Faye Halpern

Department of English

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## Major Professional Appointments

Associate Professor of English, The Ohio State University, 2025-

Associate Professor of English, University of Calgary, 2012-25

Assistant Professor of English, University of Calgary, 2006-12

Associate & Acting Director of the Writing Program, Director of the Writing Center, and Assistant Professor of Rhetoric and Composition, Haverford College, 2004-06

Preceptor, Expository Writing Program, Harvard University, 2000-04

**Other Appointments**

Co-Editor, The Theory and Interpretation of Narrative (book series), The Ohio State University Press, 2019-present

Co-Editor of *ARIEL: A Review of International English Literature* (scholarly journal), 2011-2025

# Education

Ph.D. Brown University, English Department, 2002

*Marie J. Langlois Dissertation Prize for Outstanding Dissertation in an Area of Feminist Studies*

M.A. Brown University, English Department, 1995

B.A. Harvard University, English and American Language and Literature Department, 1992, *magna cum laude*, *Phi Beta Kappa*

**Books**

*The Afterlife of Sympathy: Reading American Literary Realism in the Wake of* Uncle Tom’s Cabin*.* University of Massachusetts Press, 2024. 240 pp.

*Sentimental Readers: The Rise, Fall, and Revival of a Disparaged Rhetoric*. University of Iowa Press, 2013. 226 pp.

**Peer-Reviewed Articles, Published and Forthcoming**

“Against the Ethics of Close Reading: Close Readers, Lay Readers, and Critical Humility.” *symplokē,* vol. 32, no. 1–2, 2024, pp. 351-356.

“The Morphology of the SoTL Article: New Possibilities for the Stories that SoTL Scholars Tell About Teaching and Learning.” *Teaching and Learning Inquiry*, vol. 11, no. 8, 2023, pp. 1-23. Recipient of their “Article of the Year” Award for 2023.

“Too Close for Context: Where Students Get Stuck When Close Reading,” with Jaclyn Carter, Michael Tavel Clarke, Derritt Mason, Jessica Nicol, and Morgan Vanek. *Pedagogy*, vol. 22. no. 3, 2022, pp. 349-371.

**“**Charles Chesnutt, Rhetorical Passing, and the Flesh-and-Blood Author:A Case for Considering Authorial Intention.” *Narrative*, vol 30, no. 1, 2022, pp. 47-66.

“Beyond Contempt: Ways of Reading *Uncle Tom’s Cabin*.” *PMLA*, vol. 133, no. 3, 2018, pp. 633-639.

With Peter Rabinowitz. Introduction to “Reading Over Time.” *PMLA*, vol. 133, no.3, 2018, pp. 631-632.

“Closeness Through Unreliability: Sympathy, Empathy, and Ethics in Narrative Communication.” *Narrative,* vol. 26, no. 2, 2018, pp. 125-145.

“Searching for Sentimentality in Henry James’s *The Bostonians.*” *Henry James Review,* vol.39, no. 1, 2018, pp. 62-80.

“Word Become Flesh: Literacy, Anti-Literacy, and Illiteracy in *Uncle Tom’s Cabin,” Legacy*: *A Journal of American Women Writers*, vol. 34, no. 2, 2017, pp. 253-77.

“Strategic Disingenuousness: The WPA, the ‘Scribbling Women,’ and the Problem of Expertise.” *CCC: College Composition and Communication,* vol. 66, no. 4, 2015, pp. 643-667.

“The Preceptor Problem: The Effect of ‘Undisciplined Writing’ on Disciplined Instructors.”

*WPA:* *Writing Program Administration****,*** vol. **36, no. 2, 2013, pp. 10-26.**

“Unmasking Criticism: The Problem with Being a Good Reader of Sentimental Rhetoric.” *Narrative,* vol. 19, no. 1, 2011, pp. 51-71.

“In Defense of Reading Badly: The Politics of Identification in ‘Benito Cereno,’ *Uncle Tom’s Cabin*, and Our Classrooms.” *College English,* vol.70, no. 6, 2008), pp. 551-577.

“Why We Should Trust Harriet Beecher Stowe.” *Nineteenth-Century Prose*. Special Issue on Rhetoric, vol. 27, no. 2, 2000, pp. 47-61.

**Chapters in Edited Collections**

“The American Woman Movement Meets the Disingenuous Orator: Harriet Beecher Stowe’s *Pink and White Tyranny*.” In *Beyond Uncle Tom’s Cabin: Essays on the Writing of Harriet Beecher Stowe,* edited by Monika Mueller and Sylvia Mayer. Rowman & Littlefield, 2011, pp. 17-34.

“The Detail vs. the Debate: Literature, Argument, and Freshman Writing,” *Integrating Literature and Writing Instruction in First-Year English*, edited by Judith Anderson and Christine Farris. NY: MLA, 2007, pp. 135-149.

**Review Essays, Book Reviews, and Responses**

Review Essay: “Sympathy in Nineteenth-Century American Literature and Our Discipline.” *American Literary History*, vol. 35, no. 2, 2023, pp. 850–860.

Review Essay: “The Afterlife of Uncle Tom.” *Resources for American Literary Study*, vol. 41, no. 1, 2019, pp. 132-139.

Review of Jean Sutton’s *The House of My Sojourn: Rhetoric, Women, and the Question of Authority. Legacy: A Journal of American Women Writers*, vol. 29, no. 2, 2012, pp. 343-346.

Review of Wai Chee Dimock’s *Through Other Continents: American Literature Across Deep Time*. *ARIEL: A Review of International English Literature*, vol. 38, no. 2-3, 2007, pp. 190-192.

With Michael Tavel Clarke and Timothy Clark. “Climate Change, Scale, and Literary Criticism: A Conversation.” *ARIEL: A Review of International English Literature* 46.3 (2015): 1-22. *ProQuest.* Web. 7 May 2016.

**“Reply to Andrea Scott.” *WPA: Writing Program Administration*, vol. 37, no. 1, 2013, pp. 220-22. [A reply to a response to “The Preceptor Problem.”]**

##### Conference Presentations

“Here, Kitty, Kitty: Crypto-Interpretive Impossibility, Pedagogical Horror, and Poe’s ‘The Black Cat’” as part of a panel I organized on “Confounding Narratives.” International Conference on Narrative. Newcastle, April 2024.

“Close Readers, Lay Readers, and the Ideal of Critical Humility,” as part of a workshop sponsored by Penn State University’s Center for Humanities and Information on “The Ethics of Close Reading.” State College, PA, October 2023.

“Constance Fenimore Woolson, The Lay Reader, and Critical Humility” as part of a panel I organized on “Nineteenth-Century American Women Writers and the Lay Reader.” American Literature Association. Boston, May 2023. Also presented at the Reception Study Society, Las Cruces, NM, September 2023.

“What We Leave Out When We Ignore Lay Readers” as part of a panel I co-organized (with Erin James), “Uncritical II: ‘Bad’ Criticism.” International Conference on Narrative. Dallas, March 2023.

“What Authorial Intention Illuminates about American Literary Realism” as part of a panel I organized on “Narrative Ethics, Form, and the Affordances of Authorial Agency.” MLA. San Francisco, January 2023.

“Beyond the Coverplot: Authorial Intention, Rhetorical Passing, and the Rescue of Nineteenth-Century American Women Writers.” *International Conference on Narrative*. Online, June 2022.

“Sentimentality, Rhetorical Passing, and Self-Critique in Constance Fenimore Woolson.” Society for the Study of American Women Writers. Baltimore, November 2021.

“The Afterlife of Sympathy: Dissentimentalism in Charles Chesnutt’s *The Marrow of Tradition*.” American Literature Association, Boston, July 2021.

“The Problem with the Redemption Narrative of Teaching” as part of a panel I organized on “What Can Narrative Theory Teach Us About Teaching?” International Conference on Narrative. Pamplona, May 2021 (virtual).

“Unreliability and Rhetorical Passing in the Works of Charles Chesnutt” as part of a panel I organized on “Unreliable Narration, Minoritized Authors, and Authorial Agency.” International Conference on Narrative. Pamplona, May 2019.

“Harriet Beecher Stowe, Charles Dickens, and the Problem with Reading.” Victorian Studies Association of Western Canada. Calgary, May 2019.

“Unreliability as Political Resistance: The Case of Charles Chesnutt’s *Conjure Tales*.” Canadian Association of American Studies. Calgary, October 2018.

“Beyond Contempt: Ways to Read *Uncle Tom’s Cabin*.” International Conference on Narrative. Montreal, April 2018.

“Constance Fenimore Woolson’s ‘Miss Grief’ and How to (Re-)Read Realistically” as part of a roundtable on “Scarcity and Abundance: The Ecology of Re-reading in the Nineteenth Century.” C19: The Society of Nineteenth-Century Americanists. Albuquerque, March 2018.

“Stowe, Dickens, and the Transatlantic History of Reading.” Society for the Study of American Women Writers. Bordeaux, July 2017.

“Teaching Writing in Large Classes: Integrity vs. Certain Death.” Campus Alberta Writing Studies. Calgary, April 2017.

“Sympathy and Unreliability” as part of a panel I organized, “Theorizing Unreliability.” International Conference on Narrative. Lexington, March 2017.

“Character Types in the Sentimental Novel” as part of a roundtable on “In Defense of Conventions: Rethinking the Conventionality of Nineteenth-Century American Women Writers.” MLA, Philadelphia, January 2017.

“Turning Words Into People: Anti-Literacy and Proleptic Audience in *Uncle Tom’s Cabin*” as part of a panel I helped organize called “Limning the Limits of Language: Sedgwick, Dickinson, and Stowe Negotiate the Written Word” presented at the Society for the Study of American Women Writers, Philadelphia. November 2015.

“Literacy, Anti-Literacy, and Illiteracy in *Uncle Tom’s Cabin*.” Reception Society Conference, Fort Wayne. September 2015.

“Disciplinarity and Transdisciplinarity in Freshman Year Composition” as part of a panel I organized on “Living with Vampires: The Discourse of Disciplinarity in First-Year Composition,” presented at the Conference on College Composition and Communication, Tampa. March 2015. (I organized this roundtable.)

“Frederick Douglass, William Garrison, and the Afterlife of Emotion.” American Literature Association. Washington, May 2014.

“Sentimental Rhetoric and the Problem of Embodied Criticism.” American Literature Association. Boston, May 2013.

“The Art of the Red Herring: The Realists Against the Sentimentalists.” American Literature Association. San Francisco, May 2012.

“Didacticism and the Future Tense of the Authorial Reader in Harriet Beecher Stowe’s *Uncle Tom’s Cabin*.” International Conference on Narrative. Las Vegas, March 2012.

“Louisa May Alcott, Henry Ward Beecher, and François Delsarte: The Decline of Sentimentality in Late Nineteenth-Century America.” American Literature Association. Boston, May 2011.

“‘So Let me Seem Until I Shall Be’”: The Decline of the Sentimental Orator and the Rise of the Skeptical Reader in Late Nineteenth-Century America. International Conference on Narrative. St. Louis, April 2011.

“Sentimentality and the Problem of Rhetorical Expertise,” as part of a panel I organized on “Rethinking Expertise: The Place of Humility in Writing Program Administration.” Conference on College Composition and Communication. Louisville, March 2010.

“Sentiment and the Question of Artistry Versus Hypocrisy” as part of a panel on “‘God Wrote It’: Nineteenth-Century Sentimental Women Authors and the Question of Artistry.” Society for the Study of American Women Writers. Philadelphia, October 2009.

“Uncritical Reading: The Politics of Identification in *Uncle Tom’s Cabin*, *Benito Cereno*, and Our Classrooms.” College English Association. St. Louis, March 2008.

“The Sentimental Debunker: On Only Partly Avoiding the Vortex of Nineteenth-Century American Sentimentality,” as part of a panel I organized on “Critical Implications: Negotiating Sentimentality, Class, and Performance.” American Literature Association. Cambridge, May 2007.

“Comical White Men and Eloquent Slaves: Harriet Beecher Stowe’s Public Sphere,” as part of a panel I organized on “Belittling Men: Manhood Under Siege in Pre-Civil War United States.” Western Social Sciences Association. Calgary, April 2007.

“Listening to Stowe's 'Rhetoric,’” presented at the Society for the Study of American Women Writers Third International Conference. Philadelphia, November 2006.

“The Rhetorical Problem of Historical Expertise,” as part of a panel I organized on “Herding Cats: Faculty, The Teaching of Writing, and the Problem of Rhet/Comp Expertise,” Conference on College Composition and Communication. Chicago, March 2006.

“Deception as a Pedagogical Tool,” as part of a panel I organized on “Deception in the Classroom,” presented at the Conference on College Composition and Communication. San Antonio, March 2004.

“Professionalism vs. Sentimentality: Harriet Beecher Stowe and Henry Ward Beecher,” presented at the Society for the Study of American Women Writers Second International Conference. Fort Worth, September 2003.

“Searching for Sentimentality in *The Bostonians*,” presented at the New England Modern Language Association. Boston, March 2003.

“The Sentimental Orator,” presented at the American Literature Association. Cambridge, May 2001.

###### Dissertation

“The Sentimental Orator: Persuasion in Nineteenth-Century America”

Advisors: Robert Scholes; Readers: Mari Jo Buhle and Philip Gould

###### Public-Facing Humanities Scholarship & Mentoring Outputs

**Articles**

Co-written with Michael Tavel Clarke, “How to Review an Academic Journal Article.” *Inside Higher Ed*, September 5, 2023.

Co-written with James Phelan, “Transforming a Dissertation Chapter into a Published Article.” *Inside Higher Ed,* August 27, 2020.

Co-written with James Phelan. “Writing Effective Journal Essay Introductions.” *Insider Higher Ed.* May 16, 2018.

Co-written with James Phelan. “Writing an Effective Abstract: An Audience-Based Approach.” *Insider Higher Ed.* February 23, 2017.

“10 Tips for Getting Published.” *Inside Higher Ed.* April 21, 2016.

**Podcasts**

“Jim Phelan & Faye Halpern: Edgar Allan Poe’s ‘The Black Cat.’” Project Narrative Podcast. 20 April 2023. 54 minutes.

 **Conference Presentations**

Roundtable on “From Dissertation to Book.” International Conference on Narrative. Newcastle 2024.

Roundtable on “Getting Published in a Scholarly Journal.” MLA, Philadelphia 2023; Chicago, January 2019; New York, January 2018; Philadelphia, January 2017; Austin, January 2016; and Vancouver, January 2015. (I organized the roundtable for 2015 conference.)

Roundtable on “Getting Published in a Scholarly Journal.” American Literature Association, Washington, May 2014. (I organized this roundtable.)

**Reading Groups, Workshops, Communities of Practice, and Lectures at the University of Calgary**

Presentation on “Edgar Allan Poe, Authorial Intention, and ‘The Black Cat’” as part of the English Brown Bag Research Talk Series, April 2024.

Workshops on “How to Get Published in a Scholarly Journal,” offered to the department’s fourth-year honors students in 2016 and offered to grad students across the University of Calgary as part of Grad Success Week in 2018. Also offered during the department’s graduate orientation week in 2017, 2018, 2019, 2020.

Workshops on “Responding to Student Essays” offered to the department’s first-year graduate students in 2013, 2014, 2017, 2018, 2019, 2020, 2023.

“How to Build In Essay Drafts Without Increasing Your Grading Time,” Brown Bag Pedagogy Session sponsored by the Teaching & Learning Committee, November 2019.

Leader of a reading group for Faculty of Arts Academic Staff on Susan Ambrose et al.’s *How Learning Works.* Sponsored by the Taylor Institute for Teaching and Learning. Fall 2018.

Leader of a Community of Practice for Faculty of Arts Academic Staff on how to teach graduate students. Sponsored by the Taylor Institute for Teaching and Learning. Fall 2017-Winter 2018.

“Teaching at the Taylor Institute” as part of a “Lunch and Learn,” Taylor Institute for Teaching and Learning, September 8, 2016.

“No More Magic Bullets: Non-Lethal Strategies for Teaching Students to Write Academic Papers,” Brown Bag Pedagogy Session sponsored by the Teaching & Learning Committee, Nov 2011.

"Kicking the Habit: Weaning Students Off the Five-Paragraph Essay," presented at the Humanities Pedagogy Seminar. University of Calgary, January 2008.

**Workshops Offered Outside of the University of Calgary**

“Finishing Your Article and Getting It Published” as part of the MLA’s “Sit and Write” Program, March 8, 2023.

“How to Give a Successful Conference Paper,” sponsored by the Society for the Study of American Women Writers and co-presented (online) with Donna Campbell. October 15, 2021.

#### Classes Taught at the University of Calgary

**Graduate Courses in the English Department**

* American Literary Realism
* Unreliable Narrators and Narrative Ethics
* Professing English: A Graduate Course in English Pedagogies
* The American Slave Narrative: Visions and Revisions
* American Women Speaking Out: Rhetorical Theory and the Gendered Nature of Persuasion
* Nineteenth-Century American Women Writers: A Case Study in American Literary History

**Graduate Courses in the Faculty of Arts**

* Arts 601: Theory and Practice of Teaching and Learning (co-taught in Fall 2019 and Fall 2020)

**Upper-Level Undergraduate Courses**

* Introduction to Narrative Theory
* Unreliable Narrators
* The American Slave Narrative and Neo-Slave Narrative
* Nineteenth-Century American Women Writers

**First and Second Year Undergraduate Literature Courses**

* American Literature Survey, Parts 1 and 2: Early American Literature through Modernism
* Twentieth-Century Literary Theory

#### Writing-Intensive Courses Introducing First-Year Students to Literary Analysis

* Introduction to Literary Analysis. Classes on “Monsters,” “Unreliable Narrators,” “Zombies,” “The American Slave Narratives,” and “The Stories We Tell”
* Introduction to Literary Practices: Satire & Irony
* Introductory Seminar for English Majors. Classes on American Slave Narratives and Unreliable Narrators.

**PhD Advising & Exam Committees**

Co-Supervisor for Emma Spooner, “Transforming Sentiment: Forming National Identity in Transatlantic Sentimental Novels of the Long 18th Century,” PhD granted 2017.

Supervisory Committee Member for the following students:

* Stuart Barnard (“Religious Print Culture and the British Foreign Bible Society in Canada, 1820-1904, PhD granted 2016),
* Matthew Kriz (“The Uninteresting Majority: Post-realist Fiction and the Masculine Archetype in 1950s America,” PhD granted 2015),
* Jarret Ruminski (“Southern Pride and Yankee Presence: The Limits of Confederate Loyalty in Civil War Mississippi, 1860-1865,” PhD granted 2012).

Member of Doctoral Thesis Oral Exam Committee for Stuart Barnard (2016); Matthew Kriz (2015); Vladimir Pavlov (2015); Ardis Anderson (2012); Jarret Ruminski (2012).

Member of Candidacy Exam Committee for Amy Tureen (2014) and Aaron Giovannone (2011).

**MA Exam Committees**

Member of Masters Thesis Oral Exam Committee for Jennifer McDougall (2024); Louis Reed-Wood (2018); Kerrie Price (2012); Stacy Groening (2009); Monica Wolcott (2009).

**Undergraduate Advising**

Senior Honors Thesis Advisor for Leah Ludwig, 2024-25.

Senior Honors Thesis Advisor for Kaitlin Kiddey. “Fear, Fascination, and Engendered Emotion: The Representation of Women within Nineteenth-Century American Gothic Literature,” 2011-12.

**Advising Outside of the University of Calgary**

Mentorship of Lily Tian, a beginning scholar at the China University of Geosciences, Beijing, as part of the International Society for the Study of Narrative Mentorship Program, 2021-22.

**Awards and Grants**

Winner of *Teaching and Learning Inquiry*’s 2023 Article of the Year Award for “The Morphology of the SoTL Article: New Possibilities for the Stories that SoTL Scholars Tell About Teaching and Learning”

SSHRC (The Canadian Governmental Granting Agency for the Humanities) Insight Grant, “The Afterlife of Sympathy: Reading American Literary in the Wake of *Uncle Tom’s Cabin*.” $63,419, 2019.

Development & Innovation Grant from the Taylor Institute for Teaching and Learning. With Dawn Johnston. “Launching ‘Theory and Practice of Teaching and Learning’: A New Course for Graduate Students in the Faculty of Arts. Teaching and Learning Grant. $7500, 2018.

Seeding SoTL Grant from the Taylor Institute for Teaching and Learning. Facilitating a reading group for academic staff on Susan Ambrose et al.’s *How Learning Works*, $300, 2018*.*

Lesson Study Grant from the Taylor Institute for Teaching and Learning. Co-investigator on “Reframing Close Reading.” $14,950, 2017.

SSHRC Enhancement Grant, University of Calgary, $2000, 2012.

**Service at The Ohio State University**

Member, Graduate Committee, 2025-

###### Service at the University of Calgary

Member, Graduate Executive Committee, 2023-present.

Member, Search Committee for a 3.5 Year Limited-Term Appointment, Creative Writing, Winter 2023.

Member, Faculty of Graduate Studies, Scholarship Committee, Winter 2023.

Member, Department of English’s Equity, Diversity, and Inclusion Committee, 2021-22.

Member of the Faculty of Arts’ Equity, Diversity, and Inclusion Committee, 2020-22

Member of the Teaching and Learning Committee (Faculty of Arts), 2015-22.

 As part of my service on this committee, I developed and helped facilitate the adoption of a new Faculty of Arts graduate course on pedagogy, ARTS 601, which I co-taught its first two years.

Representative to the Faculty Association, 2017-20.

Member, Advisory Board, Taylor Institute for Teaching and Learning, 2016-18.

Member, Search Committee for an Assistant Professor, Transatlantic Literature*,* 2014-15.

Faculty Co-Operative Education Advisor. The Co-Operative Education Program is a service-learning program. I assessed the reports written by English majors involved in the program. 2011-13.

Member of the Undergraduate Program Committee, 2007-08, 2016-17, and Winter 2021.

Member of the Conjoint Faculties Research Ethics Board, where I reviewed proposals for projects involving human research, 2007-08.

**Service to the Profession**

Consultant for *Legacy*; external readerfor *J19, College Composition and Communication*, *College English, LIT, ESQ, Poetics Today, Twentieth-Century Literature*, *Teaching and Learning Inquiry*, Broadview Press.

Tenure Review (Peter Khost), Stonybrook University, Winter ’18.

**Professional Development and Pedagogical Training**

“Learning Online,” offered by Continuing Education, University of Calgary, which I took to prepare for teaching online. Summer 2020.

Academic Staff Certificate Course, University of Calgary, “Teaching and Learning Practices, Theories, and Assessments,” Winter 2020.

Two-time Participant, Project Narrative Summer Institute, held at Ohio State University, June 3-14, 2013 & June 25-July 6, 2018.

Participant, English SoTL Research Group on Close Reading sponsored by the University of Calgary’s Taylor Institute for Teaching and Learning, 2017-18.

Participant, SoTL Journal Club, where we discussed SoTL research, sponsored by the University of Calgary’s Taylor Institute for Teaching and Learning, 2017-18.

Participant, Christensen Seminar on Discussion Leading Skills, sponsored by Harvard’s Derek Bok Center for Teaching and Learning, 2003.

Sheridan Teaching Certificate (Brown University), 1999