

Shane R. Peterson

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EDUCATION

Doctor of Philosophy, Language and rhetoric, University of Washington, expected June 2021

- Research concentrations: Literatures and rhetorics of crisis
- Dissertation: *The Rhetorics of Crisis and Apocalypse in the Intermountain West*
- Committee members: Candice Rai (chair), Anis Bawarshi, Jesse Oaks Taylor
- Certificate of Public Scholarship Fellow

Master of Arts, English literature, University of Washington, June 2017

- Research concentrations: British Modernism, eco-criticism, war/terror studies
- Master's thesis: *An Age of Men and Machines: Reading J. R. R. Tolkien's Middle-earth Mythology in the Anthropocene*
- Committee members: Jesse Oak Taylor (chair), Leila K. Norako

Bachelor of Arts (Magna Cum Laude), English literature, Brigham Young University, August 2015

- Minors: Editing, Creative Writing, Writing & Rhetoric
- Honors thesis: *The Happy Warrior: Wordsworthian Reception and the Georgian Tradition of Siegfried Sassoon's War Memoirs and Poems*
- Committee members: Robert Means (chair), Paul Westover, Keith Lawrence

ACADEMIC PUBLICATIONS

“Framing Crisis in Seattle During COVID-19 & BLM: Faith in Generative Dialogue.” *Rhetoric and Sociolinguistics in Times of Global Crisis*. IGI Global Publications. Peer reviewed. Forthcoming in 2021.

“The Motifs of Water and Death in Rudyard Kipling and Joseph Conrad’s Short Stories.” *Criterion: A Journal of Literary Criticism*, vol. 7, no. 1, 2014.

“The Father and Mother of Us All: Interpretations of Christ’s Blood and Gender Roles in the Works of William Langland and Julian of Norwich.” *Stance for the Family*, Fall 2014

“Introduction to ‘The Lagoon,’” “The Cornhill Magazine,” “Joseph Conrad.” *Victorian Short Fiction Project*. 8 December 2013.

“Henry David Thoreau.” *Etched in Glass, Illuminated by Light: The English Department Wall*. Ed. Sirpa Grierson. Brigham Young University, 2013.

CREATIVE WRITING PUBLICATIONS

“Watching Stars” and “Words Like Rain.” *Utah’s Best Emerging Poets*. Z Publishing House, Fall 2018.

“The Cottonwood Branch.” *Inscape: A Journal of Literature and Art*, vol. 34, no. 1, 2014.

“Mayfly.” *Inscape: A Journal of Literature and Art*, vol. 33, no. 1, 2014.

BOOK REVIEWS

“*Desert Solitaire* by Edward Abbey.” Reading Round-up: August. *The eNotes Blog*, 30 August 2019.

“On Apple Seeds, Rats, and the State of Mormon Literature.” Book Review for *Gilda Trillim: Shepherdess of Rats* by Steven L. Peck. *Dialogue: A Journal of Mormon Thought*, vol. 50, no. 4, 2017, pp. 143-148.

“Poetry Reading: Robert Hass and Philip Gross.” *Grasmere Poetry*, 22 July 2014.

“First Edition of *Lyrical Ballads*.” *L. Tom Perry Special Collections*, 6 May 2014.

FELLOWSHIPS, RESEARCH GRANTS, AND AWARDS

Hermione and Louis Brown Publication Prize, University of Washington, Spring 2021.

Phyllis F. and Donald E. Dorset Dissertation Fellowship, University of Washington, Summer 2020.

“Workshop Series: Autoethnography in the First-Year Writing.” Simpson Center Diversity, Equity, and Inclusion Collaboration Grant, University of Washington, December 2019.

Simpson Center for the Humanities Research Cluster Grant, Modernism Reading Group, University of Washington, April 2017.

PUBLIC SCHOLARSHIP

Shelton, Holly, He-Weatherford, Zhenzhen, Peterson, Shane, and Alharthi, Ahmad. *Faith Health Rhetoric*. University of Washington, April 2020.

“Wordsworth and the Great War Poets.” *Grasmere and the Great War*. Wordsworth Museum and Art Gallery. The Wordsworth Trust, Grasmere, U. K. 14 November 2014.

The Victorian Short Fiction Project. Office of Digital Humanities Colloquium. Brigham Young University, 5 April 2014.

TEACHING EXPERIENCE

University of Washington, Fall 2015 to Spring 2021

English 182: Multimodal Communication (5 sections)

A course that informs students of strategies and skills for multimodal composition by incorporating theories of visuals, sound, bodies, and space to better meet the demands of an increasingly digital world. Various research topics that students engaged with included online discourse in this political moment, scholarly criticism of popular media, and climate change narratives.

English 206: Rhetoric in Everyday Life (2 sections)

An upper-division survey course on contemporary rhetorical theories that examines the strategic use of and situated means through which images, texts, objects, and symbols inform, persuade, and shape social practices in various contexts. Topics that my sections focused on included climate change, the pandemic, presidential elections, conspiracy theories, systemic racism, and activism/advocacy during this political moment.

English 199: Interdisciplinary Writing in the Natural Sciences (2 sections)

A course linked with an introductory biology class that instructs students on how to conduct writing and academic research in the various fields of the natural sciences. The genres in which the students wrote included applications for lab positions, literature reviews, grant applications, and conference posters. Other topics we covered included how scientists should communicate with the general public and contend with misinformation about science.

English 111: Writing about Literature (3 sections)

A course that uses literary texts and scholarship about literature as a focus for writing and researching in academic contexts. The first section of this course I taught used the centennial of World War I's conclusion to study the history and poetry of the Great War, while the final two sections were devoted to studying the various genres of modern fantasy from novels to television series.

English 121: Composition and Social Issues (3 sections)

A service-learning course where students volunteer for a local service organization for the duration of the quarter and synthesize these real-world experiences with the course content to write well-documented, evidence-based argumentative papers. For each of the sections I taught, we focused primarily on the homelessness crisis in Seattle and composed public-oriented texts for local homeless shelters at which students volunteered.

English 131: Expository Writing (3 sections)

An introductory writing course where students develop a final portfolio that engages with the program's core learning outcomes—namely rhetorical/genre awareness, academic research, argumentation, and revision—and reflects on the students' abilities to write in both academic and non-academic contexts.

Bellevue Learning Center, 2017 to 2018

ACT/SAT English Mastery (4 sections)

A summer course for middle- to high-school students on test-taking strategies for college placement tests, writing timed essays, and general principles of academic composition. Topics included critical reading strategies, rhetorical/literary analysis, decoding multiple choice questions, grammar, syntax, and punctuation.

Creative Writing, Bellevue Learning Center (1 section)

A summer course for middle-school students on general principles of creative writing in genres such as poetry, personal essays, screenplays, and short stories.

WRITING TUTOR EXPERIENCE

Graduate Tutor, Odegaard Writing and Research Center, University of Washington, August 2016 to September 2017.

English SAT/ACT Tutor, Bellevue Learning Center, Bellevue, WA, July 2017 to December 2018.

Residential Teaching Assistant, Expository Writing 8–9, Stanford Pre-Collegiate Summer Institute, Stanford University, June 2016 to August 2016.

Writing Tutor, BYU Writing Center, January 2013 to April 2015.

Writing Fellow, BYU Writing Fellows, August 2012 to April 2014.

CONFERENCE PRESENTATIONS

“Does Mormonism Have an Answer for Climate Change?: Eco-Grief, Apocalypticism, and Mormon Environmental Rhetorics in the Anthropocene.” 2020 Digital Sunstone Symposium. Salt Lake City, UT. July 30, 2020.

“An Age of Men and Machines: Re-reading the Mythology of Middle-earth in the Anthropocene.” Pacific Ancient and Modern Language Association. Bellingham, WA. November 9, 2018.

“The Digital Counter-rhetorics of the Post-Mormon Community.” Rhetoric & Religion in Twenty-First Century Publics, Partnerships, Possibilities. University of Tennessee, Knoxville. October 6, 2018.

“Language in Transition: Teaching Discourse Analysis and Career Development to Military Veterans.” Conference on College Composition and Communication. Kansas City, Missouri. March 16, 2018.

“Second-Language Acquisition and Instruction Among Latter-day Saint Missionaries.” PRAXIS Conference 2018. University of Washington. February 9, 2018.

“Teaching Homelessness and Service Learning in Freshmen Composition.” PRAXIS Conference 2017. University of Washington. January 20, 2017.

“War Fiction as History: Postmodern Narration and Critiques of the Genre in *HHbH*.” Pacific Ancient and Modern Language Association. Pasadena, CA. November 13, 2016.

“Reading and Viewing Tolkien’s War of the Ring in the Anthropocene.” *Low Fidelity: The Aesthetics and Politics of Adaptation*. Friends of English Southland Conference, UCLA. June 3, 2016.

“‘The Invisible Thread of Sound’: Postwar Trauma and Sound Imagery in *Mrs. Dalloway*.” UI Graduate English Conference. *Ebb and Flow: Reading Time in English Studies*. University of Idaho. April 9, 2016.

“The Motifs of Water and Death in Rudyard Kipling’s and Joseph Conrad’s Short Stories.” BYU English Symposium. Provo, Utah. 28 March 2014.

“Helping Professors and Students with Writing Prompts.” Rocky Mountain Peer Tutoring Conference. Utah Valley University. Orem, Utah. 19 October 2013.

“Towards the Depths of the Wilderness’: The Face of Frederick Jackson Turner’s Frontier in *Heart of Darkness*.” BYU English Symposium. Provo, Utah. 23 March 2013.

“Spirits and Sepulchers: Reading ‘Annabel Lee’ as a British Gothic Poem.” BYU English Symposium. Provo, Utah. 23 March 2013.

GUEST LECTURES AND WORKSHOPS

“Re-reading Tolkien in the Anthropocene.” English 349: Tolkien Studies. University of Washington, February 24, 2020.

“The Poetry of Pity.” Honors Graduation Luncheon. Brigham Young University. August 13, 2015.

“Winter Pastures.” Harold B. Lee Library Student Reading Series. Brigham Young University. February 13, 2015.

“The Cottonwood Branch.” Harold B. Lee Library Student Reading Series. Brigham Young University. 12 December 2014.

“Helping Professors and Students with Writing Prompts.” Writing Fellows Workshop. Brigham Young University. 24 October 2013.

“How to Restrain Your Inner Editor: When and How to Teach Grammar and Style.” Writing Fellows Workshop. Brigham Young University. 20 February 2013.

EDITING EXPERIENCE

Editing Intern, eNotes, Seattle, WA, June 2019 to March 2020.

Associate Editor, *Process: University of Washington’s Journal of 100-Level Writing*, June 2016 to March 2018.

Managing Editor, *Stowaway*, January 2015 to April 2015.

Editor-in-Chief, *Criterion: A Journal of Literary Criticism*, April 2013 to April 2014.

Associate Editor, *Inscape: A Journal of Literature and Art*, August 2013 to December 2013.

Associate Editor, *Americana*, October 2012 to April 2013.

OTHER RELATED WORK EXPERIENCE

WSA Test Scorer, Foster School of Business, University of Washington, August 2017 to December 2017.

Research Assistant, BYU English Language Department, April 2014 to April 2015.

Student Intern, Wordsworth Trust, Grasmere, U.K., June 2014 to August 2014.

Implementation Assistant, BYU Center for Teaching and Learning, January 2012 to June 2012.

VOLUNTEER EXPERIENCES

Career Development Instructor for Refugee Writing Workshop, International Rescue Committee, Seattle, Washington, March 2018 to May 2018.

Pre-exams Student Representative, Graduate Studies Committee, UW English Department
September 2016 to June 2017.

Co-Instructor in Veteran Writing Workshop, Occupational Discourse, NW Edge Program, June
2016 to September 2016.

AFFILIATIONS

Modern Language Association

Pacific Ancient and Modern Language Association

Rhetoric Society of America

Writing Program Administrators Graduate Organization (WPA-GO)

UW Critical Classrooms

UW Certificate in Public Critical Race Scholarship

REFERENCES

Professor Candice Rai, Director of the Expository Writing Program

University of Washington

(206) 543-2690

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Professor Anis Bawarshi, English Department Chair

University of Washington

(206) 543-2690

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Professor Leila Kate Norako, Associate Professor

University of Washington

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