

# Shane R. Peterson, PhD

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## EDUCATION

Doctor of Philosophy, Language and rhetoric, University of Washington, June 2021

- Research concentrations: Rhetorics of crisis, climate change, and the COVID-19 pandemic
- Dissertation: *The Rhetorics of Crisis and Apocalypse in the Intermountain West*
- Committee members: Candice Rai (chair), Anis Bawarshi, Jesse Oaks Taylor
- Certificate of Public Scholarship Fellow

Master of Arts, English literature, University of Washington, June 2017

- Research concentrations: British Modernism, eco-criticism, war/terror studies
- Master's thesis: *An Age of Men and Machines: Reading J. R. R. Tolkien's Middle-earth Mythology in the Anthropocene*
- Committee members: Jesse Oak Taylor (chair), Leila K. Norako

Bachelor of Arts (Magna Cum Laude), English literature, Brigham Young University, August 2015

- Minors: Editing, Creative Writing, Writing & Rhetoric
- Research concentrations: British Romanticism and World War I literature
- Honors thesis: *The Happy Warrior: Wordsworthian Reception and the Georgian Tradition of Siegfried Sassoon's War Memoirs and Poems*
- Committee members: Robert Means (chair), Paul Westover, Keith Lawrence

## ACADEMIC PUBLICATIONS

“Framing Crisis in Seattle During COVID-19 & BLM: Faith in Generative Dialogue.” *Rhetoric and Sociolinguistics in Times of Global Crisis*. IGI Global Publications. Peer reviewed. April 2021.

“The Motifs of Water and Death in Rudyard Kipling and Joseph Conrad’s Short Stories.” *Criterion: A Journal of Literary Criticism*, vol. 7, no. 1, 2014.

“The Father and Mother of Us All: Interpretations of Christ’s Blood and Gender Roles in the Works of William Langland and Julian of Norwich.” *Stance for the Family*, Fall 2014

“Introduction to ‘The Lagoon,’” “The Cornhill Magazine,” “Joseph Conrad.” *Victorian Short Fiction Project*. 8 December 2013.

“Henry David Thoreau.” *Etched in Glass, Illuminated by Light: The English Department Wall*. Brigham Young University, 2013.

## **BOOK REVIEWS**

“*Desert Solitaire* by Edward Abbey.” Reading Round-up: August. *The eNotes Blog*, 30 August 2019.

“On Apple Seeds, Rats, and the State of Mormon Literature.” Book Review for *Gilda Trillim: Shepherdess of Rats* by Steven L. Peck. *Dialogue: A Journal of Mormon Thought*, vol. 50, no. 4, 2017, pp. 143-148.

“Poetry Reading: Robert Hass and Philip Gross.” *Grasmere Poetry*, 22 July 2014.

“First Edition of *Lyrical Ballads*.” *L. Tom Perry Special Collections*, 6 May 2014.

## **FELLOWSHIPS, RESEARCH GRANTS, AND AWARDS**

Hermione and Louis Brown Publication Prize, University of Washington, Spring 2021.

Phyllis F. and Donald E. Dorset Dissertation Fellowship, University of Washington, Summer 2020.

“Workshop Series: Autoethnography in the First-Year Writing.” Simpson Center Diversity, Equity, and Inclusion Collaboration Grant, University of Washington, December 2019.

Simpson Center for the Humanities Research Cluster Grant, Modernism Reading Group, University of Washington, April 2017.

## **PUBLIC SCHOLARSHIP**

Shelton, Holly, He-Weatherford, Zhenzhen, Peterson, Shane, and Alharthi, Ahmad. *Faith Health Rhetoric*. University of Washington, April 2020.

“Wordsworth and the Great War Poets.” *Grasmere and the Great War*. Wordsworth Museum and Art Gallery. The Wordsworth Trust, Grasmere, U. K. 14 November 2014.

*The Victorian Short Fiction Project*. Office of Digital Humanities Colloquium. Brigham Young University, 5 April 2014.

## **CREATIVE WRITING PUBLICATIONS**

“Watching Stars” and “Words Like Rain.” *Utah’s Best Emerging Poets*. Z Publishing House, Fall 2018.

“Cottonwood Branch.” *Inscape: A Journal of Literature and Art*, vol. 34, no. 1, 2014.

“Mayfly.” *Inscape: A Journal of Literature and Art*, vol. 33, no. 1, 2014.

## **TEACHING EXPERIENCE**

### **University of North Carolina, Fall 2022 to present**

English 105: English Composition and Rhetoric (3 sections)

An introductory writing-across-the-disciplines course that demonstrated how academic composition and research looks like in the natural sciences, social sciences, and humanities.

Most sections focused on climate change communication and research across these three disciplines, while others incorporated games studies as part of UNC's new Critical Games Studies program.

### **University of Washington, Fall 2015 to Summer 2021**

#### English 182: Multimodal Communication (5 sections)

A course that informs students of strategies and skills for multimodal composition by incorporating theories of visuals, sound, bodies, and space to better meet the demands of an increasingly digital world. Various research topics that students engaged with included online discourse surrounding the 2016 presidential election, scholarly criticism of popular media, and climate change narratives.

#### English 111: Writing about Literature (4 sections)

A course that uses literary texts and scholarship about literature as a focus for writing and researching in academic settings. The first section of this course I taught used the centennial of World War I's conclusion to study the history and poetry of the Great War, while the next two sections were devoted to studying the various genres of modern fantasy from novels to television series. The final section focused on climate change fiction (or "cli fi") as a means to how this larger issue shapes human art and culture.

#### English 206: Rhetoric in Everyday Life (2 sections)

An upper-division survey course on contemporary rhetorical theories that examines the strategic use of and situated means through which images, texts, objects, and symbols inform, persuade, and shape social practices in various contexts. Topics that my sections focused on included climate change, the pandemic, presidential elections, conspiracy theories, systemic racism, and activism/advocacy during this political moment.

#### English 199: Interdisciplinary Writing in the Natural Sciences (2 sections)

A course linked with an introductory biology class that instructs students on how to conduct writing and academic research in the various fields of the natural sciences. The genres in which students wrote included applications for lab positions, literature reviews, grant applications, and conference posters. Other topics we covered included how scientists should communicate with the general public and contend with misinformation about scientific research.

#### English 121: Composition and Social Issues (3 sections)

A service-learning course where students volunteer for a local service organization for the duration of the quarter and synthesize these real-world experiences with the course content to write well-documented, evidence-based argumentative papers. For each of the sections I taught, we focused primarily on the homelessness crisis in Seattle and composed public-oriented texts for local homeless shelters at which students volunteered.

#### English 131: Expository Writing (3 sections)

An introductory writing course where students develop a final portfolio that engages with the program's core learning outcomes—namely rhetorical/genre awareness, academic research, argumentation, and revision—and reflects on the students' abilities to write in both academic and non-academic contexts.

### **Carrboro Arts Center, 2022**

#### The Art of the Essay (1 section)

A creative writing course housed within a local arts center that helps participants learn more about the essay as a literary genre through reading the works of other essayists and composing their own, including (but not limited to) personal essays, lyrical essays, opinion editorials, and blog posts.

#### Writing the First Chapter of Your Novel (1 section)

A creative writing course designed for community members of the Chapel Hill-Carrboro area that helps participants with the beginning stages of writing a novel through drafting and workshopping their own work. Topics of discussion include how to combat writer's block, how to create an effective opening that lures readers in, how to "set the stage," how to properly introduce a cast of characters, and how to establish the book's main conflicts or themes that will keep audiences engaged.

#### Personal Essays: Writing about Your Own Life (2 sections)

A summer writing camp in which high-school students learned more about how to write about their real-life experiences and craft their own personal narratives. We also analyzed the works of other essayists and discussed how this genre of writing can be used in other contexts, from college application essays to job applications.

#### Reading and Writing Poetry (1 section)

A creative writing course in which elementary school students learned more about the ancient art form of poetry and its staying power in the modern day. We also explored how poetry plays with language and read different styles of poetry—from free verse to haikus to sonnets—before writing and sharing our own poems with the rest of the class.

#### Creating Myths, Legends, and Fairy Tales (1 section)

A summer camp class in which middle-school students learned more about some of the oldest stories in human history and how these myths, legends, and fairy tales continue to influence storytelling today. We also read and even reenacted select myths/legends—from Greek mythology to African folktales to Grimm's fairy tales—before writing and sharing new stories of their own creation.

### **Bellevue Learning Center, 2017 to 2018**

#### ACT/SAT English Mastery (4 sections)

A summer course for middle- to high-school students on test-taking strategies for college placement tests, writing timed essays, and general principles of academic composition. Topics included critical reading strategies, rhetorical/literary analysis, decoding multiple choice questions, grammar, syntax, and punctuation.

#### Creative Writing, Bellevue Learning Center (1 section)

A summer course for middle-school students on general principles of creative writing with genres such as poetry, personal essays, screenplays, and short stories.

## **WRITING TUTOR EXPERIENCE**

Graduate Tutor, Odegard Writing and Research Center, University of Washington, August 2016 to

September 2017.

English SAT/ACT Tutor, Bellevue Learning Center, Bellevue, WA, July 2017 to December 2018.

Residential Teaching Assistant, Expository Writing 8–9, Stanford Pre-Collegiate Summer Institute, Stanford University, June 2016 to August 2016.

Writing Tutor, BYU Writing Center, January 2013 to April 2015.

Writing Fellow, BYU Writing Fellows, August 2012 to April 2014.

## **CONFERENCE PRESENTATIONS**

“Post-Apocalypticism, Games Studies, and the Future of Mormonism in *Fallout: New Vegas*.” 2022 Sunstone Summer Symposium. Sandy, UT. July 29, 2022.

“The Fundamentalist Rhetorics of Protest and Apocalypse During the Coronavirus Pandemic.” 20<sup>th</sup> Biennial Conference of the Rhetoric Society of America. Baltimore, MD. May 29, 2022.

“Does Mormonism Have an Answer for Climate Change?: Eco-Grief, Apocalypticism, and Mormon Environmental Rhetorics.” 2020 Digital Sunstone Symposium. Salt Lake City, UT. July 30, 2020.

“An Age of Men and Machines: Re-reading the Mythology of Middle-earth in the Anthropocene.” Pacific Ancient and Modern Language Association. Bellingham, WA. November 9, 2018.

“The Digital Counter-rhetorics of the Post-Mormon Community.” Rhetoric & Religion in Twenty-First Century Publics, Partnerships, Possibilities. University of Tennessee, Knoxville. October 6, 2018.

“Language in Transition: Teaching Discourse Analysis and Career Development to Military Veterans.” Conference on College Composition and Communication. Kansas City, Missouri. March 16, 2018.

“Second-Language Acquisition and Instruction Among Latter-day Saint Missionaries.” PRAXIS Conference 2018. University of Washington. February 9, 2018.

“Teaching Homelessness and Service Learning in Freshmen Composition.” PRAXIS Conference 2017. University of Washington. January 20, 2017.

“War Fiction as History: Postmodern Narration and Critiques of the Genre in *HHbH*.” Pacific Ancient and Modern Language Association. Pasadena, CA. November 13, 2016.

“Reading and Viewing Tolkien’s War of the Ring in the Anthropocene.” Low Fidelity: The Aesthetics and Politics of Adaptation. Friends of English Southland Conference, UCLA. June 3, 2016.

“‘The Invisible Thread of Sound’: Postwar Trauma and Sound Imagery in *Mrs. Dalloway*.” UI Graduate English Conference. Ebb and Flow: Reading Time in English Studies. University of Idaho. April 9, 2016.

“The Motifs of Water and Death in Rudyard Kipling’s and Joseph Conrad’s Short Stories.” BYU English Symposium. Provo, Utah. 28 March 2014.

“Helping Professors and Students with Writing Prompts.” Rocky Mountain Peer Tutoring Conference. Utah Valley University. Orem, Utah. 19 October 2013.

“Towards the Depths of the Wilderness’: The Face of Frederick Jackson Turner’s Frontier in *Heart of Darkness*.” BYU English Symposium. Provo, Utah. 23 March 2013.

“Spirits and Sepulchers: Reading ‘Annabel Lee’ as a British Gothic Poem.” BYU English Symposium. Provo, Utah. 23 March 2013.

## **GUEST LECTURES, READINGS, AND WORKSHOPS**

“Re-reading Tolkien in the Anthropocene.” English 349: Tolkien Studies. University of Washington, February 24, 2020.

“The Poetry of Pity.” Honors Graduation Luncheon. Brigham Young University. August 13, 2015.

“Winter Pastures.” Harold B. Lee Library Student Reading Series. Brigham Young University. February 13, 2015.

“The Cottonwood Branch.” Harold B. Lee Library Student Reading Series. Brigham Young University. 12 December 2014.

“Helping Professors and Students with Writing Prompts.” Writing Fellows Workshop. Brigham Young University. 24 October 2013.

“How to Restrain Your Inner Editor: When and How to Teach Grammar and Style.” Writing Fellows Workshop. Brigham Young University. 20 February 2013.

## **EDITING EXPERIENCE**

Editing Intern, eNotes, Seattle, WA, June 2019 to March 2022.

Associate Editor, *Process: University of Washington’s Journal of 100-Level Writing*, June 2016 to March 2018.

Managing Editor, *Stowaway*, January 2015 to April 2015.

Editor-in-Chief, *Criterion: A Journal of Literary Criticism*, April 2013 to April 2014.

Associate Editor, *Inscape: A Journal of Literature and Art*, August 2013 to December 2013.

Associate Editor, *Americana*, October 2012 to April 2013.

## **OTHER RELATED WORK EXPERIENCE**

WSA Test Scorer, Foster School of Business, University of Washington, August 2017 to December 2017.

Research Assistant, BYU English Language Department, April 2014 to April 2015.

Student Intern, Wordsworth Trust, Grasmere, U.K., June 2014 to August 2014.

Implementation Assistant, BYU Center for Teaching and Learning, January 2012 to June 2012.

## **VOLUNTEER EXPERIENCES**

Career Development Instructor for Refugee Writing Workshop, International Rescue Committee, Seattle, Washington, March 2018 to May 2018.

Pre-exams Student Representative, Graduate Studies Committee, UW English Department  
September 2016 to June 2017.

Co-Instructor in Veteran Writing Workshop, Occupational Discourse, NW Edge Program, June 2016 to September 2016.

## **AFFILIATIONS**

Rhetoric Society of America

Modern Language Association

Writing Program Administrators Graduate Organization (WPA-GO)

UW Critical Classrooms

UW Certificate in Public Critical Race Scholarship