these authors from the reading when you teach this course again; they are two greats who will stay with me as I teach, as I live, as I write.

Each week before class I annotated the appropriate texts. I learned that annotating a text in a social network of readers is valuable. "Meeting in the margins" allowed me to ask more questions, clarify points of confusion, and articulate conclusions I would not have otherwise. I very much intend to use Hypothesis beyond this course and, if appropriate, will incorporate it into my future classroom. Especially in a time that is driven by online learning, Hypothesis is an incredible tool I would not have known of otherwise.

It was incredibly beneficial to have other people's thoughts resonating or challenging initial perceptions of passages, and I believe it provided as "authentic" a space to perform collaborative readings by answering each other's questions, as I tried to do often, or reacting to other people's reactions/noticing. Admittedly, I have been using hypothes.is often on my own whether it be for research or other online class readings; it is an incredibly useful online tool, and I would encourage anyone to give it a go. Actually, I will try to see if it is something I can use when I teach later on. Overall, this feature of the course is just great! Thanks for introducing us to this! It was incredibly interesting to see how each of us in the course approached the writers each week. I noticed that I was in conversation with a few of my peers at times, and I often went in different directions. Nevertheless, I learned about authorial presence online and voice, as there were some people in the course who approached the writing differently than I did.

I would turn to the blog posts if I needed inspiration on what to write on or had difficulty understanding a previous text in class. Though a silent form of collaboration, I felt that interacting with my classmates' writing helped me grasp what my peers were thinking and provided them with an audience.

The conversations I had with peers outside of the classroom drove me to their blogs. We have other classes together, but because of social distancing, we don't get much socialization. We would be able to say a word or two between classes and after class and occasionally it would be about the reading or the blogs. So, sometimes, Michael would say things like, "That essay was

complete garbage" or, "What the f*ck was that from Fuller?" and he would elaborate on his blog. I was curious about how we'd respond when we disagreed, didn't understand, or felt passion behind a writer or piece of literature.

I did read the teacher talk essays and my classmates' writing. These texts helped me structure my own thoughts around the course, specifically in regard to my essays. The teacher talk essays helped me focus on content while the writing of my classmates helped me think of new ways to approach topics or different ideas to explore as a whole.

Most of the progress I made this semester concerned developing continuity over a series of written works. My posts started as distinct, independent ideas, but as the course went on I was able to make connections between my posts and reflect the continuity of the readings in my written posts. I was also able to go back and edit some of my older posts, so they better reflected this continuity.

I remember writing and reading my first essay in this course, "The Artistry of Science," and my initial approach to it as more reserved academic style: my evidence and idea were strong, but my voice was out of tune. While I liked what I wrote, I wanted to challenge myself: I wanted to work on my presence. This was a challenge area for me, and I think every essay I wrote shows my work on this aspect of writing developing more and more. I have tried to make real-world connections to the literature I was engaging with each week while emphasizing the significant contributions to literature, culture, and science that the author made. If "The Artistry of Science" was my starting point, I peaked with my short essay on Whitman "'For I See You': Whitman Splashes Heteronormativity." I was the most passionate and driven to write this piece, and I think it shows. I made use of media to create a multimedia product that is both well-written and visually appealing to an audience while tackling an interesting idea-focused inquiry that encompasses multiple focuses of the course.

Gaining confidence in my writing was key for enjoying and making process in the writing aspect of this course, and I think I accomplished this well.

As a black woman from the south, we are taught from an early age that school is a set of rules and you follow those rules. I was never given creative freedom, even with my essays. I have mimicked the styles of scholars and writers for as long as I can remember. For this class, as a success, I wrote in a way that made me comfortable. I appreciated the blogs. We were able to express ourselves and the way we received these writers and that sort of freedom is one that is worthy of praise.

My progress as a writer has enabled me to see writing as a means of expression, and not a means of perfection. I often think of academic writing as a way to display what the teachers and professors want to see. Are you quoting? Showing themes? Does the language sound…scholarly? I mentioned it before, but it is relevant to say again, this writing felt more of expression the writer's expression and how they viewed the world around them.

Making edits is crucial in the writing process, so I made it a point to post early in the week, then spent the week gradually editing. Based off of feedback I received from both you and my peers, I went back and on some pieces, revised and updated the post. I took the feedback and implemented more textual evidence and direct quotations. Doing these things made my work even more successful and made each work seem more developed and professional.

> Throughout the course I changed the way I write, and what I mean by that is I shifted methods of thinking and the way I introduce each piece. At the beginning of the semester, I found that I would pose a lot of questions and almost base my writing off of those questions. Towards the end, I began to veer away from inserting questions scattered throughout, and instead putt some at the beginning and then a few at the end to promote a shift in thinking with the intention to make my writing more engaging.
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> Upon reading the requirements for this course back in August, I became somewhat paralyzed at the thought of "writing out in the open" on a blog. Nevertheless, I made a personal goal to try to gain more confidence as a writer and contribute to the best of my ability each week. I am not the most sure-footed writer, and I am aware that there were two essays, one on Fuller and one on Hawthorne, where I felt miserably stuck and dissatisfied with my original half-baked posts. However, I came back to them. I reworked them into something that better showed my ability as a writer. Taking risks in an online space and revising were two interconnected means of success for me this semester.

These outcomes are one example of the metacognitive reflections that have become a routine activity in my classes. And these student learning outcomes—composed by the students, at the end of the course, affirm my pedagogical strategy of teaching reading and thinking and writing on the open web.

**Spring 2021**

**English 215: Literary Analysis** The first course in a two-course introductory sequence to the English major, Literary Analysis develops interpretive skills, critical awareness and confidence in preparation for more advanced work in English and the humanities. The course invites students to read and discuss imaginative literature; become familiar with key terms, concepts, critical problems, and theoretical debates in English studies; and develop the habits of mind and skills to effectively analyze texts—especially through the process of writing—while learning the protocols for writing with sources, in-text citation and compiling a list of works cited.

My pedagogical approach to this workshop is to conclude with an author "case study." The project offers students the experience of reading in the journals, correspondence, commentary, and criticism of an author. Over the years, I have used texts in different genres by different authors: Gabriel Garcia Marquez, Katherine Anne Porter, Willa Cather, Daniel Defoe, Milan Kundera, Italo Calvino. In this section, we focused on Ralph Waldo Emerson (and the literary essay). The "final" essays in this section were, on the whole, not very satisfying—in comparison to other sections of English 215. The students really dropped the ball in the case study. For various reasons, the students were simply unable to submit drafts by the deadlines and were just not attending to instructions and timelines. (For instance, they did not include the annotated bibliographies they had drafted in the weeks leading up to the first drafts). The pandemic took its toll. On the other hand, there is ample evidence of meaningful and at times inspired engagement with and writing about texts. For instance, a good example of effective writing by a developed writer in the class is Lawrence Ferlinghetti's *A Coney Island of the Mind*. An example from a less-developed writer in the class is Tommy Pico's Nature Poem.

My assignments in English 215 emphasize the interconnections between reading and writing for students completing either the literature or the writing option in the English major: a personal narrative on reading and writing in school, for example, makes visible the conventions of reading and writing and the "incomes" students bring to the class as aspiring English majors; and a project on a "way of reading" gives students experience with practical approaches to texts and the theoretical questions associated with those practices. The course also includes a case study of an author to introduce students to methods of reading, secondary commentary, and disciplinary protocols for criticism and research in their chosen field

of study. One student commented on the value of the case study we did on Ralph Waldo Emerson in precisely this way. “I learned about Emerson,” she writes. “But really, I learned the value of a close study on a writer.”

**English 344 / Environmental Studies 363 Writing in an Endangered World** For the past ten years I have offered a version of this cross-listed course every third semester. The course brings together students studying in the sciences and the humanities. This survey of environmental writing and the social movement of environmentalism in the United States since 1960 is a learning experience for students in the sciences—whose studies tend to focus less on history, representation, and culture—and for students in the humanities—who, while familiar with the study of the meaning and value of human experience have fewer opportunities to consider scientific and ecological thinking, or to reflect on the meaning and value of the more-than-human world.

I organize the course reading list as a survey of twentieth-century literary and cultural history of environmental thinking. The sequence of texts challenges students to engage with the pressing personal, social, cultural, and moral questions in an era of climate crisis. In addition to reading primary and secondary texts, students trace the emergence of modern environmental concern through music, visual images, advertising campaigns, and open-source material. The digital resources on the course site include digital portals and hubs (Environment and Society Portal), documents and reports (from the Paris Climate Accord to the Pope Francis Encyclical (Laudato si'), manuscript projects (including my USNH colleague Siobhan Senier’s Dawnland Voices), news and journalism (from China Dialogue to Yale Environment 360, and environmental organizations (Science and Democracy, the Sunrise Movement, and 350.0rg, to name a few).

Over more than a decade I have worked with hundreds of students on the digital platform Word Press. This work continues to affirm the transformative potential of cultivating digital fluency and citizenship in English courses. In choosing a domain name, installing Word Press, setting up and customizing a digital portfolio, students explore the complexities of writing in the public domain, including audience and genre, privacy, agency and control, copyright and licensing; and they experience writing in hybrid genres and multimodal forms while learning to link to relevant print materials and resources and visual media.

One outcome of the pedagogical method I use in the course came into focus this spring. I reconnected with Catherine Rondeau, a senior at Keene State College majoring in English completing an internship at the Historical Society of Cheshire County. Her blog 19th Century Natural History; Keene Natural History Society – Why It Matters" is an example of a student applying skills developed in my class. In fact, Catherine writes on her blog, one of my courses that “challenged me more than others was my class on “Writing in an Endangered World.” She continues, “Our larger assignment was running a blog on the work we did throughout the course, and this provided me with my first task of writing for blog posts which was something I had never done before. The topic of the Environment, while something I’m passionate about, was also a new learning area for me. These challenges in my learning career ultimately led me to pursue the internship position I’m currently in right now.”

Finally, this semester I started a new project with students in the course. As part of my writing-intensive (and writing-instructional) method, I ask students to curate their essays as the semester unfolds and as they develop their thinking and writing. However, this semester we did a final project in which the students 1) chose one of the essays they feel is their strongest piece of writing (or that has the most potential), 2) develop the essay through an editorial process (class feedback in writing workshops), and 3) revise and edit the essay with a general editor (me). Then, with student permission, I publish the essays in the book *Writing in an Endangered World: An Anthology*. The digital anthology is hosted on the

College's Press Books platform. I designed the anthology to persist beyond the ending of the course, and students in subsequent sections of the course will be invited to add their voices in the years to come.

My aspirations for the essays, as I explain in my Editor's Preface, is to make visible the thinking and writing of young people engaged with our literary and cultural history, or, to borrow a definition of literature from the poet Ezra Pound, "the news that stays news." I write that "these are essays about the experience of reading environmental writing—brief essays focused on the idea that culture cannot be merely handed down but must be *taken up* by minds wrestling with personal, social, cultural, and moral questions." I'm interested in both the product of writing and the challenging *process* of thinking in writing. And I want to make the process visible. One of the epigraphs to my Editor's Preface, from Mary Oliver, captures with a poet's precision the challenge I want students to consider: "Here you are, alive. Would you like to make a comment?" The Learning Outcomes the students wrote at the conclusion of the course are inspiring. They remind me why I continue to teach this course.

**Scholarship and related professional activity**

- "Close Reading at the End of Time," an 8000-word essay I was invited to write, has just appeared in the book *Close Reading the Anthropocene,* published by Routledge (June 2021)

- My "Lay Down these Words: Nature in/after Modernism," a 5000-word essay, is forthcoming in Wiley-Blackwell's *Companion to American Poetry* (Fall 2021)

- I completed a review of the book *Building Natures: Modern American Poetry, Landscape Architecture, and City Planning,* by Julia E. Daniel, for the *William Carlos Williams Review* (Spring 2021)

- I organized and presided at the online session, "Williams Thinking," at the convention of the Modern Language Association (January 2021)

- Since 2004, I have served as Associate Editor, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*

- In 2020-21 I completed peer reviews for the journals *ISLE: Interdisciplinary Studies in Literature and Environment,* and the journal *Religion and Literature*

- I am a founding member of the Advisory Board for the Environmental Literature Institute, Phillips Exeter Academy, Exeter, New Hampshire

- Since 2008, I have served on the Editorial Board of *IJE: Indian Journal of Ecocriticism* and on the Editorial Board, *ISLE: Interdisciplinary Studies in Literature and Environment,* 1999–present. I also review submissions for *The William Carlos Williams Review*

- I am the chair of the ASLE Community Grant Committee, open to ASLE members who engage in collaborative projects with community-based organizations that will help build connections between the environmental humanities and place-based nonprofit environmental community organizations.

- I served on the Ph.D. Dissertation Committee and attended the dissertation defense of Jennifer Horowitz, *Relearning the Earth: Transformative Educations in American Literature,* Tufts

University, April 2021

- I continue to mentor Subarna De, a Post-Doctoral Indian scholar, for research fellowships in Europe and the US. I mentored Dr. De during her time as a graduate student at Central University of Tamil Nadu, India, and I was an external referee and member of the doctoral committee for her dissertation: "Reinhabiting Coorg: A Bioregional Reading of Kavery Nambissan's *The Scent of Pepper* and of Sarita Mandanna's *Tiger Hills*." Dr. De is currently Research Associate of Environmental Studies at Ideate Design Studio in India, working remotely from Oman. Currently (May and June 2021) I am assisting her in preparing and finalizing application materials for the 2022 Rachel Carson Center Landhaus Fellowship at the Rachel Carson Center for Environment and Society in Munich, Germany

- I completed a comprehensive Review of the Scholarly Work for Promotion to Full Professor, Dr. Salma Monani, Associate Professor in the Department of Environmental Studies at Gettysburg College in Gettysburg, Pennsylvania, fall 2020

- Currently I serve as Vice President of the William Carlos Williams Society. My activities this year included building a new Williams Carlos Williams Society Web Site, planning our 2022 biennial conference in Chicago, and beginning the planning to create a Digital Concordance to *The Collected Poems of William Carlos Williams.* I will begin a three-year term as President of the Society in 2022.

- I received a 2021 Keene State College Faculty Development Grant to support my archival research during my 2021–22 sabbatical leave

**Service**

- I am currently a Member, President's Task Force on Mission, Vision, and Values, Keene State College, 2021–

- This year I completed my fifth and final year as Director, Integrative Studies Program (2016–2021)

- During 2000 and 2001 I served as Co-Chair (with Michael Cullinane, Professor of Mathematics) for the NEASC Subcommittee, Standard Four: Academic Program

- Since 2017 I have been a member of the College-Wide Learning Outcomes (CWLO) Steering Committee and I am a member of the subcommittee on Sustainability

- This year I co-facilitated The Faculty Teaching Fellows. This professional development project has its origins in the Action Plan that I wrote for the Integrative Studies Program Self Study, and was made possible with a grant from the Davis Educational Foundation. Facilitated by a leadership team of Karen Cangialosi (Biology), Darrell Hucks (Education), and Katherine Tirabassi (English), the project allowed us to support reflective collaboration among faculty from ten academic disciplines at the College. The Fellows made extraordinary progress on the fine-grained work of integrating the College-Wide Learning Outcomes (CWLOs) into the classroom (and advising) experiences of our students. Our Faculty Teaching Fellows web site documents this work. The Events Page lists the year-end events we have organized for faculty. Close to Twenty members of the KSC faculty and staff helped to design and facilitate these sessions and the sessions drew over fifty members of the KSC faculty. The workshops were a highlight of a

difficult academic year and a culmination of the Teaching Fellows work this year.

- I was invited to join The Open Education Leadership Team this spring to build on our open education efforts this past academic year (AY 2021–22) and to shape plans and strategy critical for success going forward (AY 2022-2023) based on work that began for many of us over a decade ago. The leadership team will organize action steps such as faculty learning communities, workshops, mentoring opportunities, etc. throughout the academic year.

- Chair, DPEC for Emily Robins Sharpe, Department of English

- Member, DPEC for Jared Nelson, Sustainable Product Design and Innovation

- KSCAA Review of Michael Wakefield, ITW and Communications

- KSCAA Review of Leaf Seligman, ITW

**General Statement of Professional Identity**
It is a privilege to work closely with students as they take up literary and cultural traditions and artifacts, examining them from their own experiences and perspectives, and discovering in them the questions about meaning and value that make our lives richer as human beings.

As a professor in literary and cultural history, I am committed to sharing what we know about the world we share with other people—specifically the literary, social, and cultural history that has shaped (and continues to shape) the world in which we live. Students in the arts and the humanities learn through making and interpretation how to reflect critically on the organizations and the society to which they belong. They learn to pay attention and to make connections, to become comfortable with complexity and ambiguity, and to think about questions and problems that can't be resolved in conventional ways. And they learn to become independent thinkers, engaged members of diverse cultures, and sophisticated communicators. We can become better people, and more informed as citizens, I believe, through the telling of stories, by making literature and art, and engaging in the cultural work of thinking and making.

In addition, my professional commitment to the study and teaching of reading and writing remains at the center of my teaching, scholarship, and service. Most recently, I have worked to better understand how we might cultivate a writer's presence (a rich and complex term recently elaborated by Nicole Wallack) to help students become more effective writers and thinkers in the world. Living in a transformational moment in the history of writing and writing technologies, too, has led me to question academic investments in particular genres of writing, and their uses, while considering the longstanding scholarship on developing readers, thinkers, and writers.

**Short- and Long-Term Goals**
My short- and long-term goals are 1) to engage students with challenging and authentic intellectual work, 2) to integrate the structures and ideas that support writing and literary studies, and 3) to sustain a vibrant culture of teaching and learning at the College.

**Teaching**
My graduate training as a generalist prepares me well for my teaching responsibilities at Keene State College. While the discipline of English studies is historically bifurcated between critical literary study and the work of student writers—and our curricula in writing and literature replicate this division—my training in both writing and literary studies has led to an ongoing preoccupation with what Anne Gere has recently called the "vexed approaches to reading and writing" that has led to the "under-

conceptualization of reading by colleagues in writing studies and of writing by colleagues in literary studies." From writing a doctoral dissertation on how professional readers understand and relate to texts and contexts to exploring the activities of reading and writing with students for over two decades, my teaching is rooted in imagining, as Gere describes it, "literacy as a capacious space where reading and writing could support and nurture each other" ("Re-visioning" 450)

When I return to full-time teaching in the fall of 2022, more specifically, my goals are to contribute my expertise in the teaching of writing and American literature, and to teach core courses in language and literacy for students in English and for students in our general education program. Indeed, over the past two decades I have developed a pedagogical approach that centers both the critical study of literature *and* the work of student writers. I have taught writing, literature, and cultural studies courses—including first-year writing, all of the core requirement in the English major, integrative studies electives, and upper-level seminars—over twenty distinct courses in all. Moreover, for close to twenty years, I taught courses in American Studies; I have cross-listed a course in Women and Gender Studies; and I continue to teach a course in Environmental Studies.

This range of course offerings will help balance current and future needs in writing and literature. The chair of English, Dr. Emily Sharpe, has indicated the need for a wider range of courses and, in particular, welcomes my interest in building more writing courses into my teaching rotation for students in our writing option. This consideration informs my teaching goals in the following four areas:

- *Writing* I will teach the courses I have taught—English 201 (Writing with Style), English 202 (Creative Nonfiction), and English 402 (Theory and Practice)—as well as courses I have yet to have the opportunity to teach, including English 204 (Creative Writing) and English 405 (Writing Portfolio). In addition, my sabbatical year plans include developing a course for students in English and in other disciplines focused on editorial processes, manuscript editing, and copy editing—drawing on my experiences as a developmental editor and my expertise as a working editor for academic journals.

- *American Literature* I will meet the need of our students with aspirations to teach in secondary schools to have studied nineteenth-century, twentieth-century, and contemporary American literature. The retirement of colleagues in these content areas makes it imperative that I offer courses in American literatures (most especially poetry, but also fiction, nonfiction, and drama) as well as comparative ethnic and regional studies. For instance, courses I have taught at Keene State in the past, and that have been well-received by students, include Western American literature, Asian-American literature, and Literatures of the Americas. In addition, while I continue to teach poetry and fiction by Native American writers, since the retirement of Dr. Joyce I have been considering developing a course in Indigenous writing. Teaching a summer field-based course in Southeast Alaska with Tlinget writers and poets and, more recently, working with the native writers Robin Wall Kimmerer and Linda Hogan in our summer institute for secondary teachers at Phillips Exeter Academy, has inspired me to read more widely in both primary and secondary writing by and about native and first-nation writers.

- *Cross-Listed Courses* I will explore new opportunities to cross-list multidisciplinary and/or interdisciplinary courses, including in environmental studies, where my ongoing contributions include a popular course for students in humanities and the sciences, Writing in an Endangered World. I have already designed (but have not taught) a course on sustainability and literature. Another course that I have considered developing is an

upper-level humanities elective for students focused on nineteenth- and twentieth century nonfiction writing by scientists and social scientists

- *Digital Humanities* I will further collaborations with the College Archivist Rodney Obien. We hope to build on our archival work with students in the KSC collections as well as engage students with our ongoing exchange with Chinese poets and artists. In addition, Rodney and I hope to begin a Text Encoding Initiative (TEI) project to give students experience with representing texts in digital formats. In fact, my sabbatical work includes archival research that will contribute to not only my scholarly writing but to the integration of the digital humanities and open pedagogy into my classroom work.

These teaching goals will evolve and be prioritized as we rethink disciplinary work and the humanities at the College. Because I am a teacher and scholar with a historical interest in how we have organized the discipline and profession of English, I am looking forward to this necessary and challenging work. I have published essays and book chapters, and edited a special issue of a journal, on small-college English departments; I have been invited to do English department and writing program reviews for other colleges; and I have drawn on my professional study of writing, language, and literature to inform major curriculum revisions at KSC.

I am confident that these experiences will contribute to our creative and critical thinking about an English curriculum that is more integrated into the academic program at the College. More broadly, my goals as a tireless advocate for the humanities, and the public liberal arts, include continuing an approach I have developed in my professional work at the College. This approach might be described by borrowing a phrase from the writer Wendell Berry, an approach focused on "the practical intricacies of collaboration." Berry's words capture the collaborative energies we need to sustain at the College, and that I have demonstrated in my record of campus-wide work—whether in the four-credit curriculum, the development of the ISP, the Calderwood Institute on the Teaching of Writing, the Academic and Co-Curricular Plan; faculty enrichment workshops and teaching institutes; directing the general education program; and serving as co-chair for NECHE standard Four (The Academic Program) during our College's most recent accreditation review.

**Scholarship and Related Professional Activities**

Both my short-term and long-term goals in the area of Scholarship and Related Professional Activity are dedicated to three discrete but related sabbatical projects: the study of the journals, correspondence, and poetry manuscripts of Gary Snyder in preparation for the completion of a journal article on William Carlos Williams and west coast culture; writing a sequence of commentaries on poems by Mary Oliver to complete a book-length manuscript for a popular audience, and composing a pedagogical essay on teaching in literary and cultural studies using digital archives.

The first project begins with travel to the University of California at Davis to trace in the Gary Snyder Papers a discovery I made in the Reed College Special Collections in Portland, Oregon, during a visit in the winter of 2020. What I discovered at Reed was a thirty-year correspondence between Snyder and another teacher at Reed, the ethnobotanist and linguist David Heath French, who studied the Chinookan people of the middle Columbia River, as well as a series of letters between Snyder and his classmate Dell Hymes, whose professional contributions as an anthropologist would include sociolinguistics and the poetics of Native American oral narrative. As French explains in an essay I found in his papers, "Gary Snyder and Reed College," at the time, the standard literature courses at Reed were "culture-bound"—that is, written mainly by white males in Europe and the United States—and "lacked the world perspective sought by Gary and his colleagues." As I argued this past January in a conference

presentation on my research at Reed, Williams Carlos Williams was a formative predecessor for the development of Snyder's "countercultural" poetics and the distinctive west coast culture he helped to define. My archival research and journal article will develop a case that this relationship between two poets is significant in understanding the development of Snyder's ethnopoetics.

The second project will unfold across the year: writing one commentary on a poem by Mary Oliver each month to complete a book manuscript of commentaries on poems by Oliver. I am writing this book for a general audience, as Oliver is the most popular poet of her generation—selling millions of volumes of poetry—and I am confident that a companion to her poems would be welcomed, and widely read. The draft manuscript of my book is divided into four chapters and an epilogue; and I plan to include 5–10 commentaries in each of the sections: the introduction, Work with Words; chapter one, Archives of Experience; chapter two, Walking the Provincelands; chapter three, Lyric Ecologies; chapter four, Knowledge and the Nature of Faith; and an epilogue, the Architecture of Praise. Each commentary requires biographical, historical, and intertextual research to contextualize the poem. And writing for a general audience is requiring me to learn and refine a prose style that develops out of a tradition of literary commentary.

The third project is to write and publish a pedagogical essay on project-based learning in digital archives. This essay will draw on both my recent experiences conducting archival research as well as over a decade of using of print and digital archives in the classroom. In the summer of 2019, I was invited to "Archie in the Archive: A Seminar and Workshop on A.R. Ammons," in the Kroch Rare Manuscript Archive, at Cornell University in Ithaca, New York. My time with the seminar participants, and my conversations with Lance Heidig, the instructional outreach librarian at Cornell, and Roger Gilbert, professor of English at Cornell and Ammons biographer, has helped me to think about the pedagogical opportunities in the use of digital archives.

**Conclusion**

About a year ago, I read an essay in the *Financial Times*, written at the end of April, by the writer Arundhati Roy, that recounts the emergence of the global pandemic and its terrifying and brutal impact in India. The Pandemic is a Portal traces the unfolding tragedy in what she calls her "poor-rich country, India, suspended somewhere between feudalism and religious fundamentalism, caste and capitalism, ruled by far-right Hindu nationalists." Her essay has stayed with me. Roy asks, memorably, "What is this thing that has happened to us? It's a virus, yes. In and of itself it holds no moral brief. But it is definitely more than a virus. Some believe it's God's way of bringing us to our senses. Others that it's a Chinese conspiracy to take over the world." What has happened to us? Roy offers the following response to her question:

> Whatever it is, coronavirus has made the mighty kneel and brought the world to a halt like nothing else could. Our minds are still racing back and forth, longing for a return to "normality," trying to stitch our future to our past and refusing to acknowledge the rupture. But the rupture exists. And in the midst of this terrible despair, it offers us a chance to rethink the doomsday machine we have built for ourselves. Nothing could be worse than a return to normality.

That final sentence, in particular, unsettled me. I realized that I agreed that, in fact, nothing could be worse than turning back to where we were before the pandemic took hold. But how do we live with the rupture? Roy writes, "Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next." She then concludes,

> We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

So as I think about my short- and long-term goals, with Roy, I am thinking about the past and how to begin imagining the new. I am thinking about the portals we choose to walk through, the carcasses of my own prejudices, the normative ways of thinking and the practices to which all of us cling. I look forward to collaborations with colleagues genuinely searching for ways of thinking about the portals we might "walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it." I am looking back to learn how to move from one world to the next.

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|---|---|
| Faculty Member Signature/Date | **Dr. *Mark C. Long***<br>***June 1 2021*** Mark Long |

**Updated Curriculum Vita**

MARK CHRISTOPHER LONG

Department of English | Keene State College | 229 Main Street | Keene, NH 03435–1402
603.358.2695 | mlong@keene.edu | http://thefarfield.org/

**Education**
Doctor of Philosophy, English Literature, University of Washington, 1996
Master of Arts, English Literature, University of Washington, 1992
Bachelor of Arts, English Literature, with honors, Ithaca College, 1990

**Academic Appointments**
Professor, Department of English, Keene State College, 2009–present
Affiliate Faculty, Environmental Studies Program, Keene State College, 2009–present
Core Faculty, American Studies Program, 1998–2018

**Administrative Appointments**
Director, Integrative Studies Program 2016-
Coordinator, American Studies Program, 2015-2016
Coordinator, Thinking and Writing Program, 2015-2016, Fall 2020
Chair, Department of English, Keene State College, 2009-2013
Interim Coordinator, Thinking and Writing Program, 2008-2009
Chair, Department of English, Keene State College, 2003–2007

**Professional History**
Distinguished Visiting Professor, Washington and Lee Alumni College, "Poets of the Neighborhood: Emily Dickinson and Robert Frost," Summer 2021

Co-director and Master Teacher in Residence, The Environmental Literature Institute, Phillips Exeter Academy, Exeter, New Hampshire, 2016, 2017, 2018

Professor, Department of English, Keene State College, 2009–present

Faculty Member, Middlebury College Bread Loaf School of English, University of Southeast Alaska-Southeast, Summer 2006

Acting Instructor, Department of English, University of Washington, 1996–1998

Lecturer, Extension Program, University of Washington, 1995

Assistant Director, Expository Writing Program, University of Washington, 1993–1995

Teaching Assistant, Department of English, University of Washington, 1992–1995

Assistant Director, English Writing Center, University of Washington, 1991–1992

**Professional Leadership**

President, William Carol Williams Society, 2022–2025

Vice President, William Carol Williams Society, 2018–2021

Secretary-Treasurer, William Carol Williams Society, 2017–2018

Immediate Past President, Association for the Study of Literature and Environment (ASLE), 2015

President, Association for the Study of Literature and Environment (ASLE), 2014

Vice President, Association for the Study of Literature and Environment (ASLE), 2013

Chair, Committee on Academic Freedom and Professional Rights and Responsibilities, Modern Language Association, 2003–2004

Member, Committee on Academic Freedom and Professional Rights and Responsibilities, Modern Language Association, 2001–2004

Member, Executive Council, Association for the Study of Literature and Environment (ASLE), 2001–2004

Program Director, Mentoring Program, Association for the Study of Literature and Environment (ASLE), 2001–2015

**Curriculum and Program Consulting**

External Reviewer, Writing Program, Franklin Pierce University, Rindge, New Hampshire, March 2019

Facilitator, Writing Curriculum Development Workshop, English Department, San Francisco University High School, San Francisco, California, March 2019

External Reviewer, Department of English, SUNY Geneseo, New York, Spring 2014

External Reviewer, Department of English, College of Idaho, Caldwell, Idaho, Spring 2014

Invited Consultant, with Gerry Francis, Executive Vice President, Elon College, Moving to Four-Credit Courses, Mount Union College, Alliance, Ohio, March 2010

External Reviewer, Environmental Studies Department, Bates College, Lewiston, Maine, January 2009

**Faculty Development Institutes**

Co-designer, Co-Facilitator, and Faculty Mentor, "Empowering Students to Design Integrated Learning Pathways Using the College-Wide Learning Outcomes Framework," Davis Educational Foundation, 2020–21

Co-Designer, Co-Leader, and Master Teacher in Residence, Phillips Exeter Institute on the Environmental Humanities for Secondary School Teachers, one-week curriculum development institute for secondary school teachers, summer 2016, 2017, 2018

Co-founder, Co-leader, and Faculty Mentor, KSCopen Student and Faculty Domains Project with the director of Digital Learning, Jenny Darrow, and USNH Open Education Fellow and professor of Biology, Karen Cangialosi, 2015–present

Co-Founder, Facilitator, and Mentor, The Annual Calderwood Institute on the Teaching of Writing, Keene State College, 2003–2013

**Faculty Development Workshops**
Co-Facilitator, "Technology, Design, & the Teaching of Writing" Workshop Series (with Katherine Tirabassi, Professor of English, Center for Research & Writing Director; Irene McGarrity, Associate Professor, Mason Library, Coordinator of Thinking and Writing; Chris Odato, Coordinator of Instructional Development; and Jenny Darrow, Director of Digital Learning), Summer 2020

Co-Organizer, with Katherine Tirabassi, "Meaningful Writing: Agency and Engaged Learning," facilitated by Dr. Neal Lerner (Northeastern University) and Dr. Anne Geller (St. Johns University), Keene State College, May 2018

Facilitator, "Make it New: ISP Outcomes, Curriculum, Policies, Advising," May 2017

Facilitator, "Looking for the 'We' in the ISP," an integrative Learning Collaboratory, May 2017

Co-Facilitator (with Katherine Tirabassi), "Supporting Student Writers," May 2017

Co-Facilitator (with Katherine Tirabassi), Writing and Thinking Learning Community, fall 2016 and spring 2017

"ISP Revised Outcomes and Your Course," facilitated by Elizabeth Roos and Mark Long, May 2016

"Integrative Learning: Successes and Possibilities," facilitated by Elizabeth Roos and Mark Long, May 2016

"Talking about Teaching ITW," Facilitated by Katherine Tirabassi and Mark Long, May 2016

"Talking about Teaching Writing," Facilitated by Katherine Tirabassi and Mark Long, May 2016

"Academic and Co-Curricular Collaborations," facilitated by Mark Long and Paul Striffolino, May 2016

Co-facilitator of Workshop, "Staying Alive: A Workshop for Academic Citizens and Elders," with educational and literary consultant John Tallmadge, Eleventh Biennial Conference of the Association for the Study of Literature and Environment (ASLE), Moscow, University of Idaho, June 2015

Chief Guest and Member of Featured Conference Workshop on Ecological Learning, International Conference on Ecocultural Ethics: Recent Trends and Future Directions, Department of Humanities and Social Sciences, Birla Institute of Technology and Science Pilani, K.K. Birla Goa Campus, Goa, India, October 2014

Facilitator (with John Tallmadge), "Staying Alive: A Workshop for Academic Professionals," Association for the Study of Literature and Environment Tenth Biennial Conference, University of Kansas, Lawrence, Kansas, June 2013

Facilitator (with John Tallmadge, Rochelle Johnson, Tom Hillard and Sarah Jaquette Ray), "Staying Alive: A Workshop for Academic Professionals," Association for the Study of Literature and Environment Ninth Biennial Conference, Bloomington, Indiana, June 2011

"Thinking, Writing and Research in the Undergraduate Writing Classroom: A Case for Sustained Writing Projects," a workshop for faculty in the Global Research and Writing Seminar Program, Washington College, Chestertown, Maryland, September 2010

"Thinking about the Values of Writing," a workshop for faculty and students, Washington College, Chestertown, Maryland, September 2010

Facilitator (with John Tallmadge), "Staying Alive: A Workshop for Academic Professionals," Association for the Study of Literature and Environment Eighth Biennial Conference, Victoria, BC, June 2009

Contributor, "Approaching the Academic Job Search: A Workshop for Graduate Students," Association for the Study of Literature and Environment Eighth Biennial Conference, Victoria, British Columbia, June 2009

Designer and Facilitator (with John Tallmadge), "Staying Alive: A Workshop for Academic Professionals," Pre-Conference Workshop at the Seventh Biennial Conference of the Association for the Study of Literature and Environment," Spartanburg, South Carolina, June 2007

Designer and Facilitator (with Dan Philippon), "Criticism and Theory," a Workgroup at the Biennial Conference of the Association for the Study of Literature and Environment," Spartanburg, South Carolina, June 2007

Organizer and Presenter for "Thinking Small," Working Landscapes: A Workshop on Professionalization for Graduate Students, Association for the Study of Literature and Environment Biennial Conference, Eugene, Oregon, June 2005

**Public Conference, Conference Plenaries, and Keynote Addresses**

Project Humanist, New Hampshire Humanities Council, "The Natural and Cultural History of Soil: Cultivating Fertile Soil, Generating Resilient Communities," in collaboration with Cheshire County Conservation District, featuring author, MacArthur Fellow, and Professor of Geomorphology, David Montgomery, Fall 2017

"The Ecological Arts: Humanities, Technology, Science," Keynote Address at the International Conference on Ecocultural Ethics: Recent Trends and Future Directions, Department of Humanities and Social Sciences, Birla Institute of Technology and Science Pilani, K.K. Birla Goa Campus, Goa, India, October 2014

"John Muir and the Mountains of California: Prospects for Environmental Thinking and Writing," Annual Sophie Kerr Speaker, co-sponsored by the Center for Environment and Society, Washington College, Chestertown, Maryland, September 2010

"One College's Story," Keynote Address, Conversations on Moving to Four-Credit-Hour Courses, Lynchburg College, Lynchburg, Virginia, May 2009

"The Trouble with Scholarship," Keynote Address for the Academic Excellence Conference, Keene State College, Keene, New Hampshire, April 2009

"Teaching of North American Environmental Literature," Plenary Address at the III International Conference of OSLE-India on Land, Culture, and Knowledge Systems, St. Ann's College for Women, Hyderabad, India, January 2008

**Teaching and Research Fields**

American Literature and Culture
Environmental Humanities
Literature and Environment
Poetry and Poetics
Rhetoric and Composition
American Cultural Studies
Critical Theory
Literature and Philosophy

**Awards**

Honorary Member, Association for the Study of Literature and Environment, Spring 2019

Excellence in Mentoring Award, The Association for the Study of Literature and Environment, Spring 2013

Faculty Distinction in Research and Scholarship Award, Keene State College, 2008-2009

**Grants**

Faculty Development Grant, Keene State College, 2021

Faculty Development Grant, Keene State College, 2019

Keene State College Assessment Grant, Writing Across the Curriculum, Spring 2018

New Hampshire Humanities Council Grant, "The Natural and Cultural History of Soil: Cultivating Fertile Soil, Generating Resilient Communities," in collaboration with Cheshire County Conservation District, Fall 2017

National Endowment for the Humanities (NEH) Enduring Questions Grant, 2010-2012

Calderwood Foundation Writing Initiative Grant, 2005–2006, 2006-2007, 2007-2008

Faculty Development Grant, Keene State College, 2004

Alumni Association Grant, Keene State College, 2004

**Advisory Boards**

Member of the Advisory Board, The Environmental Literature Institute, Phillips Exeter Academy, Exeter, New Hampshire, 2019–

Member of Advisory Board, Tinai Ecofilm Festival (TEFF) and conference "'Ecological Migrations and Transcultural Ethics,"' Madras Christian College, Tamil Nadu, India, March 2019

**Award Committees**

Chair, Louis Martz Award, William Carlos Williams Society, for a book that makes a contribution to the study of the life and work of the American poet William Carlos Williams

Member, ASLE Community Grant Committee, open to ASLE members who engage in collaborative projects with community-based organizations that will help build connections between the environmental humanities and place-based nonprofit environmental community organizations

**Professional Development Workshops and Institutes**
Participant, "Archie in the Archive: A Seminar and Workshop on A.R. Ammons," Kroch Rare Manuscript Archive, Cornell University, Ithaca, New Work, August 2019

Participant and team member with assistant professor Christopher Parsons, University System of New Hampshire, Academic Technology Institute, "Open Pedagogy," University of New Hampshire, Durham, New Hampshire, May 2018

University of New Hampshire Open Education Faculty Mentor, Keene State College, 2017–2018

Open Education Learning Community (OPLC) Introduction to Guest Speaker, Martha Burtis, Director of the Digital Knowledge Center at the University of Mary Washington, Open Education Speaker Series, Keene State College, April 2017

Participant, Domains Conference: Indie EdTech and other Curiosities, Oklahoma City, June 2017

Mentor and Participant, New Faculty Learning Community, 2016, 2017, 2018

Participant, University System of New Hampshire, Academic Technology Institute, "Open Access: Pedagogy & Scholarship in a Connected Environment," Granite State College, Concord, New Hampshire, May 2015

Participant, COPLAC Digital Humanities Workshop, University of Mary Washington, Fredericksburg, Virginia, March 2015

Participant, "Creative Inquiry in the Arts and Humanities Institute," Council on Undergraduate Research, University of Delaware, November 2012

Participant, "Writing Summit 2012: The Power of Writing in the Contemporary World," Dartmouth College, October 2012

Participant, American Association of College and University Curriculum and Faculty Development Workshop, "Boundaries and Borderlands: The Search for Recognition and Community in America," Brown University, Providence, Rhode Island, 13–23 July, 2000

**Editorial Activities and Experience**
Book Review Editor, *William Carlos Williams Review*, 2017–2020

Founding Co-Editor (with Dr. Kirsti Sandy), *Strigidae: A Journal of Undergraduate Writing in the Arts and Humanities*, 2014

Editorial Board, *IJE: Indian Journal of Ecocriticism*, 2008–present

Associate Editor, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 2004–present

Editorial Board, *ISLE: Interdisciplinary Studies in Literature and Environment*, 1999–2019

Contributing Editor, Dawn M. Formo and Cheryl Reed, eds., *Job Search in Academe: Strategic Rhetorics for Faculty Job Candidates*, Stylus, Sterling, VA, 1998

Contributing Editor, *Association for the Study of Literature and Environment Bibliography*, 1994

Developmental Editor, The Mountaineers Books, Seattle, Washington, 1992-96

Manuscript Reviewer, University of Virginia Press
Manuscript Reviewer, Indiana University Press
Manuscript Reviewer, University of Massachusetts Press
Manuscript Reviewer, University of Georgia Press
Manuscript Reviewer, Springer Publications
Manuscript Reviewer, Palgrave McMillan
Referee Reader, *Mosaic: A Journal of Interdisciplinary Studies*
Referee Reader, *Indian Journal of Ecocriticism*
Referee Reader, *ISLE: Interdisciplinary Studies in Literature and Environment*
Referee Reader, *PMLA: Publications of the Modern Language Association*
Referee Reader, *Paideuma: Studies in American and British Modernist Poetry*
Referee Reader, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*
Referee Reader, *JAC: A Journal of Composition Theory*

**Publications**

**Books**
*Approaches to Teaching Emerson's Essays and Other Works*, eds. Mark C. Long and Sean Meehan: New York: Modern Language Association, 2018

*Teaching North American Environmental Literature*, eds., Laird Christensen, Mark C. Long, Fred Waage. New York: Modern Language Association, 2008

**Journal Special Issues**
*Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, special issue on the Small College Department, ed. Mark C. Long (Spring 2010)

*Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, special issue on Ecocriticism and the Practice of Reading, ed. Mark C. Long, (Fall 2005)

**Journal Articles**
"Pastoral in the Anthropocene," *The Worcester Review* 60.1–2 (2019): 158–64

"Centers and Peripheries: Guest Editor's Introduction," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, special issue on the Small College Department, ed. Mark C. Long (Spring 2010): 271–82

"Shifting Ground: The Emergence of the Bioregion and the Watershed in the Teaching of North American Environmental Literature," *Indian Journal of Ecocriticism* 1 (August 2008): 32–37

"Ecocriticism as a Practice of Reading," *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy* 53 (Fall 2005): 4-24

"Where Do You Teach?" *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 5.3 (Fall 2005): 371–77

"Affinities of Faith and Place in the Poetry of Denise Levertov," *ISLE: Interdisciplinary Studies in Literature and Environment* 6.2 (Summer 1999): 29–40

"'no confusions-only difficulties': William Carlos Williams's Poetics of Apposition," *William Carlos Williams Review* 23.2 (Fall 1997): 1–26

"Reading American Literature, Rethinking the Logic of Cultural Work," *Pacific Coast Philology* 32.1 (Fall 1997): 87–104

"Graduate Students, Professional Development Programs, and the Future(s) of English Studies," *WPA: Writing Program Administration* 20.1–2 (Fall/Winter 1996): 66–78

**Book Chapters**
"Close Reading at the End of Time," *Close Reading the Anthropocene*, Routledge (forthcoming), 2021

"The Problem of Reading, the Practice of Writing," *The Natural History of Reading*, ed. Leroy Searle. Seattle: Gorham, 2010. 159–62.

"Reading Writing, and Teaching in Context," *Academic Cultures: Professional Preparation and the Teaching Life*. New York: MLA, 2008. 121–32

"Ideas as Forms of Beauty: William Carlos Williams's *Paterson* and A. R. Ammons's *Tape for the Turn of Year*," *Rigor of Beauty: Essays in Commemoration of William Carlos Williams*, Peter Lang, 2004. 365–92

"William Carlos Williams, Ecocriticism, and Contemporary American Poetry," *Ecological Poetry: A Critical Introduction*, Salt Lake City, U of Utah P, 2002. 58–74

"Education and Environmental Literacy: Teaching Ecocomposition in Keene State College's Environmental House," *Ecocomposition: Theoretical and Pedagogical Approaches*, Albany: State U of New York P, 2001. 131–45

**Book Introductions and Forewords**
"Introduction" to Poetry Bridging Continents Poetry Anthology, fall 2019

"Foreword," *Ecocultural Ethics: Critical Essays*, eds. Rayson K. Alex, Susan Deborah, Reena Cheruvalath, and Gyan Prakash, 2017

**Reference Entries**
"Nature in/after Modernism," *Companion to American Poetry*, Wiley-Blackwell, 2021

"Environmental Writing." *Oxford Bibliographies in American Literature*. Ed. Paul Lauter. New York: Oxford University Press, (2018)

"Ecopoetry," *Books and Beyond: The Greenwood Encyclopedia of New American Reading*. Ed. Kenneth Womack. 4 Vol. Westport, CT: Greenwood, 2008. 325–37.

"Theodore Roethke," *Greenwood Encyclopedia of American Poetry* (forthcoming)

"A. R. Ammons," *Dictionary of Literary Biography: Nature Writing: Poetry* Vol. 342. Eds. Roger Thompson and J. Scott Bryson. New York: Gale, 2008. 3–15.

"Mary Oliver," *A Companion to Twentieth-Century American Poetry*. New York: Checkmark, 2005. 356.

"W. S. Merwin," *A Companion to Twentieth-Century American Poetry*. New York: Checkmark, 2005. 315–17.

"William Carlos Williams, 'Spring and All,'" *A Companion to Twentieth-Century American Poetry*. New York: Checkmark, 2005. 470–71.

"Gary Snyder, 'Riprap,'" *A Companion to Twentieth-Century American Poetry*. New York: Checkmark, 2005. 425.

"Denise Levertov," *Encyclopedia of Religion and Nature*. Ed. Bron Taylor. New York: Continuum, 2005.

"John McPhee," *Dictionary of Literary Biography: Twentieth-Century Nature Writers: Prose*. Vol. 275. Eds. Roger Thompson and J. Scott Bryson. New York: Gale, 2003. 208–22.

**Book Reviews**

Julia E. Daniel, *Building Natures: Modern American Poetry, Landscape Architecture, and City Planning, William Carlos Williams Review* (Spring 2021)

Susan L. Dunston, *Emerson and Environmental Ethics*. *Nineteenth-Century Prose* (Fall 2019)

Alexander Leicht, *The Search for a Democratic Aesthetic: Robert Rauchenberg, Walker Evans, and William Carlos Williams*. *William Carlos Williams Review* (Spring 2018)

Mary Oliver, *Felicity: Poems and Upstream: Selected Essays.* for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 24.1 (Summer 2017)

Julia Martin and Gary Snyder, *Nobody Home: Writing, Buddhism, and Living in Places*, for the journal *Interdisciplinary Studies in Literature and Environment* (Autumn 2015): 918-19

Jill M. Gladstein and Dara Rossman Regaignon. *Writing Program Administration at Small Liberal Arts Colleges*, for the journal *Composition Forum*. Web

Mary Oliver, *A Thousand Mornings*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 20.3 (Summer 2013): 703-04

Mary Oliver, *Swan* and *Evidence*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 18.4 (Autumn 2011): 886-88

Rinda West, *Out of the Shadow: Ecopsychology, Story and Encounters with the Land*, for the journal *Western American Literature* (Summer 2010): 205–06

Mary Oliver, *Thirst*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 15.2 (Summer 2008): 277-278

"The Complications of Place," Laird Christensen and Hal Crimmel, eds., *Teaching About Place: Learning from the Land* and Jeffrey Mathes McCarthy, ed., *Contact: Mountain Climbing and Environmental Thinking*, for the journal *Interdisciplinary Studies: A Journal of Criticism and Theory* 10.2 (Spring 2009): 115–20.

*Essays in Ecocriticism*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 16.1 (Winter 2009): 190–91.

Mary Oliver, *Winter Hours: Prose, Prose Poems, and Poems; Owls and Other Fantasies: Poems and Essays; New and Selected Poems: Volume One; Long Life: Essays and Other Writings; Why I Wake Early*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 12.1 (Winter 2005): 257–59

Paul S. Piper and Stan Tag, eds., *Father Nature: Fathers as Guides to the Natural World*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 11.1 (Winter 2004): 265–66

Mary Oliver, *What Do We Know: Poems and Prose Poems*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 10.1 (Summer 2003): 289–90

John Elder, *The Frog Run: Words and Wildness in the Vermont Woods*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 9.2 (Summer 2002): 280–81

Anne Curzan and Lisa Damour, "On Becoming a Teacher: *First Day to Final Grade: A Graduate Student's Guide to Teaching*," for the journal *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 2.1 (Winter 2002): 135–41

Mary Oliver, *The Leaf and the Cloud*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 8.2 (Summer 2001): 277–78

Kenneth Laine Ketner, *His Glassy Essence: An Autobiography of Charles Sanders Peirce* and Richard A. Smyth, *Reading Peirce Reading*, for the journal *Nineteenth-Century Prose* 28.1 (Spring 2001): 155–161

David H. Richter, *Falling into Theory: Conflicting Views on Teaching Literature*, second ed., for *Style, a quarterly journal of aesthetics, poetics, stylistics, and interpretation of film and literature*, 34.3 (Fall 2000): 530–35

W. S. Merwin, *The River Sound*, for the journal *ISLE: Interdisciplinary Studies in Literature and Environment* 7.2 (Fall 2000): 288–89

**Interviews and Other Writing**

"Mary Oliver: In Memoriam, 1935–2019," Web Site of the Association for the Study of Literature and Environment, March 2019.

"Ecocriticism: A Model for the Interdisciplinary Humanities," an Interview with Dr. Mark C. Long, *Newsletter of the Organization for the Study of Literature and the Environment (OSLE) India* (May 2008)

"Letter from India," *Keene State College Today* (Summer 2008)

**Educational and Professional Podcasts**
Mark C. Long and Karen Cangialosi, "Promoting Student Agency to Improve Teaching and Learning," USNH Open Education Program, Fall 2019

**Teaching**

**Graduate Teaching and Thesis Committees**
Outside Examiner for Jennifer Horowitz, "Relearning the Earth: Place-Based Educations in American Literature," Tufts University, Spring 2021

Outside Examiner for the PhD thesis, "Green Politics and Environmental Consciousness: An Ecocritical Study of Select American Women Fiction," by Swatilekha Mahato, Department of English, Pondicherry University, Tamil Nadu, India, Spring 2018

Outside Examiner for the PhD thesis, by Subarna De, "Reinhabiting Kodagu: A Bioregional Reading of Kavery Nambissan's *The Scent of Pepper* and of Sarita Mandanna's *Tiger Hills,*" Central University of Tamil Nadu, Tamil Nadu, India January 2019

Dissertation Proposal Defense, Laurie Stuhlbarg, Doctoral Candidate in Environmental Studies, Antioch New England Graduate School, Keene, New Hampshire, October 2018

PhD Learning Domain Project Advisor, Laurie Stuhlbarg, "Literary Urban Ecology," Environmental Studies Program, Antioch New England Graduate School, Keene, New Hampshire, Summer 2018

Examination Committee Member for PhD, Laurie Stuhlbarg, Environmental Studies, Antioch New England Graduate School, Keene, New Hampshire, 2018

PhD Learning Domain Project Advisor, "Literary Urban Ecology," Laurie Stuhlbarg, Environmental Studies Program, Antioch New England Graduate School, Keene, New Hampshire, Summer 2017

PhD thesis Examiner for "Subversive Tactics of José Saramago in select Novels," Bharathidasan University, Trichirappalli, Tamil Nadu, India, Fall 2017

Examiner for the PhD thesis for K. S. Suresh, "The Suffering Subject: Existence and Ideology in the Selected Fiction of Anand, J. M. Coetzee, John Fowles and O. V. Vijayan, Pondicherry University, Puducherry, India Fall 2010-Spring 2011

Examiner for Zeynab Soltanzadeh, Master of Philosophy, "Human And Non-human

Amalgamation: Ecopoetics and Ecofeminism in the Poetry of A.R. Ammons and Mary

Oliver," Department of English Macquarie University, Fall 2010

Professor of English, Middlebury College Bread Loaf School of English, Juneau, Alaska,

Summer 2006

PhD Committee Member for Carmen Lowe, "The Inhuman Imagination in Twentieth Century Poetry

from Robinson Jeffers and D.H. Lawrence to Ted Hughes and Sylvia Plath," Tufts University, Spring 2002

**Undergraduate Teaching and Thesis Committees**
Outside Examiner, for Andrew Hart, "Herman Melville's *Moby Dick*, William Faulkner's *Absalom, Absalom!*, Thomas Pynchon's *Gravity's Rainbow*, and David Foster Wallace's *Infinite Jest*," Plan of Concentration in Literature, Spring 2017

Digital Humanities 373: Public Access and the Liberal Arts: A Narrative History, a Council of Public Liberal Arts College Distance Learning Research Seminar (Team-taught with Dr. Cole Wilcox, Truman State University), Fall 2016

Outside Thesis Examiner for Brandon Willitts, "'When Mountains Speak, Wise Men Listen': Exploring Themes of Wilderness and Wildness," Plan of Concentration in Literature and Writing, Marlboro College, Vermont, Spring 2012

**Undergraduate Teaching, Keene State College, 1998–present**
Department of English

*100-Level Courses*
Introduction to American Studies: California Dreaming
Thinking and Writing: The Science and Literature of Plants (team-taught in Honors Program)
Thinking and Writing: The Ecological Thought
Thinking and Writing: Searching for Wildness
Essay Writing: Environmental Issues (in Environmental House Living & Learning Community)
Essay Writing

*200-Level Courses*
Writing with Style
Creative Nonfiction
Literary Analysis
Readings in American Literature: Imagining America
Readings in American Literature: Women and Nature (cross-listed with Women's Studies)
Belief and Uncertainty in Modern and Contemporary Poetry
Mountains and the Literary Imagination (team-taught section)
Genre Studies: Modern and Postmodern Poetry
Representing the Environment in Literature, Painting and Photography

*300-Level Courses*
Writing in an Endangered World (Environmental Studies and English)
Topics in Writing: Reading and Writing the Environment
Early American Writings
Twentieth-Century American Literature
Studies in American Literature: Twentieth-Century American Poetry
Studies in American Literature: Nineteenth-Century American Poetry
What is Nature? Environmental Writing through the *Origin of Species*

*400-Level Courses*
Seminar: Nineteenth-Century American Literature, Culture, and Science
Seminar: Democracy + Culture

Theory and Practice: The Essay
Theories of American Literature
Seminar: Mind, Poetry, Landscape
Seminar: The American Long Poem
Seminar: Whitman's Presence
Seminar: American Poetry and Poetics (two-semester sequence)
Single Figure: Walt Whitman
Single Figure: William Carlos Williams
Single Figure: Gary Snyder
Single Figure: Mary Oliver
Single Figure: A.R. Ammons
Individualized Major, The Improvisational Arts (Theater and English)
Independent Study: Science Writing
Independent Study: Literature and Culture of Appalachian Trail
Independent Study: Writing Pedagogy and Practice
Independent Study: Asian American Literature
Independent Study: Representing the Family in American Literature
Introduction to American Studies: The Natural and Cultural History of California
Introduction to American Studies: The 1980s
The Literature and Culture of the Pacific Rim
Place and Space
Democracy and America

Environmental Studies
Writing in an Endangered World
Sustainable Wildlife Management (Environmental Studies, co-taught with Scott Semmens)

**Undergraduate Teaching, University of Washington, 1992–1998**
*100 and 200-level courses*
Freshman Composition
Modern and Postmodern Literature
Introduction to the Short Story
Introduction to the Novel
Intermediate Expository Writing

*300-level courses*
Digital Humanities 373 (Council of Public Liberal Arts digital research seminar with Cole Wilcox, professor of English at Truman State University.
The Modern Novel
Modern Poetry
Independent Fieldwork for Secondary School Teachers
Nineteenth-Century American Literature
Early-Modern American Literature
Contemporary American Literature

*400-level courses*
Advanced Expository Writing
Topics in American Studies: Philosophy, Architecture, Literature
Colloquium for Undergraduate Teachers of English (co-instructor)
Independent Study: Modern Women Writers; Literary Modernism

**National and International Presentations**

"William Carlos Williams and West Coast Culture," Modern Language Association Annual convention, Seattle, Washington, January 2020

Participant, "Affective Ecocriticism: A Pre-Conference Workshop," Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019

"Pastoral and Ecopoetics in the Anthropocene," Poetry Bridging Continents: From Walden to the Yellow Sea Symposium, Yancheng Teachers University, Yancheng, Jaingsu, China, October 2018

"Thoreau: A Reading from 'Walking,'" Poetry Bridging Continents: From Walden to the Yellow Sea Symposium, Yancheng Teachers University, Yancheng, Jaingsu, China, October 2018

Participant, 2018 USNH Academic Technology Institute (collaborative proposal with colleague Christopher Parsons, Assistant Professor of English).

"Maxine Kumin and Mary Oliver," session on Geezer Poets, The Association for the Study of Literature and Environment (ASLE) Biennial Conference, Lawrence, Kansas, June 2013
"Notes Toward a Poetics of Knowledge: Emerson and Williams," William Carlos Williams as Emersonian: a panel organized by the William Carlos Williams Society, American Literature Association Conference, Boston, Massachusetts, May 2013

"On Thinking Through Making: William Carlos Williams, Poetics, and the Liberal Arts," Poetics and the Liberal Arts, Modern Language Association Annual Convention, Boston, Massachusetts, January 2013

"The Question of the Opportunities: Building and Sustaining Authentic Cultures of Teaching and Learning," The Small-College Department: A Response to *Academically Adrift*," Modern Language Association Annual Convention, Seattle, Washington, January 2012

"The Problem of Reading, the Practice of Writing," Honors Conference on the Natural History of Reading, University of Washington, Seattle, June 2010

"Reading as a Teacher: a Workshop for Teachers of Literature," a special session arranged by the MLA Office of Research, Modern Language Association Annual Convention, Philadelphia, Pennsylvania December 2009

"Finding Your Niche: Thoughts on Negotiating the Job Market," Association for the Study of Literature and Environment Eighth Biennial Conference, Victoria, British Columbia, June 2009

"The Elusiveness of the Interdiscipline: American Literature, Disciplinarity, and the Environmental Humanities," American Literature Association Conference, Boston, Massachusetts, May 2009

"The Profession and the Liberal Arts," *A Discussion of the MLA's Academic Cultures: Professional Preparation and the Teaching Life*, a special session arranged by the MLA Publications Committee, Modern Language Association Annual Convention, San Francisco, California, December 2008

"Advice for Visiting Lecturers and Senior Research Fellows," Panelist at the 2008 Indian Fulbright Scholar Orientation, United State Educational Foundation in India, Chandigarh, India, May 2008

"Notes on Environmental Criticism," Department of English, Pondicherry University, Pondicherry, India, February 2008

"Ecocritical Theories, Multicultural Perspectives," Department of English, Pondicherry University, Pondicherry, India, February 2008

"John Muir and the Mountains of California," Department of English, Pondicherry University, Pondicherry, India, February 2008

"A Terrain of Geography and Consciousness: The Watershed and the Bioregion in North American Environmental Literature," Departments of English and Botany, Madras Christian College, Tambaram, India, February 2008

"An Introduction to Bioregionalism," Department of Zoology, Madras Christian College, Tambaram, India, February 2008

"John Muir, The Nature Essay, and the Idea of Wilderness," Organization for the Study of Literature and the Environment (OSLE) India Study Circle, Madras Christian College, Tambaram, India, February 2008

"Rachel Carson's *Silent Spring*," Ornithology Class, Garware College, Pune, India, February, 2008

"Shifting Ground: The Emergence of the Bioregion and the Watershed in Teaching North American Environmental Literature," III International Conference of OSLE-India on Land, Culture, and Knowledge Systems, St. Ann's College for Women, Hyderabad, India, January 2008

"Contingency and Language," Technical Session on Culture is a Matter of Land Use, III International Conference of OSLE-India on Land, Culture, and Knowledge Systems, St. Ann's College for Women, Hyderabad, India, January 2008

"The Science and Literature of Plants," Teaching Ecology in the Face of Disciplinary Specialization, Association for the Study of Literature and Environment Biennial Conference, Wofford College, Spartanburg, South Carolina, June 2007

"Scholarship and Related Professional Activities," Navigating New Terrain: Graduate Students and the Changing Face of the Profession, Association for the Study of Literature and Environment Biennial Conference, Wofford College, Spartanburg, South Carolina, June 2007

"Oliver's Extravagance," Ecopoetics, Association for the Study of Literature and Environment Biennial Conference, Eugene, Oregon, June 2005

"What is Theory Good For?" The Small-College Department: Jobs for Generalists, Modern Language Association Annual Convention, Philadelphia, Pennsylvania December 2004

"The Architecture of Praise: Mary Oliver's Sources," Reading Mary Oliver, Association for the Study of Literature and Environment Biennial Conference, Boston, Massachusetts, June 2003

"From *Teaching Environmental Literature* (1985) to *Teaching North American Environmental Literature* (2006)," Poster Session, Association for the Study of Literature and Environment Biennial Conference, Boston, Massachusetts, June 2003

"Keene State College's Summer Institute on the Teaching of Writing: Placing the Self as Teacher, Placing the Student at Writer," Transforming Faculty Attitudes About Writing at a Small Public, Liberal Arts College," Conference on College Composition and Communication," New York, New York, March 2003

"The Place of Writing in Ecocomposition," Special Interest Group on Ecocomposition, Conference on College Composition and Communication," New York, New York, March 2003

"Narratives from the First Year: A Plea for Visibility," Professional Rights and Personal Responsibilities: Narratives from the First Year of Faculty Life, the MLA Committee on

**"**Academic Freedom and Professional Rights and Responsibilities," Modern Language Association Annual Convention, New York, New York, December 2002

"Pedagogy in the Public Domain," Conference on College Composition and Communication, Chicago, Illinois, March 2002

"All the News That's Fit to Print: Pedagogy in the Public Domain," Making Pedagogy Visible, Modern Language Association Annual Convention, New Orleans, Louisiana, December 2001

"Beyond Technique: Training Graduate Students in the Art of Teaching," the MLA Ad Hoc Committee on the Professionalization of PhDs, Modern Language Association Annual Convention, New Orleans, Louisiana, December 2001

"William Carlos Williams, Pragmatism, and Contemporary Ecopoetics," Modernist Environs, Association for the Study of Literature and Environment Biennial Conference, Flagstaff, Arizona, June 2001

"The Small Department, Distinctiveness, and Narratives of Professional Identity," The Small Department: What's Distinctive, Modern Language Association Annual Convention, Washington, D. C., December 2000

"Old Patterns, New Directions: Ecocriticism and the Study of Environmental Literature," Literature and Environment: Pursuits of Theory, Pedagogy, and Justice, American Literature Association Conference, Long Beach, California, May 2000

"Walking and the American Poet," Environmental Poetics, Association for the Study of Literature and Environment Biennial Conference, Kalamazoo, Michigan, June 1999

"Tending to the Imagination: Perspective and Incongruity in William Carlos Williams and Kenneth Burke," William Carlos Williams Society panel, Modern Language Association Annual Convention, Toronto, Canada, December 1997

"Constructing the Literature and Environment Syllabus," Constructing the Canon of Nature Writing, The Association for the Study of Literature and Environment Biennial Conference, Missoula, Montana, July 1997

"On the Origins of a Democratic Literacy," Critical Thinking, Critical Pedagogy, Conference on College Composition and Communication, Phoenix, Arizona, March 1997

"Cultural Work and the New Americanists," American Literature Panel, The Conference of the Americanist Colloquium, University of Washington Department of English, Seattle, Washington, April 1996

"Collaboration, Community and Culture," The Metaphors Composition Lives By: Examining Central Concepts in Composition Theory, Conference on College Composition and Communication, Milwaukee, Wisconsin, March 1996

"The Poetry and Art of William Carlos Williams," Poetry Reading and Panel Discussion for the exhibit "In the American Grain: Arthur Dove, Marsden Hartley, John Marin, Georgia O'Keefe and Alfred Steiglitz," The Seattle Art Museum, Seattle, Washington, March 1996

"The Dialectic of Rights and Obligations: Graduate Students, Professional Development, and the Future(s) of English Studies," Writing Program Administrators Summer Conference, Bellingham, Washington, July 1995

"Welcome to the Jungle: Graduate Students as Administrators," The Shifting Ground of Power and Authority in Writing Programs, Conference on College Composition and Communication, Washington D.C., March 1995

"The Locations of Composition," Teaching Environmental Literature, "Northeastern Modern Language Association Annual Conference, Pittsburgh, Pennsylvania, March 2004

"The Job Market," Faculty Respondent, The Graduate Student Caucus Roundtable, Northeastern Modern Language Association Annual Conference, Toronto, Canada, April 2002

"The Literary Scholar: On Defining a Professional Identity," Literary Scholars: The Next Generation, The Graduate Student Caucus Roundtable, Northeastern Modern Language Association Annual Conference, Hartford, Connecticut, March 2001

"Languages of Place in the Poetry of William Carlos Williams, Robert Hass and Adrienne Rich," Pacific Ancient and Modern Language Association Annual Convention, Portland, Oregon, November 1999

"The Pedagogy of William Carlos Williams's Long Poem Paterson," Pacific Ancient and Modern Language Association Annual Convention, Scripps College, Claremont, California, November 1998

"Kenneth Burke and Three Strategies for Criticism: Euphemism, Polemicism and Debunking," New Perspectives in American Studies, The Sixth Annual Conference of the American Studies Colloquium, University of Washington Department of English, Seattle, Washington, May 1998

"Notes Toward a Poetics of Walking," Pacific Northwest American Studies Association Conference, Coeur d'Alene, Idaho, April 1999

"A Poetics of Walking: William Carlos Williams, A.R. Ammons and Gary Snyder," Environmental Poetry and Prose," North American Interdisciplinary Conference on Environment and Community, Reno, Nevada, February 1998

"Denise Levertov: Affinities of Faith and Place in the Pacific Northwest," Association of Literature and the Environment Panel, Midwestern Modern Language Association, Minneapolis, Minnesota, November 1996

"Reading, American Literature and the Logic of Cultural Work," American Literature Panel, Pacific Ancient and Modern Language Association, University of California, Irvine, California, November 1996

"Reinventing the Liberal Arts," Teaching the Humanities: Institutions and Individuals, Traditions and Innovations, The Western Humanities Conference, University of Colorado, Boulder, Colorado, October 1996

"Language, Aesthetics and the Problem of Community in Walt Whitman and Charles Sanders Peirce," American Literature Panel, The Conference of the Americanist Colloquium, University of Washington Department of English, Seattle, Washington, April 1994

"Student as Center: Collaborative Pedagogy in the English Writing Center," Washington Association for Developmental Education Conference, Olympia, Washington, April 1992

**Local Presentations, Lectures, and Readings**

"Student work and Domain of One's Own," Keene State College, December 2018

"Snapshots of Open Pedagogy: Literary and Cultural Studies in the Public Domain," Keene State College, March 2019

Project Humanist, "The Natural and Cultural History of Soil," a series of events with the Cheshire County Conservation District featuring professor of Geomorphology, University of Washington, and McCarthur Fellow, David Montgomery

"The Complications of Publication," for the panel facilitated by Phyllis Benay, professor of Interdisciplinary Studies, "The Writing Life: Interviews about the Writing Process," with William Doreski (English), Nick Germana (History), Sander Lee (Philosophy), Keene State College, April 2010

"Teaching the Local in an Age of Globalization," From Local to Global: A Centennial Symposium, Keene State College, November 2009

"Field Work: New Directions in Teaching Environmental Literature (with Laird Christensen), Arts and Humanities 2010-11: New Voices, New Visions series, Keene State College, October 2009

"Henry Beston, *The Outermost House: A Year of Life on the Great Beach of Cape Cod*," The New Hampshire Humanities Council book discussion series, "Wilderness in America," Gilford Public Library, Gilford, New Hampshire, July 2009

"Why do Professors Blog?" Academic Technology Brown Bag Talk, Keene State College, February 2009

"John Irving: *Cider House Rules*," The New Hampshire Humanities Council book discussion series, "Contemporary New England Authors," Harrisville Public Library, Harrisville, New Hampshire, July 2007

"Jamaica Kincaid, *My Garden (Book)*," The New Hampshire Humanities Council book discussion series, "Contemporary New England Authors," Jaffrey Town Library, Jaffrey, New Hampshire, March 2007

"John Muir and the Mountains of California," Lecture and Slide Presentation, History of Environmental Thought, Franklin Pierce College, February 2007

"Ivan Doig, *This House of Sky: Landscapes of a Western Mind*," The New Hampshire Humanities Council book discussion series, "My Family—Myself," Jaffrey Town Library, Jaffrey, New Hampshire, October 2006

"Junichiro Tanazaki, Some Prefer Nettles," The New Hampshire Humanities Council book discussion series, Peterborough Public Library, Peterborough, New Hampshire, February 2006

"Wilfred Thesiger, *Arabian Sands*," The New Hampshire Humanities Council book discussion series, "Journeys to the Edge!" Jaffrey Town Library, Jaffrey, New Hampshire, October 2005

"John Krakauer, *Into the Wild*," The New Hampshire Humanities Council book discussion series, "Journeys to the Edge!" Pease Public Library, Plymouth, New Hampshire, September 2005

"Joe Simpson, *Touching the Void: The True Story of One Man's Miraculous Survival*," The New Hampshire Humanities Council book discussion series, "Journeys to the Edge!" Guilford Town Library, Guilford, New Hampshire, May 2005

"Annie Proulx, *Postcards*," The New Hampshire Humanities Council book discussion series, Great American Novels: Newer Prospects, Jaffrey Public Library, Jaffrey, New Hampshire, April 2004 (Repeated: Guilford Town Library, Guilford, New Hampshire, September 2004)

"Zora Neale Hurston, *Their Eyes Were Watching God*," The New Hampshire Humanities Council book discussion series, Great American Novels: Traditional Classics, Bedford Public Library, Bedford, New Hampshire, April 2004

"Marilynn Robinson, *Housekeeping*," The New Hampshire Humanities Council book discussion series, Great American Novels: New Prospects, Keene Public Library, Keene, New Hampshire, April 2004

"Teaching Environmental Literature in the Twenty-first Century," The English Department Third Tuesday Series Special Topic, Editing Projects in English, Keene State College, April 2003

"Henry James, *Daisy Miller*," The New Hampshire Humanities Council book discussion series, Boostraps and Pie: Claiming America, Kelley Public Library, Salem, New Hampshire, June, 2003 (Repeated: Howe Library, Hanover, New Hampshire, September 2003; Bedford Public Library, December, 2003)

"Calvin Trillin's *The Tummy Trilogy*," The New Hampshire Humanities Council book discussion series, Boostraps and Pie: Claiming America, Weeks Memorial Library, Lancaster, New Hampshire, June 2003 (Repeated: Dover Town Library, Dover, New Hampshire, September 2003)

"Seeing, Reading, and Writing: Three English 101 Instructors, One Textbook," with Lorianne Schaub and Kirsti Sandy, The English Department Third Tuesday Series, Keene State College, April 2003

"John Muir and the Mountains of California," Lecture and Slide Presentation, Rivier College Humanities Lecture Series, Nashua, New Hampshire, April 2003

"Michael Pollan, "*The Botany of Desire*," The New Hampshire Humanities Council, Peterborough Town Library, Peterborough, New Hampshire, April 2003

"John Muir and the Mountains of California," Evening Lecture and Slide Presentation, The New Hampshire Environmental Educators Annual Meeting, Concord, New Hampshire, March 2003

"Scott Russell Sanders, *Hunting for Hope: A Father's Journeys*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Bayswater Book Company, Center Harbor, New Hampshire, December, 2002

"Mary Shelley, *Frankenstein*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Bayswater Book Company, Center Harbor, New Hampshire, October, 2002

"Visions of the American Landscape: John Muir and the Mountains of California," Lecture and Slide Presentation, A New Hampshire Humanities Council Special Event
in the With Earth in Mind series, Keene Public Library, Keene, New Hampshire, September 2002

"Thomas Berry, *The Great Work: Our Way into the Future*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Littleton Public Library, Littleton, New Hampshire, August, 2002 (Repeated: Hillsborough Town Library, Hillsborough, New Hampshire, June, 2003)

"*The Way to the Salt Marsh: A John Hay Reader*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Conway Public Library, Conway, New Hampshire, July, 2002

"Linda Hogan, *Mean Spirit*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, MainStreet Bookends, Warner, New Hampshire, June, 2002

"Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*," The New Hampshire Humanities Council book discussion series, The American Experience, Nashua Public Library, Nashua, New Hampshire, May, 2002

"Rachel Carson, *Under the Sea Wind*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Conway Public Library, Conway, New Hampshire, May, 2002

"T. C. Boyle, *A Friend of the Earth*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Kelley Public Library, Salem, New Hampshire, April, 2002

"Making Pedagogy Visible," English Department Third Tuesday Series, Keene State College, Keene, New Hampshire, April 2002

"Michael Pollan, *Second Nature: A Gardener's Education*" The New Hampshire Humanities Council book discussion series, With Earth in Mind, Toadstool Books, Peterborough, New Hampshire, February, 2002

"John Elder, *Reading the Mountains of Home*," The New Hampshire Humanities Council book discussion series, With Earth in Mind, Main Street Bookends, Warner, New Hampshire, January, 2002

"Yunasari Kawabata, *Snow Country*," The New Hampshire Humanities Council book discussion series, Out of Asia, Toadstool Bookstore, Peterborough, New Hampshire, December, 2001

"Yunichiro Tanazaki, *Some Prefer Nettles*," The New Hampshire Humanities Council book discussion series, Out of Asia, Nashua Public Library, Nashua, New Hampshire, November, 2001

"Liza Dalby, *The Tale of Murasaki* The New Hampshire Humanities Council book discussion series, Out of Asia, Fitzwilliam Library, Fitzwilliam, New Hampshire, October 2001

"Yukio Mishima, *Spring Snow*," The New Hampshire Humanities Council book discussion series, Out of Asia, Barnes and Noble Books, Manchester, New Hampshire, September 2001

"Gish Jen, *Mona in the Promised Land*," The New Hampshire Humanities Council book discussion series, Out of Asia, Kelley Public Library, Salem, New Hampshire, April, 2001

"Julia Alvarez, *How the García Girls Lost Their Accents*," The New Hampshire Humanities Council book discussion series, Contemporary New England Voices, Fitzwilliam Town Library, Fitzwilliam, New Hampshire, February 2001 (Repeated: New Hampshire Community Technical College, Claremont, New Hampshire, October 2000, and Harrisville Public Library, Harrisville, New Hampshire, August 2002)

"Teaching Julia Alvarez, *How the García Girls Lost Their Accents*," New Hampshire Humanities Council's Interdisciplinary Workshop for Teachers: Celebrate Latin American Culture, Plymouth State College, Plymouth, New Hampshire, December 2000

"Negotiating the Campus Visit and Interview," Preparing Future Faculty Breakfast Series, 2000–2001, University of New Hampshire, November 2000

"Bill Bryson, *I'm a Stranger Here Myself*," The New Hampshire Humanities Council book discussion series, Contemporary New England Voices, Concord Public Library, Concord, New Hampshire, November 2000

"The Small Department: What's Distinctive?" English Department Third Tuesday Series, Keene State College, Keene, New Hampshire, October 1999

"Edward Ball's *Slaves in the Family*," Modern Writers and the Civil War, The New Hampshire Humanities Council book discussion series, What is New Hampshire Reading this Month? Keene Public Library, Keene, New Hampshire, April 2000

"John Muir and the Mountains of California," lecture and slide presentation, Keene High School American Studies Program, Keene, New Hampshire, March 2000 (Repeated March 2001)

"Anita Shreve's *The Weight of Water*," Contemporary New England Voices, The New Hampshire Humanities Council book discussion series, What is New Hampshire Reading this Month? Keene Public Library, Keene, New Hampshire, March 2000

"Kenneth Burke, Criticism and the Ethics of Reading," English Department Third Tuesday Series, Keene State College, Keene, New Hampshire, April 1999

"Developing a Sense of Where You Are," Invited Faculty Speaker for the First Lecture Series, University of Washington Orientation Program, University of Washington, August 1997

Facilitator, Pre-Conference Workshop: Secondary Education and the Environmental Humanities, Biennial Conference of the Association for the Study of Literature and the Environment (ASLE), Detroit, Michigan, June 2017

"The State of the Field: the Environmental Humanities," Second annual Exeter Environmental Literature Institute (ELI) at Phillips Exeter Academy, June 2017

**Conference Panels, Discussions, and Readings Organized or Chaired**

Chair, William Carlos Williams and West Coast Culture, Modern Language Association Annual convention, Seattle, Washington, January 2020

Organizer, a Poetry Reading in Honor of Mary Oliver, Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019.

Organizer and Co-Chair (with John Tallmadge), "Staying Alive: Narratives from the Profession," Association for the Study of Literature and Environment Biennial Conference, Davis, California, June 2019

Moderator, Plenary Session "Extractive and Underground Poetics: A Reading and Conversation with Tanure Ojiade, Rita Wong, and Anne Fisher-Wirth," Eleventh Biennial Conference of the Association for the Study of Literature and Environment (ASLE), Moscow, University of Idaho, June 2015

Organizer and Chair, "The Environmental Humanities Beyond the Tenure Track," Eleventh Biennial Conference of the Association for the Study of Literature and Environment (ASLE), Moscow, University of Idaho, June 2015

Chair, "Representations of Land and Animals," International Conference Towards Ecocultural Ethics: Recent Trends and Future Directions, Department of Humanities and Social Sciences, Birla Institute of Technology and Science Pilani, K.K. Birla Goa Campus, Goa India, October 2014

Chair, "Narrative Ecologies," American Literature Association Conference, Boston, Massachusetts, May 2013

Chair, "The Small-College Department: A Response to *Academically Adrift*," Modern Language Association Annual Convention, Seattle, Washington, January 2012

Chair, "American Literature and the Ecological Thought," American Literature Association Conference, Boston, Massachusetts, May 2011

Chair, “Teaching in the Small College Department,” a special session sponsored by the Association of the Departments of English, Modern Language Association Annual Convention, Los Angeles, California January 2011

Co-Organizer, “Reading as a Teacher: a Workshop for Teachers of Literature,” a special session arranged by the MLA Office of Research, Modern Language Association Annual Convention, Philadelphia, Pennsylvania December 2009

Chair, “Scholarship, Tenure and Promotion in the Small College Department,” a special session sponsored by the Association of the Departments of English, Modern Language Association Annual Convention, Philadelphia, Pennsylvania December 2009

Chair, “Teaching in the Small College Department,” a special session sponsored by the Association of the Departments of English, Modern Language Association Annual Convention, San Francisco, California, December 2008

Chair, “Tenure and Promotion in the Small College Department,” Modern Language Association, Philadelphia, December 2006

Chair, "Teaching Environmental Literatures," Northeast Modern Language Association, Philadelphia, April 2006

Chair, "Mobility and Place in North American Environmental Writing," Northeast Modern Language Association, Philadelphia, April 2006

Chair, "Graduate Education and the Small College Department," Modern Language Association Annual Convention, Washington, D. C., December 2005

Co-facilitator, “Teaching North American Environmental Literature: A Roundtable Discussion, Sixth Biennial ASLE Conference, Eugene, Oregon, June, 2005

Coordinator and Mentor, ASLE Professional Mentoring Conferences,” Sixth Biennial ASLE Conference, Eugene, Oregon, June, 2005

Chair, “Less is More/More is More: Poetry Criticism,” Association for the Study of Literature and Environment Biennial Conference, Eugene, Oregon, June 2005

Chair, “The Poetry and Prose of Mary Oliver,” Northeastern Modern Language Association, Cambridge, Massachusetts, March 2005

Chair, “Ecocriticism and the Practice of Reading,” Northeastern Modern Language Association, Cambridge, Massachusetts, March 2005

Chair, “Ecocriticism and Ethics,” Northeastern Modern Language Association Annual Conference, Pittsburg, Pennsylvania, March 2004

Chair, “Teaching Environmental Literature,” Northeastern Modern Language Association Annual Conference, Pittsburg, Pennsylvania, March 2004

Chair, “Reading Mary Oliver,” Association for the Study of Literature and Environment Biennial Conference, Boston, Massachusetts, June 2003

Chair, “The ASLE Mentoring Program: Reflections and Prospects,” Roundtable/Workshop, Association for the Study of Literature and Environment Biennial Conference, Boston, Massachusetts, June 2003

Chair, “Gary Snyder and the American Consciousness,” American Literature Association Conference, Cambridge, Massachusetts, May 2003

Chair “Ecocriticism and the Urban Environment,” Northeastern Modern Language Association, Cambridge, Massachusetts, March 2003

Chair, “Professional Rights and Personal Responsibilities: Narratives from the First Year of Faculty Life,” the MLA Committee on Academic Freedom and Professional Rights and Responsibilities, Modern Language Association Annual Convention, New York, New York, December 2002

Chair, “The Practices of Ecocriticism,” American Literature Association Conference, Long Beach, California, May 2002

Chair, “Teaching Environmental Literatures,” Northeastern Modern Language Association Annual Conference, Toronto, Canada, April 2002

Chair, “Field Work: Old Patterns and New Directions in Ecocriticism,” Northeastern Modern Language Association Annual Conference, Toronto, Canada, April 2002

Chair, “The Consequence(s) of Transience: Mobility in Twentieth-Century American Literature and Culture,” Association for the Study of Literature and Environment Biennial Conference, Flagstaff, Arizona, June 2001

Chair, “Wandering and the Road,” Association for the Study of Literature and Environment Biennial Conference, Flagstaff, Arizona, June 2001

Chair, “Modernist Environs,” Association for the Study of Literature and Environment Biennial Conference, Flagstaff, Arizona, June 2001

Chair, “Ecocriticism and the Practice of Reading,” American Literature Association Conference, Cambridge, Massachusetts, May 2001

Chair, “The Consequence(s) of Transience: Mobility in Twentieth-Century American Literature and Culture,” Northeastern Modern Language Association Annual Conference, Hartford, Connecticut, March 2001

Organizer, “A Poetry Reading by Two Award-Winning Poets: Chard DeNiord and Kevin Craft,” Keene State College, February 2001

Chair, "Teaching, Literature and Environmental Literacy," Northeastern Modern Language Association Annual Conference, Buffalo, New York, April 2000

Chair, "Teaching Environmental Literature," Pacific Ancient and Modern Language Association Annual Convention, Portland State University, Oregon, November 1999

Chair, "Literature and the Environment," Annual Central New York Conference on Language and Literature, Cortland College of the State University of New York, October 1999

Chair, "When a Sense of Place is a Sense of Motion: Rethinking the Poetics and Politics of Place,"

Association for the Study of Literature and Environment Biennial Conference, Kalamazoo, Michigan, June 1999

Chair, "Environmental Poetics," Association for the Study of Literature and Environment Biennial Conference, Kalamazoo, Michigan, June 1999

Chair, "American Literature After 1865," Pacific Ancient and Modern Language Association Annual Convention, Scripps College, Claremont, California, November 1998

Chair, "Teaching and the Interconnectedness of Reading and Writing," Conference on College Composition and Communication, Chicago, Illinois, March 1998

Chair, "Constructing the Canon of Nature Writing," Association for the Study of Literature and Environment Biennial Conference, Missoula, Montana, July 1997

Chair, "Ecoconsciousness and Ecology," Letters of the Spirit: The Texts and Contexts of Romanticism, The Fourth Annual International Graduate Student Romanticism Conference, University of Washington, April 1997

Chair, "The State of the Art: Renewing Theory, Reading Literature," Annual Central New York Conference on Language and Literature, Cortland College of the State University of New York, October 1997

Chair, "The Cultural History of American Romanticism: Traditions, Continuities, Affinities," Annual Central New York Conference on Language and Literature, Cortland College of the State University of New York, October 1997

**Service to Keene State College**

**Department of English**
Chair, English Department Search Committees (12 tenure-track searches, 5 contract lecturer searches 1998-2012)
Chair, English Department Curriculum Committee
Chair, English Department Committee on Learning and Teaching (COLT)
Chair, English Department Peer Evaluation Committee (DPEC)
Chair, Fred Fosher Excellence in Writing Award Committee
Chair, Eder Creative Writing Scholarship Committee
Chair, David Battenfeld Award for Excellence in the Humanities

Faculty Advisor for *Sigma Tau Delta*, English Honor Society
Author, English Self Study
Member, Fred Fosher Excellence in Writing Award Committee

**American Studies Program**
American Studies Program Chair
American Studies Core Faculty
American Studies Program Committee
Author, American Studies Self Study
Member, Robin Dizard Award Committee

**Environmental Studies Program**
Affiliated Faculty
Self-Study Representative from the Arts and Humanities

**School of Arts and Humanities**
Member, Art, Culture Technology (ACT) Curriculum Proposal Development Group
Member, Early Career Faculty Scholarship Course Reassignment Grant Committee
Member, Task Force on Undergraduate Research in the Arts and Humanities
Member, David Battenfeld Award Committee
Member, Dean of Arts and Humanities Search Committee

**Keene State College**
Director, Integrative Studies Program
Co-Chair (with Michael Cullinane, Professor of Mathematics), NEASC Subcommittee, Standard Four: Academic Programs
Chair, Faculty Evaluation (Promotion and Tenure) Advisory Committee (FEAC)
Chair, Faculty Distinction in Research and Scholarship Award Committee
Chair, Thinking and Writing Assessment Committee
Co-Chair, First Year Program Implementation Project
Coordinator, Thinking and Writing Program
Coordinator (Interim), Thinking and Writing Program
Member, Enrollment Task Force and First-Year Experience Committee
Member, Committee on College Wide Sustainability Learning Outcome
Member, College Wide Learning Outcomes (CWLO) Steering Committee
Member, Academic and Co-Curricular Planning Council (ACPC)
Member, Integrative Studies Program Committee (ISPC)
Member, President's Council for a Sustainable Future
Faculty Advisor, Summer 2015 College Orientation Program
Member, NEH Internal Grant Committee
Member, Faculty Distinction in Research and Scholarship Award Committee
Member KSCEA Executive Board (Faculty Mentoring Representative)
Integrative Studies Advisory Board
Sabbatical Leave Advisory Committee
Honorary Degree Committee
Academic Affairs Assessment Advisory Committee
Writing Task Force
Thinking and Writing Committee
National Endowment for the Humanities (NEH) Internal Grant Committee
Keene State College Senate
Faculty Senate Executive Committee

Faculty Senate Curriculum Committee
Faculty Technology Grant Committee
Summer Reading Program Committee
Keene is Reading Program Committee
Athletic Advisory Committee
Faculty Advisor for the Environmental Outing Club
Schedule 25 Implementation Project Committee
Ad Hoc Advising Advisory Committee
General Education Diversity Task Force
Athletic Advisory Committee
Keene State College Orientation Program
Council for a Sustainable Future
Search Committee for President of Keene State College
Search for Dean of the Mason Library
Search Committee for Curriculum Materials Librarian, Mason Library
Search Committee for Faculty in Environmental Studies
Search Committee for Administrative Assistant for English, Philosophy, American Studies
Search Committee for Editor for *Keene State College Alumni Magazine*
Search Committee for College Relations News Coordinator and Staff Writer
Search Committee for Director of Alumni and Constituent Engagement

**Peer Evaluation Committees for Promotion and Tenure**
Jared Nelson, Sustainable Product Design and Innovation
Stephen Harfenist, Physics
Irene McGarrity, Mason Library
Emily Robbins Sharpe, English
Randall Hoyt, Art and Graphic Design
Deborah White Stanley, Film Studies
Phyllis Benay, Interdisciplinary Studies
Kristen Porter-Utley, Biology
Patricia Pedroza, Women and Gender Studies
Anna Schur, English
Binda Charry, English
William Stroup, English
Anne-Marie Mallon, English
Nona Fienberg, English
Sally Joyce, English
William Doreski, English
Meriem Pages, English
Carol Bailey, English
Kenneth Hodges, English
Lisa Buchelt, English

**Research and Scholarship Reviews for Promotion and Tenure**
Dr. Salma Monani, for tenure and promotion to Professor at Gettysburg College, Spring 2021

Dr. Andrew McMurry, for promotion to professor in the department of English Language and Literature at the University of Waterloo, Canada, Spring 2019

Dr. Mark Sturges, for promotion to associate professor in the department of English at St. Lawrence University, Spring 2019

Dr. Patrick Barron, for promotion to Professor of English, English Department, University of Massachusetts, Boston, Spring 2018

Dr. Kristin Jacobson, for promotion to Professor of American Literature, Stockton University, New Jersey, Spring 2017

Dr. Salma Monani, for tenure and promotion to Associate Professor at Gettysburg College, Spring 2014

**Professional Affiliations**
William Carlos Williams Society, 2009–

Northeastern Modern Language Association, 1998–2006

Association for the Study of Literature and Environment, (Lifetime Member), 1996–present

National Council of Teachers of English, 1992–present

Modern Language Association, 1990–present