

Curriculum Vitae – James A. Puckett

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Clemson University

Lecturer
English Department

Education

Temple University

PhD in English, 2022

University of North Carolina Wilmington

MA in English, 2013

Central Michigan University

BS in English, 2011

Research

My primary research interests include Native American literatures, science and literature, and representations of race, gender, and nature in US literatures of the long nineteenth century.

PhD Dissertation:

- *A Science of Literature: Ethnology and the Collection of Indigenous Oral Traditions in the United States*

MA Thesis:

- *Ernest Hemingway's Ecological Ethics: Masculine Performance and Pastoralism Seen Through Evolutionary Psychology* (2013)

Publications:

- "Death and 'divine love': Kate Chopin's Reading of Walt Whitman," *American Literary Realism*, Vol. 52.1 (2019)
 - "'Sex explains it all': Male Performance, Evolution, and Sexual Selection in Ernest Hemingway's *The Sun Also Rises*," *Studies in American Naturalism*, Vol 8.2 (2014)
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Teaching

My primary teaching interests include US literatures and English Rhetoric and Composition.

Courses Taught:

Clemson University

- **Multiethnic American Literature (2140; two sections)**: Students read late-nineteenth and early-twentieth century fiction and non-fiction by minoritized authors in the United States. Students learn to situate texts within the period, considering the importance, for example, of the rise of Jim Crow, the Dawes Act, and shifting laws and attitudes regarding immigrants. Through short written reflections, class discussions, group presentations, and exams, students analyze how and why authors such as Charles Chesnutt or Zitkala-Sa responded to the age in which they wrote. And in essays, students connect immigration narratives from the period to contemporary ones, reflecting on what historical texts continue to teach us.

- **Composition and Rhetoric (1030; two sections):** Students develop their reading and writing skills through a focus on genre. Students write three essays on the same basic subject matter, film and television, but through three different modes of writing: a review, a blog-style interpretive analysis, and a research article. Students learn to recognize shifting writing conventions and to adapt their writing strategies in response to specific rhetorical situations. Students learn how to develop, support, and sustain a variety of arguments in writing; and they learn how to find, evaluate, use, and document sources.

Bryn Mawr College

- ***The Global Short Story (2022; one section)*:** Students examined the short story and its development and uses throughout the anglophone world, with an emphasis on the Global South, including its diasporae within the United States. Students considered the history and legacies of colonialism within specific regions, drawing upon concepts from post-colonial and multiethnic scholarship to discuss and analyze writers. Students developed research and communication skills through class presentations, short essay assignments, and end-of-term research projects.

Temple University

- ***Children's Literature and Folklore (2022; one section)*:** Through a survey of significant and representative works of children's literature, students explored the evolution of children's culture and literature, critically examining how and why the modern notion of childhood has developed over time. Students familiarized themselves with the central concepts and issues in children's literature scholarship, and they improved their close reading, research, and communication skills through presentations, short essay assignments, and research essays.
- ***Analytical Reading and Writing (2018-22; six sections)*:** Students learned the basics of academic writing. They read assigned journal articles and book chapters, from a variety of disciplines, all of which centered, however, on a common subject (such as the public sphere and the internet). Students wrote essays applying concepts and methods from the readings to new topics, or otherwise engaged with the assigned readings by developing related research questions. Students learned how to use digital research tools, compose argumentative essays, and cite and utilize primary and secondary sources. Students revised all major writing assignments for a final portfolio of their work.
- ***Introduction to American Writing (2020; two sections)*:** Students surveyed over 150 years of literature in the United States (1789-1940). Students read primary and secondary texts and became familiar with major genres, movements, authors, topics, debates, and political contexts. Students conducted independent research to further contextualize primary documents, posed and answered discussion questions, completed weekly writing assignments, and composed analytical essays for exams.

University of North Carolina Wilmington

- ***College Reading and Writing I (2012-13; four sections)***: Students composed personal narratives, rhetorical analyses, literature reviews, and argumentative research essays. Students read and discussed a variety of written work, including popular and academic texts, and they learned the basics of scholarly research and citation.
- ***College Reading and Writing II (2013; two sections)***: Students focused on academic writing across the disciplines. They learned how to use digital research tools, as well as to develop research topics and questions. Students composed research proposals, literature reviews, and argumentative research essays.
- ***College Reading and Writing II, Global Emphasis (2014; one section)***: Students read important texts from around the globe, exploring how and why authors, ideas, and rhetorical approaches have converged and diverged through the world of print. Students read works by authors like Karl Marx, Andrew Carnegie, James Baldwin, Thích Nhất Hạnh, and Michel Foucault. Students learned how to use digital research tools, developed research topics, and composed argumentative research essays.

Cape Fear Community College

- ***Reading and Composition Strategies (2013; one section)***: Students improved foundational reading and writing skills. Students read and discussed a variety of texts, including news articles, essays, fiction, and biography. Students learned basic rules for grammar, mechanics, and style for the college essay, and they composed short, formal essays on various topics.
 - ***Writing and Inquiry (2013; one section)***: Students composed exploratory, rhetorical analysis, and argumentative essays. They read and discussed a variety of written work, across several genres, and they learned the basics of documentation.
 - ***Argument-Based Research (2014; one section)***: Students learned how to use digital research tools and develop research topics and questions. They composed research proposals, literature surveys, and argumentative research essays. Students also read academic articles and book chapters from across the disciplines.
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Other Teaching Experience

C2 Education (2015-16, 2017)

- ***English Tutor***: Tutored middle and high school students in small-group settings. Prepared students for college entry exams, using C2's educational materials

UNCW Learning Center (2011-12)

- ***Writing Tutor***: Tutored students individually and online. Helped students improve all aspects of their writing, from developing ideas to editing.
 - ***Academic Mentor***: Provided academic coaching to students on academic probation, helping students to develop study plans, work routines, and classroom engagement.
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Teaching Certifications and Coursework

Temple University, College of the Liberal Arts (2020)

- Online Teaching Certification

College Reading and Learning Association (2012)

- International Tutor Program Certification

UNCW (2012-13)

- Eng 559: Pedagogies of Reading and Writing
 - Eng 503: Theory and Practice of Teaching Composition
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References

- Dr. Katherine Henry, Director of Undergraduate English Studies, Temple University (katherine.henry@temple.edu)
- Dr. James Salazar, Associate Professor of English, Temple University (james.salazar@temple.edu)
- Dr. Cate Almon, Associate Director of First Year Writing Program, Assistant Professor of English, Temple University (catherine.almon@temple.edu)