

CHRISTINE CROCKETT

ACADEMIC EMPLOYMENT:

2010-Present Claremont McKenna College
Associate Director of the Center for Writing and Public Discourse
Visiting Assistant Professor of Literature

EDUCATION

Ph.D. University of California Riverside (Riverside, CA), English, August 2009
M.A. University of California, Riverside (Riverside, CA), English, June 2003
B.A. Claremont McKenna College (Claremont, CA), Literature/History, June 2001

PUBLICATIONS

Volume Editor, *A Cultural History of Comedy: The Age of Enlightenment*. Bloomsbury. June 2019.

“‘Intellectual suicides’: The Man of Letters in *Middlemarch*” in *The Male Body in Medicine and Literature*. Fall 2016.

“Medical Gothic: Genre and Gender Bending in Charlotte Dacre’s *Zofloya*.” *Nineteenth Century Gender Studies* 9.2 (Summer 2013). Special Issue: Writing Bodies: Gender and Medicine in the Nineteenth Century.

“‘The Monster Vice’ in *Frankenstein*” in *Body and Mind: Essays on Disability in Gothic Literature*. Ed. by Ruth Bienstock Anolik. Jefferson, NC: McFarland Publishing. Summer 2010.

BOOK IN PROGRESS

Medical Gothic: Medical Literature and the Management of Desire in the Gothic Novel, 1712-1837

Representations of illness, suffering bodies, and mental torture abound in Gothic texts. They likewise proliferate in works of medical literature. In *Medical Gothic*, I explore the discursive exchange between medical literature and the Gothic novel during the eighteenth and nineteenth centuries and suggest that the close affinity between these two apparently disparate genres lends authority to Gothic texts while it simultaneously exposes fissures within medical orthodoxy.

SELECTED CONFERENCE PRESENTATIONS

“Domesticating the Gothic in *Sense and Sensibility*.” American Society for Eighteenth-Century Studies annual conference (ASECS). Los Angeles, CA. March 2015.

“It’s a Small World: Creating Collaborative Communities.” International Writing Centers Association annual conference (IWCA). Orlando, FL. October 2014.

“Community Collaboration and the Small Liberal Arts College.” Small Liberal Arts College Writing

Administration annual conference (SLACWA). Claremont, CA. January 2014.

“Dreadful Portraits: Medical Gothic & Narrative Transvestism in *Zofloya*.” Pacific Ancient and Modern Language Association (PAMLA) annual conference. Seattle, WA. October 2012.

“[T]he agitation of writing a preface.” American Society for Eighteenth-Century Studies (ASECS) annual conference. Richmond, VA. March 2009.

“Out of Hand: Female Desire in *Clarissa*.” American Society for Eighteenth-Century Studies (ASECS) annual conference. Atlanta GA. March 2007

“‘The Monster Vice’ in Mary Shelley’s *Frankenstein*” & Panel Organizer, “Victorian Masculinities.” Pacific Ancient and Modern Language Association (PAMLA) annual conference. Riverside, CA. November 2006

“Delightful Torment: Music in *Emmeline* and *The Romance of the Forest*.” Rocky Mountain Modern Language Association (RMMLA) annual conference. Tuscon, AZ. October 2006

“ ‘An Old Transgressor in the Practice of that Filthy Pleasure’” American Society for Eighteenth-Century Studies (ASECS) annual conference. Montreal, Canada. March 2006

“Out of Hand: Letter Writing, Solitary Pleasures, and Female Desire in *Clarissa*,” & Panel Moderator “Epistolary Affections.” Modern Language Association (MLA) annual conference. Philadelphia, PA. Dec. 2004

“The Pleasure of Monsters in *Frankenstein*.” British Society for Eighteenth-Century Studies (BSECS) annual conference. Oxford, England. January 2004

TEACHING EXPERIENCE

Claremont McKenna College

Visiting Assistant Professor of Literature

Literature 70: The Rise of the Novel

In this course, we consider the development of the novel during the Long Eighteenth Century, an era which was marked by aesthetic, social, scientific, religious, political, and literary revolutions. How was it that early perceptions of the novel as something that only the “young and idle” in Samuel Johnson’s famous words shifted so that, by the end of the century, one could agree with Jane Austen’s assertion that “[the novel is] only some work in which the greatest powers of the mind are displayed”? Throughout the course of the semester, students will come to understand how literary productions shaped, and were shaped by, the history of an emerging world super-power, as well as what role writers and readers played in the development of this new genre.

Literature 71: The Nineteenth-Century Novel

Novelist Henry James once claimed that, “the only obligation to which in advance we may hold a novel...is that it be interesting.” James’s pithy rejoinder could certainly be applied to many a nineteenth-century: they are, indeed, interesting, a term that doesn’t begin to describe the complexity, depth, and passion to be found in works of the age. In this course, students consider what made them far more than just interesting: the burgeoning British Empire; revolutions in manners, politics, and domestic life; the dawn of the Industrial Age; and the looming presence of Modernity, among other topics, will provide a backdrop to our readings of novels.

Literature 174: The Gothic Novel: Producing Monsters

Francisco Goya famously declared that “the sleep of reason produces monsters.” In this course students examine the Gothic novel, a literary genre that attempts to obscure the line between the real and the fantastic. Students also consider the relationship between the language of terror and the age of enlightenment, the social upheavals and political revolutions that shaped the Gothic novel, as well as the ways in which the individual came to be represented by the Gothic imagination.

Freshman Writing Seminar: “Meta: Representations of Reading and Writing in Literature

In this course students will consider how, and to what end, readers and writers are represented in a wide range of literary texts and films. With the help of critical theories and close analysis of the texts, students may better understand how individuals and their respective cultures are shaped by, and contribute to, the history of reading and writing.

Freshman Writing Seminar: “American Dreams: Narratives of Nationhood and Subjectivity”

In this course students read and respond to a variety of texts to foster critical thought about the “American Dream.” Each of the works they will read contribute to a larger conversation regarding intersecting discourses of race, class, gender, and nationhood as they complicate contemporary understandings of productivity, success, and privilege in the United States. Students join this conversation by sharing their perspectives on the “American Dream” and by applying critical theory to various works.

University of California, Riverside

Teaching Assistant, Introduction to Women’s Studies, Sept. 2007-June 2009

Instructor, English Composition, Jan.-March 2008

Instructor, English 12B: Introduction to Fiction, “The Gothic Tradition,” June-Aug. 2007

Teaching Assistant, English Composition (1A, 1B, 1C), Sept. 2002-Dec. 2006

Teaching Assistant, English Literary Tradition, 23C: Victorian Literature, April-June 2005

Teaching Assistant, English Literary Tradition, 23B: Restoration and Eighteenth Century Literature, January-March 2003

Reader, Studies in Literary Genre, 140 I: Gothic Fiction, April – June 2004

Cal State San Bernardino

Instructor, Hum. 325: Gender Perspectives, Cal State University San Bernardino, Sept. 2006-Sept. 2010

This interdisciplinary course uses scientific, humanistic, and social science perspectives to foster an understanding of how gender roles in Western culture are established, maintained, and have changed.

Chaffey Community College

Lecturer, English Composition, Chaffey Community College, Aug. 2007-June 2010

In English 1B, an introduction to argument, students learn to craft persuasive written responses by using non-fiction and fiction reading models to understand, emulate, and incorporate various rhetorical strategies into their own work.

AWARDS AND HONORS

Presidential Mellon Roundtable Grant, Claremont McKenna College, 2015
Outstanding Teaching Assistant, University of California Riverside, 2009
Dissertation Fellowship Recipient, University of California Riverside, 2007
Eugene Cota Robles fellowship, University of California Riverside, 2001-2006
Mellon graduate fellow, Center for Ideas and Society, University of California Riverside, 2006
Kristine M. Scarano scholar, University of California Riverside, 2006

UNIVERSITY SERVICE

Keynote Speaker: Chicano Latino Student Affairs Graduation, Claremont Colleges, May 2015
Personal and Social Responsibility: Campus Climate Committee, Member, CMC, Sept. 2015-present
Faculty Working Group on Academic Resources for Underrepresented Students, Member, CMC Sept. 2015-present
“CMCers of Color” Faculty Advisor, CMC, Oct. 2015-present
“Gen U” (first-generation student club) Faculty Advisor, CMC, Sept. 2015-present
Asian Pacific American Mentors Program, Workshop facilitator: “Crafting an Authentic Personal Narrative,” CMC, August 2015
Mellon Foundation Presidential Roundtable Initiative: Empathy group, Member, CMC, Oct. 2014-present
ProImpact Faculty Changemaker Campus Committee, Member, CMC, August 2014-present
Southern California Writing Centers Association, Scholarships Advisor & Web Manager, Sept. 2014-present.
Women and Leadership Alliance, Member, CMC, 2013-present
Fulbright Fellowship Faculty Advising Committee, Member, CMC, Aug. 2012-present
Small Liberal Arts College Writing Program Administration Conference, Steering Committee Member, Aug. 2013
Pomona High School Outreach Program, Faculty Advisor, Nov. 2010-present
Associate Director of the Center for Writing and Public Discourse, CMC, Sept. 2010-present
Alumni Mentor, Claremont McKenna College, January 2005 – May 2012
Representative, Graduate Students in English Association, University of California Riverside, June 2004–2005
Participants Relations Committee: (Dis)Junctions conference, Member, University of California, Riverside, April 2004, 2005, 2006

PROFESSIONAL AFFILIATIONS

International Writing Centers Association
Southern California Writing Centers Association
Small Liberal Arts College Writing Program Administrators
Modern Language Association
American Society for Eighteenth Century Studies
British Society for Eighteenth Century Studies

Pacific Ancient and Modern Language Association
Huntington Library readership