

Mita Choudhury, Professor
Department of English
Purdue University Northwest
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Hammond, IN 46321
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Curriculum Vitae

EDUCATION

- Ph.D. English (Eighteenth-Century British Literature), The Pennsylvania State University, 1989
Advisor: Robert D. Hume, Evan Pugh University Professor, Penn State
Hb1@psu.edu
- M.A. English, The University of Delhi, India
1982
- B.A. English (Honors), Lady Shri Ram College, University of Delhi, India
1980

ACADEMIC APPOINTMENTS

Currently	Professor of English, <i>Purdue University Northwest</i>
Summer 2016	Visiting Professor: Senior Faculty Fellow, Department of English Facultät für Sprach-Literatur-und Kulturwissenschaften, <i>Technische Universität Dresden, Germany</i>
2011 – 2019	Associate Professor of English, <i>Purdue University Northwest</i>
2005 – 2011	Assistant Professor of English, <i>Purdue University Northwest</i>
1999 – 2005	Director of Communications, Ivan Allen College of Liberal Arts <i>Georgia Institute of Technology</i>
Spring 1999	Lecturer (Asian Studies Program), <i>Emory University</i>
1992 -1997	Assistant Professor of Drama, Tisch School of the Arts <i>New York University</i> (Resigned due to family considerations) Supervisor and Department Head: Una Chaudhuri, Professor of English, Drama, and Environmental Studies Uc1@nyu.edu

Mita Choudhury, *CV* page 2

- 1990 – 1991 Visiting Assistant Professor of English, *St. Lawrence University*
Supervisor and Department head: Bruce Weiner,
Professor Emeritus
bweiner@stlawu.edu
- 1989 – 1990 Full-time Lecturer, *The Pennsylvania State University*
- 1983 – 1989 Graduate Assistant, *The Pennsylvania State University*
- 1982 – 1983 Ad-Hoc Lecturer, Miranda House College, University of Delhi,
India

ACADEMIC EXPERTISE

- **Theater History and Performance Studies:** Early Modern & Modern British (including Shakespeare) and contemporary South Asian media (specifically stage-cinema interface);
- **Theory:** Space; Migrancy; Postmodernism; Globalization; Diasporic and Post-Colonial Discourse; (British) Imperialism and Colonialism; Slavery
- **Cultural Studies:** Museum Studies; British Modernity; Post Modernity; Posthumanism
- **Technology:** Digital Humanities and Distance Education

ADMINISTRATIVE AND FACULTY AFFAIRS EXPERIENCE

- **Communications:** Publicity, Publications, Outreach, and Advocacy of the Humanities and Social Sciences (particularly within STEM institutional settings)
- **Faculty Affairs:** Governance; Educational Policy; Advocacy of Faculty Research and Development; Promotion and Tenure Policies and Procedures

LANGUAGES: Bengali and Hindi

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS (by rotation)

- American Society for Eighteenth-Century Studies (Active)
Race and Empire Caucus ■ Co-Chair of Theater and Performance Studies Caucus
- Modern Language Association (Active)
- Literary London Society (Active)
- British Society for Eighteenth-Century Studies
- Society for Literature, Science, and the Arts
- American Society for Theatre Research
- Chicago Council on Global Affairs (Active)

RESEARCH, PUBLICATIONS, AND CONFERENCES

BOOKS

- **Author of Monograph**

Nation-Space in Enlightenment Britain: An Archaeology of Empire. Routledge, 2019.

Project Launch: Funded by Library Scholars Grant, Purdue University, 2013.

Abstract: Nation-space is a conceptual and thus an abstract, rather than a real, framework.

In this book I argue that the historiographical framework of *nation-space* provides the most efficient way (a) to describe how modernity-in-the-making found expression through a wide spectrum of “spatialized media” and in performance-infused spaces. This conceptual framework allows me (b) to present ideologically inflected micro-histories of how the story of nation developed in tandem with empire-building.

<https://www.routledge.com/Nation-Space-in-Enlightenment-Britain-An-Archaeology-of-Empire/Choudhury/p/book/9780815363651>

■ **Endorsement**: *Mita Choudhury's Nation-Space in Enlightenment Britain: An Archaeology of Empire is a striking meditation on the presence and uses of imperial, public and domestic space in the Anglo-British eighteenth-century imaginary. Among its many fresh readings, the dislocation between the private space and public celebrity of Samuel Johnson is among the most suggestive. Choudhury's original collocation of museology, literature and sites of memory makes this itself a memorable book.* Murray Pittock, Bradley Professor and Pro Vice-Principal, University of Glasgow, UK.

- **Author of Monograph**

Interculturalism and Resistance in the London Theatre, 1660-1800: Performance, Identity, Empire. Lewisburg: Bucknell University Press, 2000.

Abstract: This book traces how the eighteenth-century British theatre is a register of the anxieties of a culture poised for global supremacy. I show that nationalism, as both active movement and contemplative ideology, cannot be separated from the themes of expansionism in literary, cultural, and theatrical productions.

■ **Reviews**: (i) Gillian Russell, “Recent Studies in Late Georgian Theater and Drama,” *Journal of British Studies* 42.3 (July 2003), pp. 396-99. (ii) James Peck, *Theatre Journal* 54.2 (May 2002), pp. 319-21. (iii) Diana Devlin, *The Modern Language Review* 97. 4 (2002), 936: “At first, the randomness of the instances that Mita Choudhury chooses to examine in this study seems to weaken its argument, but gradually the idiosyncratic effect thus created gains meaning, as if one were examining the details in an elaborate piece of rococo art.”

- **Co-Editor and Author of Collection of Essays**

Laura Rosenthal and Mita Choudhury, Editors. *Monstrous Dreams of Reason: Body, Self, and Other in the Enlightenment*. Bucknell University Press, 2002.

Abstract: This collection of essays examines the mixed legacy of the European Enlightenment: How reason gives rise to both the beneficial and the monstrous. In addition to co-authoring the introduction (pp. 9-20), I discuss in my essay how facts, fiction, and fantasies related to colony and empire are inextricable. Historical evidence indicates clearly that in imperial discourse what is packaged as the pursuit of freedom is often a strategy for domination: “Fact, Fantasy, or Mimesis? Narratives of Freedom/ Imperial Masquerades,” pp. 255-75.

■ **Review**: Matthew Wickman, “Enlightenment and Its Others: Why They Still Matter or Not,” *Eighteenth-Century Studies* 36.4 (Summer 2003), pp. 610-15.

Book-Length Work in Progress

Title: *Deep Mapping Imperial Collections of the British Enlightenment*

Research: This project will require travel to archival collections at the Lewis Walpole Library, Yale University, and various archives and repositories in the UK (including but not limited to the Wallace Collection, London).

Dissemination: A small segment of this work in progress was presented at the American Society for Eighteenth-Century (ASECS) Conference in Denver, Colorado, March 2019.

Abstract: This book focuses on material acquisition and charity—two forceful markers of an exuberant consumer culture in the eighteenth century—and describes how these exchanges (between donor and recipient, collector and sources of collection) fueled the grand narratives of progress in the Enlightenment. Like “it” narratives, do charitable actions stand alone and resist being tethered to the sources of collective and individual interests? Do collections become autonomous cultural products and symbols of progress and enlightenment? What are the hazards of narrativizing the benefits of collection as local knowledge gained when the modes and sources of collection are global and energized by travel, trade, commerce, colony, scientific discovery, and other contingencies of empire-building? This critique of material culture and “private” collections will demonstrate, among other things, how the interests of eighteenth-century British ex-urban and urban uber-collectors—colonists, politicians, artists, and entrepreneurs—are perfectly aligned with those of the nation/state and the imperatives of empire.

BOOK CHAPTERS

Choudhury, Mita. “Mercantilist Mappings and Narratives of Emerging Markets in Defoe’s London.” *“The World” and All the People in It: Essays on the Eighteenth-Century in Memory of A. Jenkins*. Eds. E. Joe Johnson and Daniel J. Ennis. U of Delaware Press, forthcoming.

- ____. "Circulation: Emergent Modalities of Intercultural Performance." *A Cultural History of Theatre in the Age of Enlightenment*, Volume 4, edited by Mechele Leon. *Cultural History of Theatre*, 6 vols. Christopher R. Balme and Tracy C. Davis, General Editors. Bloomsbury Publishing, 2017, pp. 97-116. <https://www.bloomsbury.com/uk/a-cultural-history-of-theatre-9781472585844/>
- ____. "The Paradox of Empire in Inkle and Yarico." *The Oxford Handbook of the Georgian Theatre, 1737-1832*. Eds. Julia Swindells and David Francis Taylor. Oxford University Press, 2014. 696-700.
- ____. "Reflections upon Maintaining a Competitive Edge: *The Duenna* and her Peers at Drury Lane." *Richard Brinsley Sheridan: The Impresario in Political and Cultural Context*. Edited by Jack E. DeRochi and Daniel J. Ennis. Bucknell University Press, 2013. pp. 83-103.
- ____. "Universality, Early Modernity, and the Contingencies of Representing Race." *Players, Playwrights, Playhouses: Investigating Performance, 1660-1800*. Michael Cordner and Peter Holland, editors. *Redefining British Theatre History*. Gen. Ed. Peter Holland. New York: Palgrave Macmillan, 2007. pp. 231-47.
- ____. "Fact, Fantasy, or Mimesis? Narratives of Freedom/ Imperial Masquerades." *Monstrous Dreams of Reason: Body, Self, and Other in the Enlightenment*. Bucknell University Press, 2002. pp. 255-75.
- ____. "Race, Performance, and the Silenced *Prince of Angola*." *A Companion to Restoration Drama*. Ed. Susan J. Owen. Oxford: Blackwell, 2001. Pp. 161-76.
- ____. "Imperial Licenses, Borderless Topographies, and the Eighteenth-century British Theatre." *Of Borders and Thresholds: Theatre History, Practice, and Theory*. Ed. Michal Kobialka. Minneapolis: University of Minnesota Press, 1999. 70-109.

REFEREED JOURNAL ARTICLES

- Choudhury, Mita. "Mapping Cosmopolitanism and the Global Space at Home," Special Issue of *1650–1850: Ideas, Aesthetics, and Inquiries in the Early Modern Era*: Betty Joseph and Elizabeth Sauer, eds. *World-Making and Other Worlds: Restoration to Romantic*, 7,000 words. March 2021. <https://www.rutgersuniversitypress.org/1650-1850-ideas-aesthetics-and-inquiries-in-the-early-modern-era/9781684480739>.
- ____. "Being Global: From the Enlightenment to the Age of Information," *South Atlantic Review (SAR)*, the official journal of the South Atlantic Modern Language Association (SAMLA), Vol. 66, No. 2, Spring 2001, pp. 1-13.

____. "Gazing at His Seraglio: Late Eighteenth-Century Women Playwrights as Orientalists," *Theatre Journal* 47, 4 (1995): 481-502.

____. "Sheridan, Garrick, and a Colonial Gesture: *The School for Scandal* on the Calcutta Stage," *Theatre Journal* 46, 3 (1994): 303-321.

____. "Orrery and the London Stage: A Loyalist's Contribution to Restoration Allegorical Drama," *Studia Neophilologica* 62 (1990): 43-59. (Chapter IV of doctoral dissertation)

____. "The Patentee--and Some Questions about Dorset Garden Theatre ca. 1700," *Theatre History Studies* 8 (1988): 89-98.

TEXTUAL AND SCHOLARLY EDITING

Textual/ Contributing Editor: *The Broadview Anthology of British Literature*. Vol. 3: The Restoration and the Eighteenth Century. Gen Eds. Joseph Black, Leonard Conolly, Kate Flint et al. Toronto: Broadview Press, 2006.

Textual Editor: *The Broadview Anthology of Restoration and Early Eighteenth-Century Drama* Broadview Press, 2001.

Project Description: Established the authoritative edition of Richard Brinsley Sheridan's *The School for Scandal*.

Problem: Due to complicated publishing history of the play, there was no a single authoritative edition that is useful to scholars and students.

Solution: To establish the best and most reliable text for which the following were used:

- The copy text of the 1799 Dublin edition of the play, which is generally regarded as being both accurate and complete, was collated with
- The modern editions of 1939;
- The revised edition of 1969 (Nettleton, Case, and Stone); and
- The edition of 1973 (Price), which is based on the Frampton Court, the Georgetown Crewe, the Second Crewe, the Buckinghamshire, and the Powell manuscripts.

Guest Editor of Special Issue on Globalization, *South Atlantic Review*

The official journal of the South Atlantic Modern Language Association (SAMLA)
Spring 2001.

BOOK REVIEWS

- Non-refereed: "Urban Development in 21st-Century London: The Impact and Future of Solidspace." Review of Roger Zogolovitch, *Shouldn't We All Be Developers?* (London: Artifice, 2015). <https://www.amazon.com/Shouldnt-developers-Roger-Zogolovitch-2015->

[06-30/dp/B01K0S4MOG/ref=sr_1_1?s=books&ie=UTF8&qid=1493589403&sr=1-1&keywords=Roger+Zogolovitch](https://www.amazon.com/Diddi-Mothers-Voice-Ira-Pande/dp/0143033468/ref=sr_1_1?s=books&ie=UTF8&qid=1493589403&sr=1-1&keywords=Roger+Zogolovitch). January 2017.

Rationale: SolidSpace provides an important 21st-century rendition of the kinds of urban-development issues raised by Daniel Defoe (1660-1731) in the early eighteenth century.

- **Non-refereed:** Review of Ira Pandey, *Diddi: My Mother's Voice* (New Delhi: Penguin, 2005). https://www.amazon.com/Diddi-Mothers-Voice-Ira-Pande/dp/0143033468/ref=sr_1_1?s=books&ie=UTF8&qid=1493590133&sr=1-1&keywords=Diddi+My+mother%27s+voice. January 2016.

Rationale: Postcolonial (Indian) literature; Feminism; living author.

- Review of *Women Novelists Before Jane Austen: The Critics and their Canons*, by Brian Corman. Print. *Philological Quarterly* 88.4 (Fall 2009): 455-59.
- "Letters in Canada." Review of *Staging Governance: Theatrical Imperialism in London, 1770-1800*, by Daniel O'Quinn. *University of Toronto Quarterly* 76:1 (2007): 432-33.
- Review of *Foreign Shakespeare: Contemporary Performance*, by Dennis Kennedy. Print; *Cross-Cultural Performances: Differences in Women's Revisions of Shakespeare*, by Marianne Novy. Print; and *Shakespeare and Multiplicity*, by Brian Gibbons. Print. *The Drama Review* 40.2 (Summer 1996): 141-48.
- Review of *Women in Power in the Early Modern Drama*, by Theodora Jankowski. Print. *The Drama Review* 38.2 (Summer 1994): 186-89.

EXTERNALLY FUNDED INVITED/ KEYNOTE LECTURES

Invited Speaker: **Indian Institute of Engineering, Science and Technology**, Kolkata, India. "Race, Colony, and the Birth of the Modern Museum." December 15, 2017.

Invited Speaker: **University of Kent**, Canterbury, UK. "Of Dislocations: Mediatized Black Bodies, Haunted Ethnological Archives." November 23, 2017

Invited Speaker: Fakultät für Sprach-Literatur-und Kulturwissenschaften, **Technische Universität Dresden, Germany**, (a) "Calling to Order: Chaos and Criminality in Enlightenment Britain"; (b) "Deep-Mapping Imperial Collections and Collective Memory." June 28 & 29, 2016.

Invited Speaker: **Newberry Library, Chicago**, Symposium on the Eighteenth-Century. The purpose of this special symposium was as follows: "To celebrate the fifth anniversary of the Eighteenth-Century Seminar, this symposium convened scholars from a range of fields, disciplines, and institutions both to interrogate the activity of reading as a leisure or a hermeneutic practice that unfolds in time, and to reflect upon the variegated apprehensions of time—physical, metaphorical, psychological, historiographical, political, or imperial—that shaped eighteenth-century world-making and knowledge formation."

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My presentation: “Reading ‘Minutes’: The Logics of Time-Space in Eighteenth-Century Museology.” June 14, 2014.

Invited Speaker: *Performing the Enlightenment* Conference/ Workshop, sponsored by the Institute of Advanced Studies, **University of Minnesota**. “Riot: Scripted, Unscripted, and Chaotic Performances.” November-December 2012.

Invited/ Keynote Speaker: Symposium at the University of Athens, Greece. Full funding for trip provided by the Department of English, School of Philosophy, **University of Athens, Greece**. “Imperial Masquerades in Sheridan’s London.” December 2011.

Invited Speaker-Participant, *Staging the East* Conference, sponsored by the **University of Essex, UK**, and funded by the British Academy, Bury St. Edmunds. “Secrecy, Scandal, and the Elusive East: A Consideration of the Subversive Potential of the British Theater.” June 2010.

Invited Speaker-Participant, Workshop on *Redefining British Theatre History*, **Huntington Library, Pasadena, CA**. April 2005.

Invited Keynote Speaker, Early Modern Cultural Studies Conference organized by the Department of Women’s Studies and the Department of English, **University of Arizona**, April 2004. My keynote presentation: “Cultural Borders, Curricular Territories.”

Invited Speaker, Lecture Series on “Performance as Transformation/ Transformations of Performance” at the **University of Minnesota**, MA/ PhD program in Theatre Arts and Dance, March 2004. My presentation: “Transnationalism and the Myth of the Transformed Subject.”

Invited Speaker, “New Subjectivities, New Media, and the Quest for Global Access,” invited lecture, Department of English, **New York University**, October 2002.

Invited Speaker, “Technology and Our Sound-Bite Society” at the **Marcus Jewish Community Center**, Atlanta, Georgia, October 2001. Part of a lecture series on contemporary media.

CONFERENCES

Chair/ Organizer/ Moderator of Panels (Select)

Chair of Panel: (i) *Speech and Spectacle*, Literary London Society (LLS) Conference, Institute of English Studies, University of London, June 2018.

Chair and Organizer of Panel: *Amid Global Refugee Crises and the Specter of “Homeland” Security: Interrogating Fantasies of Identity and Conundrums of Migration*, Literary London Society (LLS) Conference, Institute of English Studies, University of London, July 2017.

Presentation by Purdue University Northwest graduate student Paula Zaja: “Deconstructing and Reclaiming Identity in Caryl Churchill’s *Cloud Nine*.”

Chair of Panel: *Doctored Maps, Speculative Alignments: Iain Sinclair, Chris Petit and Alan Moore in London*. Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2017.

Chair and Organizer of Roundtable: *Indigenous Americans and the Academy: A Roundtable on the Challenges and Scope of Research and Teaching in an Elusive Field of Study*, American Society for Eighteenth-Century Studies (ASECS), Minneapolis, March 2017.

Chair and Organizer of Panel: *Space as Writing Systems of Time*, American Society for Eighteenth-Century Studies (ASECS) and the Eighteenth-Century Scottish Studies Society 2016, Pittsburgh, March-April 2016.

Chair of Panels, (i) *Navigating Imaginings, Space, and Monstrous Maps* and (ii) *Repetitions: Encountering Alterity*, International Conference on Narrative, Chicago, March 2015.

Chair of Panel, *Ethnographies, Natural Histories, and the White Observer*, British Society of Eighteenth-Century Studies (BSECS), St. Hugh's College, University of Oxford, January 2015.

Chair of panel, *London Time: Fluid or Fused?* Literary London Society (LLS) Conference, Institute of English Studies, University of London, July 2014.

Organizer and Moderator of Lecture delivered by cultural historian, theorist, and literary critic Terry Eagleton: "Death of Criticism?"

Event details: In the Immersive Theater, CIVS, March 21, 2014

Sponsored by the College of Liberal Arts and Social Sciences (later CHESS)

Event Designed for the following constituents: Faculty, Alumni, MA students, Undergraduate students (in my Shakespeare class), Purdue University North Central and University of Iowa faculty members.

Chair of Panel: *Perceptions of Disorder*. Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2013.

Presentation by Purdue University Calumet undergraduate student Michael Stefnik: "Under the Brown Fog of a Winter Dawn: Disgusting but Valuable Representations of London."

Chair of Panel. *Staging London 2: Continuities and Connections*. Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2011.

Organizer of Panel: *Dark Green Modernity: Parks, Recreation, and the Proliferation of Disease in London*, Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2011.

Presentations by two Purdue University Calumet undergraduate students: Kaitlyn Shaw, "Eighteenth-Century Theatricality and the Changing Face of St. James's Park"; Suzanne Stinnett, "Confined in Characterization: Women and the Mental Patients in Eighteenth-Century London."

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Chair of Panel: *Post 9.11 London: Immigration, Naturalization, and the Clash of Cultures*, Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2010.

Presentation by Purdue University Calumet graduate student Olga Arias: "Post 9.11: Freedom, Assimilation, and the Postcolonial Writer."

Chair and Organizer of Panel: *London's Investment in the Enlightenment: Narratives of Urban Space, Blueprints of Intellectual Infrastructure*, Literary London conference, Institute of English Studies, University of London, July 2009.

Presentation by Purdue University Calumet graduate student Olga Arias: "The Erotics of Power and Property in Aphra Behn's London."

Chair of Panel: *Problems of Causality* at the Society for Literature, Science, and the Arts (SLSA) conference, Charlotte, November 2008.

Chair of Panel: "System, Symptom: Framing the Normative in the Enlightenment," at the Eleventh International Congress on the Enlightenment, International Society for Eighteenth-Century Studies (ISECS) conference, Montpellier, France, July 2007

Chair of Panel, "Globalization and its Discontents," Global Fusion Conference, Chicago, September-October 2006.

Chair of Panel on (i) *Science and Technology* and (ii) Chair of roundtable on *Mobility, Translocation, Exile* at the American Society for Eighteenth-Century Studies (ASECS) and 11th International Congress on the Enlightenment (ISECS), Los Angeles, August 2003.

Chair of panel, "Women and the Enlightenment I" at the North-East American Society for Eighteenth-Century Studies (NEASECS) conference, New York, October 2002.

Chair of Panel, "Art and Theory" Society for Science, Literature, and the Arts (SLSA) conference, Pasadena, California, October 2002.

Moderator of Panel: "Post-Colonial Narratives: History, Fiction, Film," Narrative Conference, Atlanta, Georgia, April 2000.

Chair of Panel: "Transgressing Borders: Space, Place, and the Sites of Difference," Tenth International Congress on the Enlightenment (ISECS), Dublin, Ireland, July 1999.

Chair of Panel: "Marketing and the Rhetorics of Exchange and Consumerism," South East American Society for Eighteenth-century Studies (SEASECS) conference, Atlanta, March 1998.

Chair of Panel: "Teaching Empire: Theory, Pedagogy, and Practice," American Society for Eighteenth-Century Studies (ASECS) conference, Austin, Texas, March 1996.

Moderator of Panel: "Write to Represent," The Second Annual Asians in America Conference, New York, March 1996.

Panelist/ Workshop and Roundtable Participant (Select)

Participant and Group Leader in Presidential Session (workshop) on *Concepts in Race and Pedagogy for Eighteenth-Century Studies*. American Society for Eighteenth-Century Studies (ASECS) Convention, St. Louis, MO, March 2020.

Participant in workshop on *Bringing Historical Maps into GIS*. American Society for Eighteenth-Century Studies (ASECS) Convention, St. Louis, MO, March 2020.

“Interacting with historical maps in their proper geographic space allows for a more accurate representation of a particular place and the changes it has undergone over time. The study of historical maps is important to eighteenth-century scholarship, specifically as it deals with notions of globalization and attempts at de-colonizing empirical approaches to space.”

Participant in workshop on *Being an Eighteenth Centuryist*. American Society for Eighteenth-Century Studies (ASECS) Convention, St. Louis, MO, March 2020.

Panelist: Session on *Picturing the Stage*. “Domesticity Re(de)efined: The Architecture of Theatrical Space at Home,” American Society for Eighteenth-Century Studies (ASECS) Convention, Denver, Colorado, March 2019.

Panelist: Roundtable on *Reinventing Graduate Student Mentoring*, American Society for Eighteenth-Century Studies (ASECS) Convention, Denver, Colorado, March 2019.

Panelist: Session on *Variabilities: Embodiment in Early Eighteenth Century*. “Perpetually at Odds: Models of Deviancy, Pathologies of Discipline in Eighteenth-Century Public Culture,” MLA Convention, Chicago, January 2019.

Panelist: Session on *Other Worlds of Restoration and Early Eighteenth Century*. “Of Shells, Shoes, and Burials of the Dead in the Enlightenment,” MLA Convention, Chicago, January 2019.

Panelist: Session on *Textual Instruments of Speculation in Eighteenth-Century London*. “Biographical Speculation: The Sightings of Specters in Mid-eighteenth Century Gough Square.” Literary London Society (LLS) Conference, Institute of English Studies, University of London, July 2017.

Participant: Roundtable on *The Transmedial and Transglobal Eighteenth Century*. “Transmediality and the Garrick-Zoffany Collaborative,” American Society for Theatre Research (ASTR), Minneapolis, November 2016.

Panelist: *Catalogued, Contained, Displaced: Encapsulating Space in Eighteenth-Century London*. “Domesticity, Privacy, and Privation in Imperial London.” Literary London Society (LLS) Conference, Institute of English Studies, University of London, July 2015.

Panelist: Session on *Navigating Imaginings, Space, and Monstrous Maps*. “Maritime Criminality and Maps of Monstrous Reason,” International Conference on Narrative, Chicago, March 2015.

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Panelist: Session on *Music and Its Influence*. “Commemorative Theatricality,” British Society for Eighteenth-Century Studies (BSECS), St. Hugh’s College, University of Oxford, January 2015.

Panelist: *The Theatre and the Catalogue*. “‘Things in a Table’: The Spectral Dimension of Making History.” Literary London Society (LLS) Conference, Institute of English Studies, University of London, July 2014.

Panelist: Session titled *Thespis Redux: Re-reading Georgian Theater*; paper titled “Theatrical Space, Commemorative Scale,” American Society for Eighteenth-Century Studies (ASECS) Conference in Williamsburg, VA, March 2014.

Panelist: *Critical Hedonism*. “Riots, Privileged Pastimes, and St. James’s Street Sports.” Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2011.

Panelist: *Dark Green Modernity: Parks, Recreation, and the Proliferation of Disease in London*. “From Stratford to Stowe: A Garden Temple, A Mulberry Tree, and the Apotheosis of a Nationalist Poet.” Literary London Society (LLS) conference, Institute of English Studies, University of London, July 2011.

Participant: (i) Roundtable organized by the Johnson Society of the Central Region: “I am not a Johnsonian but . . . New Perspectives on Johnson and the Eighteenth Century”; (ii) Roundtable on “Representing Anglo-Ottoman Relations,” American Society for Eighteenth-Century Studies (ASECS) conference, Vancouver, Canada, March 2011.

Panelist: Drama Division Panel on *Modernist Topoi in a Transhistorical Key: Machine-Bodies, Animals and Bots*. My paper: “‘Recognition Problem,’ Failures of Response, and Beckett’s Robots,” Modern Language Association (MLA) convention, Philadelphia, December 2009.

Panelist: Panel on *Daniel Defoe* “Global Systems, Imperial Symptoms: Mapping the Territory of Virtual Worlds in Defoe’s Non-Fiction” at the American Society for Eighteenth-century Studies (ASECS) conference in Richmond, VA, March 2009.

Participant: Roundtable on *Allegra Goodman’s* Intuition, Society for Science, Literature, and the Arts (SLSA), Portland, ME, November 2007.

Panelist: Panel on *Space*. My paper: “Displacement, Exhibitionism and the Apotheosis of Nationalist Space,” American Society for Eighteenth Century Studies (ASECS) conference, Atlanta, GA, March 2007.

Panelist: Panel on *Posthumans in Literature and Film*. My paper: “Whose Homeland? Origins of Engineered Bodies, Dimensions of New Empires,” Biannual Meeting of the International Society for Science, Literature, and the Arts (SLSA), Amsterdam, June 2006.

Panelist: Panel on *Science and Scientists in Film, Television, and Drama*. My paper: “Cinematic speculation, Cognitive Landscapes of Fear” in, Society for Literature, Science, and the Arts (SLSA) conference, Chicago, November 2005.

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Panelist: Panel on *Virtual Reality and Performance*. My paper “Virtual Bodies, Parts, and Pleasure” at the American Society for Theatre Research (ASTR) conference, San Diego, California, November 2001.

Panelist: Panel organized by the SCS Black Caucus. My paper: “The Digital Divide and Myths of Access” at the Society for Cinema Studies (SCS), Washington DC, May 2001.

BOARD MEMBERSHIP AND EDITORIAL WORK

- Member of the editorial board of the *South Atlantic Review (SAR)*, the official journal of the South Atlantic Modern Language Association (2003-2005).
- Advisory Editor of *New Perspectives on the Eighteenth Century*, 2003-2005
- Member of the executive board of the South-East American Society for Eighteenth-Century Studies (2002-2004).

PEER REVIEWER FOR ACADEMIC PUBLISHERS AND JOURNALS

Press: Bucknell University Press

Press: Broadview Press (world-wide reputation for text-book publications)

Journal: *Comparative Drama*

Journal: *Eighteenth-Century Fiction*

Journal: *Restoration: Studies in English Literary Culture, 1660-1700*

Journal: *Cogent Humanities*

Journal: *New Perspectives on the Eighteenth Century*

RESEARCH GRANTS AND AWARDS (Select)

- College of Humanities, Education, and Social Sciences (CHESS), Summer Research Grant, 2016.
- College of Humanities, Education and Social Sciences (CHESS) Bayan College Fund for International Travel and Research, Fall 2015, Summer 2017, Summer 2018.
- Purdue University Calumet Proposal Development Grant (for Mellon Fellowship), Spring 2015.
- Library Scholar’s Grant Award, Purdue University West Lafayette, 2013.
- Purdue University Calumet Faculty Summer Research Grant, 2007. Grant used to work in the archives of the British Library, UK.
- Purdue Research Foundation (PRF) International Travel Grant to chair roundtable (I organized) on “System, Symptom: Framing the Normative in the Context of the

Enlightenment” at The Enlightenment Congress (International Society for Eighteenth-Century Studies Conference), Montpellier, France, July 2007.

- Purdue Research Foundation (PRF) International Travel Grant to present a paper on “Whose Homeland? Origins of Engineered Bodies, Dimensions of New Empires” at the Biannual European Conference of the Society for Literature, Science, and the Arts (SLSA), Amsterdam, June 2006

POETRY (International; Non-Refereed)

Written for *Batayan*: <http://www.batayan.org/> (Bi-Lingual, Bengali-English, on-line journal)

Background: These poems reflect my critique of imperialism, migration, political borders, nationalism, populism, and the perils of identity politics.

- October 2017: “Lufthansa Lip Balm,” *Batayan*, Issue 9, page 68.
- December 2017: “East, West of Eden,” *Batayan*, Issue 10, page 10.
- March 2018: “From Syria, with Love for Death,” *Batayan*, Issue 11, page 61.
- March 2019: “An American Goes Home to Eat,” *Batayan*, Issue 15, pages 10-11.
- Submitted and accepted: “Warheads,” *Batayan*. To be translated into Bengali by Ranjita Chattopadhyay, Editor-at-Large, *Batayan*.

ADMINISTRATIVE EXPERIENCE, Georgia Institute of Technology, 1999-2005

- Director of Communications, Ivan Allen College, the Liberal Arts College of Georgia Tech

Primary Responsibilities

- Coordinated and partnered with the Office of Development, Ivan Allen College, and the Office of Communications and Publicity, Georgia Tech, toward developing all publicity materials
- Developed and wrote the liberal arts news and information bulletins, flyers, and brochures
- Framed the Dean’s Message to all constituents, internal and external (Email, On Line)
- Liaised, coordinated, and partnered with the Georgia Tech Office of Communications and Publicity team
- Liaised, coordinated, and partnered with the liberal arts fund-raising/ development officer and team
- Liaised and interfaced with department chairs and directors toward generating content for area- and field-specific publicity and publications
- Liaised and interfaced with all research faculty, directors, and central administration toward framing liberal arts message: bulletins, announcements, and publicity materials
- Worked with the co-directors of the Center for the Study of Women, Science, and Technology (WST) to disseminate news and information about their research and initiatives
- As Member of the Organizing Committee, framed message and designs for media and publicity package of the 10th Anniversary of the Ivan Allen College, March 2000.

Secondary Responsibilities

- Reported to the director of engagement (weekly)
- Held meetings with the dean and associate deans, as needed
- Attended meetings of the university assessment committee
- Participated in all public and special programs and events of the Ivan Allen College of Liberal Arts
- Interfaced and partnered with dean's office staff on a daily basis; with associate deans and central communications on a weekly basis

Teaching Assignments

- The Director of Communications/ Publications position was held in conjunction with a "research" faculty appointment (Academic Professional) in the School of Literature, Media, and Communication (1999-2005)
- Teaching assignments included courses in gender and technology as well as in film and popular culture
- Conference participation in field of expertise (eighteenth-century studies) was fully supported, thus allowing me to continue as an active member of the American Society for Eighteenth-Century Studies and other national and international organizations.

FACULTY AFFAIRS AND GOVERNANCE (PNW)

CURRENT COMMITTEE WORK:

- Chair of the **Educational Policy and Faculty Affairs Committee**, College of Humanities, Education, and Social Sciences (CHESS) Council, Fall 2018 – Present
 - (i) Lead discussion of all updates and addenda to the College of Humanities, Education, and Social Sciences (CHESS) **P&T document**. Background: Worked with Council members and other faculty colleagues to edit and modify the specific criteria and demands of the CHESS. This endeavor continues. In Spring 2020, under my leadership, we are focusing on the "clinical faculty" segments of the liberal arts promotion and tenure document and further refining of the CHESS discipline-specific criteria for P&T.
 - (ii) Gather information and provide recommendations about **how to enhance the research environment in the College of Humanities, Education, and Social Sciences (CHESS)**;
 - (iii) Launch discussion about innovative ways to improve **retention**.
 - (iv) Initiate discussion about the certification process for all faculty teaching **distance-education courses**.

- Director of the **Oxford-London Program** [For details, see below under Teaching, Learning, Advising.]
- Member of the **English Department Graduate Committee**
- Member of the **Center for Global Studies (CGS)**
Current Responsibility: Organizer and/or participant in panel or roundtable discussion each semester on the subject of Immigration.
Most recent panel discussion on immigration: November 20, 2019 (organized event with Director of the CGS)
Next (faculty) panel discussion: March 30, 2020: My presentation: *Forced Migrations and Point Comfort circa 1619, in Context* [See my participation in the American Society of Eighteenth-Century Studies Conference 2020, above.]
- Member of the **Primary Promotions Committee**, (i) Department of English (since 2012) and (ii) Department of Behavioral Studies (2019-2020)
- Member of the PNW **Faculty Senate Budget Advisory Committee**

FACULTY GOVERNANCE AND SERVICE

- (a) **Chair of the Faculty Affairs Committee (FAC)** of Purdue University Northwest Senate, 2013-15
- Member of the Ad-Hoc Faculty Senate Committee on Unification (of the Purdue Calumet and Purdue North Central Campuses).
 - Member, Academic Quality Improvement Program (AQIP: Mid-West colleges and universities accreditation agency) Steering Committee.
 - Member, Purdue Calumet Faculty Senate Agenda Committee.

Significant Meetings I planned, organized, and convened as Chair of the FAC (during the period leading up to the unification):

■ **Organized Special Session of the Faculty Affairs Committee, March 25, 2015**

Note: In 2016 the two autonomous universities within the Purdue system—Purdue University Calumet and Purdue North Central—were unified as one university/ two campuses and named Purdue University Northwest. I organized and presided over the faculty affairs meeting to consider how a special session of the Faculty Senate might be convened to consider all aspects of unification (of Purdue University Calumet, in Hammond, and Purdue North Central, in Westville). Event planned in response to overwhelming faculty demand to discuss “unification” and its implications/ ramifications.

■ **Organized Purdue System-wide Faculty Affairs Committee Chairs’ Meeting
May 8, 2015, 10:30am-12:00 pm
Host: Purdue Calumet**

Participants: Faculty Affairs (and administrative) Representatives from Purdue West Lafayette, Purdue U North Central, Purdue U Fort Wayne, and IUPUI.

Issues discussed:

- Contingent Faculty
- Space and Infrastructure on Regional Campuses
- Information Systems/ Student Records; Library and Databases
- FERPA issues
- Faculty Research and Cross-campus (research) Collaborations
- Humanities Research and the Global Classroom

Overall Responsibilities as Chair of the Faculty Affairs Committee (included but was not limited to the following):

- Liaise between administration and faculty on issues of critical importance to university governance and related to unification of Purdue University Calumet and Purdue North Central.
- Coordinate and disseminate the work carried on in the sub-committees of the Faculty Affairs Committee, including the Senate Budget Sub-committee, the P&T Committee, and the Faculty Development Committee.
- Interact and interface with faculty senate leadership on all the Purdue campuses.
- Interact and interface with the Student Government Association leadership.
- Participate in the Indiana Commission of Higher Education (ICHE) conference in September 2013.
- Interact and interface with the leadership of the American Association of University Professors (AAUP), then a newly-created chapter.

(b) New York University, Department of Drama and Tisch School of the Arts 1992-1996

- Member, **Academic Affairs Committee**, Tisch School of the Arts, 1994 – 95
Specific Tasks/ Responsibilities:
 - Assessed the College of Arts & Sciences Core (Undergraduate) Curriculum.
 - Contributed to framing of agenda for Faculty Development at Tisch School of the Arts.
 - Reviewed syllabi from all eleven departments of Tisch (1992-96).
- Member, **Discipline Committee**, Tisch School of the Arts, 1994 – 1995
- Chair, **Curriculum Review Committee**, Department of Drama, 1994 – 1995
- Member, **Curriculum Review Committee**, Department of Drama, 1993 – '94; '95 – '96
Specific Tasks/ Responsibilities:
 - Reviewed all new syllabi in the Department of Drama.
 - Advised Chair of the Curriculum Committee's decisions on courses to be taught

TEACHING, LEARNING, AND ADVISING, PNW

DISTANCE EDUCATION: Courses Created and Taught

■ **English 23100: Introduction to Literature.** This was the first literature course in the English department which was taught entirely on line. I designed the course in its entirety, initially in 2006, toward fulfilling the requirements of certification (to teach distance courses) by the then Distance Learning Institute. Received certification in 2006. I have taught this course each semester since then, on occasion over the summer as well as the during spring and fall semesters. Modifications and adjustments on going. This course fulfills the general education requirement and is designed to provide a broad liberal arts overview. I was the “lead instructor” of this course during the last round of external review by the Academic Quality Improvement Program (AQIP), circa 2012-13.

■ **English 10500: English Composition II.** This was one of the first composition courses to be offered on line by the English department. I hope to participate in a pilot program for this course in Summer (or Fall) 2020 as I redesign the course for transition from Purdue’s current LMS Blackboard to the new LMS Brightspace.

EMBEDDED, FACULTY-DIRECTED STUDY-ABROAD: Oxford-London Program 2007 – Current

I developed in 2006-07 the first liberal arts literature and culture “embedded,” faculty-directed program which was taught abroad, in London. This course was launched in Spring 2007, with 16 student participants. The “spring break” segment of the course was held in London. In 2008, roughly the same course was offered in Oxford. Based upon student interest and demand, the program subsequently became in 2014 the Oxford-London Program, which I continue to direct. My responsibilities and goals are as follows:

■ **Budget and Cost-Effective Considerations.** My goal has been to contain cost and to create a budget for this program (2007-18) which is consistent with our mission to serve first-generation students. In order to ensure the lowest possible program fees, I did not hire any agency in the UK (2007-18); instead, I was exclusively in charge of all the logistics, including housing, travel within the UK, site visits, and guest lectures. In this endeavor, I partnered with the CHESS and the PNW budget offices toward ensuring maximum participation rates.

■ **Directing the Program.** I have managed all facets of the Oxford-London Program (2007-18) and have had no staff support in preparation of and during the foreign trips (except in 2007, when the director of the Honors Program as well as an academic advisor accompanied me to London). Beginning in 2020, I am working closely with The Office of Global Engagement, which will be in charge of the budget, logistics, development of publicity materials, as well as safety and compliance issues.

■ **Leveraging My Expertise.** My expertise in eighteenth-century British literature and culture as well as my comprehensive knowledge of Oxford and London help me to plan and design

appropriate experiences for students. Highlights of the Oxford-London Program include (but are not limited to) the following:

- Research at the Bodleian Library
- Guided lectures in the archives of the British Museum
- Guided lectures at the Shakespeare's Globe Theatre
- Guided lectures in 18th-century British heritage home of Samuel Johnson, the father of the English dictionary

■ **Designing Experiential Learning Course.** Developed at first to fulfill the experiential learning requirement at Purdue Calumet, this is an interdisciplinary course which is designed for History, Political Science, and English majors. In addition, this course provides structured/facilitated reflection opportunities for undergraduate and graduate students in all disciplines of the liberal arts as well as adult learners and community members.

■ **Course Title and Description: Eighteenth-Century British Literature and Culture**

The objective of this course is to understand the technologies of the emergent imperial culture, one in which we find the seeds of our own ideas of modernity, equality, capitalism, and Enlightenment. Thus, selections from the works of David Hume, Edmund Burke, Samuel Johnson, Mary Wollstonecraft, and Sir Joshua Reynolds are used not so much as representative of a vast and complex field, but rather as individual instances of achievement which embody the possibility of progress and the promise of Enlightenment.

■ **In the works: Understanding Brexit:** This 8-week Oxford-London course will be offered in Winter 2020. It is currently being designed. For a description of the course, see below under Courses Taught and Proposed.

AWARDS, CERTIFICATIONS, AND BADGES EARNED

■ **Association of College and University Educators (ACUE) Teaching Excellence Award for Completion of year-long course in Effective Teaching Practices**

Course Duration: August 2018 through June 2019

Award Received: 1 November 2019

Learning Modules Completed: 25

Digital Badges Earned (25) in the following areas (among others):

- Designing an Effective Course
- Establishing a Productive Learning Environment
- Using Active Learning Techniques
- Promoting Higher-Order Thinking
- Assessing to Inform Instruction and Promote Learning
- Establishing Powerful Learning Outcomes
- Aligning Assessments with Course Outcomes
- Aligning Activities and Assignments with Course Outcomes
- Preparing an Effective Syllabus
- Promoting a Civil Learning Environment

- Engaging Underprepared Students
- Using Advanced Questioning Techniques
- Providing Useful Feedback
- Using Student Achievement and Feedback to Improve Teaching

■ **Faculty Leadership Academy Award (Purdue University Calumet), Spring 2013.**

■ **3rd Annual Award of Excellence for Experiential Learning Course Development, September 2009**

- The certified course formed the basis for the College of Humanities, Education, and Social Sciences (CHESS) first and till today the only study-abroad course in Oxford and London, UK.
- The most recent course was offered in 2018 (enrollment: 13)

■ **Distance Institute Certification and Award, 2006**

- The course for which I was certified—*introduction to literature*—was the first literature course in the English department at PNW which was and continues to be delivered (by me) entirely on line.
- This literature course fulfills one of the requirements for General Education.
- Current updates to this course include the development of a series of 15 to 45 minute video lectures which are less formal and considerably longer than TED Talks but based upon the same basic principles. This course will be redesigned by August 2020 as Purdue replaces its LMS Blackboard with Brightspace.

COURSES TAUGHT AND PROPOSED (SELECT)

■ **British Theatre and Postmodernism**

Description: This course introduces advanced undergraduates and graduate students (in traditional and London-based “study-abroad” courses) to the history of performance studies with reference to the following basic historiographical premise: Toward an understanding of the many conditions of performance broadly construed, this course traces why theatrical space is seen as a dynamic extension of society at large, and gestures, movements, and voice are recognized as anthropological constructs, as culture-specific and historically circumscribed. Students are introduced to interpretations of spectatorship in sports and self-fashioning in politics. The radical discourse so endemic to theatre is framed within discourses of public (and thus dynamic, riotous, contentious, and “off”) spaces and performances well beyond the text and the narrowly-defined theatrical purview of mainstream venues such New York’s Broadway or London’s West End or the Guthrie in Minneapolis. This course focuses on issues of representation and identity, spectatorship and masquerade, image-making and subjectivity, power politics and regulative acts, museology and display. Select works of Samuel Beckett, Tom Stoppard, Harold Pinter, Caryl Churchill, John Osborne, Martin Crimp, and Arnold Wesker are juxtaposed against the (American theoretical) works of Richard Schechner, Marvin Carlson, Barbara Kirshenblatt-Gimblett, Judith Butler,

alongside (for study-abroad courses) installations and sculptures such as the ones at the Tate Modern and the Royal Academy.

Taught: Spring 2007, Fall 2013

■ **Faust, Fiction, Film** (Variable title: **Faust and Frankenstein: Marriages of Heaven and Hell in Literature and Film**)

Description: Designed for advanced undergraduates, students in this class are introduced to the battle of good versus evil, an archetypal battle—timeless, endless, and omnipresent—haunting the collective memory of the West and fueling a vast register of fictional or dramatic reenactments of it. Select examples of this Pan-European Faustian archive, exploring as it does the impetus for both creativity and destruction, high crimes and audacious misdemeanors, are used for studying expressions of human desire through the lens of our post-industrial and thoroughly-networked world, where conflict is often played out in the name of religion, faith, or beliefs while politics and populism are mired in the rhetoric of “us versus them.” This capstone-equivalent course invites advanced undergraduate students to examine and to articulate how the early-modern Faustian legend, its modern palimpsests, and its postmodern avatars frame narratives of human desire and divisiveness and interrogate the human propensity to seek out and to promote conflict. In synchronous (in class) and asynchronous (on line) class discussions students analyze in depth the Faustian desire in the works of such authors as Christopher Marlowe (*Doctor Faustus*), Mary Shelley, (*Frankenstein*), Johann Wolfgang von Goethe (*Faust Part I*), Vaclav Havel (*Temptation*), David Mamet (*Faustus*), and Thomas Pynchon (*Bleeding Edge*), as well as in films by Istvan Szabo (*Mephisto*) and Jan Švankmajer (*Faust*).

Taught most recently: Fall 2018 and Fall 2019

■ **Shakespeare** (Variable Title: **Shakespeare: Text, Context, Film**)

Description: The primary purpose of this Renaissance drama course is to engage undergraduate (and graduate) students of British literature in discussions of how and why Shakespeare’s plays continue to be responsive to our vision of culture, entertainment, and enlightenment. The secondary purpose of this course is to introduce students to research, analysis, and preparation for the job market through assignments which focus on the development of marketable skills instead of just knowledge of the texts and their contexts. Discussion is conducted, therefore, in the Socratic and dialogic tradition—during class as well as in the discussion boards and blogs housed in the course website in Purdue’s LMS. Toward an understanding of tragedy, comedy, and history as well as the fragility of the divides between and among these genres, students read, for instance, *The Taming of the Shrew*, *Henry IV* (usually Part I only), *Hamlet*, *The Tempest*, and *Othello*. Films include those directed by Michael Radford, Oliver Parker, and others.

Taught most recently: Spring 2019 and Fall 2019

■ **World Literature, or Hybridity Redux**

Description: This course introduces students to a small handful of provocative literature and films so that they can appreciate the sometimes slow and sometimes jarring transitions from modernity

to post modernity in, for instance, India, Pakistan, Ireland, the United Kingdom, South Africa, and Israel. The social and political contexts of migration, displacement, alienation, hybridity, nostalgia, love, loss, tragedy, and transience are at the heart of the stories written by J. M. Coetzee, Kazuo Ishiguro, Jhumpa Lahiri, Hanif Kureishi, and others. Through in-class and on-line discussion, students consider how hybridity is the inevitable result of migration and why both continue to be the most contested issues of our time, with borders and walls, concrete structures, imagined divides, and xenophobic fears encroaching relentlessly upon our daily practical, creative and critical endeavors.

Taught most recently: Spring 2019 and Spring 2020

■ **Understanding Brexit (Variable Title: Public Space, Protest, Political Discourse: Some Contexts for Understanding Brexit)**

Description: The purpose of this interdisciplinary “study-abroad” liberal arts course is two-fold: First, it is to provide both graduate and undergraduate students a front-row seat to the post-2016-19 drama of Brexit during a short visit to the UK. Second, the purpose of this course is to introduce students to a small sampling of the foundational texts which will help them to understand Britain’s global identity as it has evolved since the Enlightenment and specifically post 1945. Brexit goes against the spirit of multicultural Britain, recorded exhaustively in the historical and cultural register of a nation deeply invested in globalization since circa 1600. The goal of this course is to ensure that students receive a thorough overview of the following questions: How can British identity in the twenty first century be understood or defined? To what extent does London represent the nation? Toward understanding the contexts which frame Brexit, students in this “study abroad” course (a) travel to the UK; (b) conduct research at the Bodleian library in Oxford and the British Library in London; and (c) study small selections from the works of, for instance, John Locke, Edmund Burke, David Hume, Bertrand Russell, Mary Wollstonecraft, Linda Colley, Terry Eagleton, and others. Additionally, with reference to carefully curated selections from social and print media students are invited to consider how Brexit touches every facet of the economy, the culture, and the lives of citizens, workers (domestic and foreign), and visitors from around the globe.

Scheduled: Fall/ Winter 2020

■ **Contemporary Cultural Studies of Slavery, Race, and Globalization**

Description: This is an interdisciplinary liberal arts course designed for advanced undergraduate and graduate students in the humanities and social sciences. The 1619 Project sponsored and curated by *The New York Times* provides a launching pad for discussion, among other issues, of institutional racism. This class places a heavy emphasis on the following: (a) Development of critical thinking/ problem-solving skills based upon theories of race as well as fictional scenarios in which racial conflict or tensions have tragic outcomes. Projects require students to generate real-life applications of theory and fiction or non-fiction toward developing community-development projects and/ or problem-solving strategies. (b) Development of collaborative projects which allow students to hone professional relationships with cohorts, colleagues and

customers, representing diverse cultures, races, ages, genders, religions, and viewpoints. And (c) Development of professional readiness through rigorous practice of writing and presentation skill. The overarching goal of this course is to introduce students to the latest thinking in race studies and its relationship to globalization, both historical and current. Additionally, the goal is to train students to articulate ideas, arguments, and analyses clearly and effectively for audiences inside and outside the classroom as well as inside and outside the organization (in which they work). Readings include selections from works by W. E. B. DuBois, Franz Fanon, Toni Morrison, Paul Gilroy, W. J. T. Mitchell, Umberto Eco, Terry Eagleton, Ta-Nehisi Coates and others.
Proposed, Semester TBD.

MENTORING/ ADVISING IN GRADUATE STUDIES AND RESEARCH PROGRAMS

(a) Department of English at Purdue University Northwest/ Purdue West Lafayette (2009 – present)

- Member of Ph.D. Committee (Purdue University West Lafayette), 2019-present: “Enlightenment Devilry: Forbidden Epistemologies and the Devil in Eighteenth Century British Literature”
- Mentoring and Preparation (through workshops) of students for Student Research Day/ Days of Discovery (including poster presentation), 2015-2020
- Mentoring and Preparation (through workshops) of Students for conference presentations at the (international and refereed) Literary London Society conference, 2009, 2017, and 2018.
- Planning and Organization of research seminars at the University of Chicago’s Regenstein Library, Special Collections Research Center (SCRC), most recently in Fall 2016.
- Member of MA Exam Committees (various), 2009 – 2013
- Member/ Major Professor, MA Thesis Committees, 2014—Present
 - b. Major Professor/ Principal Advisor, MA Thesis Committee, Debahuti Chatterjee: “The Subaltern in Postcolonial Works of Mahasweta Devi.” Graduation: May 2018.
 - c. Major Professor/ Principal Advisor, MA Thesis Committee, Paula Zaja: “From Fairy-Stories to Stark Reality: The Rise and Revolution of Fantastic Literature.” Graduation: May 2018.
 - d. Major Professor/ Principal Advisor, Philip Siemer, “Understanding and Advocating for Others: ‘Restoring God’s World’ in Christian English Classrooms,” Graduation: M.A. 2014.

- e. Member of Thesis Committee: Elizabeth Mobley, “Refusing to Disappear: The Postmodern Presence of the Author in the Text,” Graduation: May 2015.

(b) New York University (1992 – 1998)

- Unofficial Consultant (English Department), “‘So Well as by Reflection’: *Julius Caesar* as the Hermeneutic Key to *Venice Preserv’d*” M.A., 1998 (after resignation of NYU position in 1997).
- Thesis Supervisor (Gallatin Division of Individualized Study), “Patterns of Separation and Reunion in Shakespearean and Sanskrit Drama,” M.A., 1996.
- Topics-List Advisor (English Department, NYU), “Colonialism, Imperialism, and the Rhetoric of Power,” Ph.D. Qualifying Exams, 1996.
- External member (since home department was Drama), Ph.D. Preliminary Field Oral Exam Committee (English Department, NYU), “English literature and culture, 1660-1745,” 1995.
- External member (English Department, NYU), “‘True and False Delicacy’: Conflict and Balance in the 18th Century,” Ph.D., 1994.

MENTORING AND ADVISING UNDERGRADUATES

(a) Purdue University Northwest

- Organizer of workshop/ discussion group for professionalizing the BA and MA Programs in English: Previously titled “Post-MA: Pathways to Success,” this workshop was created for English graduate students in Fall 2016. Subsequently, I expanded the parameters to include both graduate and undergraduate students and also invited alumni and faculty to discuss (a) professional networking and (b) ways to prepare for the job market or for PhD or other post-baccalaureate pursuits. 2016 to present, one workshop each semester. Most recent: 9 December 2019.
- Planning and Organization of research seminars for graduate and advanced undergraduate students at the University of Chicago’s Regenstein Library, Special Collections Research Center (SCRC). Most recent: 25 November 2019.
- “Intrusive” Advising and Mentoring (through workshops) of students for the Clement Stacy Undergraduate Student Research Conference at PNW, held each year. Most recent: March 2019
- “Intrusive” Advising and Mentoring (through individual conference and workshops) of students for conference presentations at the (international and refereed) Literary London Society Conference, 2010 –2018.

- Mentor for Ronald E. McNair Post-Baccalaureate Achievement Program (for first-generation students), 2014-16, including students in Summer Research/ Internship Program, 2016, 2017.
Example of Success: December 2019 graduate James Gross (Sociology and Political Science double major) accepted to Fall 2020 PhD programs (in sociology/ urban development and planning) at Northwestern, UCLA, USC Price, UWisconsin Madison, and UT Austin.
- Panelist and participant in the Brother to Brother Student and Faculty Panel: “The Identity Struggle for Men and Women of Color” (along with students Kayla Lee, Black Student Union President, and Curtis Lewis, Brother to Brother President), March 2015.
- Planning, Supervision, and Execution of Course-Specific Field Trip (for segment on Science and Ethics in the Accelerated English Composition course) to Purdue West Lafayette’s Discovery Park, Fall 2013: Bindley Bioscience Center and Birck Nanotechnology Center.

(b) Georgia Institute of Technology (1999-2005)

- **Project Director**: “Music and Mass Culture Today,” Senior Thesis, Spring 2004
- **Project Director**: “Patriarchal Society and Social Anomalies in India,” Senior year independent study, Spring 2003
- **Project Director**: “Profiles of Middle-East Women and the American Media,” Senior year independent study, Fall 2002
- **Faculty Mentor** for students in the Centre for the Study of Women, Science, and Technology, 1999 – 2005.
Reference: Dr. Carol Colatrella, Associate Dean of Liberal Arts.
- **Faculty Advisor**, Freshman Partner Program at Georgia Tech, 2003-2004.

**PURDUE UNIVERSITY NORTHWEST RESEARCH AND
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