

**EDDIE A. MOORE**

August 2019

Department of English & Comparative Literature  
University of North Carolina at Chapel Hill  
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**EDUCATION**

- Doctoral Candidate 20<sup>th</sup> Century African American Literature,  
Critical Theory & Cultural Studies (Emphasis: Masculinity & Sexuality  
Studies)  
University of North Carolina at Chapel Hill
- M.A., English. North Carolina Central University, May 2011
- B.A., English. North Carolina Central University, May 2009

**DISSERTATION**

My current dissertation research examines fictional representations of illness (psychological, psychosocial, and physiological) in black male subjects as outgrowths of social determinants/environment. In particular this project scrutinizes the myriad sociopolitical problematics of hegemonic American frameworks of masculinity, heteropatriarchal normativity, and white supremacy. Prominently my research focuses on texts by African American authors including James Baldwin, Randall Kenan, and Samuel Delany. I mine the theoretic and philosophical content of fictional for their commonly overlooked biopolitical content and the ways in which they may contribute to new epistemologies of black male morbidity/mortality, and the overall place of the black body within and at the margins of the American body politic. My research is a critical analysis of the roles of race, structural and perceived racism, problematic communal/cultural ideologies regarding sexuality, religion, and other social factors, in generating illness outcomes for African American men. I am interested in the potential therapeutic and interventive work these texts may perform as intermediaries between medical communities and subject reading publics who constitute marginal communities. Currently, my dissertation and examination committee consists of Dr. Rebecka Rutledge Fisher, (Director), Dr. James Coleman, Prof. Randall Kenan, Dr. Gershun Avilez (Committee Chair), and Dr. Maurice Wallace (University of Virginia).

## PROFESSIONAL EXPERIENCE

*East Carolina University, Greenville, NC*

Teaching Instructor, Department of English. 2017-Present.

- ENGL 1100: Foundations of College Writing. English 1100 is an introduction to expository, analytical, and research-based academic writing. The course provides instruction in critical reading; developing, supporting, and organizing ideas; drafting and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process.
- ENGL 2201: Writing about the Disciplines. English 2201 builds on the reading and writing strategies introduced in English 1100 (First-Year Composition) with the goal of preparing students to apply those strategies to writing in upper-level courses and in contexts beyond the university. Assignments geared towards students gaining greater understanding of writing techniques within their specific disciplines that lend themselves to discipline-specific rhetorical strategy, compositional clarity, and publishable composition.

*Saint Augustine's University, Raleigh NC*

Teaching Instructor, Department of English. 2017-Present.

- LIS 150: Critical Writing in Pop Culture: Instructor of upper level composition course stressing critical reading, thinking, and writing as a process, with a focus on persuasive writing with a pop culture focus. The course surveys film, music, and other digital texts with prominent theoretical foci. Students are taught transferrable techniques in critical analysis of visual media and research writing. Emphasis is placed on the production of research papers, documentation styles, and oral presentation.
- English 132: English Composition II. Instructor of advanced-level writing course emphasizing critical reading and writing as a process in natural and social science genres. Additional foci inclusive of literary focus and social health topics. Students receive guided instruction in the production and formalization of field research proposals and reports, scientific source documentation and correspondent oral presentations.
- English 131L: English Composition I. Instructor-led introductory college-level writing course focusing on critical reading and thinking and process writing with specific emphasis on editing and revision skills, rhetorical literacy, oral presentation proficiency, acquired through the development of basic research skills.
- English 328: American Literature. Instructor-led survey of canonical works of American Literature by a range of authors spanning the American Colonial period through the twenty-first century. The course aims to familiarize students with characteristics, themes, and genres of literature produced in America during this time period, as well as with the cultural and historical issues associated with them. Readings express the diversity and complexity of the idea and ideal of "American" literature.
- English 150: Reading Across the Disciplines. Instructor-led course designed to improve college students' reading and critical thinking through skill instruction and extensive guided practice with academic-discipline-based readings.

*The University of North Carolina at Chapel Hill*

Graduate Teaching Fellow, Department of English and Comparative Literature, 2011-Present

- English 105: Rhetoric and Composition. Instructor of a first-year interdisciplinary composition course focusing on Natural Science, Social Science, and Humanities writing. Course instruction provides constructive evaluation and feedback of independently researched student projects inclusive of grant writing, ethnographic research, and oral and written conference presentation skills acquisition.
- English 105i: Writing in Medicine and Health. Instructor of first-year, pharmacy, and medical research students. This course specifically aims to assist students in the acquisition of research writing skills for hard sciences. It is a themed course that researches and examines the HIV/AIDS epidemic through composition. Students are instructed in medical grant writing, research ethics, ethnographic survey construction and administration, statistical data analysis, and critical examinations of filmic representations of illness (as problematic, symptomatic, or documentary in nature).
- English 300i: Advanced Expository Writing. Instructor of advanced expository writing course for UNC seniors. The course interrogates discourses of social justice by teaching sociologic research approaches inclusive of interview/field research on student selected topics. Additionally, the course surveys various arts & humanities expressions of activism and social justice engagements. Students learn the value and social necessity of these expressivities while mastering research and composition approaches to documenting, historicizing, and contextualizing new engagements as political formulations of resistance. Special topics inclusive of: Public Breastfeeding & Women's Rights, Transgender Rights, Women's Health Issues, Algorithm & Technology Justice, Protest Formulation & Resistance, Fine Arts Activism, and Sex Work Justice Frameworks.
- AMST 371: LGBTQ Film and Fiction. Graduate Research Coordinator for undergraduate course examining representations of gay, lesbian, transgender, bisexual and gender-queer identities in American literature and film from 1950 to the present, with a focus on close readings of literary and film texts to gain insight into stylistic choices and representational modes available to lgbtq artists. Responsible for working closely with a scholar-mentor on course calendar and planning, selection of critical readings for course enrollees, facilitation of student discussion groups, preparation of student researchers for oral presentations, and presentation of related research work on topics germane to the course ecology.

*North Carolina Central University, Durham, NC*

Adjunct Instructor, Department of Language and Literature, 2011-Present

- English 1110: Rhetoric and Composition. Instructor of first-year writing for the Aspiring Eagles Summer Bridge program. This course assists students with significant compositional and academic deficits in obtaining the necessary skills for successful matriculation in various major fields. Students are aided in identifying primary and secondary challenges within their writing and are prepared for continued interdisciplinary research writing in English 1210 (both are required courses for all students). English 1110 also includes critical readings of African American autobiographical texts, and related research writing.
- English 1110: Rhetoric and Composition. Instructor of first-year writing for NCCU Preparing to Soar Program for first-year student athletes.. This course assists first-year

student athletes in obtaining necessary skills for successful matriculations in select academic fields. Students are aided in identifying primary and secondary challenges within their writing and are prepared for continued interdisciplinary research writing in English 1210 (both are required courses for all students). English 1110 also includes critical readings of African American autobiographical texts, and related research writing.

- English 1210: Rhetoric and Composition. Instructor of first-year interdisciplinary composition course focusing on Natural Science, Social Science, and Humanities writing. Course instruction provides constructive evaluation and feedback of independently researched student projects inclusive of grant writing, ethnographic research, and oral and written conference presentation skills acquisition.

## RELATED PROFESSIONAL EXPERIENCE

- Wake County, NC Substitute Teacher. *Pro re nata* interdisciplinary instructor for Wake County Schools. 2013-2014
- Professional Writing Tutor. North Carolina Central University. Contract composition tutor for NCCU Aspiring Eagles program. Responsible for the supplementary instruction of over 87 interdisciplinary students, conducting writing workshops and assisting with course assignments. 2011 – Present.
- Writing Consultant. North Carolina Central University Writing Studio. Composition tutor and Graduate Assistant in the North Carolina Central University Writing Studio. Primarily responsible for assisted instruction in grammar, composition, outlining and guided research across various curriculums. Additionally responsible for the formation and conduction of campus-wide workshops and training initiatives. August, 2009 – May, 2011
- Instructor & Peer Leadership Coordinator, Woodstock Job Corps Career Development Center, Baltimore, MD. Program Director for approx. 500 youth participants age 16-24. Duties inclusive of regular recreation & student social scheduling, training in basic leadership skills, management & training of Student Government teams, Anger Management counselling and instruction, Peer Mediation & Conflict Resolution instruction, development of group dynamics and team work skills. July 2007- July 2008

## PUBLICATIONS

“The Birds and the Boys: Avian Poetics in James Baldwin, Randall Kenan, and Larry Duplechan,” (Under Review), North Carolina Central University, August 2017.

“Brett Ashley: Sex, Lies, and Gender-Bending,” North Carolina Central University, Centennial Journal, May 2010.

## CONFERENCE PRESENTATIONS

- “Embodying Black Blues: Transracial Narrative in Alice Walker’s ‘Nineteen Fifty-Five.’” Multi-Ethnic Literature of the United States (MELUS) 2018 Conference. Las Vegas, NV. May 2018
- “Black Authors & the Avian Imaginary.” Duke University African and African American Studies Spring Workshop panelist/contributor. Durham, NC. April 2018.
- “A House is Not a Home: SocioSexual Alterity & Black Male Belonging in Samuel Delany’s *The Mad Man*.” 78<sup>th</sup> Annual College Language Association Conference. Chicago, IL. April 2018.
- “Embodying Black Blues: Transracial Narrative in Alice Walker’s ‘Nineteen Fifty-Five.’” 32<sup>nd</sup> Annual MELUS Conference. Las Vegas, NV. May 2018
- “Illness in the Absence of ‘Home’: Black Male Illness in the Fiction of Baldwin, Kenan, and Delany. Scuppernong Books, “Year of Baldwin Reading & Discussion Series.” Greensboro, NC. November 2017
- “Flesh and Blood: African-American Fiction in the Age of HIV/AIDS.” UNC HHEX (Health and Humanities Exchange). The University of North Carolina at Chapel Hill. Chapel Hill, NC. November 2016.
- “The Birds and the Boys: Avian Poetics in James Baldwin, Randall Kenan, and Larry Duplechan.” Eighth African American Literature/Studies Symposium on Black Masculinities. North Carolina Central University, Durham, NC. November 2015.
- “Reconciling Queer Spirituality in Isaac Julien’s *Looking for Langston*.” NCCU African American Literature Symposium. Durham, NC. October 2013.
- “Bodies, Borderlands, and Mourning in Isaac Julien’s *Looking for Langston*.” 73rd Annual CLA Conference. Atlanta, GA. March 2013.
- “Southern Fever: The Communicable Killer of Black Manhood.” 72<sup>nd</sup> Annual CLA Conference. Atlanta, GA. March 2012.
- “Arrested Development: Trans-Gendering Morrison’s Men.” 22<sup>nd</sup> Annual ALA Conference. Boston, MA. May 2011.
- “Female Masculinity: The Transgendered Gynocracies of Toni Morrison and Lorraine Hansberry.” 2011 SEWSA Conference. Georgia State University. Women of Trauma and Trauma in Narratives of Violence. March 2011.
- “*Invisible Man*: Urbanity as Exile for Marginalized Black Bodies.” College Language Association Conference. April 2009.

## PROFESSIONAL AWARDS

- Student Selected Honored Instructor, Fall 2018, Award given for making a significant impact on the educational experience of a (student or students).
- Department of English and Comparative Literature Dissertation Completion Fellowship, 2018.
- Alternate Candidate, 2018-2019 Ford Foundation Fellowship
- Student Selected Honored Instructor, Spring 2018, Award given for making a significant impact on the educational experience of a (student or students).

- Department of English and Comparative Literature Peer Mentor Committee Award for Teaching Excellence, December 2015.
- Department of English and Comparative Literature Peer Mentor Committee Award for Teaching Excellence, December 2017.

## PROFESSIONAL SERVICE

- Organization Treasurer: East Carolina University, Sigma Tau Delta English Honor Society. (Fall 2019)
- QEP Writing Portfolio Reviewer: East Carolina University. (Summer 2019)
- Panelist: East Carolina University, 2019 Thomas Harriet College of Arts and Sciences Department of English Graduate Student Pedagogy Workshop for Professional and Technical Writing Program. (Spring 2019)
- Submission Reviewer: East Carolina University, *North Carolina Literary Review*: 2019 John Applewhite Poetry Competition. (Spring 2019)
- Submission Reviewer: East Carolina University, *North Carolina Literary Review*: 2019 Alex Albright Creative Non-Fiction Competition. (Spring 2019)
- Submission Reviewer: East Carolina University, *North Carolina Literary Review*: “Where Does the Gun Fit: Robert F. Williams and the Literature of Armed Resistance” (ECU, Fall 2018)
- Submission Reviewer: East Carolina University, *North Carolina Literary Review*: “Let Them be Black and Beautiful: The Black Southerner’s Grasp at Self-Dignity in C. Eric Lincoln’s *The Avenue, Clayton City*” (ECU, Fall 2018)
- Keynote Speaker: North Carolina Central University, Sigma Tau Delta English Honor Society, October 2017
- The University of North Carolina at Chapel Hill Center for AIDS Research Community Advisory Board Member, (2015)
- Facilitator, Composition & Effective Outlining Workshop, NCCU, (Fall 2009)

## PROFESSIONAL ASSOCIATIONS

UNC-CH Center for AIDS Research Community Advisory Board, 2015  
Sigma Tau Delta English Honor Society, 2010-Present

## PROFESSIONAL REFERENCES

David Hood, PhD.  
Dean of the University College  
North Carolina Central University  
1801 Fayetteville Street  
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Karen Keaton Jackson, PhD.  
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