

CHRISTINA D. WYGANT

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Comparative History of Ideas
University of Washington
Box 354300
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CURRENT EMPLOYMENT

Part-Time Lecturer, Comparative History of Ideas and Honors Program
University of Washington, Seattle, WA

EDUCATION

Ph.D., English and Textual Studies, November 2010
University of Washington, Seattle, WA

Dissertation (*with Honors*): “The Twice Told Tale”: Colonial Love Plots, Slavery, and Racial Ideology in Editorial Versions of John Gabriel Stedman’s *Narrative of a Five Years Expedition Against the Revolted Negroes of Surinam*
Chair: Professor Raimonda Modiano, Co-Chair: Professor David Allen

Textual Studies Graduate Certificate Program, November 2010
University of Washington, Seattle, WA

Women Studies Graduate Certificate Program, June 2006
University of Washington, Seattle, WA

B.A., English: Minors: German, Psychology, May 1999
Southern Methodist University, Dallas, TX

Intermediate Individual Spanish Tutorials (4 hours/day)
Academia de Espanol, Antigua, Guatemala, July 2004

Advanced German Seminars (6 hours/day)
Goethe Language Institute, Rothenburg, Germany, June 1998

AWARDS/ AFFILIATIONS

International Provost Grant (\$2,500), University of Washington, 2012-2013

CHID Interdisciplinary Educator Award, Comparative History of Ideas, University of Washington, Spring 2011

Textual Studies Research Grant (\$1,200), Department of English, University of Washington, Spring 2007

Textual Studies Travel Grant (NYU conference fees and hotel), Department of English, University of Washington, Winter 2005

English Department Graduate Travel Grant (\$300), Department of English, University of Washington, Winter 2005

English Department Graduate Travel Grant (\$600), Department of English, Washington State University, Fall 2002

Graduate School Travel Grant (\$450), WSU Graduate School, Washington State University, Fall 2002

Fulbright Scholarship (declined due to prior teaching commitment), Austria Alternative One-Year Teaching Program, Spring 1999

Academic Scholar, Southern Methodist University, Fall 1995- Spring 1996

Modern Language Association (MLA)
Society for the History of Authorship, Reading, and Publishing (SHARP)
Society for Textual Scholarship (STS)

CONFERENCE PRESENTATIONS

“Paratext: Authorial Prefaces in John Gabriel Stedman’s *Narrative*,” paper presented at the Conference for the Society of Textual Studies, Penn State University, March 15-17, 2011

“Adaptation, Emendation, Representation,” paper presented at the UW Graduate School Conference, University of Washington, May 19-20, 2010

“Editorial Emendations: Comparisons of John Gabriel Stedman’s 1790 & 1796 Narratives and his ‘Unpublished’ Personal Journals,” paper presented at the Conference for the Society of Textual Studies, New York University, March 16-19, 2005

“An Investigation of the Intersection of Europe’s Economic, Social, and Political Ideologies as Portrayed in Stedman’s *Surinam*,” paper presented at the Northwest Society for Eighteenth Century Studies Conference, University of Washington, November 15-17, 2002

“A Comparison of John Gabriel Stedman’s 1790 and 1796 Narratives and a Study of His Time in Surinam while Suppressing the Slave Revolt: Exploring Theories of Hegemony and the Foreign Female Black Body,” paper presented at the International Conference on Romanticism (once the ACR), Florida State University, October 10-13, 2002

“A Comparison of John Gabriel Stedman’s 1790 and 1796 Narratives,” paper presented at the WSU English Romanticism Graduate Conference, Washington State University, December 10, 2001

LANGUAGES

German- advanced speaking, intermediate reading and writing

Spanish- proficient speaking, proficient reading and writing

TEACHING INTERESTS

- Senior thesis capstone papers and projects
- German study abroad program and national identity
- Eighteenth and nineteenth century travel narratives: colonial love plots, racial ideology, representations of slaves, colonialism
- Romantic and Victorian Literature: contradictory roles of women, public/private space, colonial texts
- Textual Studies: textual theory and history including multiple versions, authorial intention, role of the editor, and paratext
- Women Studies: history of feminism and feminist theory

TEACHING EXPERIENCE

University of Washington, Fall 2003-present

Comparative History of Ideas

Senior Part-Time Lecturer/ Instructor, Senior Thesis Seminar, CHID 491, 22 quarters, Winter 2006-present

- Advise hundreds of students on 5, 10, and 15 (honors) credit interdisciplinary thesis research projects
- Hold individual meetings with students several times throughout the quarter where we outline arguments, research methods, and thesis organization
- Edit online a series of 12 written assignments and a final portfolio, which together make up 1 complete 5-credit thesis or the primary research, argument, methods, and outline for a 10 or 15-credit thesis
- Facilitate peer writing workshops, and observe and participate in the discussions
- Hold quarterly senior thesis presentations open to the university community and general public where students participate on a panel in a conference-like setting and give ten minute oral presentations using power point

Director, Munich Study Abroad Program, CHID 471, Summers 2012 and 2013

- Conceived, developed and led 4-week study abroad program with 10-week pre-departure seminar
- Created core curriculum focused on the exploration of national identity in Germany from 19th century to present
- Planned logistics for 16 students plus instructors for historical site visits in Bavaria, Berlin, Nuremberg, and Rothenburg ob der Tauber
- Established continuing instructional partnerships with Ludwig-Maximilian University, Humboldt University, and the Institut für Zeitgeschichte

Senior Part-Time Lecturer, Munich Pre-Departure Course, CHID 498, Spring 2012, 2013

- Developed a basic understanding of German history as related to local and global contexts, including the current social, political, and economic context of Germany
- Began to explore our personal and community relationships to the issues, topics, and concepts the program will take up
- Grew capacities for effective communication, listening, and group facilitation, which includes creating a community contract for our study abroad program in Munich
- Developed a strong learning community that will support and sustain us in Germany during summer quarter 2012

Part-Time Lecturer, Gateway Course, CHID 250, Winter 2012

- Improved students' writing skills with regard to writing about literature and culture, fulfilling the University of Washington's writing-intensive "W" requirement by assigning at least 10 pages of writing over the quarter to non-English majors
- Focused on the practice of close reading, engagement of critical essays, and development of arguments, particularly as they relate to the historical, political, and cultural contexts of the texts
- Fulfilled the University of Washington's Visual, Literary, and Performing Arts (VLPA) requirement by giving media-enhanced presentations in small groups, watching and discussing relevant movies, and communicating in large and small groups
- Compared the widely publicized 18th and 19th century colonial travel texts, the highly acclaimed scientific theories of human variety, and the contentious abolitionist slave debates
- Traced the instability of 18th century categories of difference, noting the ways in which, for example, a fear of cannibalism, exaggeration of sexual liberation, and contradiction of social mores developed into new ways of thinking about human variety

- Explored how the racialization of human variability gets recoded as human hierarchy and profoundly affected the abolition of slavery

Part-Time Lecturer/ Instructor, Pre-Thesis Focus Group, CHID 496, 6 quarters, Fall 2008- Fall 2011

- Taught a pre-thesis focus group for students who need more time developing their senior thesis projects
- Facilitated in class discussions about student thesis projects and taught students how to edit and review each other's work
- Mentored students on their topics during individual meetings
- Assessed their progress through weekly writing assignments and edited all of their work
- Aided students in finding an advisor for their thesis projects
- Prepared students for the Senior Thesis Seminar (CHID 491) through a series of writing assignments
- Assisted students with their research and helped them develop arguments
- Helped students create a timeline for the completion of their projects

Part-Time Lecturer/ Instructor and Advisor, Senior Thesis, CHID 492 and 493, 7 quarters, Spring 2006- present

- Advise individual students on their thesis projects from the beginning to end, particularly if they are no longer working with previous advisor
- Recommend resources, give weekly assignments, edit all work online, and meet weekly for 1-hour meetings
- Help develop arguments, research methods, and project organization
- Grade final thesis projects and make recommendations for future research

Part-Time Lecturer/ Instructor, Coordinator, and Co-Creator, Local/Global Internship Program, CHID 498, 4 quarters, Fall 2010- Fall 2011

- Co-created a 12-credit pilot summer internship program, which includes 5-credits of course work, 5-credits of internship, and 2-credits of career development
- Lead a team of 3 instructors and 1 teaching assistant on curriculum development during weekly meetings
- Presented the pilot program to the CHID Curriculum Committee and act as a liaison between the CHID Program and the internship program team members
- Meet individually with the CHID Director, Assistant Director, and Advisor to assess the development of the internship program
- Research, contact, and develop internships with over 6 local non-profit organizations

Part-Time Lecturer/ Instructor, Coordinator, and Creator, Independent Studies Internship Program, CHID 499, 9 quarters, Fall 2009- present

- Created and coordinate an internship program in conjunction with the City of Snohomish and the Snohomish Carnegie Library Foundation whereby UW students apply for a quarterly internship position as the Community Relations Coordinator for the purpose of preserving and developing the library into a family educational center
- Advise students who are pursuing their own internship programs with non-profit organizations, and discuss how their final project can help them with their career goals
- Work individually with students to help them through the internship application process and guide them with their career development in non-profit organizations
- Assess their weekly goals for helping the non-profit organization and assist with creating a project timeline
- Work with the CHID Curriculum Committee and the Director of CHID to create a course number specific to internship programs

Part-Time Lecturer/ Instructor, Independent Studies, CHID 499, 18 quarters, Summer 2005-present

- Advise students during regular meetings on large research projects or reading lists that are usually an extension of their thesis projects and at times used for graduate school writing samples

Teaching Assistant, The Question of Human Nature, CHID 119, 2 quarters, Fall 2004- Fall 2005

- Led two sections of 30 students per section for each of the two quarters, focusing in particular on the connections between class lectures and the assigned reading material
- Graded weekly response papers, mid-terms, and finals with a team of 4 teaching assistants
- Met regularly and worked closely with a team of 1 professor, 4 teaching assistants, and 8 peer facilitators
- Mentored two peer facilitators, advising them on how to lead discussions, comment on response papers, and synthesize the class lectures and reading material

Teaching Assistant, Women, Law and Literature, CHID 350, 1 quarter, Spring 2005

- Led two sections of 30 students per section, focusing in particular on the connections between class lectures and the assigned reading material

- Graded weekly response papers, mid-terms, and finals with a team of 4 teaching assistants
- Met regularly and worked closely with a team of 1 professor and 3 teaching assistants

Honors Program

Part-Time Lecturer, Honors Interdisciplinary Study IV, HONORS 394B, Fall 2012

- Improve students' writing skills with regard to writing about literature and culture, fulfilling the University of Washington's writing-intensive "W" requirement by assigning at least 10 pages of writing over the quarter to students studying a variety of majors
- Focus on the practice of close reading, engagement of critical essays, and development of arguments, particularly as they relate to the historical, political, and cultural contexts of the texts
- Fulfill the University of Washington's Visual, Literary, and Performing Arts (VLPA) requirement by giving media-enhanced presentations in small groups, watching and discussing relevant movies, and communicating in large and small groups
- Compare the widely publicized 18th century literature, 18th and 19th century colonial travel texts, the highly acclaimed scientific theories of human variety, and the contentious abolitionist slave debates
- Trace the instability of 18th century categories of difference, noting the ways in which, for example, a fear of cannibalism, exaggeration of sexual liberation, and contradiction of social mores developed into new ways of thinking about human variety
- Explore how the racialization of human variability gets recoded as human hierarchy and profoundly affected the abolition of slavery

Part-Time Lecturer/ Advisor, Honors Independent Research and Study, HONORS 499B, Fall 2012

- Mentor one peer facilitator, advising her on how to create curriculum and lesson plans, lead discussions, comment on response papers, and synthesize the class lectures and reading material
- Meet weekly to discuss the previous weeks' classes and implement new concepts into the lesson plans for the upcoming weeks' classes
- Introduce a variety of pedagogical resources, while discussing the rationale behind each theory
- Direct and grade the peer facilitator's final project

Department of English

Acting Instructor, Reading Literary Forms, English 200, 1 quarter, Spring 2012

- Improve students' writing skills with regard to writing about literature and culture, fulfilling the University of Washington's writing-intensive "W" requirement by assigning at least 10 pages of writing over the quarter to non-English majors
- Focus on the practice of close reading, engagement of critical essays, and development of arguments, particularly as they relate to the historical, political, and cultural contexts of the literature
- Explore middle-class women's effects on shaping reform to the social, political, and religious culture of Victorian England through literary fiction, including Charlotte Brontë's *Jane Eyre*, Elizabeth Gaskell's *Cranford*, and George Eliot's *Middlemarch*, as well as BBC film representations, and critical feminist essays

Acting Instructor, Reading Fiction, English 242, 1 quarter, Fall 2011

- Improve students' writing skills with regard to writing about literature and culture, fulfilling the University of Washington's writing-intensive "W" requirement by assigning at least 10 pages of writing over the quarter to non-English majors
- Focus on the practice of close reading, engagement of critical essays, and development of arguments, particularly as they relate to the historical, political, and cultural contexts of the literature
- Explore the contradictory roles of domestic female and female writers as they negotiate the public/private realms from the early 19th century Victorian era to the early 20th century Modern era by reading Jane Austen's *Pride and Prejudice*, Charlotte Brontë's *Jane Eyre*, and Virginia Woolf's *Mrs. Dalloway*, including selections from John Stuart Mill's *On the Subjection of Women* and Virginia Woolf's *A Room of One's Own*
- Analyze female writers' receptions into the "traditional" canon by contemporary feminist critics who explore the ways in which early 19th and 20th century women navigate through limitations of marriage, career, status, and security, while questioning empire and acquiring agency/choice

Department of English, Interdisciplinary Writing Program

Instructor, Political Science Writing Link, English 198, 1 quarter, Spring 2004

- Led one section of 30 students, focusing on the connections between class lectures and the assigned reading material
- Created a series of writing assignments that aligned with the goals and methods of the Political Science course

- Attended the Political Science course and weekly meetings with professor and teaching assistants

Instructor, Sociology Writing Link, English 198, 1 quarter, Fall 2003

- Led one section of 30 students, focusing on the connections between class lectures and the assigned reading material
- Created a series of writing assignments that aligned with the goals and methods of the Sociology course
- Attended the Sociology course and weekly meetings with professor and teaching assistants

Humanities, Simpson Center for the Humanities DANZ Courses

Teaching Assistant, Eye and Mind, Hum 102, 1 quarter, Winter 2005

- Led two sections of 30 students per section, focusing in particular on the connections between class lectures and the assigned reading material
- Graded weekly response papers, mid-terms, and finals with a team of 3 teaching assistants
- Met regularly and worked closely with a team of 2 professors, 3 teaching assistants, and 6 peer facilitators
- Mentored two peer facilitators, advising them on how to lead discussions, comment on response papers, and synthesize the class lectures and reading material

Teaching Assistant, Religious Fundamentalism, Politics, and the Media, Hum 102, 1 quarter, Winter 2004

- Led two sections of 30 students per section, focusing in particular on the connections between class lectures and the assigned reading material
- Graded weekly response papers, mid-terms, and finals with a team of 3 teaching assistants
- Met regularly and worked closely with a team of 2 professors and 3 teaching assistants

Washington State University, Fall 2001- Spring 2003

Department of English

Instructor, English Composition, English 101, 3 semesters, Spring 2002- Spring 2003

- Led two sections of 25 students per section for each of the three semesters taught, facilitating discussions and creating assignments on different genres of writing
- Taught students how to summarize, analyze, counter, and evaluate multiple arguments
- Created a writing series which built upon previous assignments, culminating into a writing portfolio

Tutor, English Composition, English 102, 1 semester, Fall 2001

- Completed extensive pedagogical training over one semester which addressed issues around race, class, gender, sexuality, and ability
- Tutored two groups of 10 students, many of whom were first generation college students as well as college athletes, and assisted them with their assignments for English composition

American Institute of Monterrey, Summer 1999-Summer 2001
Monterrey, Mexico

Teacher, 9th Grade Language Arts, 2 academic years

- Taught English literature and grammar to 80 9th grade students per year over two academic years
- Led homeroom class for two academic years and was accountable for the well-being of 25-30 students each school day
- Prepared students for the TOEFL Exam, which determined their acceptances to high school, and achieved the highest TOEFL score average in the history of the school
- Taught students and led discussions on the *Odyssey*, *Romeo and Juliet*, *Lord of the Flies*, *Death of a Salesman*, among other genres of literature
- Created literature and grammar tests which were given twice over a 6-week grading period, and adhered to Benjamin Bloom's Taxonomy
- Facilitated student-led projects which were inspired by Howard Gardner's Multiple Intelligences
- Assessed writing which included a variety of genres such as informative, persuasive, poetry, fiction, and autobiography
- Facilitated individual oral presentations and team debates on a variety of topics
- Created and led an after-school honors writing program where 5 students wrote and discussed poetry, fiction, and non-fiction over two semesters
- Taught the art of storytelling and puppetry to 10 honors 4th grade students for 1 semester after school
- Completed extensive pedagogical training over two academic years

- Worked on several year-long committees during a successful accreditation process

Southern Methodist University, Fall 1998-Spring 1999

Department of English

Teaching Assistant, English as a Second Language Communication Skills, ESL 1001, 2 semesters, Fall 1998- Spring 1999

- Attended classes and assisted professor with grading assignments and creating class activities which assessed the progress of students' oral and written communication skills

Tutor, ESL Tutor, 2 semesters, Fall 1998-Spring 1999

- Edited multiple versions of doctoral student's theology dissertation

Concordia College Language Villages, Summer 1998
Bemidji, Minnesota

Instructor and Camp Counselor, German (all levels), 8 weeks

- Instructed all levels of German, including oral and written skills, to students ages 8-18 in small groups of 10
- Led 10 students with a team of 3 instructors in the production of the play *Tristan und Isolde*
- Taught various activities such as arts and crafts as well as sports, which were all facilitated in German
- Accommodated 10 children every 2 weeks for 8 weeks in a house cabin with one other camp counselor

RELEVANT WORK EXPERIENCE

Private Editor, December 2006- September 2007
Seattle, WA

Private Editor

- Edited *Believe the Unbelievable: Living Life as a Miracle Leader* by S.P. McGhee (published February 2008) in its entirety, which included 100+ hours of grammatical and stylistic re-writing, and organizational re-structuring

- Worked closely with the author from the beginning to the end of the book project, and met with and corresponded with potential publishers
- Provided the author with ideas for chapter outlines, titles, and overall content

SMU Press, Summer 1997-Summer 1999
Dallas, TX

Editorial Assistant

- Volunteered for 3 months before being hired for 2 academic years as an assistant to the editor, and was the only undergraduate student up to that point to work with the press
- Gained first-hand knowledge of the editing and publishing process by working directly with the editor, public relations coordinator, and financial specialist
- Corresponded with all potential publishers as well as book reviewers

LEADERSHIP

Creator, CHID Graduate Panels, University of Washington, Winter 2006- present

- Initiated, created, and lead a panel of UW faculty from a variety of departments in order to answer student questions about graduate school, the admissions process, and scholarly research
- Created a step-by-step pamphlet to help students understand the application process
- Mentor dozens of individual CHID and UW students on the graduate school application process, including students applying to medical school, business school, law school, nursing school, social sciences, and the humanities
- Edit students' essays, writing samples, and statements of purpose
- Help students understand the terms of their acceptance packages
- Write letters of recommendation for students applying to graduate school as well as undergraduate and graduate scholarships and grants

Active Member, CHID Curriculum Committee, University of Washington, Fall 2009-present

- Work closely with the Director, Assistant Director, and Advisor of CHID, as well as faculty and student representatives to assess the curricular needs of the CHID Program
- Research quarterly course listings from each UW department and highlight courses which fulfill requirements for the CHID major
- Vote on potential proposed courses and assess if a course fulfills student interests

Active Member, CHIDposium, University of Washington, Fall 2008-present

- Meet regularly with CHID faculty, staff, and student representatives to maintain a continual dialogue about the mission and vision of CHID
- Vote on important departmental decisions including the CHID International Programs and individual courses
- Address the best possible pedagogical approaches when points of concern are raised about student educational needs
- Participate in conferences and workshops on the educational barriers and inequalities of race, class, gender, sexuality, and ability, and discuss practical approaches to addressing privilege and oppression
- Attend annual retreats where the goals for the upcoming academic year are discussed, and the successes and challenges of the past academic year are assessed

Member, CHID Clowes Center Committee, University of Washington, Fall 2010-Spring 2011

- Work with the Director of the Clowes Center, faculty, staff, and student representatives on planning quarterly events which address conflict/resolution topics

Member, CHID Principles Committee, University of Washington, Spring 2008-Winter 2009

- Met regularly and worked with a team of faculty, staff, and student representative to assess, understand, and clarify the CHID principles which best align with the CHID Program's overall goals

Organizer and Member, English Graduate Studies Organization (GSO), University of Washington, Fall 2004-Spring 2005, Winter 2006

- Organized with a team of 3 English graduate students the English GSO Colloquia and Resource Fair, which entailed multiple events for the professional development of UW Department of English graduate students
- Contacted panelists and lecturers for the various events, including research, events, and funding panels
- Organized and led the research section which addressed library resources such as the UW Libraries, Summit, and UWorld Express
- Worked with the UW English librarian and Special Collections Librarian

Senator and Member, Graduate and Professional Student Senate (GPSS), University of Washington, Fall 2004-Spring 2005

- Represented the UW Department of English as the English Graduate Senator for the GPSS

- Attended meetings regularly and voted on topics relevant to the UW graduate student body
- Kept notes and reported information to the English graduate listserv

Presenter, Contributor, and Member, Anti-Racist Feminist and Transnational Feminist Conversations, University of Washington, Winter 2005-Spring 2005

- Represented the UW Department of English with one English Department faculty member
- Attended meetings regularly and contributed to discussions and workshops based on assigned reading
- Presented information on transnational feminism and created a group activity as a final presentation with a team of 1 graduate student and 2 faculty

Treasurer and Member, English Graduate Organization, Washington State University, Spring 2002-Spring 2003

- Elected by English graduate student body to represent their interests, concerns, and needs
- Recorded money allotted and spent on various events
- Planned a variety of events including the English Graduate Conference and English graduation ceremony and celebration
- Attended open English faculty meetings and reported pertinent information to student body

Senator and Member, Graduate and Professional Student Association (GPSA), Washington State University, Spring 2002-Spring 2003

- Represented the WSU English Department as the English Graduate Senator for the GPSA
- Attended meetings regularly and voted on topics relevant to the WSU graduate student body
- Kept notes and reported information to the English graduate listserv

Contact Information for References

My dossier with confidential letters of recommendation may be requested at the University of Washington Center for Career Services:

(206)543-0535

or, ccsfiles@uw.edu

Raimonda Modiano

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