

JEFFREY W. TIMMONS, Ph.D.

Education

Ph.D. Eighteenth-Century British and American Literature. Arizona State University: Spring, 1999.

Dissertation: The Dialogic Body/Politic: The Emergence of Modernity in Eighteenth-Century Britain.

Committee: OM Brack, Jr., Chair; Mark Lussier, Taylor Corse, Gregory Castle.

M.A. English. Portland State University: Spring, 1994. Thesis: Theory and Poetry: John Ashbery's "Self-Portrait in a Convex Mirror". Chair: Paul Giles.

B.A. English. Portland State University: Spring, 1991.

B.S. General Studies/Social Science. Portland State University: Spring, 1990.

Teaching Experience

Arizona State University West. Fall 2015-Present: Instructor

Eng 215, Writing for the Disciplines: taught interdisciplinary writing course emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting;

Eng 321, Introduction to Shakespeare: taught an introduction to some of the major comedies, tragedies, and romances;

Eng 328, The British Novel to Jane Austen: taught the origins of British prose fiction, and its development in the novel, to Austen;

Eng 421, Studies in Shakespeare: "Problem" Plays: taught a close-examination of plays considered to form a group of "problem" plays, as well as other plays that are occasionally included in this grouping.

Arizona State University West. Fall 2012-Spring 2015: Faculty Associate.

Eng 400, Literary Theory and Criticism: taught material from Plato to Post-Structuralism;

Eng 301, Writing for the Professions: taught advanced practice in writing and editing prose and documents related to success in business contexts;

Eng 221: British Literature I: taught texts from Beowulf to Johnson, with attention to theme, social, historical, political contexts.

Virginia Wesleyan College. Fall 2001-Spring 2012: Associate Professor.

Eng 441, Topics in Later British Literature: Jane Austen: taught four novels along with critical and secondary materials devoted to Austen;

Eng 357, British Romanticism: 1784-1832: taught the major romantics with attention to historical and cultural contexts;

Eng 355, Restoration and Eighteenth-Century British Literature: taught a chronological, thematic survey of the "long" eighteenth century;

Eng 327, The British Novel: British Novel, Eighteenth Century to the Present: taught the historical development of the novel, from its origins to its treatment in post-colonial contexts;

Eng 315, The Experience of Poetry: taught poetry as a genre with certain formal features, as a subject for scansion, close-reading and interpretation, and as instances of larger social, cultural themes;

Eng 281, Survey of British Literature Since 1800: taught an introduction to major issues, representative texts, and recent developments, from Wordsworth through Rushdie;

Eng 280, Survey of British Literature I, II: taught texts from Beowulf to Johnson, with attention to theme, social, historical, political contexts;

Eng 250, Topics in Literature: British Comic Fiction: taught a short survey of comic fiction, including Swift, Austen, Kureish, and Smith, primarily for non-majors needing a writing course;

Eng 250, Topics in Literature: Versions: taught primary texts and cinematic adaptations of those, including *The Tracey Fragments*, *Paranoid Park*, *The Portrait of Dorian Gray*, and *Macbeth*;

Eng 250, Topics in Literature: Anarcho-Punk: an introduction to writing largely from the Pacific Northwest that reflects the influence and values of anarchism and punk ideologies;

Eng 250, Topics in Literature: Black Britain: an introduction to writers and writing in mostly contemporary Britain by writers who reflect and/or draw on the experiences of being black;

Eng 250, Topics in Literature: Other Englishes: an introduction to writers and writing in Englishes other than Anglo-American;

Inst 113, Honors Freshman Seminar: taught an intensive introduction to the study of Liberal Arts for Presidential Scholars;

Eng 105, Freshman Composition: taught the First Year Composition composition course using a "problem-posing/solving" approach in a learner-centered, process-oriented writing course.

Arizona State University. Fall 2000-Spring 2001: Instructor.

Eng 217, Writing Personal, Exploratory Essays: taught creative writing in the genre of the literary non-fiction essay.

Eng 105, Advanced Composition: taught an accelerated First Year Composition sequence for Honors students, using a “problem-posing/solving” approach in a learner-centered, process-oriented writing course.

Arizona State University. Fall 2000-Spring 2001: Instructor.

Eng 101, First Year Composition: introduced students to the writing process and the conventions of academic discourse with a learner-centered, process-oriented approach.

Arizona State University/West Campus. Fall 1999-Spring 2000: Faculty Associate.

Eng 494, The British Novel: taught the historical development of the novel, from its origins to its treatment in post-colonial contexts.

Eng 441, Romantic Poetry: taught a revisionary approach to Romanticism, broadly conceived as writing from 1770-1850, including writers from Barbauld to Tennyson.

Eng 333, Survey of British Literature Since 1800: taught an introduction to major issues, representative texts, and recent developments, from Wordsworth through Rushdie.

Glendale Community College. Fall 1999-Spring 2000: Faculty Associate.

Eng 101, First Year Composition.

Arizona State University. Fall 1997-Spring 1999: Teaching Associate.

Eng 222, Survey of British Literature, 1780 to the Present: conducted weekly discussion sections; close analysis of texts, concepts, and theory related to Romanticism, Victorianism, and Modernism.

Eng 221, Survey of British Literature, *Beowulf* to the Eighteenth Century: conducted weekly discussion sections; close analysis of texts, concepts, and theory related to Old/Middle English, Renaissance, Restoration, and Eighteenth-Century writing and culture.

Eng 102, First Year Composition: Critical Thinking and Writing.

Eng 101, First Year Composition.

Portland State University. Fall 1992-Spring 1994: Teaching Assistant.

Eng 121, Freshman Composition.

Tutor: worked individually with students in the PSU Writing Center twenty hours a week.

Teaching Interests

Eighteenth-Century British Writing and Culture; Nineteenth-Century British Literature; Critical Theory; Poetry; and Composition.

Publications

“A ‘fatal remedy’: Eighteenth-Century Discourse on Melancholy and Self-Murder.” *The Age of Johnson* 10 (September/October 1999): 259-84.

“‘There is no confusion--only difficulties’: Disruption and Corruption in Williams’ *Spring and All*.” *Journal of Imagism* 1.1 (November 1996): 3-15.

Presentations

“Hanif Kureishi and the Second Generation: the ‘End of Something’ and the ‘Start of Something Else,’” presented at In Analysis: the Work of Hanif Kureishi, February 24-25, 2012, Roehampton University, London.

“Mashing Jane: Zombies, Sea-Monsters, and Categorical Instability in Recent Jane Austen Mash-ups,” presented at the Mid-Atlantic Popular Culture Association, November 3, 2011.

“Hanif Kureishi and the Second Generation: For and Against the Father,” presented at the “Youth Challenges Traditions: Reconsidering Changes in Austrian and British Society, 1960-1989” conference, University of London, School of Advanced Study, Institute of Germanic & Romance Studies, 2-3 June, 2011.

“‘Not a Little Disguised, or a Little Mistaken’: The Epistemology of Deception and Desire in Austen’s *Emma*,” presented at the Mid-Atlantic Popular Culture Association, October, 2010.

“Oxymoronic Existence: Zines and the Literary Aesthetics of Punk,” presented at the South West Texas Popular Culture Association, February, 2010.

“The Meanings of Suicide,” Panelist for the WBEZ Chicago Public Radio program *Odyssey*, January 13, 2004.

“Making the Most of Richard Light’s *Making the Most of College*, Discussion Moderator, Virginia Wesleyan College, Talks About Teaching Lecture Series, October 15, 2003.

“Children of the Century,” Guest Speaker, First Look Film Forum Series, August 1, 2002.

“The Importance of Being Earnest,” Guest Speaker, First Look Film Forum Series, June 17, 2002.

Presentations

“First Year Faculty,” presented at the Waksonse Conference on College Teaching, May 24, 2002.

“No Thomson, No Wordsworth,” Key note address, Scottish Society of Tidewater, May 1, 2002.

“Domesticating Difference: ‘Exotic’ Allegories of British National Politics,” presented at the American Society for Eighteenth-Century Studies, 2001.

“Domestic Ambivalence: The Masculine Family of Liberty,” presented at the American Society for Eighteenth-Century Studies, 1999.

“The Crisis of Heterogeneity: Domestic Ambivalence in the ‘Patriot’ Play,” presented at the Northeast Society for Eighteenth-Century Studies, 1997.

“Reforming National Identity: Heterogeneity and Mid-Century Writing,” presented at the Northwest Society for Eighteenth-Century Studies, 1997.

“Reading the Eighteenth-Century Body,” Chair, Panel at the East-Central Association and the North-East Association for Eighteenth-Century Studies, 1996.

“Nomadism and Geographic Dislocation: Decolonizing Olaudah Equiano’s *Life*,” presented at the South-Central American Society for Eighteenth-Century Studies, 1996.

“Orlan’s Body: Feminine Self-Determination and the Cultural Logic of Patriarchy,” presented at the Arizona State University Conference on Language and Literature, 1995.

Review

Reader for Robert Dale Parker’s *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, Oxford University Press. 4th Edition, not yet published.