

Rebecca S. Rauve-Davis

EDUCATION

- Ph.D. English Literature with Certificate in Theory and Criticism – University of Washington, Seattle, WA. June 2007.
Dissertation: *Immanent Fiction: Self-Present Subjectivity in the Novels of Dorothy Richardson*. Director: Henry Staten.
Fields: British Modernism, Phenomenology, and Subjective Narrative.
- M.F.A. Creative Writing – Purdue University, West Lafayette, IN. May 2001.
Thesis: *You Turn it Off Like That* (short story collection).
Director: Sharon Solwitz.
- B.A. English Literature – Washington State University, Pullman, WA.

TEACHING EXPERIENCE

Courses Designed and Taught, Antioch University:

Writing 611 – Writing About Psychology. Introduces new psychology graduate students to scholarly research, academic writing, and APA style. (Fall 2011 & 2012, Winter & Spring 2012).

Writing 606 – Inquiry and Research. Assists psychology graduate students in gaining skills needed to complete a substantial research paper. (Fall 2010, Winter & Spring 2011).

Writing 490/690 – Writing for Personal Growth. Explores how creative writing can foster growth in a widening circle from the personal to the social. Students write in a range of literary genres, including poetry, fiction, and memoir. (Winter 2011).

Writing 490/690 – Writing about Literature. Offers a concentrated examination of literature as a way of exploring our world, our social interactions, and ourselves. Surveys contemporary theoretical approaches to literature, and allows students to apply a preferred approach to a text of their own choosing. (Spring 2011).

Courses Designed and Taught, Ananda College:

English 302/402 – Creative Writing. Introduces techniques employed in a variety of genres, including fiction, memoir, poetry, and playwriting. Includes analysis of models, as well as workshops of original student work.

English 150 – Purposeful Essay and Composition Writing. Focuses on polishing essay styles specific to the college experience. Provides students with the opportunity to write about topics of their own choosing, and to design projects that integrate writing across the curriculum.

English 101 – Reading and Writing about Europe. Assists students in exploring how literature transmits cultural and spiritual values. Strengthens critical thinking through evidence-based analysis of the explicit and implicit meaning of texts. Develops ability to write coherent arguments and read complex texts by providing ample opportunity to practice those skills.

Courses Designed and Taught, University of Washington:

English 498 – Senior Seminar. Initiates the study of special topics in literary theory. Course theme: “Immediacy or History? A Battle for the Soul of British Modernism.” (Winter 2008).

English 440 – Special Studies in Literature. Offers specific, focused approaches to literature. Course theme: “The Perils of Presence: Time and Timelessness in the Modern and Postmodern Novel. (Summer 2008).

English 381 - Advanced Expository Writing. Concentrates on the development of prose style for experienced writers, taking a workshop approach to the art and craft of the literary essay. (Fall 2007).

English 337 – The Modern Novel. Fosters close readings of modern classics with emphasis on artistic method and the transformation of the novel as a genre. Course theme: “Different Subjects; Differing Subjectivities.” (Spring 2008).

English 336 – The Early Modern Period. Examines this period’s radical experiments in fiction and poetry. Course theme: “The Construction of the Artist: Depictions of the Artist; Conditions Affecting Literary and Artistic Production.” (Winter 2008).

English 315—Literary Modernism. Places authors in relation to major thinkers. Course theme: “Traces of Nietzsche in Modern British Literature.” (Spring 2008).

English 300 – Reading Major Texts. Develops skills of careful and critical reading by means of intensive examination of major works of literature. Course theme: “Identity Crisis: The (Un)Making of Modern and Postmodern Subjectivity” (Fall 2007).

English 242 – Reading Fiction. Offers students the opportunity to read and write about British or American literatures. Course themes: “Epiphanies: Pleasures of the Flash” (Spring 2004); “Relationships in Modern and Postmodern Literature” (Fall 2004).

English 213 – Modern and Postmodern Literature. Familiarizes students with 20th Century Literature, focusing on works that illustrate literary and intellectual developments since 1900. Course theme: “Altered States: Notions of Selfhood in Modern and Postmodern Literature” (Fall 2003).

English 200 – Reading Literature. Engages students in actively reading literature as a source of pleasure and knowledge of human experience. Course Theme: “Postmodern American Misfits: The Outsider’s Voice as Social Critique” (Spring 2005).

English 198 – Interdisciplinary Writing Link to Psychology 101. Gives students exploring the field of psychology the opportunity for targeted reading and writing within the discipline. (Fall 2008, Winter & Fall 2009, Winter 2012).

English 198 – Interdisciplinary Writing Link to Sociology 270. Provides students contemplating a major in sociology an opportunity to explore different theoretical approaches to social change and supports them in composing a major research paper. (Spring 2009).

English 197 – Interdisciplinary Writing Link to English 202. Gives potential and declared English majors targeted experience in writing within the discipline. (Fall 2005 through Spring 2007, Winter 2008, Winter 2009).

English 131 – Composition. Introduces students to the craft of scholarly writing with a focus on academic reading and writing. Course Theme: “Constructed Perceptions, Constructed Identities” (Fall 2001, Winter and Spring 2002).

English 111 – Composition. Introduces students to the craft of scholarly writing with a focus on reading and writing about literature. Course Themes: “Changing Themes in Modern and Postmodern Literature” (Winter 2005); “Fiction and Everyday Life” (Winter and Spring 2003, computer lab course); “Outsiders in 20th Century American Short Fiction” (Fall 2002, computer lab course).

Courses Designed and Taught, Purdue University:

English 305 – Introduction to Creative Writing. Workshop course to facilitate the development of skills in writing short prose and poetry. (Spring 2000 and Spring 2001).

English 102 – Freshman Composition, Part II. Builds on skills learned in English 101 to help students write sustained arguments drawn from multiple sources. Course theme: “Images and Impacts of Popular Culture” (Spring 1999).

English 101 – Freshman Composition, Part I. Teaches students the structure of the argument-based essay. Course Theme: “Engaging in Current Cultural Debates.” (Fall 1998 and Fall 2000).

English 100 – Developmental English. Provides targeted practice to support the development of college-level reading and writing skills. (Fall 1999, computer lab course).

PUBLICATIONS

Critical:

“Stream and Destination: The Two-Sided Subject of Dorothy Richardson’s Pilgrimage.”
Forthcoming, *Twentieth Century Literature*.

“An Intersection of Interests: Gurdjieff’s Rope Group as a Site of Literary Production.”
Twentieth-Century Literature. Ed. John Engle, Spring 2003. 46-81.

Book Review. *Information Multiplicity: American Fiction in the Age of Media Saturation*. John Johnston. Baltimore: Johns Hopkins, 1998. *Postmodern Culture*, Spring 2001.
<<http://www.iath.virginia.edu/pmc>>.

Fiction:

“Lessons,” *Short Story*, Fall 2001.

“You Turn it Off Like That,” *Pacific Northwest Inlander*, December 1997.

“Departure,” *Seattle Review*, 1990.

“Shimmer” *Other Voices*, 1988.

PRESENTATIONS

Conferences:

“A Synthesis of Heresies: The Notion of Immanence as a Generative Force in British Modernism.” *Faith, Knowledge, and the Interface of Epistemologies*: Graduate Conference for Interdisciplinary Studies at the University of Washington, 2006.

“Woolf’s Resilient Philosophy: *Mrs. Dalloway*, Septimus, and Bataille’s Concept of Sacrifice.”
12th Annual Conference on Virginia Woolf, Sonoma State University, June 2002.

“Death by Dramatization: The Lives of Three Continental Mystics in Light of Bataille’s *Inner Experience*. 36th International Congress on Medieval Studies, Kalamazoo, MI, May 2001.

Readings:

- “Lessons” (award-winning short story). 6th International Conference on the Short Story in English, Iowa City, IA, Oct. 2000.
- “Tapping the Need” (award-winning essay). 3rd Annual Northwest Service Symposium, Seattle, WA, June 1998.
- “You Turn it Off Like That.” Auntie’s Bookstore featured reader, Spokane, WA, February 1998.

AWARDS

Critical:

- Himmelman Graduate Award, University of Washington. 2004
Given annually in recognition of merit to one graduate woman in the English Department. (\$4,000 plus relief from teaching duties for one quarter.)
- Brown Graduate Prize for Best Article, University of Washington. 2004
Given annually to one English Department graduate student for best article accepted by a journal. (\$500.)
- Travel Grant, University of Washington. 2002
Awarded to students in the English Department for conference travel. (\$500.)
- Lokke Prize in Literary Theory, Purdue. 2000
Given annually to one graduate student for best essay investigating some aspect of the philosophy of language and the philosophy of literature. (\$250.)

Creative:

- Society for the Study of the Short Story, Annual Short Story Contest. 2000
International competition. Publication plus grant to attend the 6th International Conference on the Short Story, Iowa City, IA.
- Kneale Award for Fiction, Purdue University. 1999
Given annually for best short story by a graduate student. (\$200.)
- Teacher’s Delight Award for Children’s Literature, Purdue. 1999
Given annually for best young adult book by a graduate student. (\$50.)
- Pacific Northwest Inlander Magazine*, Annual Short Story Contest. 1997
Regional literary fiction competition. First place winner receive \$100 plus featured reading at Auntie’s Bookstore in Spokane.
- Louisa Kern Foundation grant, finalist. 1987

Teaching:

- Webber Prize, U.W. Honorable mention. 2002
Awarded to graduate teaching assistants for outstanding first year teaching.
- Graduate Student Award for Outstanding Teaching, Purdue. 2001
Awarded to 50 graduate teaching assistants from across campus “for dedication and outstanding teaching contributions.”

PROFESSIONAL ACTIVITIES

Fiction Editor, *Sycamore Review*, Purdue University, 2000-2001.

Editorial Assistant, *Without Covers: Small Magazines in the Face of Online Publishing* Purdue University Press, Fall 2001.

Editorial Assistant, *Sycamore Review*, Purdue University, 1998-2000.

Founding editor and publisher, *Silver Valley Voice*, 1991-1993. This monthly non-profit magazine served as a forum for community issues and creative writing in Shoshone County, Idaho.

PROFESSIONAL AFFILIATIONS

2010-present: Member, Association of Writers and Writing Programs.

2005-present: Member, Modern Language Association.

COMMUNITY AND PROFESSIONAL SERVICE

2009-present: Volunteer instructor, Women's Education Program. Currently co-facilitate a writing course for homeless women.

2007: Graduate and Professional Student Senate representative. Served as a representative of graduate student views on the Student Services Resource Center Committee.

1997-1998: Americorps Member. Tutored adult basic education students in reading, writing and math.

1990-1998: GED Preparation Tutor, Shoshone County Jail, Wallace, Idaho.

1988-1991: Founder and director of "Silver Valley Pen & Quill," a support and critique group for aspiring writers.

1987: Tutor, Basic English, El Refugio Refugee Camp, Harlingen, Texas.

REFERENCES:

Available upon request.