

Kurtis Hessel

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Program for Writing and Rhetoric, 1060 18th street
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Education

PhD English, University of Colorado, Boulder (May 2017)

Dissertation: “Poetry and Chemistry, 1770-1830: Mingling Exploded Systems”

MA English, Southern Illinois University Carbondale (May 2008)

Thesis: “‘Both Remedy and Health’: The Form of Disease in Coleridge’s Criticism and *Notebooks*”

BSC Motion Pictures and English, University of Miami in Coral Gables (May 2005)

Academic Teaching Appointments

University of Colorado Boulder, Program for Writing and Rhetoric –Teaching Assistant Professor (January 2019 – Present)

University of Colorado Boulder, Division of Continuing Education – Digital Pedagogy Teaching Fellow (June 2017 – December 2018)

University of Colorado Boulder, Engineering Management Program – Lecturer (January 2018 – December 2018)

University of Colorado Boulder, Program for Writing and Rhetoric (2015-2017) and English (2008-2015) – Graduate Part-Time Instructor

Publications

Peer-Reviewed Articles and Chapters

“Coleridge and Science.” *The New Cambridge Companion to Coleridge*, edited by Tim Fulford, Cambridge UP, 2022. Chapter. (forthcoming)

“Wordsworth, Priestley, and the Revolution in Knowledge.” *The Coleridge Bulletin*, vol. 53, summer 2019, pp. 68-79. Article.

“Knowledge’s ‘gordian shape’: Keats and the Disciplines.” *Keats’s Negative Capability: New Origins and Afterlives*, edited by Brian Rejack and Michael Theune, Liverpool UP, 2019, pp. 93-107. Chapter.

“The Romantic-Era Lecture: Dividing and Reuniting the Arts and Sciences.” *Configurations*, vol. 24, no. 4, fall 2016, pp. 501-32. Article.

“*Queen Mab*, Wollstonecraft, and Spinoza: Teaching ‘Nature’s Primal Modesty.’” *European Romantic Review*, vol. 27, no. 3, 2016, pp. 351-363. Article. Co-authored with Jill Heydt-Stevenson.

“Humphry Davy’s Intergalactic Travel: Catching Sight of another Genre.” *Studies in Romanticism*, vol. 54, no. 1, spring 2015, pp. 57-78. Article.

Book Reviews

Review of *Imagination and Science in Romanticism*, by Richard C. Sha. *Romanticism*, vol. 28, issue 1, 2022. (forthcoming)

Review of *The Age of Analogy: Science and Literature Between the Darwins*, by Devin Griffiths. *Romantic Circles*, 4 May 2021, romantic-circles.org/reviews-blog/devin-griffiths-age-analogy-science-and-literature-between-darwins-reviewed-kurtis.

Review of *The Romantic Imagination and Astronomy: On All Sides Infinity*, by Dometa Wiegand Brothers. *Romantic Circles*, 2 Sept 2015, romantic-circles.org/reviews-blog/dometa-wiegand-brothers-romantic-imagination-and-astronomy-all-sides-infinity-review.

Works in Progress

Elements of Romanticism: Poetry and Chemistry, 1770-1830. Monograph (in progress).

Awards and Fellowships

Field-wide Awards and Major Fellowships

Selected inaugural John Beer Bursar for the Coleridge Summer Conference in Cambridge, England, August 2018

James R., Ann R., and R. Jane Emerson (McCall) Student Support Fund in the Humanities, a year-long fellowship providing full support for a graduate student working on his/her dissertation. Awarded by the Graduate School at CU Boulder for the 2013-2014 academic year.

Ogilvy Travel Fellowship from the Center for British and Irish Studies at CU Boulder to research for four weeks in the archives of the Royal Institution and the British Library in London, England, August 2012.

Research and Conference Travel Awards

Conference Travel Grant from the Center for British and Irish Studies at CU Boulder to present at the North American Society for the Study of Romanticism international conference in Winnipeg, Manitoba, August 2015.

Harold D. Kelling Dissertation Chapter Prize, CU Boulder English Department, 2014, for “Humphry Davy’s Intergalactic Travel: Catching Sight of Another Genre.”

Conference Travel Grant from the Center for British and Irish Studies at CU Boulder to present at the Coleridge Summer Conference in Somerset, England, July 2014.

Dean’s Graduate Student Research Grant from the Graduate school at CU Boulder in support of a research trip to England to work for six weeks at the archives of the Royal Institution, the London Metropolitan Archive, and the John Rylands Library in Manchester, August – September 2013.

Summer Dissertation Fellowship from the Graduate School at CU Boulder in support of research activities pertaining to dissertation, Summer 2012.

Conference Travel Grant from the Center for British and Irish Studies at CU Boulder to present at the North American Society for the Study of Romanticism international conference in Park City, Utah, August 2011.

Conference Travel Grant from the Center for British and Irish Studies at CU Boulder to present at the Coleridge Summer Conference in Somerset, England, July 2010.

English Department Fellowship, single course release, spring 2013, fall 2012, fall 2009 and fall 2008.

Conference Papers and Presentations

“From Principles to Elements: Priestley and the Revolution in Knowledge.” North American Society for the Study of Romanticism, Chicago, IL, August 2019.

“‘Born of the Air and Doomed to Flame’: Priestley and the Revolution in Knowledge.” Coleridge Summer Conference, Cambridge, England, August 2018.

“Shocking Developments! Prophetic Materials! Professor Davy’s Weird and Spine-tingling Battery!” International Conference on Romanticism, Colorado Springs, CO, October 2016.

“Knowledge’s ‘gordian shape’: Keats and the Disciplines.” North American Society for the Study of Romanticism, Berkeley, CA, August 2016.

“Romanticism on Acid: Corroding the Enlightenment.” The conference for the Society for Literature, Science, and the Arts, Houston, TX, November 2015.

“Nature’s Primal Modesty’: Radical Restraint in Wollstonecraft’s *Vindications* and Shelley’s *Queen Mab*.” North American Society for the Study of Romanticism, Winnipeg, Manitoba, August 2015. Co-presented with Jill Heydt-Stevenson.

“Elemental Romanticism: Humphry Davy’s Siblylline Leaves.” Coleridge Summer Conference, Somerset, England, July 2014.

“Symbolic Elements and Generic Solutions: Humphry Davy’s *Consolations in Travel*.” Invited talk at the Chemical Heritage Foundation Brown Bag Lecture Series, Philadelphia, PA, March 4, 2014.

“Disintegrated Concepts: Lecture and Coleridge’s Method.” *Orating Romanticism*, University of Colorado, Boulder, CO, February 28, 2014.

“‘In Thickets and Brakes Entangled’: Cowper’s Empirical Roving.” North American Society for the Study of Romanticism, Boston, MA, August 2013.

“Eroding Catastrophe in Davy’s *Consolations in Travel*.” International Conference on Romanticism, Tempe, AZ, November 2012.

“The Materials of Symbol: Traces of Revision in Coleridge’s *The Friend*.” Coleridge Summer Conference, Somerset, England, July 2012.

“Davy’s Intergalactic Travel: Catching Sight of Another Genre.” North American Society for the Study of Romanticism, Park City, UT, August 2011.

“Coleridge’s ‘Ruinous Genius’: perhaps ‘tis *not* pretty to force together / thoughts so all unlike each other.”

Coleridge Summer Conference, Somerset, England, July 2010.

"Byron's Romance Historiographies: Knowing and Experiencing Ruin(s)." International Conference on Romanticism, New York, NY, November 2009.

"Both remedy and health': The Form of Disease in Coleridge's Criticism and Notebooks." International Conference on Romanticism, Rochester, MI, October 2008.

"And Ever Best Found in the Close': The Tyranny of Historical Reading in *Samson Agonistes*." Group for Early Modern Cultural Studies Conference, Chicago, IL, February 2007.

"John Clare and the Identity of the Poet." MLA Conference, Philadelphia, PA, December 2006.

Teaching Experience

University of Colorado at Boulder (Fall 2008 – present)

Traditional Classroom, Synchronous Remote, and Hybrid Teaching at CU

First Year Writing: Writing, Rhetoric, and Ideology (WRTG 1150), 21 sections—This course trained students in the basics of argumentative writing and rhetorical analysis. Assignments: participation, rhetorical analysis essay, ideological analysis essay, anatomy of a controversy essay (literature review about a social issue), peer review memos, final reflection.

Writing on Science and Society: Science's Pathway to Popular Awareness (WRTG 3030), 9 sections—This course introduced students to the rhetorical conventions of contemporary disciplinary science writing. It included discussion of how science is translated for popular audiences and a unit in which students conducted historical research to understand the "rhetorical situation" of Rachel Carson's *Silent Spring*. Assignments: participation, "Welcome to the Discipline" pamphlet, popular science evaluation essay, history and rhetoric of science essay, peer review memos and online posts.

Topics in Writing: Issues in Higher Education, or How to Shape Your University (WRTG 3020), 2 sections—This course asked students to reconsider their relationship to the university as an institution by conducting research into controversial issues in higher education. It included instruction on archival research methods and composition, as well as discussion of the rhetorical complexities of engaging activist public audiences. Assignments: reflective essay on the purpose of higher education, research essay on a controversial issue, group project developing advocacy campaign around a prominent issue, peer review and online posts.

Engineering Communication (EMEN 5830), graduate-level course, 3 sections—This course provided graduate students in CU's College of Engineering and Applied Science with instruction in written and verbal modes of communication necessary for effective leadership in tech and engineering fields. In addition to providing instruction in the basics of rhetoric, composition, and presentation, this course highlighted common genres (reports, memos, executive summaries) in the engineering field. Assignments: participation, journal, four presentations, personal essay, research paper, executive summary.

History and Literature of Georgian England: Remixing the Long Eighteenth Century (ENGL 3164), 1 section—This upper-level course introduced students to literary texts in multiple genres written between 1660 and 1830, while surveying important historical contexts. Students explored how our works could be reimagined to emphasize their present-day relevance. Assignments: participation, collaborative podcast, recorded poetry reading, historical research essay, literary analysis essay.

British Literary Masterpieces: “Genres of Knowledge” (ENGL 1500), 2 sections—This course studied English literature written between 1600 and 1850 in terms of its relation to other ways of knowing (science, religion, politics, etc.). Assignments: participation, two short essays and one longer paper, exams and on-line posting.

Shakespeare for Non-Majors (ENGL 3000), 9 sections—In this introductory course, non-majors read eight plays, including *Twelfth Night*, *Hamlet*, *The Winter’s Tale*, and *The Tempest*. It also included a secondary focus on the uses to which Shakespeare has been put in film and popular culture. Assignments: participation, two short essays and one longer paper, exams and on-line posting.

Introduction to Women’s Literature (1550-1850) (ENGL 1260), 6 sections—This course took up several foci, including women writers’ engagements with religious devotion, amatory desire, and political action. It considered texts such as Aemilia Lanyer’s *Salve Deus Rex Judaeorum* and Aphra Behn’s *The Rover*, among others. Assignments: participation, two short essays and one longer paper, exams and on-line posting.

Modern and Contemporary Literature (ENGL 3060), 4 sections—This course scrutinized works that are multi-generic in construction. It included a number of cross-period “lyric workshops” in which students read examples of lyric poetry produced at various moments in literary history in order to get a richer view of the genre’s permutations. Assignments: participation, two short essays and one longer paper, exams and on-line posting.

Asynchronous Online Teaching at CU

Freshman Writing Seminar (ENGL 1001), 1 section—This class focused on teaching writing by analyzing and writing about literary texts. It opened with an intensive unit on writing and rhetoric before shifting to consider four sequential case studies on Wordsworth and Coleridge’s *Lyrical Ballads*, Mary Shelley’s *Frankenstein*, Jean Toomer’s *Cane*, and Muriel Rukeyser’s “The Book of the Dead.” Each work was paired with popular journalistic essays that drew upon these texts to address contemporary issues. Assignments: posting, revision and reflection assignments, Personal Essay, Putting Literature to Work Essay

History and Literature of Georgian England: Remixing the Long Eighteenth Century (ENGL 3164), 1 section—see description listed above under “Traditional Classroom”

Shakespeare for Non-Majors (ENGL 3000), 2 sections—see description listed above under “Traditional Classroom”

Enlightenment Women Imagining Science (ENGL 1260), 1 section—This course surveyed 18th- and 19th-century women writers who responded to the sciences of their era. Students read works by Margaret Cavendish, Eliza Haywood, Anna Barbauld, Mary Wollstonecraft, Eleanor Porden, Jane Marcet, and Sarah Hoare. The course also included contemporary authors Ursula Le Guin and Adrienne Rich. Assignments: posting, quizzes, Literary Analysis Essay, Critical Introduction Project, Annotations.

Modern and Contemporary Literature: The Weird 20 (ENGL 3060), 2 sections—This course used 20th century “weird fiction,” horror, and science fiction to introduce students to the split in literary culture between high and low culture texts, while also discussing how critics form canons. It surveyed authors of the literary pulp *Weird Tales*, such as H.P. Lovecraft and Clark Ashton Smith, considering their relationship to high-modernist contemporaries. We also studied 19th-century precursors like Poe and Mary Shelley, and contemporary inheritors, including Shirley Jackson, and Octavia Butler. Assignments: posting, research essay, close-reading essay, canonicity essay

Honors Thesis Committee Service

Jordan Summers, Undergraduate Honors Thesis – Biochemistry – Committee Chair: Karolin Luger;
Members: Jeffrey Cameron, Joseph Falke (Spring 2021)

Southern Illinois University Carbondale (Fall 2006 – Spring 2008)

The Western Literary Tradition (ENGL 121), 1 section—This course examined the roles of tradition and tragedy in Western literature, from Sophocles to Virginia Woolf. Assignments: participation, three formal essays, weekly responses, and exams.

English Composition II: The War on Terror (ENGL 102), 2 sections—This focused composition course taught the basics of argumentation by considering the rhetoric surrounding 9/11 and the War on Terror. Assignments: participation, five formal essays, and a final composition portfolio.

Pre-Semester Workshop Session Leader, Summer 2007—I ran several training sessions for incoming Graduate Assistants, familiarizing them with the composition theory that undergirds the program and introducing them to the ENGL 101 (freshman composition) syllabus.

Academic Service and Activities

University of Colorado at Boulder

Committee work:

- Digital Literacy/Information Literacy Committee, Program for Writing and Rhetoric, January 2019 – May 2021
 - Worked on a framework for information literacy in upper-level writing courses for the Program for Writing and Rhetoric; Contributed to the development of a course on “Information Literacy” to be offered by the PWR (2019)
 - Contributed to the development of a course on “Information Literacy” to be offered by the PWR (2020)
- Disciplinary Dialogues Committee, Program for Writing and Rhetoric, June 2021 – present
 - Conducted research into the discursive and institutional conventions of chemistry in preparation for interdepartmental dialogues intended to generate new curricular opportunities for writing across the disciplines.

Administrative Assistant, Office of Faculty Affairs, February 2017 – February 2018: I fulfilled various administrative tasks related to faculty tenure cases, worked to maintain a database of faculty awards, and wrote copy for the CU Faculty Awards Brochure and for CUExpert, the public-facing portal for the Faculty Information System.

Archival Assistant, Office of Faculty Affairs, May – August 2015 and May – August 2016: I worked to create the archival structure for 35 years’ worth of CU departmental review documents in addition to digitizing print materials and providing quality control scrutiny for previously processed reviews.

Graduate Student Representative, CU English Department, 2011 – 2012: I helped to create and served as inaugural representative to the English Graduate Student Council (EGSC) for the English Department at CU, a body meant to serve as the graduate student voice in departmental administrative matters and the overall facilitator of graduate student culture and community. Duties and services included:

- Attending faculty meetings and reporting minutes to the larger graduate student community.
- Organizing and serving (through 2017) in the EGSC mentoring program, in which advanced PhD students mentor incoming MA and PhD students: my mentoring duties include arranging

introductions to faculty for my mentees, informing them of department protocols, and reading and commenting on essay and conference proposal drafts. I took on 2-3 mentees per year.

- Arranging graduate student collaborative writing sessions, practice exams for students approaching their comprehensive exams, and various community events.

Beyond the University of Colorado at Boulder

North American Society for the Study of Romanticism Graduate Caucus Executive Board, 2009—2015:

Along with graduate students at a number of universities, I worked to establish a graduate caucus for NASSR. My responsibilities included:

- Drafting and revising bylaws in committee.
- Producing promotional material using Adobe Pagemaker for inclusion in conference folders.
- Working in committee to arrange speakers for the professionalization panel at the NASSR conference that the Caucus sets up every year.

British Women Writers Conference 2012, Conference Planning Committee: I worked with two other CU graduate students and a faculty advisor to plan and execute the conference. My particular duties included:

- Reading paper proposals and deciding on attendees.
- Working with the scheduling committee to arrange panels.
- Contacting participants and arranging moderators for unchaired panels.
- Performing supervisory and logistical tasks during the conference.