

JEN McDANELED

Department of English
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EDUCATION

Ph.D., English and Comparative Literature, University of North Carolina-Chapel Hill, May 2013

Dissertation: *Splitting Suffrage: 1869 and the Narrative Forms of Race and Gender in U.S. Feminism*

Co-Directors: Jane F. Thraillkill and Robyn Wiegman

Committee Members: Tyler Curtain, Karla Holloway, Ruth Salvaggio

Graduate Certificate in Feminist Studies, Program in Women's Studies, Duke University, May 2013

M.A., American Literature, University of North Carolina-Chapel Hill, Dec. 2007

Thesis: "Nineteenth-Century Literary Interventions in Twenty-First-Century Feminist Theory"

B.A., Literature and Women's Studies, Duke University, May 2002

ACADEMIC APPOINTMENTS

Adjunct Assistant Professor, Department of English, University of Portland, 2015-present

Visiting Assistant Professor, Department of English, University of Portland, 2014-2015

Adjunct Assistant Professor, Department of Women's, Gender, & Sexuality Studies, Portland State University, 2016-2018

Postdoctoral Fellow, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, 2013-2014

Teaching Fellow, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, 2006-2013

RESEARCH AND TEACHING SPECIALIZATIONS

American Literature and Women Writers; Suffragist Literature; Feminist Theory and Pedagogy; the Public Humanities and the Scholarship of Teaching and Learning; Nineteenth-Century American Print Culture; Autobiography and Memory Studies

PUBLICATIONS

"Post-racial Preoccupations: Nella Larsen, Rachel Dolezal, and 'Passing' in the Core Curriculum" (forthcoming in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 21.1).

"Elizabeth Cady Stanton: Activist, Intellectual, Feminist." *Writers on Women's Rights and United States Suffrage*. Ed. George Parker Anderson. New York: Gale, 2018. 258-270.

"Activating Archives in Women's Studies 101: New Stories about Old Feminism and the Future." *Feminist Teacher* 26.1 (2017): 53-71.

"Harper, Historiography, and the Race/Gender Opposition in Feminism." *Signs: Journal of Women in Culture and Society* 40.2 (2015): 393-415.

“White Suffragist Dis/Entitlement: *The Revolution* and the Rhetoric of Racism.” *Legacy: A Journal of American Women Writers* 30.2 (2013): 243-264.

“Deconstructing Larry: How Feminists Lost the Summers Debate (And What They Can Do To Win It).” *The Mid-Atlantic Almanack: The Journal of the Mid-Atlantic Popular & American Culture Association* 15 (2006): 109-129.

MANUSCRIPTS IN PROGRESS

Suffrage in 20/20: New Stories about Old Feminism, Bad Literature, and the Futures of Suffragism in the American Imaginary (monograph manuscript, 90,000 words)

“Not Literature, Not History: The Silence of Suffragist Memoir” (article; 9,000 words)

“Young Adult Suffrage Literature and the Future of First-Wave Feminism” (article; 8,000 words)

CONFERENCE PRESENTATIONS

“The ‘Humanities’ in the Public Humanities.” With Molly Hiro. C19: The Society for Nineteenth-Century Americanists Conference, Coral Gables, FL, April 2020.

Chair and roundtable respondent, “The U.S. Suffrage Centennial and the Politics of Memorialization: Literary Engagements in Public Storytelling.” Modern Language Association Annual Conference, Seattle, WA Jan. 2020.

Moderator and respondent, “Recovering the 19th-Century Woman’s Rights Movement.” Annual Conference of the American Literature Association, Boston, MA, May 2019.

Roundtable participant, “Women Writers and the Nineteenth Amendment.” Annual Conference of the American Literature Association, Boston, MA, May 2019.

“U.S. Suffrage, in Recovery: The Possibilities and Perils of Bad Literature and Bad Feminism.” Society for the Study of American Women Writers, Denver, CO, November 2018.

“Alliance Across Era: Feminist Archives in the Classroom.” Pacific Ancient and Modern Language Association Annual Conference, Pasadena, CA, November 2016.

“Does First-Wave Feminist Memoir Have a Future?” Pacific Ancient and Modern Language Association Annual Conference, Portland, OR, November 2015.

“‘An Inevitable Friction’: Remembering the Second Wave.” Modern Language Association Annual Convention, Vancouver, BC, January 2015.

“Harper, Historiography, and the Race/Gender Opposition in Feminism.” National Women’s Studies Association Annual Conference, Cincinnati, OH, November 2013.

“Finding Frances Harper’s Feminism.” American Women Writers of Color Conference, Ocean City, MD, November 2013.

“U.S. Suffragism, White Feminist Racism, and the ‘Risks of Replication’: Annotations on the Narrative Production of the ‘Suffrage Split.’” Dartmouth Futures of American Studies Institute, Hanover, NH, June 2012.

“The Seduction of Generations: Feminist Critical Desire and the Stakes of Generational Feminism Today.” Northeast Modern Language Association Annual Conference, New Brunswick, NJ, April 2011.

“Moving on by Turning Back: Charlotte Perkins Gilman and Twenty-First-Century Feminist Theory.” Annual Conference of the American Literature Association, San Francisco, CA, May 2008.

“The Politics of Manliness: Fictional Interventions in Post-9/11 Masculinity.” Popular Culture Association/American Culture Association National Conference, San Francisco, CA, March 2008.

“*Woman in the Nineteenth Century*, Prostitution, and the Benefits of a Both/And Philosophy: Margaret Fuller’s Revival of a Feminist Debate.” Seventeenth Annual Conference of the American Literature Association, San Francisco, CA, May 2006.

“Literature as Feminist Map for Current Controversies.” Collisions and Elisions: A Symposium on Popular Culture and the Literary, University of Wisconsin-Madison, Madison, WI, October 2005.

“Deconstructing Larry: How Feminists Lost the Summers Debate (And What They Can Do To Win It).” Mid-Atlantic Popular/American Culture Association Annual Conference, New Brunswick, NJ, November 2005.

AWARDS AND FELLOWSHIPS

Nominee, Faculty Award for Outstanding Teaching, University of Portland, 2018.

Nominated by the English Department for annual university-wide award given by the University’s Committee on Teaching and Scholarship for outstanding teaching at the university.

Eliason Summer Fellowship, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, Summer 2012. One of three recipients of annual departmental award.

Dartmouth Futures of American Studies Institute Grant, Program in Women’s Studies, Duke University, June 2012. Awarded on a competitive basis by the Program.

Travel Grant, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, June 2012.

Off-Campus Dissertation Research Fellowship, The Graduate School, University of North Carolina-Chapel Hill, Spring 2012. One of six recipients of annual competitive university-wide award.

Frankel Dissertation Fellowship, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, Fall 2011. One of three recipients of annual competitive departmental award.

Selected Participant, “American Studies Post-Everything: A Graduate Workshop on Field Formation and Academic Identity.” Franklin Humanities Institute, Duke University, Spring 2010.

Travel Award, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, Fall 2010 and Spring 2007.

Travel Award, Program in Women’s Studies, Duke University, Spring 2008.

TEACHING EXPERIENCE

Instructor of Record

University of Portland (2014-Present)

CAS 391: Making Research Matter: The Public Humanities, Engaged Scholarship, and the U.S. Suffrage Centennial

Special Topics in the College of Arts & Sciences

Original reading course for the inaugural Public Research Fellows Program with 11 student fellows; explores issues related to suffrage and voting rights alongside public humanities methods, examining the genesis of the field through key issues and debates in higher education over the last 4 decades.

ENG 391: Suffragist Literature and the Long 19th Amendment

Special Topics in Literary Studies

Upper-division seminar exploring a wide range of U.S. suffragist literature from its emergence in

the first part of the nineteenth century through ratification of the 19th Amendment in 1920, with a focus on questions of literary value, canon formation, and the recovery of women's writing. Video-conferenced in guest speakers including the editors of two of our major course texts. Major coursework includes the creation of public-facing research projects to be presented in conjunction with the Public Research Fellows' Spring Symposium.

ENG 357: Memory, History, Narrative: American Culture and the Politics of the Past

American Literature 1945-Present

Upper-division course of 25 students exploring twentieth and twenty-first century American literature alongside interdisciplinary work in the field of memory studies. Examined memoir, poetry, short stories, and essays in conjunction with work in neuroscience, history, and cultural theory.

ENG 356: American Modernism(s)

American Literature 1914-1944

Upper-division course of 25 students providing coverage of early twentieth-century American literature in conjunction with critical debates about canonicity, periodization, and categories of identity. Students worked in groups across the term to create an original website devoted to interdisciplinary exploration of topics in modernist studies.

ENG 112: The “Crisis” of the Humanities and the Purpose of Higher Education; or, Why Read Now?

Thinking Through Literature

Core curriculum course of 25 students providing an introduction to the liberal arts through the lens of recent debates about the value of the Humanities. Focused on the development of active learning and critical thinking skills while introducing students to a diverse array of American literature from the nineteenth and early twentieth centuries.

ENG 112: American Literature, The Canon Wars, and Critical Controversy in Higher Education

Introduction to Literature

Core curriculum course of 25 students introducing literary study through the lens of the canon and culture wars. Focused on the close reading of a range of texts from multiple genres with secondary materials that explore the changing status of those works within American literary studies, with an emphasis on debates over identity politics and education.

ENG 107: Writing Resilience: Explorations in Failure, ‘Grit,’ and the New Narratives of Bouncing Back

College Writing

A writing-intensive, theme-based core curriculum course of 20 students focused on interrogating the contemporary buzzword “resilience” through a range of disciplinary lenses including psychology, literature, environmental studies, and education. Students work to develop effective research and communication skills as they design a series of projects, culminating in a student-led “Resilience Conference” open to the public at the end of the term.

ENG 107: The Future(s) of Education: Writing, Reading, and Thinking Across the University

College Writing

A writing-intensive, theme-based course of 20 students focused on the development of effective composition at the university level. Explored contemporary debates about education today with an emphasis on critical reading skills, the writing process, and peer review to work toward compositions in multiple genres and the development of skills in research and argumentation.

Portland State University (2016-2018)

UNST 231: Gender and Sexualities

Gender and Sexualities Sophomore Inquiry

Course of 36 students providing an introduction to the fields of gender and sexuality studies with an emphasis on the development of critical inquiry, research, and communication skills. Students engage with a variety of current cultural debates as they draw connections between course readings and campus and community discourse, culminating in a public screening of student-produced digital work.

WS 101: Introduction to Women's Studies

Introduction to Women's Studies

Course of 27 students providing an introduction to the field with a focus on the lives and work of American women, the significance and meaning of gender at different periods in American history, and the development of U.S. feminism and feminist theory. Interdisciplinary in its approach, students engage with work from a variety of fields, including cultural studies, biology, economics, history, anthropology, political theory, psychology, and sociology.

University of North Carolina-Chapel Hill (2006-2014)

ENGL 129: Nineteenth-Century Women Writing Intersectionality: Activism and Theory Across Era
American Literature and Cultural Diversity

Junior-level elective of 30 students exploring the concept of intersectionality and its representation in the work of American women writers. Explored intersectional activist writing from the nineteenth and early twentieth centuries alongside recent feminist theory in the field. Student research culminated in the creation of individual websites on topics related to intersectionality and a public presentation of their work.

ENGL 128: What's the "Major" in Major American Authors?

Major American Authors

Sophomore-level elective of 30 students providing an introduction to American literature through the lens of the canon debates, culture wars, and feminist critique. Paired literary works from the late nineteenth and early twentieth centuries with conflicting critical pieces that demonstrate the multiplicity of literary interpretation and feminism's influence in American literary studies.

ENGL 123: American Fictions: Race, Gender, and the American Dream

Introduction to Fiction

Introductory-level elective of 25 students providing coverage of twentieth and twenty-first century American fiction. Focused on the concepts of ethnicity, masculinity/femininity, and the "American Dream" to consider how race, gender, and class are culturally constructed and represented.

ENGL 105: Writing Gender Across the Disciplines

Writing Across the Disciplines

A writing-intensive first-year general education course of 19 students, focused on composition across university disciplines. Students conducted research in the fields of science, anthropology, and communication studies with an emphasis on discursive constructions of gender in order to develop skills in analysis, argumentation, peer review, and oral presentation.

ENGL 102: Education and the "Real" World

Composition and Rhetoric: Professional Discourses

Introductory course of 19 students designed to build student writing skills through the examination of disciplinary discourse communities. Students created compositions in the natural sciences, social sciences, and the humanities to develop skills in prewriting, drafting, reviewing, and revising.

ENGL 101: Exploring American Culture Through Writing

Composition and Rhetoric: Public Discourses

First-year composition course of 19 students designed to introduce students to concepts of discourse communities, argumentation, audience, and the writing process.

Teaching Assistant

University of North Carolina-Chapel Hill:

WMST 101: Introduction to Women's Studies

Designed and taught two discussion sections of 20 students per week under the direction of Dr. Michele Berger; focused on student comprehension of key material and discussion of course concepts.

ENGL 142: Introduction to Film Studies

Designed and taught one section of 15 students per week under the direction of Dr. Gregg Flaxman; focused on student comprehension of key material and deeper exploration of course concepts.

PEDAGOGY TRAINING

Mentor, Humanities in Perspective Program, Oregon Humanities, 2017-2018.

Responsible for mentoring a group of 7 students participating in a public humanities program that brings college-level humanities courses to low-income adults in the greater-Portland area.

Community-Based Learning, Faculty Workshop, Portland State University, 2016

Teaching with Technology, Faculty Workshop, University of Portland, 2014

Digital Humanities Workshop Series, University of North Carolina-Chapel Hill, 2013

Peer Review Committee Training, Department of English, University of North Carolina-Chapel Hill, 2010

Writing-Across-the-Disciplines, Graduate Workshop Series, University of North Carolina-Chapel Hill, 2010

Teaching Race and Gender, Graduate Seminar, Duke University, 2008

Student-Centered Pedagogy, Graduate Seminar, University of North Carolina-Chapel Hill, 2007

UNIVERSITY SERVICE

Co-Founder and Coordinator, Public Research Fellows Program, 2019-present.

Develop and implement inaugural public humanities program in the College of Arts & Sciences, including creation of program website and print materials, external funding proposals, and consulting for student and faculty fellows' research projects.

Member, Humanities Collaborative Suffrage Centennial Planning Committee, 2018-2019.

Member of 3-person committee responsible for developing and implementing a series of public-facing humanities events organized around the theme of the suffrage centennial.

Member, Core Curriculum Proposal Committee, Department of English, University of Portland, 2017-2018.

Member of 3-person committee responsible for developing a proposal for the revitalization of the University's Core Curriculum; participant in researching peer institution curricula, planning, and drafting of proposal presented to the College of Arts & Sciences in 2018.

Member, Northwest Undergraduate Conference on Literature Review Committee, Department of English, University of Portland, 2017-2018.

Responsible for reviewing submissions for annual conference that draws 100+ undergraduates from across the country.

Member, Core Course Assessment Committee, Department of English, University of Portland, 2015-2016

Developed criteria for the University's assessment of the Department's core curriculum course, ENG 112, completed every 3 years; participated in the reviewing and evaluating of a random sample of ENG 112 final projects; aided in the drafting of report to the College of Arts and Sciences.

First-year Student Mentor Liaison, Department of English, University of Portland, 2014-2015

Met weekly with student mentors of the Shepard Freshman Center to coordinate first-year experience and increase student retention; mentored first-year students.

Participant, Student Diversity Committee Annual Lunch Seminar, University of Portland, 2015

Invited by Committee organizers as one of two English faculty to participate in annual luncheon bringing together students and faculty for planning of initiatives to increase diversity at the University with a focus on opportunities for women of color.

Participant, New Faculty Academy, University of Portland, 2014-2015

Participated in monthly seminars with other new faculty at the University in effort to increase collaboration across schools and disciplines.

Participant, Student-Faculty Lunch Seminar, Department of English, University of Portland, 2014-2015.

Met with students over monthly lunches to develop department camaraderie, discuss student and faculty projects, and foster faculty-student collaboration.

Roundtable Participant, "Critical Theory, Postcolonial Theory, Feminist Theory," Graduate Admissions Conference, Department of English, University of North Carolina-Chapel Hill, March 2013.

Participated as a speaker for the Department's admissions weekend, discussing avenues for research in feminist theory at the University.

Panel Participant, "Interdisciplinary Research at UNC," Graduate Admissions Conference, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, March 2012.

Participated as a panelist for the Department's admissions weekend, discussing opportunities for interdisciplinary research and collaboration at UNC and in conjunction with Duke.

Peer Review Committee Member, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, 2010-2011.

Visited the classes of 20 graduate student instructors, met with instructors to discuss teaching, and wrote peer review reports for department review; offered pedagogical mentorship to new instructors.

M.A. Representative, Department of English and Comparative Literature, University of North Carolina-Chapel Hill, 2007-2008.

Mentored incoming graduate students; communicated graduate student suggestions, questions, and concerns to the Graduate Student Association.

PROFESSIONAL SERVICE

Consultant, *Legacy: Journal of American Women Writers*, University of Nebraska Press

Reviewer, Special Issue, "Transnationalism and Modern American Women Writers," *E-Rea*, Aix-Marseille University.

Reviewer, Society for the Study of American Women Writers Triennial Conference

Consultant, *Teaching American Literature: A Journal of Theory and Practice*

Reviewer, Women Writers Series, Broadview Press

Professional Meeting Organizing

Organizer, “The U.S. Suffrage Centennial and the Politics of Memorialization: Literary Engagements in Public Storytelling.” Modern Language Association Annual Conference, Seattle, WA Jan. 2020.

Chair, “American Women Writers Making History.” Society for the Study of American Women Writers Triennial Conference, Denver, CO November 2018.

Organizer (with Leah Allen), “Feminism and New Generations of Old Media.” American Comparative Literature Association Annual Meeting, Cambridge, MA, March 2016.

Chair, “Autobiographic Innovations.” Pacific Ancient and Modern Language Association Annual Conference, Portland, OR, November 2015.

Organizer (with Leah Allen and Kate Costello), “Re-Remembering Feminism: Narrative, History, Disciplinarity.” Modern Language Association Annual Convention, Vancouver, BC, January 2015.

Chair, “Queer Projections.” C19: The Society for Nineteenth-Century Americanists Conference, Chapel Hill, NC, March 2014.

Organizer (with Kate Costello), “Critical Narratives: How and Why to Historicize the Stories of Feminism’s Past.” National Women’s Studies Association Annual Conference, Cincinnati, OH, November 2013.

PROFESSIONAL AFFILIATIONS

Modern Language Association
Society for the Study of American Women Writers
National Women’s Studies Association
Pacific Ancient and Modern Language Association

LANGUAGES

Italian: reading and speaking proficiency
Spanish: reading and speaking proficiency

REFERENCES

Jane F. Thrailkill
Associate Professor of English
University of North Carolina-Chapel Hill
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919.960.3544

Robyn Wiegman
Professor of Women’s Studies and Literature
Duke University
rwiegman@duke.edu
919.684.2947

Genevieve Brassard
Associate Professor of English
University of Portland
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503.943.7543

*Additional references available upon request.