

JESSICA SHEETS MAXWELL, M.A.

EDUCATION

The George Washington University	Washington, DC
Doctor of Philosophy in English, ABD	Expected 2010
Master of Arts in English	2008

Rhodes College	Memphis, TN
Bachelor of Arts in English	May 2002

TEACHING EXPERIENCE

The George Washington University	Washington, DC
---	-----------------------

<i>Introduction to American Literature (Part II)</i>	2008
--	------

I maintained full responsibility for all aspects of this survey of post Civil War American literature. Choosing primarily canonical texts, I approached this course through the major literary movements of the twentieth century. Engaged students in discussions on traditional literary concerns, such a genre, periodization, canonization, etc., as well as contemporary cultural and historical concerns. Addressed a number of thematic issues, including race, identity construction, class, nationalism, war, and trauma. Required students to research, review, and present on peer-reviewed articles.

I also designed the course as Writing in the Disciplines class, which required a significant writing component designed to teach discipline-specific writing skills built on the fundamentals taught in freshman writing seminars.

<i>Freshman Writing Seminar</i>	2004, 2005, 2007
---------------------------------	------------------

I maintained full responsibility for designing and managing required freshman writing seminars. Structured according to a theme of my choice, these courses focused on developing critical thinking and reading strategies that would enable students to uncover the rhetorical techniques and writing conventions employed by a wide range of texts. Through class lectures and writing assignments, I emphasized pre-writing techniques, the formation of central arguments clearly supported by points of evidence, organization, and the revision process. I utilized peer-review and the workshop process as a means of advancing student understanding of the writing process. Highlighted research as a main component of academic writing, and, with the assistance of a research librarian, guided students through the research process.

Teaching Assistant	2005
---------------------------	------

Assisted WID instructor with grading class assignments, regularly met with students regarding their writing concerns, and gave lectures and led class discussions on various aspects of the writing process.

University Writing Center Tutor	2005
--	------

Tutored undergraduate and graduate students in all types of writing, including essays, dissertations, personal statements, admission essays, creative writing, and lab reports. Worked with students through all stages of writing process, including brainstorming, outlining, researching, rough draft, final draft, revising graded papers, and in all areas of writing, including thesis, transitions, organization, paragraphing, content, style, audience,

clarity. Assisted students with citation and usage guidelines for all major styles, including MLA, APA, and Chicago.

ACADEMIC ADMINISTRATION

The George Washington University

Washington, DC

Assistant Director, University Writing Center

2006 – 2007

Oversaw operations for center that provided free writing assistance to students at all levels across the university. Managed a staff of approximately 25 undergraduate and graduate tutors. Designed and implemented tutor training, including a two-day training session for graduate students, and introduced fundamentals of tutoring. Developed tutor and student workshops, directed regular staff meetings, and assisted in day to day office operations in conjunction with center director.

Faculty Mentor, Living and Learning Community

2005 – 2006

Assisted students in designing a Living and Learning Community (LLC), counseled students on how to present LLC for consideration, and continued to work with students on creating activities that would insure the success of LLC.

Lecture Committee, GWU English Graduate Student Association

Worked alongside fellow graduate students to schedule, promote, and organize lectures.

Dissertation Workshop, GWU English Graduate Student Association

Founded and managed a peer run workshop of ABD candidates. Solicited and scheduled discussion sessions with faculty members on topics ranging from basic requirements and deadlines, writing strategies, research methodology, and publishing.

DISSERTATION

Traumatic Homecomings: The Presence and Transmission of Trauma in World War II Homecoming Narratives

My general field of study is Twentieth Century American literature, with a primary focus on war related fiction. My dissertation, however, is an extended analysis of the homecoming narratives of World War II veterans, auxiliary corps members, and female war workers. Approaching these tales through the lens of trauma studies, I am complicating these oft glorified homecomings, and revising the cultural history of American's post-war years. Thus, this project will forge a new approach to an overly mythologized group and period in American history. I will address a range of both popular and lesser known texts to see how the popular discourse was shaped in order to conform to a standardized narrative of World War II and the post-war years. This shaping, which I will claim censured traumatic accounts, only exacerbated the trauma suffered by returning veterans. So too, I will argue that the trauma suffered by returning vets had large scale affects on the communities to which they returned, both in the private sphere of the home and the public sphere of the nation. On the home front, the families of these traumatized veterans were themselves traumatized. Ultimately this project will bring those tales of trauma to the forefront and explore the inter-subjective transmission of trauma.

Major texts being considered include Jon Okada's *No No Boy*, Leslie Marmon Silko's *Ceremony*, *The Man in the Gray Flannel Suit*, *Some Came Running*, as well as a number

of novels by James Jones, including *From Here to Eternity*, *The Thin Red Line*, and *Whistle*. This project is also heavily influenced by the theories of Sigmund Freud, Cathy Caruth, Judith Herman, Dominique LaCapra, Françoise Davoine, Jean-Max Gaudillière, Vamik Volkan, Arthur Frank, and Kali Tal.

My dissertation is directed by Professors Jennifer James (chair), Marshall Alcorn, and Ann Romines.