

**JARAD KRYWICKI**

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**EDUCATION**

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2010-2018	University of Colorado, Boulder, CO PhD in English (May 2018)
2006-2009	Brooklyn College, NY MA in English Literature
1992-1996	Colgate University, NY AB in English and Philosophy

**DISSERTATION**

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*Dread Stress: The Politics of Literature amid the Transformation of U.S. Print Culture, 1847-92*

**Committee:** Martin Bickman (director), David Glimp, Steve Lamos, Maria Windell, Jan Whitt

**Abstract:** My dissertation examines how nineteenth-century writers generate and modulate their aesthetics in relation to the shifting configurations of U.S. governance and print culture. Focusing on Herman Melville's magazine writing and late poetry, and Frances Ellen Watkins Harper's antislavery texts, *Dread Stress* maps such developing aesthetics across the gradual decline of the partisan press and the subsequent rise of the commercial press, an uneven transformation that occurred across the second half of the nineteenth century. I argue that Melville's and Harper's aesthetics emerge as a function of the mutually constitutive relationship between each author's conception of the literary and their engagement with the spaces and mediums in which their texts surface (e.g., the magazine, the antislavery newspaper, or the privately printed book). My study is particularly invested in charting the political dimensions of Melville's and Harper's formal and lexical strategies, specifically in respect to how these strategies disrupt or revise the boundaries of who can speak, and where and how they can do so.

## RESEARCH AND TEACHING INTERESTS

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Sustainability, New Media, Digital Rhetoric, Political Rhetoric, Pedagogy, Aesthetics, U.S. Print Culture and Book History, Nineteenth-Century American Literature, Postbellum U.S. Poetry

## PUBLICATIONS

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“The Soft Answer: The *National Era*’s Network of Understanding.” *American Periodicals* 23.2 (Fall 2013): 125-41.

## CONFERENCE PAPERS AND PRESENTATIONS

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“Rise of the Machines: Generative A.I. and Composition.” Program for Writing and Rhetoric 2023 Summer Seminar. CU Boulder, May 2023.

“From Shriek to Psalm: Politics as Aesthetics in Frances Ellen Watkins Harper’s *Poems on Miscellaneous Subjects*.” Interdisciplinary Workshop on North America and the Early U.S. University of California, Berkeley, April 2018.

“The Genuine Article: P.T. Barnum and the Rhetoric of Authenticity.” Southwest English Symposium. Tempe, AZ, February 2016.

“Teasing the Whale: ‘The Town-Ho’s Story’ as Told in *Harper’s*.” American Literature Association Conference. Washington, D.C., May 2014.

“Gamaliel Bailey and the Gradualist Anti-Slavery Press.” University of Colorado Works in Progress Seminar Series. Boulder, CO, February 2013.

“Bird, Fish, or Square? The Morph and the Reciprocal Network in Gertrude Stein’s *Everybody’s Autobiography*.” University of Colorado Works in Progress Seminar Series. Boulder, CO, November 2011.

“The Floating Subject: Illusions of Influence and Independence in *Moby-Dick*.” Brooklyn College Graduate English Conference. Brooklyn, NY, April 2009.

“Courageous Indecision: *Pierre* and the Shapes of Desire.” Stony Brook English Graduate Conference. New York, NY, February 2009.

“A Cool Spring in a Well-Lit Summer: Time and Season in *The Sun Also Rises*.” Brooklyn College English Conference. Brooklyn, NY, May 2008.

## DEPARTMENTAL SERVICE

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- 2024-present Representative, Arts and Sciences Faculty Senate, CU Boulder, Program for Writing and Rhetoric
- Review, discuss, and vote on College of Arts and Science policies, initiatives, and messaging in respect to faculty governance. Serve as member of planning subcommittee, which addresses ns upcoming ASFS needs. Provide detailed summary of faculty governance policies and plans for PWR faculty.
- 2023-present Elected Member, Annual Merit Review Committee, CU Boulder, Program for Writing and Rhetoric
- Read universal observation reports, lesson plans, and reflections for PWR teaching faculty, and meet to discuss rankings with committee. Read teaching and service narratives, and assign points according to the rubric described in the Merit Framework. Discuss merit forms and points with committee.
- 2023 Member, Teaching Assistant Professor Search Committee, CU Boulder, Program for Writing and Rhetoric
- In partnership with other committee members, created job posting and screening rubrics for three teaching faculty positions. Assessed 70+ applications, interviewed nine finalists, and recommended candidates for hire.
- 2022-2024 Member, Sustainability Committee, CU Boulder, Program for Writing and Rhetoric
- Contributed to planning, promotion, and organization of committee supported events, such as the 2022 panel on climate change and health, and the 2023 panel on climate solutions. Participated in volunteer community service sponsored by Boulder County Parks and Open Space (e.g., Reynolds Ranch tree cutting). Supported Mission Zero partnership. Integrated new sustainability related materials in current coursework and featured sustainability focused guest speakers in upper division courses.
- 2023-present Chair, Digital and Information Literacies Committee, CU Boulder, Program for Writing and Rhetoric
- Schedule, plan, and moderate group meetings, and write committee vision report. Coordinate and support committee-sponsored events and initiatives (e.g., workshops on artificial intelligence, multimodal composition, disinformation, etc.).
- 2022-2023 Member, Digital and Information Literacies Committee, CU Boulder, Program for Writing and Rhetoric
- Participated in monthly meetings about developing new strategies for teaching in digital environments. Contributed to grant proposal (A&S Dean's Innovation Fund) for a Digital Publishing Lab and new web publication.

- 2018-21      Lecturer Representative, Faculty Advisory Committee, CU Boulder, Program for Writing and Rhetoric
- Voted on behalf of lecturers in monthly meetings to advise program director on budgetary, administrative, and policy matters; assisted in adjudicating faculty appeals of annual merit reviews.
- 2013-15      Lead Graduate Student Instructor, CU Boulder, Dept. of English
- Developed, organized, and coordinated departmental graduate student orientation; acted as the departmental liaison for graduate instructors and teaching assistants; conducted video teaching consultations for current instructors and TAs; led a weekly pedagogy seminar for incoming master's and doctoral students
- 2012-13      Representative, United Government of Graduate Students, Dept. of English
- Participated in weekly student government meetings; voted on allocation of funds and resources respecting core graduate student concerns (health care, outreach, etc.); reported on meetings and voting results to English department graduate students

## ACADEMIC APPOINTMENTS

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- 2022-present    *Assistant Teaching Professor*, Program for Writing and Rhetoric, CU Boulder  
 2018-2022      *Lecturer*, Program for Writing and Rhetoric, CU Boulder  
 2010-2018      *Graduate Part-Time Instructor*, English Dept. and PWR, CU Boulder  
 2014            *Adjunct Instructor*, Colorado School of Mines

### Selected Courses

- WRTG 3030    *Writing on Science and Society (2018-present)***  
 Focusing on sustainability and climate change, this course immerses STEM students in the study and practice of writing scientific arguments for expert and non-expert audiences. *Modalities*: Online (asynchronous, synchronous), hybrid online, in person
- WRTG 1150    *First-Year Writing and Rhetoric (2016-present)***  
 Emphasizing effective use of argumentation, evidence, and analysis, this introductory course helps students build successful writing and research strategies and processes. *Modalities*: Online (synchronous), hybrid online, and in person
- WRTG 2000    *Information and Society (2024-present)***  
 This composition-focused course explores information as an interconnected group of concepts--what we can understand as "theories" of information--and as an ongoing set of individual, collective, and mechanized practices. *Modality*: In person

**WRTG 3020** *Topics in Writing: Technology and American Culture (2020)*

Taking the pandemic as its point of departure, this course investigated texts and virtual environments that engage with the influence of new media—before and during the global shutdown. Students researched the ways that technology impacts our everyday lives and composed in traditional and emerging media. *Modalities:* Online (asynchronous)

**WRTG 3020** *American Road Trips (2020-present)*

Mapping the development of the American “road trip” through influential historical periods and geographic spaces, this course examined representative road narratives, blues and folk songs, films, and poetry while advancing students’ skills in academic and professional writing. *Modalities:* Hybrid online and in person

**WRTG 3020** *Food and Culture Writing (2019-2020)*

This community-oriented course examined the rhetoric of contemporary food studies to advance students’ academic and professional writing skills. Through immersive coursework, field trips, and multimodal projects, students apply developing content knowledge and compositional strategies to local and global food concerns. *Modality:* In person

**ENGL 3060** *Modern and Contemporary Literature*

*Topic:* Remaking the Past, Remembering the Present (2015)

Investigating the function and representation of memory in twentieth- and twenty-first-century texts, this course explored the ways that perceptions and encodings of the past influence present realities.

*Topic:* Borders, Crossings (2011)

Using Benedict Anderson’s discussion of imagined communities as its point of departure, this course examined how the borders of such communities are explored, transgressed, and produced by North and South American authors.

*Topic:* Labyrinths (2011)

This course paired selections from Jorge Luis Borges’ *Labyrinths* with twentieth-century fiction and poetry as a means to look at how different groups responded to significant cultural and ideological transformations.

*Modalities:* Hybrid online and in-person

**ENGL 1600** *Masterpieces of American Literature*

*Topic:* Imagining the End: Utopian Visions and Apocalyptic Fantasies (2014)

Tracing the development of end-of-the-world imaginings from their religious, colonial origins to current dystopian and apocalyptic texts, this course examined the role of such fantasies in shaping American thought.

*Topic:* The American Sacred? (2014)

This course looked at American authors' engagement with both traumatic and joyous elements of U.S. history and culture, charting key transformations in U.S. myths and perceptions of the sacred.

*Topic:* Survey of Nineteenth- and Twentieth-Century U.S. Literature (2011-2013)

*Modality:* In person

**ENGL GPS 1 Graduate Pedagogy Seminar (2013, 2014)**

Through pedagogy theory, practical application, professional development, and faculty guidance, this weekly seminar prepared and supported future and current TAs and graduate instructors. *Modality:* In person (co-taught)

**LAIS 305A American Literature: Colonial Period to Present (2014)**

From Mary Rowlandson's captivity narrative to Americo Paredes' *George Washington Gomez*, this course provided a context for examining the diverse traditions that shape the nation as a physical, cultural, and historical space.

*Modality:* In person (co-taught)

## SELECTED HONORS AND AWARDS

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2014	University of Colorado Boulder Best Should Teach Silver Award
2014	University of Colorado Boulder Windfall Archival Research (WAR) Grant
2014	University of Colorado Boulder English Graduate School Council Grant
2014	United Government of Graduate Students (UGGS) Travel Grant
2013	University of Colorado Boulder Best Should Teach Silver Award

## RESEARCH APPOINTMENTS

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2015	<i>Research Assistant</i> , Department of English Supervisor: Maria Windell  Cataloged 1,500+ archival images of U.S. military correspondence and records; transcribed handwritten government reports on expansion of U.S. Cavalry; conducted research on optical character recognition (OCR) software; fact-checked transcribed documents
2014	<i>Lead Researcher</i> , Department of English Supervisors: David Glimp and Martin Bickman  Developed, organized, and managed grant-funded research project on more than sixty English graduate-student pedagogy programs throughout the United States; wrote and presented report on findings to department chairs and committees

2012, 2016     *Research Assistant*, Department of English  
Supervisor: Martin Bickman

Assisted in course and curriculum development for undergraduate seminars; gathered research for book and article projects on collegiate pedagogy; cataloged research materials

## **ADDITIONAL PROFESSIONAL EXPERIENCE**

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2005–2010     **Manager of Content & Community**, *Thomas Publishing, NY, NY*

*Summary:* Dedicated team leader who supervised editorial content, staff, and deployment strategy for all ThomasNet news publications, sent to more than 2 million readers per month.

- Managed six-person writing and deployment team, and outsourced vendors and contributors.
- Designed promotional content for e-newsletters, community forums, industrial wiki, and blog.
- Developed strategic initiatives for Search Engine Optimization (SEO) and user engagement.

2002–2004     **Editor, Project Manager**, *Bow Tie Press, Irvine, CA*

*Summary:* Motivated freelance developer and editor for Advanced Vivarium systems' books and guides.

- Edited and revised copy, and worked with authors to clarify, reorganize and augment previously published or new manuscripts.
- Selected photos and illustrations, and worked with art director to update layouts.
- Tracked each project through all stages of production, and reviewed final prepress copy.

1999–2002     **Managing Editor**, *Fancy Publications, Irvine, CA*

*Summary:* Detail-oriented and audience-focused manager of editorial operations for monthly and annual consumer magazines.

- Wrote and edited copy, and assigned, generated, and evaluated stories.
- Managed editorial staff, and supervised freelance art directors and writers.
- Coordinated internal departments, and generated contracts and payments for outside vendors