

F. Elizabeth Hart
Associate Professor of English, Emerita
University of Connecticut, Storrs

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Home address:
158A Brittany Manor Drive
Amherst, MA 01002
E-mail: f.elizabeth.hart.1865@gmail.com

EDUCATION

Ph.D., English 1993 Vanderbilt University (High Honors, Doctoral Exams on Renaissance Literature and Critical Theory)
M.A., English 1989 Vanderbilt University (Master's Thesis on the journalism of Stephen Crane)
B.A., English 1982 Rhodes College, *cum laude* (winner of the Siedman Trophy for Excellence in Scholarship and Athletics)

DISSERTATION

“The Structure of Constancy: Metaphor, Language, and the Chaos of Shakespeare’s English.” Applies the principles of cognitive linguistics and nonlinear dynamical systems theory to Shakespeare’s language and texts. Director: Jay Clayton.

PROFESSIONAL HISTORY

2016 to present—Associate Professor Emerita, University of Connecticut;
Independent scholar
2001-2016 Associate Professor of English, University of Connecticut
2003-04 Residential Director, UConn-in-London Program
1994-2001 Assistant Professor of English, University of Connecticut
1993-94 Lecturer, Vanderbilt University
1992-93 Andrew W. Mellon Dissertation Fellow, Vanderbilt University
1989-92 Teaching Assistant, Vanderbilt University

TEACHING

Shakespeare, early modern literature and culture studies, Renaissance genre studies, poetry, cognitive approaches to literature, cognitive approaches to theater and performance studies.

Courses Taught at the University of Connecticut (selected)

Shakespeare—Introduction (undergraduate) (taught regularly)
 Shakespeare—Advanced (undergraduate) (taught regularly)
 Renaissance Literature Survey (undergraduate) (taught multiple times)
 Introduction to Poetry (undergraduate) (taught multiple times)
 Introduction to Literary Studies (undergraduate) (taught multiple times)
 Honors Advanced Studies Seminar: Elizabeth I (undergraduate)
 Advanced Studies Seminar: Renaissance Romance (undergraduate)
 Honors Advanced Studies Seminar: The Theater of Shakespeare's London
 (undergraduate)
 Advanced Studies Seminar: Shakespeare and Renaissance Fiction
 (undergraduate)
 Seminar in Shakespeare (graduate) (taught multiple times)
 Seminar in Seventeenth-Century Prose Fiction (graduate)
 English Drama Before 1642 (graduate) (taught multiple times)
 Cognitive Literary Theory (graduate)
 Advanced Studies Seminar: Tudor Retrospectives in Elizabethan and Early Stuart
 Drama (undergraduate)
 Advanced Studies Seminar: Anne Boleyn and Elizabeth I (undergraduate)
 Advanced Studies Seminar: The Tudors in English Literature and Culture
 (undergraduate)

RESEARCH AREAS

Early modern literature and culture studies; source studies of Shakespeare
 (spanning Classical through sixteenth and early seventeenth centuries); Henrician
 and Elizabethan Tudor history, biography, and literature (in general); Tudor
 chronicle history plays and Elizabethan and Jacobean retrospectives on Tudor
 history; sixteenth- and seventeenth-century prose fiction studies; Shakespeare and
 early America; cognitive approaches to literature, cognitive approaches to
 theater/performance studies; early modern genre studies focusing on intersections
 between theater, prose fiction, and seventeenth-century “Character” writing.

PUBLICATIONS

Review of Michael Booth’s book *Shakespeare and Conceptual Blending: Cognition, Creativity, Criticism* (2017). *Shakespeare Quarterly* 70-3 (Fall 2020), pp. 234-37.

Review of Raphael Lyne’s book *Shakespeare, Rhetoric and Cognition* (2011). *Shakespeare Quarterly* 66-3 (Fall 2015), pp. 338-40.

Review of Evelyn B. Tribble’s book *Cognition in the Globe: Attention and Memory in Shakespeare’s Theatre* (2011). *Renaissance Quarterly* 65-2 (Summer 2012), pp. 635-37.

Book Preface: “Preface.” *Cognitive Literary Studies: Current Themes and New Directions*. Eds. Isabel Jaen-Portillo and Julien Simon. Austin: University of Texas Press, 2012. Pp. viii-xviii.

Book chapter: “A Paltry ‘Hoop of Gold’: Semantics and Systematicity in Early Modern Studies.” In *The Return of Theory in Early Modern Studies*. Eds. Bryan Reynolds and Paul Cefalu. Basingstoke: Palgrave-Macmillan, 2011. Pp. 21-47.

Book chapter: “Reading, Consciousness, and Romance in the Sixteenth Century.” In *The Emergence of Mind: Representations of Consciousness in Narrative Discourse in English, 700-Present*. Ed. David Herman. Lincoln: University of Nebraska Press, 2011. pp. 103-31.

Review of Bruce R. Smith’s book *The Key of Green: Passion and Perception in Renaissance Culture* (2009). *Shakespeare Quarterly*. 60-4 (Winter 2009), 507-10.

Article: “The View of Where We’ve Been and Where We’d Like to Go.” *College Literature* 33.1 (January 2006): 224-36. Special Issue: Cognitive Shakespeare: Criticism and Theory in the Age of Neuroscience. Eds. Patrick Colm Hogan and Lalita Pandit. *This journal issue was named Best of 2006 by the Council of Editors of Learned Journals*.

Edited Collection: Served as co-editor with Bruce McConachie on *Performance and Cognition*, the first-ever gathering of studies associated with the intersections between theater/performance studies and cognitive theory. Co-authorship of the volume's "Introduction" (pp. 1-25). Full citation: *Performance and Cognition: Theatre Studies and the Cognitive Turn*. Eds. Bruce McConachie and F. Elizabeth Hart. London and New York: Routledge, 2006.

Book chapter: “Performance, Phenomenology, and the Cognitive Turn.” In *Performance and Cognition: Theatre Studies and the Cognitive Turn*. Eds. Bruce McConachie and F. Elizabeth Hart. London and New York: Routledge, 2006. Pp. 29-51.

Book chapter: “Embodied Literature: A Cognitive-Poststructuralist Approach to Genre.” *The Work of Fiction: Cognition, Culture, and Complexity*. Eds. Alan Richardson and Ellen Spolsky. Aldershot/Burlington: Ashgate Publishing, 2004. Pp. 85-106.

Article: “‘Great is Diana’ of Shakespeare’s Ephesus.” *Studies in English Literature* 43-2 (Spring 2003): 347-374.

Article: “The ‘Missing’ Scene in Act 2 of *Pericles*.” *English Language Notes* 40-2 (December 2002): 4-12.

Article: “Cerimon’s ‘Rough’ Music in *Pericles* 3.2.” *Shakespearean Criticism* 66. New York: Gale Group/Thompson Learning, 2002. Reprinted from *Shakespeare Quarterly* 51-3 (Fall 2000): 313-331.

Article: “The Epistemology of Cognitive Literary Studies.” *Philosophy and Literature* 25.2 (Fall 2001): 314-334.

Review of Charles H. Frey’s *Making Sense of Shakespeare*. *Shakespeare Quarterly* 51-4 (Winter 2000): 504-507.

Article: “Cerimon’s ‘Rough’ Music in *Pericles* 3.2.” *Shakespeare Quarterly* 51.3 (Fall 2000): 313-331.

Article: “Theological and Materialist Studies of Shakespeare.” *The Upstart Crow: A Shakespeare Journal* XVIII (1998): 10-19.

Article: “Matter, System, and Early Modern Studies: Outlines for a Materialist Linguistics.” *Configurations* 6.3 (1998): 311-343.

Article: “Cognitive Linguistics: The Experiential Dynamics of Metaphor.” *Mosaic* 28.1 (1995): 1-23. *This essay was the winner of the 1994 Schachterle Prize from the Society for Literature and Science.*

SCHOLARLY CITIZENSHIP

Chair, Cognitive Discussion Group Executive Committee, Modern Language Association, 2009-2010. (Included service as Coordinator of Special Session on Cognitive Approaches to Literature, Modern Language Association Conference, 2009.)

Member, Cognitive Discussion Group Executive Committee, Modern Language Association, 2006-2011.

Peer-reviewing for scholarly journals, book presses, outside tenure and promotion review committees, and University of Connecticut internal grants. Samples include:

Scholarly journals:

Renaissance Quarterly
Shakespeare Quarterly
Shakespeare
Poetics Today
LIT: Literature, Interpretation, Theory
Journal of Medieval Religious Cultures

Book publishers:

Routledge/Taylor & Francis
 Palgrave-Macmillan book series: Cognitive Studies in Literature and Performance (regular reader for multiple manuscripts).

CONFERENCE ORGANIZATION

Main coordinator, Undergraduate Shakespeare Conference, April 2016, University of Connecticut.

Co-coordinator, Elizabeth I and Ireland Conference, Nov. 2009, University of Connecticut.

Co-coordinator, Cognition and Theater Symposium, Feb. 2009, University of Pittsburgh.

Co-coordinator, New England Renaissance Conference, Oct. 2007, University of Connecticut.

Main coordinator, Literature and Cognitive Science Conference, April 6-9, 2006, University of Connecticut.

CONFERENCE PRESENTATIONS

“The Rumors of Thomas Boleyn’s May 1536 Arrest.” Sixteenth Century Society Conference, October 2023, Baltimore, Md.

“The 1610 Edition of *A Mirror for Magistrates* and Shakespeare’s *The Winter’s Tale*.” Sixteenth Century Society Conference, October 2022, Minneapolis, Minn.

“Complex Collateral in the ‘Marriage Game’: What Did Henry Fitzalan Have That Elizabeth I Wanted?” South Central Renaissance Conference, March 2022. [Conference conducted via Zoom.]

“Thomas Howard, Earl of Arundel, Henry Stuart, Prince of Wales, and the Legacy of the Prince’s ‘Collegiate Court’ at Nonsuch Palace.” South Central Renaissance Conference, March 2021. [Conference conducted via Zoom.]

“Fiction as Forensic Evidence: Thomas Cromwell, Lancelot de Carles, and the Criminal Case Against Anne Boleyn.” New England Renaissance Conference, October 2017, University of Massachusetts-Boston.

“Some Early Modern Literary Legacies of Anne Boleyn,” in seminar “Early Modern Women’s Culture Seminar,” Mahindra Humanities Center, Harvard University, Cambridge, Mass., May 2017.

“Adventures in Looking for *The Adventures of Ladie Egeria*.” Co-speaker, History of the Book Conference, Arthur F. Kinney Center for Interdisciplinary Renaissance Studies, University of Massachusetts, Amherst, Mass., October 2012.

“Parting Company: Blending, Spectatorship, and Hamlet’s Homage to Yorick,” Mellon Symposium on Shakespeare and the Blending Mind,” Haverford College, Philadelphia, Penn., April 2008.

“The Renaissance Theory of ‘Things’ and ‘Words’: Or, What Iago Knows that Othello Doesn’t,” Session on Theorizing the Mind in English Renaissance Literature, Modern Language Association, Washington, D.C., December 2005.

Respondent, Special Session on Cognition and Narrative, Modern Language Association, Washington, D.C., December 2005.

“‘Great is Diana’ of Shakespeare’s Ephesus,” Interdisciplinary Faculty Seminar, City University, London, March 2003.

“Embodied Genre: The Conceptual Semantics of Shakespeare’s Dramatic Types,” in conference “The Work of Fiction: Cognitive Perspectives,” the Lechter Institute for Literary Research, Bar-Ilan University, Ramat-Gan, Israel, June 2001.

“Do Literary Studies Need a *Cognitive* Linguistics?” Keynote speech at the Comparative Literature Graduate Student Conference: “Crossovers: Language and Literature,” University of Washington, Seattle, Wash., April 2001.

“Cognitive Literary Theory and Gender,” in seminar “Cognition and the Arts,” the Harvard Humanities Institute, Cambridge, Mass., December 2000.

NATIONAL AND INTERNATIONAL CONFERENCES

“Leaning into the Story: Frost’s ‘Birches.’” The International Conference on Narrative, Austin, Texas, May 2008.

“The Greening of Thought Itself: Marvell’s Masculine Appropriation of Nature,” The Fifth International Literature and History Conference, University of Reading, Reading, England, July 2002.

“Materialist Performance Theory: A Cognitive Perspective,” Shakespeare Association of America, Minneapolis, Minn., March 2002.

“Cognitive Embodiment, Materiality, and Stage Space,” American Society for Theatre Research, San Diego, Calif., November 2001.

“Presence of Mind: Ideology, Interpellation, and Cognitive Theory,” Modern Language Association, Washington, D.C., December 2000.

“A Case Study in Computers and Pedagogy: Intersections of Anonymity and Authority,” Society for Literature and Science, Atlanta, Ga., October 2000.

“Samuel Daniel and the Construction of Stuart Queenship,” Seminar, Shakespeare Association of America, Montreal, Canada, April 2000.

“You Have to Be Nice to Nature If You Want Him to Keep Providing: Gender-Blindness in Cognitive Linguistics,” Discussion Group on Cognitive Approaches to Literature, Modern Language Association, Chicago, Ill., December 1999.

“The Family Inverted: Greek Prose Narrative and Shakespearean Romance,”
Group for Early Modern Culture Studies, Newport, R.I., November 1998.

“Cognitive Evolution and the Modularity of Mind,” Society for Literature and
Science, Gainesville, Fla., November 1998.

“Synapse as Metaphor: Metaphor as Synapse,” Society for Literature and Science,
Pittsburgh, Penn., November 1997.

“Matter, System, and Early Modern Studies: Outlines for a Materialist
Linguistics,” Linguaging Conference: Linguistics and Literature, Denton, Tex.,
February 1997.

“Gifts of Agency in *Antony and Cleopatra*: Suggestions Deriving from a New
Linguistics,” Shakespeare Association of America seminar, Albuquerque, N.M.,
April 1994.

NATIONAL AND INTERNATIONAL CONFERENCES—SESSIONS PROPOSED AND CHAIRED

“The New Metaphorics,” Modern Language Association, Toronto, Canada,
December 1997. (My presentation was entitled “Material Allegory.”)

“Language, Epistemology, and the Cognitive Sciences,” Society for Literature
and Science, Los Angeles, Calif., November 1995. (My presentation was entitled
“The Chaos of Language: Cognitive Linguistics and Complexity Theory.”)

“Metaphor’s the Thing: New Metaphor Studies and Their Impact on Shakespeare
Studies,” Seminar, Shakespeare Association of America, Chicago, Ill., March
1995 (I proposed and led this seminar composed of approximately twenty
scholars working on projects involving Shakespeare’s usage of language and
metaphor.)

AWARDS

Scholarship Awards:

Folger Shakespeare Library Research Fellowship Award. Funding for in-
residence, sabbatical research semester, Spring 2009.

The University of Connecticut New Faculty Research Grant. Awarded in support
of my participation at the Lechter Institute for Literary Research Conference,
June 2001: “The Work of Fiction: Cognitive Perspectives,” Bar-Ilan University,
Ramat-Gan, Israel, Fall 2000 (for Summer 2001).

Folger Shakespeare Library Grant-in-Aid. Funding for attendance at Fall Seminar
on “Material London,” 2000.

The University of Connecticut Chancellor's Research Fellowship. Funding for a research semester, Spring 1999.

The Schachterle Prize. From the Society for Literature and Science for the best essay of the year by an untenured, tenure-track faculty member on the intersection of literature and science; awarded for my first published essay "Cognitive Linguistics: The Experiential Dynamics of Metaphor," *Mosaic* 28.1 (1995): 1-23.

Folger Shakespeare Library Grant-in-Aid. Funding for participation in Spring workshop on "Teaching Shakespeare in Performance," 1994.

Edgar Hill Duncan Memorial Award for Academic Excellence and Professional Promise. Awarded annually to the graduating Ph.D. whose overall graduate career has exhibited the highest degree of academic excellence; Department of English, Vanderbilt University, 1992.

Folger Shakespeare Library Grant-in Aid. Funding for participation in the Folger Shakespeare Library's nine-week dissertation-preparation seminar "Researching the Renaissance," led by J. Leeds Barroll, 1992.

The Andrew W. Mellon Dissertation Fellowship. Full-year leave, Department of English, Vanderbilt University, 1991-92.

High Honors, Doctoral Exams. Department of English, Vanderbilt University, 1991.

University Fellowship. Tuition and Graduate Teaching Assistantship, Department of English, Vanderbilt University, 1988-1992.

Siedman Trophy for Excellence in Scholarship and Athletics. Department of English and Department of Athletics (cross-country and track), Rhodes College, 1982.

Teaching Awards:

Thomas Daniel Young Award for Graduate Teaching. Awarded annually by the Department of English, Vanderbilt University, for excellence in teaching by a graduate student, 1992.

Dean's Certificate for Outstanding Graduate Teaching. Awarded annually by the College of Arts and Science, Vanderbilt University, 1992.

SERVICE (selected)

Member, Assessment Committee, Department of English, 2015-16

Member, Courses and Curriculum Committee, Department of English, 2014-15

Chair, Scholarship Committee, Department of English, University of Connecticut, 2011-12 and 2012-13.

Chair, McPeck Award Judging Committee, Department of English, University of Connecticut, 2011-12.

Member, Aetna Graduate Critical Essay Judging Committee, Department of English, University of Connecticut, 2011-12.

Member, Graduate Exam Committee, Department of English, 2007-2008; 2011-2012.

Member, Graduate Admissions Committee, Department of English, 2010-11.

Member, Second-Year Graduate Review Committee, Department of English, 2011.

Member, Committee on "Introduction to Literary Studies," Department of English, Fall 2010.

Chair, Speakers and Symposia Committee, Department of English, 2009-10 and several subsequent years.

Member, Promotion, Tenure and Review Committee, Department of English, University of Connecticut, 2009-10.

Member, Courses and Curricula Committee, Department of English, 2008-09, 2010-11.

Chair, Study Abroad Committee, University of Connecticut, 2004-05.

Director, UConn-in-London Program, University of Connecticut, 2003-04.

Member, Promotions, Tenure, and Review Committee, Department of English, 2001-02.

Member, Science and Technology Subcommittee, General Education Courses and Curricula Committee, 2001-2003 (service to the University).

COMMUNITY THEATER-BASED OUTREACH:

Service (ca. 2005-2016) as consultant and public speaker on UConn-campus-based Shakespeare theater productions, Connecticut Repertory Theater (*The Comedy of Errors*, *Love's Labor's Lost*, *Romeo and Juliet*, *Othello*, *The Winter's Tale*).

Service as consultant and copy writer for library exhibition on Shakespeare, Spring semester of 2015. Topics included: Shakespeare and Queen Elizabeth I, Titania from *A Midsummer Night's Dream*, Perdita from *The Winter's Tale*, the Abbess Emilia from *The Comedy of Errors*, and flowers and flower imagery in *The Winter's Tale*.