

EMILY CARDINALI CORMIER, PH.D.

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Education

Ph.D., English, University of Connecticut, Storrs, CT
M.A., English, University of Connecticut, Storrs, CT
B.A., English, *summa cum laude*, Saint Mary's College, Notre Dame, IN

Dissertation

“New Agrarianism and American Children’s Literature”

Advisor: Katharine Capshaw
Associate Advisors: Margaret R. Higonnet and William H. Major

Professional History

Visiting Assistant Professor, English, University of Connecticut, 2020-present
Assistant Professor, One-year position, English, Eastern Connecticut State
University, 2019-2020
Adjunct Professor, English, Eastern Connecticut State University, 2017-2019
Adjunct Professor, English, University of Connecticut, Spring 2018
Adjunct Professor, English, M.A.T Program, Quinnipiac University, 2016-2019
Adjunct Professor, First Year Seminar, Quinnipiac University

Research and Teaching Interests

Young Adult Literature, Children’s Literature, Ecocriticism, African American
Children’s and Young Adult Literature, New Agrarianism, Short Fiction, Popular
Literature

Manuscript in Progress

“Make the sky sing a black song”: Feminist African-American Eco-poetics for Young
Adults

Publications

“Contested Space: The Black Agrarian Tradition in Mildred Taylor’s *The Land*.”
Essays on Mildred Taylor, edited by Michelle Martin, Tammy Mielke, Sarah

Hardstaff, and Breanna McDaniel, University Press of Mississippi, (forthcoming) 2022.

“‘Genius, Scientist, Saint’: *Carver* as Hagiography.” *Children’s Literature* 38 (2010): 153-180.

“Have all our women the vagrant heart?: Anne Shirley and Rural Womanhood in Flux.” *The Lion and the Unicorn* 34:2 (April 2010): 200-213.

Conference Presentations

“*Weetzie Bat* and *The Flâneur*: Or, how Edmund White and Francesca Lia Block are Odd Bedfellows.” Children’s Literature Association Annual Conference. Online. June 10, 2021.

“The ‘Consciencelessness’ of Plants: Botanical Names and Trauma in Marilyn Nelson’s Poetry.” Paper accepted for Children’s Literature Association Annual Conference. Seattle, WA. June, 2020 (cancelled).

“Trauma and Black Agrarianism in *Roll of Thunder, Hear my Cry*.” Children’s Literature Association Annual Conference. Richmond, VA. June 18, 2015.

“‘Gentlemen, I dislike all this money talk’: Economic Representations in Film Adaptations of *Little Women*.” Children’s Literature Association Annual Conference. Ypsilanti, MI, June 17, 2010.

“*Carver* as Hagiography: Reshaping Cultural Conceptions of George Washington Carver.” Modern Critical Approaches to Children’s Literature. Nashville, TN, March 2007.

“The Landscape of Abuse in Dorothy Allison’s *Bastard out of Carolina*” The 17th Annual Conference on Women and Gender. Storrs, CT, February 2005.

“What Jack Kerouac’s Shifting Narrative Technique Tells Us about *The Dharma Bums*.” SUNY Stony Brook Graduate English Conference. Manhattan, NY, March 2004.

Teaching

Eastern Connecticut State University

Young Adult Literature, ENG 329

Discussion-based course sampling Young Adult Literature from the 20th and 21st centuries, including fiction, memoir, and poetry. Course designed to explore race, gender, and sexual orientation within the genre. Emphasis on teaching future teachers. (4 sections, 25 students each)

Children's Literature, ENG 328

Lecture and discussion course surveying Children's Literature from the 1600s to the present, including primers, fairy tales, novels, picture books, non-fiction, and poetry. Emphasis on critical approaches to round out future educators' knowledge base. (1 section, 25 students)

Literature of New England, ENG 342

Survey of literature from the 16th to early 20th century pertaining to New England identity. Emphasis on historical context, regionalism, and intersections of religion, ethnicity, and gender. Student-centered approach with focus on creative, interactive small-group experiences. (1 section, 22 students)

Fiction, ENG 225

Survey of various types of fiction, including tales, short stories, novellas, and novel. Elements of fiction such as theme, plot, character, setting, point of view, and style will be considered. (1 section, 32 students)

College Writing, ENG 100

Introductory writing course designed with an emphasis on rhetorical situation. Writing assignments blend academic applications with writing scenarios that extend beyond university life. Extensive use of individual and small-group tutorials. (5 sections, 20 students each)

Quinnipiac University**Literature for Youth and Adolescence, EN554 (Graduate Level)**

Graduate seminar samples multi-genre Young Adult Literature with a focus on canonicity and diversity. Special emphasis on research, writing, academic conferencing, and secondary classroom applications. Blends weekly in-class discussion with online components. (4 sections)

First Year Seminar, FYS 101

Three-credit course designed to introduce first-year students to college-level critical thinking, research, and inquiry-based learning. (2 sections, 21 students each)

University of Connecticut

Children's Literature, ENGL 3420

A multi-genre survey of the canon of Children's Literature including ethnic American texts and modern critical approaches. (5 total sections: 2 sections of 40 students and 2 sections of 10 students, 1 section of 25 students)

Young Adult Literature, ENGL 3422

This discussion-based course samples Young Adult literature from the 19th, 20th, and 21st century and grapples with the idea of canonicity. Special emphasis on gender and queer identity. (4 sections, 20-25 students each)

Popular Literature, ENGL 2411

Online-only course centering on American dystopian and graphic novels. Multi-modal course delivery. (7 sections of 40 students)

The Short Story, ENGL 2407

A class focusing on masters of the genre spanning three continents and three centuries. Selected film interpretations examined as well. (1 section, 35 students)

Seminar in Academic Writing, ENGL 1010

University composition requirement with a focus on interpreting and composing the critical essay. Extensive use of group and individual tutorials. (4 sections, 20 students each)

Seminar in Academic Writing Through Literature, ENGL 1011

University composition requirement focusing on critical engagement with literature. Extensive use of group and individual tutorials. (3 sections, 20 students each)

Basic Academic Writing, ENGL 1004

A course designed to prepare students for the University's composition requirement. Extensive use of group and individual tutorials. Taught in summer college-readiness program for first-generation or low-income students. (2 sections, 20 students each)

First-Year Experience, UNIV 1800

One-credit course to help students transition to university life. Special emphasis on a holistic approach to student life including study skills, mental health awareness, sexual violence prevention, and fostering positive relationships across the university.

Teaching Assistant in Lecture Hall

The Short Story, ENGL 2407

Assistant to Professor Ann Charters. Prepared and delivered several lectures and met individually with students to discuss course material. (2 sections, 125 students each)

K-12 Teaching

Upward Bound Instructor, 12th Grade English Composition

University of Connecticut's Center for Academic Programs summer curriculum for college-bound students from Connecticut's inner-cities. (9 sections, 15 students each)

Instructor of Environmental Education, Newcomb Central School (NY), PreK-12

Prepared lesson plans and taught classes in Environmental Education courses in Newcomb Central School facilitated through a service year with the Student Conservation Association and Americorps. Worked with Pre-K through 12th graders in the rural Adirondacks.

Program Management

Assistant Director, Creative Writing Program, 2006-2008

Supervised undergraduate Writing Internships. Coordinated campus visits with writers and writers-in-residence.

Director, Poetic Journeys, 2006-2008

Solicited, selected, and brought to print poem excerpts designed on placards to be displayed on campus buses, elevators, and academic buildings. Collaborated extensively with campus poets and undergraduate design students.

Coordinator, Long River Reading Tour, 2006-2008

Arranged for student writers at UConn to read their work at various locations around the state, including high schools and UConn regional campuses.

Academic Service

Committee Member, Assessment Committee, English Department, ECSU, 2019-2020

Judge, FYE Teaching Award Committee, University of Connecticut, 2019

Faculty Fellow, Quinnipiac University's Center for Teaching and Learning, 2016-2017

Reader, *Children's Literature*, 2013-present

Host, Long River Writer's Series, 2006-2008

Booked, advertised, and hosted bi-weekly reading series featuring the work of undergraduate and graduate students, as well as faculty members.

Guest Speaker in the course "Literature and the Creative Process," March 2007 After reading from my own work, spoke with a class of 35 about the form of the familiar essay and my own process of writing and revising.

Mentor Coordinator, English Graduate Program, 2006-2010

Paired incoming students with current students to provide teaching support and collegiality within the graduate program.

Orientation Committee for English Composition Instructors, 2005

Vice-President, Graduate Writing Activities Committee, 2002-2004

Awards, University of Connecticut

2010 Doctoral Fellowship

2008 Predoctoral Fellowship

2007 Graduate Aetna Critical Essay Award for "Anne Shirley and Gender Interdependence on Agrarian Prince Edward Island"

2006 Graduate Edwin Way Teale Nature Writing Award, First Place for "Planting the Peas"

2004 Graduate Edwin Way Teale Nature Writing Award, First Place for "Turkeys and Other Adirondack Birds"

Professional Associations

Member, Children's Literature Association

Member, Association for the Study of Literature and the Environment

References

Katharine Capshaw, Professor of English, University of Connecticut
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Penelope Pelizzon, Professor of English, University of Connecticut
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(860) 486-3870

Patricia Comitini, Department Chair and Professor of English, Quinnipiac University
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