

Alan S. Montroso

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EDUCATION

PhD, English Department, The George Washington University, Washington, DC: 2019

Dissertation: "Subterranean Archives: Surfacing Resilience in the Middle Ages"

Dissertation Director: Jonathan Hsy

Dissertation Committee: Jeffrey Jerome Cohen, David Mitchell, Stacy Alaimo

MLIS, School of Library and Information Science, Kent State University, Kent, Ohio: 2009

BA, English Literature, *summa cum laude*, Cleveland State University, Cleveland, Ohio: 2007

PUBLICATIONS

"Medieval Posthumanism." *Palgrave Handbook of Critical Posthumanism*, ed. Stefan Herbrechter et al., Palgrave Macmillan, 2022, https://doi.org/10.1007/978-3-030-42681-1_25-1.

"Skin Black and Wrinkled: The Toxic Ecology of the Sibyl's Cave." *postmedieval* 11, no. 1. March, 2020, pp. 91-101.

"Dwelling Underground in *The Book of John Mandeville* Monstrosity, Disability, Ecology." *Embodied Difference: Monstrosity, Disability, and the Posthuman in the Medieval and Early Modern World*, edited by Richard Godden and Asa Simon Mittman, Palgrave Macmillan, 2019, pp. 285-302.

"From Fantasies of Wilderness to Ecological Sovereignty: An Ecocritical Reading of the *Vita Merlini*." *Arthuriana: The Journal of Arthurian Studies* 28, no. 1. Spring, 2018, pp 38-55.

"Ocean Is the New East." *Sea Monsters: Things from the Sea, Volume 2*, edited by Asa Simon Mittman and Thea Tomani, tiny collections, an imprint of punctum books, 2017, pp 1-8.

"Human." *Inhuman Nature*, edited by Jeffrey Jerome Cohen, Oliphant Books, 2014, pp 39-59.

ONLINE PUBLICATIONS

Peer Reviewed

“Medieval Posthumanism.” *Genealogy of the Posthuman* for the Critical Posthuman Network. 2017.
<http://criticalposthumanism.net/genealogy/medieval-posthumanism/>

Other

“A Ligneous Affect: Illustrating Vitality in the Woodcut Images from Georgius Agricola’s *De Re Metallica*.” *Lunch*, a punctum books forum. 2015.
<http://www.lunchreview.org/a-ligneous-affect-illustrating-vitality->

FELLOWSHIPS & AWARDS

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| 2017 | Writing in the Disciplines (WID) Distinguished Graduate Student Teaching Award. |
| 2017 | GW Medieval and Early Modern Studies Institute Summer Research Fellowship for advanced dissertation research and writing. |
| 2016 | Sewanee Medieval Colloquium Travel Award. |
| 2015 | The Folger Institute, Spring Semester Seminar, “The Scale of Catastrophe: Ecology and Transition, Medieval to Early Modern,” led by Professor Jeffrey Jerome Cohen. |
| 2013-2018 | Graduate Professional Development Award, The George Washington University, for travel to conferences. |

EVENT AND CONFERENCE ORGANIZATION

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| 2015-2016 | Symposium organizer for “Premodern Disorder,” a Graduate Student Symposium of GW’s Medieval and Early Modern Studies Institute (MEMSI), the George Washington University, Washington, DC. Keynote Speakers: Drew Daniel and Sharon Kinoshita. https://premoderndisorder.wordpress.com/ . <ul style="list-style-type: none">• Developed a call-for-papers, created a website and social media presence, invited two keynote speakers, and accepted the 30 graduate student presenters based on their submitted abstracts.• Organized the schedule for the day including the division of papers into topically-related panels, reserved rooms for the concurrent sessions, aided with |
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hotel and travel accommodations for the keynote speakers, and ordered food and beverages for all presenters.

- 2015-2016 Symposium co-organizer for “Border-Crossing,” the 6th Annual English Graduate Student Symposium, the George Washington University, Washington, DC.
- Aided in the development of the call-for-papers, co-wrote the invitation emails to potential keynote speakers, assisted with the acceptance and rejection of paper proposals, helped with operations during the symposium.

CONFERENCE PRESENTATIONS

- 2021 “Ecophobia in *Sir Gawain and the Green Knight*,” at 56th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI (Virtual Presentation).
- 2021 “Monstrosity, Disability, Ecology,” at Composing Disability: A Cultural History of Disability, George Washington University, Washington DC (Virtual Presentation).
- 2019 “‘Fylthe’ and Queer Subterranean Entanglements in the Late Middle Ages,” at Association for the Study of Literature and the Environment 13th Biennial Conference, “Paradise on Fire,” University of California, Davis.
- 2018 Invited speaker for “Ten Years of Teratology,” A Roundtable for MEARCSTAPA, a monster studies scholarly research group, at 53rd International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.
- 2018 “‘Hir eyen caste she ful lowe adoun’: Peering into the Subterranean Archive with Diana’s Statue in *The Knight’s Tale*,” at New Chaucer Society 2018 Congress, The University of Toronto, Toronto, Canada.
- 2017 “‘Skin Black and Wrinkled’: The Sulfuric Ecology of the Sibyl’s Cave,” at Association for the Study of Literature and the Environment 12th Biennial Conference, “Rust/Resistance: Acts of Recovery,” Wayne State University, Detroit, MI.
- 2017 “Reverberations from the Sibyl’s Cave,” at 52nd International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.
- 2017 “Echoes from the Sibyl’s Cave: Medieval Ecomateriality and the Authority of the Female Prophet,” at “Borders and Margins: The Forty-Third Annual Sewanee Medieval Colloquium,” The University of the South, Sewanee, TN.

- 2016 “In Hell,” Roundtable: “Where Else?” at 51st International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.
- 2016 “Subterranean Impress: Reading Caves in *The Book of John Mandeville*” at 51st International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.
- 2016 “Monsters of the Underground: Troglodytes and their Environs in Medieval Literature,” at “Medieval Natures: The Forty-Second Annual Sewanee Medieval Colloquium,” The University of the South, Sewanee, TN.
- 2015 “Caverns of the Inhuman: Porous Bodies and Asynchronous Temporalities in Medieval Literary Representations of Caves,” at Approaching Posthumanism and the Posthuman Conference and Doctoral Workshop, Geneva, Switzerland.
- 2015 “Animacy Hierarchies in Medieval London,” at “Transvisceral,” the 5th Annual English Graduate Student Symposium, the George Washington University, Washington, DC.
- 2015 Panel organizer for “Transvisceral,” the 5th Annual English Graduate Student Symposium, the George Washington University, Washington, DC.
- 2014 “Ocean is the New East: Contemporary Representations of Sea Life and Mandeville’s Monstrous Ecosystems,” at 3rd Biennial Meeting of the BABEL Working Group, University of Santa Barbara, CA.
- 2014 “Dead Birds: New Objects” for “Posting: A Symposium on What Comes After,” the 4th Annual English Graduate Student Symposium, the George Washington University, Washington, DC.
- 2014 Panel organizer for “Posting: A Symposium on What Comes After,” the 4th Annual English Graduate Student Symposium, the George Washington University, Washington, DC.
- 2013 “Human,” Roundtable: “Ecologies,” at the George Washington University, Washington, D.C.
- 2012 “Human” for the GW MEMSI Roundtable: “Ecologies,” at 47th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.

TEACHING EXPERIENCE

- 2021 ENGL 308c: Shakespeare’s Nature(s) (UMD)
- Introduced students to major concepts within ecocriticism by helping them to interpret Shakespeare’s dramatic works through an ecocritical lens.

- Helped students comprehend early modern English within a contemporary idiom through a unique assignment (“Today I Messed Up”) and a blog project.
- Related premodern sentiments regarding the natural world to contemporary relationships with and attitudes towards ‘nature.’
- Facilitated an understanding of the ways that attitudes towards ‘nature’ are implicated in constructions of cultural differences such as race, gender, sexuality, and disability.

2020-present ENGL 101: Academic Writing (UMD)

- Provided students with the foundational knowledge and terminology of rhetoric taught through the lens of social justice issues.
- Trained students to identify the ways that writers mobilize rhetorical strategies in argumentative writing and guided them through the process of utilizing those strategies in their own persuasive work.
- Utilized multimodal platforms to instruct students on the different strategies utilized when posing arguments in scholarly writing, formal presentations, websites, and public forums.
- Moved students through the various stages of writing from brainstorming and drafting to peer review, revision, and reflection.

2019 Intro to Literature: Reading the Monster (NOVA)

- Provided students with the basic lexicon of literary criticism with which to discuss genre, plot, character, style, and historical significance of literary texts.
- Trained students to identify the ways that monsters embody anxieties surrounding race, gender, sexuality, disability, and nature within their historical contexts.
- Helped students develop a critical interpretation of a literary text and defend that thesis with textual evidence.
- Utilized multimodal and digital methods such as period music, in-class debates, and the design of social media profiles for characters in order to reach students of different learning styles and capacities.

2019 Composition I: Writing and/as the Posthuman (NOVA)

- Trained students to treat writing as a process using brainstorming worksheets, draft composition, peer review workshops, and in-class revisions.
- Helped students develop critical capacities as they read texts on Posthumanist concepts ranging from language as a technology, cyborgs, the agency of non-human objects, and the influence of technology on the environment.
- Gave students the tools to write across various academic and professional genres including professional emails, business letters, critical essays, and scholarly research essays.
- Encouraged students to improve their presentation skills by requiring a final TED Talk after analyzing the techniques of this effective presentation mode.

- 2019 Composition II: Nature Writing and Environmentalism (NOVA)
- Taught students to recognize and implement various rhetorical strategies while avoiding logical fallacies as they learned to write argumentatively.
 - Helped students develop critical capacities as they read texts on environmentalism and discussed both explicit and implicit meaning.
 - Gave students the tools to write across various academic and professional genres including personal letters, abstracts, Op-Eds, and scholarly research essays.
 - Encouraged students to improve their presentation skills by requiring a final TED Talk after analyzing the techniques of this effective presentation mode.
- 2017 Intro to English Literature I: Monsters and Marvels (GW)
- Taught students to hone the skill of close-reading through the interpretation of monsters and marvels in premodern texts.
 - Guided students to locate clues about the beliefs and values of different cultures from different historical moments within literary texts.
 - Trained students to use textual evidence to develop and defend critical interpretations of literary texts by scaffolding assignments of increasing complexity.
 - Incorporated interdisciplinary teaching methods to facilitate learning for non-majors.
- 2016 “Myths of Britain” course in Medieval and Early Modern English literature (GW)
- Led two weekly discussion sections to train students in the art of close-reading.
 - Provided writing instruction and taught students how to use literary texts as evidence in support of a critical argument.
 - Helped students develop a critical vocabulary for discussing literary and historical texts.
- 2013-2019 Teaching Assistant for Writing in the Disciplines (GW)
- Provided writing instruction for undergraduate courses in the mechanical engineering, computer engineering, and physics.
 - Taught students how to write across various genres within their respective technical fields; created written assignments and rubrics, as well as handouts and presentations on technical writing, style, and grammar.
 - Developed written assignments and group projects to teach students how write to different audiences and consider the social dimensions of their projects.

RELEVANT COURSEWORK

- 2015 “Scale of Catastrophe: Ecology and Transition, Medieval to Early Modern.” Seminar at the Folger Shakespeare Library. Led by Jeffrey Jerome Cohen.
- 2015 “Early Modern Women Writers.” Holly Dugan and Leah Chang. GW.
- 2015 “Digital Humanities.” Jonathan Hsy. GW.
- 2015 “Medieval Monsters.” Megan Murton. The Catholic University of America. 2015.
- 2015 “Early Modern Revenge Tragedy.” Ayanna Thompson. GW.

- 2015 "Latin Literature." Cambridge School Classics Project. Online.
- 2014 "Medieval Literature: Composing Urban Identity." Jonathan Hsy. GW.
- 2014 "History of English." Lilla Kopar. The Catholic University of America.
- 2014 Independent Study in Medieval Texts and Contemporary Theory. Jeffrey Jerome Cohen. GW.
- 2014 "Shakespeare and Performance." Ayanna Thompson. GW.
- 2014 "Disability Theory." David Mitchell. GW.
- 2013 "Literature of the British Archipelago: Ecologies of Conquest/Contact Ecologies." Jeffrey Jerome Cohen. GW.

ACADEMIC SERVICE

- 2021-present Editorial Board Member for *Interpolations*, the UMD undergraduate journal for exemplary assignments in ENGL101: Academic Writing.
- 2021 Created a presentation on best practices for the ENGL101 Public Remediation Project for the Academic Writing Program (AWP) at UMD
- 2019 Developed and led training session on evaluating student writing for new and returning Writing in the Disciplines (WID) graduate teaching assistants
- 2018 Developed and led training session on evaluating student writing for new and returning WID graduate teaching assistants
- 2018 Selection Committee for WID Graduate Teaching Awards
- 2017 Developed and led training session on content vs. surface grading for new WID graduate teaching assistants.
- 2017 GW English Graduate Student Association Election Committee Chair
- 2016 Developed and led training session on writing exercises in and out of the classroom for new and returning WID graduate teaching assistants.
- 2015-2016 President of GW English Graduate Student Association (GW EGSA)
- 2014-2017 Volunteer Assistant and Coordinator for various GW Medieval and Early Modern Studies Institute (MEMSI) symposia and guest speaker events
- 2014-2015 Social Chair of GW EGSA.
- 2014 Developed and led training session on teaching writing to engineering students for WID.

LANGUAGE

Proficiency in reading Middle English and Latin.
Initial reading knowledge of German.

ADDITIONAL EXPERIENCE/TRAINING

- 2019 Canvas Training
- Completed 8 hours of required online training in the use of Canvas for NOVA.
 - Completed an additional 2 hours of online training to understand how to facilitate groupwork and better design the home pages for my classes.
- 2018-present Writing Tutor for DC College Counseling
- Help high school students compose and revise essays for their college application materials.
 - Guide high school students through the writing process from brainstorming and drafting to revision.
 - Trained students how to locate information about college programs and faculty so they could tailor their essays appropriately and determine which colleges would prove most suitable for their academic and professional interests.
- 2016 Assistant Writer and Copy-Editor for GW Institute for Corporate Responsibility (ICR).
- Wrote drafts of articles intended for Harvard Business Review and Stanford Social Innovation Review using research and written materials provided by ICR.
 - Revised various technical documents and business materials for director of ICR.
 - Developed board materials, website content, and pamphlets.

PROFESSIONAL AFFILIATIONS

Modern Language Association (MLA)
New Chaucer Society (NCS)
Association for the Study of Literature and the Environment (ASLE)
BABEL Working Group

REFERENCES

Jonathan Hsy, Associate Professor of English at the George Washington University
Phillips Hall, Room 624B
801 22nd Street NW
Washington, DC 20052

202-994-0943

jhsy@gwu.edu

Jeffrey Jerome Cohen, Dean of Humanities in the College of Liberal Arts and Sciences at
Arizona State University

Co-President of the Association for the Study of Literature and the Environment (ASLE)
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Randi Gray Kristensen, Assistant Professor of Writing at the George Washington University

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Ayanna Thompson, Professor of English at Arizona State University

Director of the Arizona Center for Medieval and Renaissance Studies (ACMRS)

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