

Catherine Brist

29 Cooper Street, 3A, New York, NY 10034 | cbrist@umich.edu

EDUCATION

University of Michigan

PhD Candidate in English and Women's & Gender Studies — Expected graduation May 2026.

Dissertation: "Disclosure and Disavowal: Readers' Responses to 'Difficult' Narrators of Trauma."

Committee: Dr. Megan Sweeney (chair), Dr. Sidonie Smith, Dr. Adela Pinch, and Dr. John Whittier-Ferguson.

Brooklyn College, City University of New York

Master of Arts in Teaching English — September 2016.

Barrett, the Honors College, Arizona State University

Bachelor of Arts in English Literature, Minor in Women and Gender Studies — May 2012,
summa cum laude.

Honors Thesis: "'It's terrible when you can't talk': Nationalism, Masculinity, and
Expression in McCourt's *Angela's Ashes*."

Phi Beta Kappa, Phi Kappa Phi

FELLOWSHIPS / AWARDS

Rackham Humanities Research Dissertation Fellowship — 2025-2026.

Gail Allen Scholar, Center for the Education of Women+ (CEW+) — 2025-2026.

Susan Lipschutz Award for exceptional scholarly achievement, a sense of social responsibility and service, and a lively interest in promoting the success of women in the academic community — Spring/Summer 2025.

Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan — May–June 2024 (Declined).

Dorothy McGuigan Prize for Best Essay on Women. Awarded for "Sexual Violence and the 'Politics of Voice': Learning from the Backlash to Kate Elizabeth Russell's *My Dark Vanessa*." — April 2024.

Graduate Student Travel Award, Graduate Student Caucus, Northeast Modern Language Association. Competitive funding awarded based on strength of abstract and scholarly contribution — January 2024.

Preparing Future Faculty Seminar, Center for Research on Learning and Teaching, University of Michigan — May 2023.

Hopwood Graduate Nonfiction Award, Fifth Place — March 2022.

Institute for Social Change, Rackham Program in Public Scholarship — May 2020.

National Endowment for the Humanities Institute: "Freedom for One, Freedom for All? Abolition and Woman Suffrage, 1830s-1920s" — July 2018.

Fulbright English Teaching Assistant, Indonesia — 2012-13.

Critical Languages Scholarship, Indonesia. Fully funded language study awarded to 25 students nationally. July 2011-August 2011.

Scott Soutullo African American Literature Scholarship, First Place — 2009-10.

PUBLICATIONS

Peer-Reviewed Articles:

“Ambivalence, Genre, and Narrative Activism: Learning from the Backlash to Kate Elizabeth Russell’s *My Dark Vanessa*,” Special issue on Lives, Selves, Media, and #MeToo, *a/b: Autobiography Studies*. 23 July 2025. <https://doi.org/10.1080/08989575.2025.2526302>.

Reviews:

Review: *Unhinging the National Framework: Perspectives on Transnational Life Writing* by Babs Boter, Marleen Rensen, and Giles Scott-Smith (eds.), *European Journal of Life Writing*, vol. 11, 2022, pp. R1-R4.

Review: *Stories of the Self: Life Writing After the Book* by Anna Poletti, *Life Writing*, 11 Feb. 2021.

Review: *Witnessing Girlhood: Toward an Intersectional Tradition of Life Writing* by Leigh Gilmore and Elizabeth Marshall, *Biography*, vol. 43, no. 4, 2020, pp. 822-825.

PRESENTATIONS

“Censoring Abuse: *Speak* and the Politics of Literature about Sexual Violence.” Roundtable Presentation, Northeast Modern Language Association Convention, March 2026 (Accepted).

“‘Somebody who really understands!’: Artificial Intelligence and Loneliness in Vonnegut’s ‘Confido.’” Panel Presentation, Northeast Modern Language Association Convention, March 2026 (Accepted).

“‘A Little Bit Funny, Admit It’: Humor and Survival in Patricia Lockwood’s ‘Rape Joke.’” Panel Presentation, Michigan College English Association Annual Conference, October 4, 2025.

“Extra/Ordinary Violence in *The Incest Diary*.” Panel Presentation, National Women’s Studies Annual Conference, November 16, 2024.

“Defending Melinda: Utilitarian Readings of Laurie Halse Anderson’s *Speak*.” Roundtable Presentation, Fan Studies Network of North America Conference, October 19, 2024.

“‘True But Not Believable’: Readers’ Expectations of Fragmented Narration in Trauma Memoir.” Panel Presentation, International Auto/Biography Association World Conference, June 12, 2024.

“‘Someone Should Be Ashamed of Themselves’: Readers’ Responses to Ambivalent Narrators of Trauma.” Panel Presentation, Northeast Modern Language Association Convention, March 9, 2024.

“#MeToo and Campus Activism: Student Responses to Narratives of Violence.” Roundtable Presentation, Society for the History of Authorship, Reading and Publishing Annual Conference, July 12, 2022.

“Fan Responses to Sexual Assault in *Buffy the Vampire Slayer*’s ‘Seeing Red.’” Roundtable Presentation, Fan Studies Network of North America Conference, October 21, 2021.

“Photography and Trauma in Roxane Gay’s *Hunger*.” Roundtable Presentation, “Looking Critically Now,” Critical Visualities Workshop, University of Michigan, March 23, 2020 (Accepted and Deferred due to Covid-19).

“Personal Stories, Structural Problems: Toward an Ethical Narrative of Sexual Violence.” Panel Presentation, UCLA Thinking Gender 2020 Conference, March 6, 2020.

TEACHING AND MENTORING

Courses Taught:

University of Michigan

ENG 993: Professional Development as a Writing Teacher (Fall 2022, Winter 2023).

Co-taught with Dr. Laura Aull and Dr. Annika Konrad, one section of seven graduate students during Fall 2022 and two sections of 16 graduate students during Winter 2023.

ENG 125: Writing and Academic Inquiry (Fall 2021, Winter 2022).

Instructor of record, one section of 18 undergraduate students.

WGS/NURS 220: Perspectives in Women’s Health (Fall 2020, Winter 2021).

Discussion leader, three sections of 25 undergraduate students. Taught via synchronous remote instruction due to COVID-19.

Arizona State University

LIA 101: Success in the College (Fall 2010).

Instructor of record, one section of 18 undergraduate students.

HON 272: The Human Event (Spring 2010).

Teaching assistant, three sections of 18 undergraduate students.

Mentoring Activities:

Practice Teaching Facilitator, Center for Research on Learning and Teaching (Winter 2024, Fall 2024, Fall 2025)

Facilitated practice teaching and peer feedback sessions for new graduate student instructors and postdoctoral instructors.

Graduate Student Mentor, English Department Writing Program (Fall 2022, Winter 2023).

Supported 21 new graduate student instructors and 54 returning graduate student instructors

Conducted teaching observations for new graduate student instructors

Created peer observation system based on feedback from instructors

Planned and facilitated six departmental colloquia on writing pedagogy

Supported instructors during weekly office hours and monthly workshops

Coordinated judging for the 2023 Feinberg Family Prize for Excellence in First-Year Writing

PROFESSIONAL SERVICE

Intern, *Arizona State University PEN Project* (a distance learning program for incarcerated individuals in Arizona and New Mexico, sponsored by ASU Department of English), Spring 2012.

Member, Student Committee for Faculty Hiring, Barrett Honors Faculty Search Process. 2010, 2011.

Secondary:

Instructional Coach in charge of Advanced Placement curricula (September 2018- September 2019)

Head of English Department (August 2017- September 2019)
Head of 11th and 12th grade cross-disciplinary teams (August 2017-September 2019)
Leader of Vertical Alignment and Curriculum Team (August 2017- September 2019)
Curriculum, Pedagogy, and Assessment Team (August 2017- September 2019)
Mentor, Monique Bonaparte and David Grow, NYC Teaching Fellows student teachers (2017 and 2018)

EMPLOYMENT

Reader, AP English Language and Composition Exam (June 2023)
Writer, Center for the Education of Women+, University of Michigan (August 2020-September 2022)
English Teacher, Validus Preparatory Academy, Bronx, New York (June 2016-September 2019)
English Teacher, Brooklyn Institute for Liberal Arts, Brooklyn, New York (August 2014- June 2016)
Volunteer Coordinator, Appalachia Service Project, West Virginia (August 2013- May 2014)