

# Kristine Koyama

PhD Candidate | English Literature and Cultural Theory  
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## EDUCATION

**PhD in Literature and Cultural Theory** **2024 (anticipated)**

University of Wisconsin-Milwaukee (UWM)  
Emphasis: British Literature and Culture of the Nineteenth Century  
GPA: 4.0

**MA in English** **May 2019**

University of Minnesota Duluth (UMD)  
Emphasis: Literary Studies  
GPA: 4.0

**BA in English** **May 2017**

University of Central Florida (UCF)  
Minor: History  
GPA: 3.7

## TEACHING AND RESEARCH INTERESTS

- My research, course design, and classroom practices reflect a strong emphasis on anti-racist pedagogy, and cultivating an accessible, equitable learning environment. I grade using labor-based assessment, and value working individually with students to help them meet their academic goals.
- My research takes a postcolonial approach to examine the ways race, gender, and national origin in nineteenth century children's texts—or texts featuring children—shaped the arguments of human rights activists within abolitionist and Native American rights movements.

## TEACHING EXPERIENCE

### ***University of Wisconsin-Milwaukee (UWM)***

For each of my UWM assignments, I have been the instructor of record, responsible for designing the syllabus and assessment style, weekly class preparation, leading discussions, meeting individually with students, and administering all grades. Below are the courses I have taught with a brief description of each and the semesters that I taught them, starting with my most recent assignments.

### **ENG 102: College Writing and Research, Instructor of Record (3 credits)**

My current version of ENG 102 uses readings on waterways to anchor our discussions of the course concepts. Through these readings, we approach research rhetorically as we engage in foundational concepts of information literacy, critical thinking, and genre awareness.

- Spring 2022 (1 section, asynchronous) - Current
- Spring 2021 (1 section, synchronous)
- Spring 2020 (2 sections, in-person and synchronous)
- Fall 2019 (2 sections, in-person)

**ENG 215: *Introduction to English Studies*, Instructor of Record (3 credits, 1 section)**

An introduction to the critical study of literature designed for both English majors and non-majors. This is a writing-intensive introduction to multiple forms and contexts of literature written in English through a cultural, historical, and global framework.

- Summer 2022 (1 section, asynchronous) – Scheduled
- Spring 2022 (1 section, asynchronous) - Current
- Spring 2021 (1 section, synchronous)

**ENG 100: *Introduction to College Writing and Reading*, Instructor of Record (4 credits)**

This is a reading and writing intensive course which provides an emphasis on critical reading and writing processes. I worked closely with students, meeting as a class synchronously four times a week on Zoom while also meeting regularly with students to offer individual instruction to help them meet their academic writing needs and goals.

- Fall 2021 (2 sections, synchronous)

**ENG 101: *Introduction to College Writing*, Instructor of Record (3 credits)**

This course focuses on academic reading, writing, and revision, emphasizing the process through critical reflection and practice writing with a critical awareness of academic conventions.

- Fall 2020 (1 section, synchronous)

**ENG 222: *Introduction to English Literature from 1800 to Present*, Instructor of Record (3 credits)**

A writing-intensive introduction to English literature that combines close reading with the study of relevant historical moments and social contexts to put today's discussions of race, gender, and other intersectional identities into a new framework.

- Fall 2022 (1 section, asynchronous) – Scheduled

***University of Minnesota Duluth (UMD)***

Below are descriptions of the courses that instructed or assisted in my MA program at UMD.

**WRIT 1120: *First-Year Composition*, Instructor of Record (4 credits)**

A writing and research course that emphasizes information literacy and the critical reflection on the academic processes through an awareness of rhetorical concepts and techniques. I created syllabus, assessment style, coursework, lead weekly classes and discussions, and administered all grades for this course.

- Fall 2017 (1 section, in-person)
- Spring 2018 (1 section, in-person)
- Fall 2018 (1 section, in-person)
- Spring 2019 (1 section, in-person)

**ENG 1513: *King Arthur in History, Literature, and Art*, Teaching Assistant, Spring 2019, in-person**

I assisted Dr. Krista Twu in teaching one section of ENGL 1513 in Spring 2019. My classroom experience includes planning and giving lectures, meeting with students, hosting study sessions for exams, and designing and grading exams, and creating classroom materials.

## RELEVANT WORK EXPERIENCE

### **Graduate Mentor on the English Composition Mentor Team, March 2022-May 2023**

I work with other graduate mentors and head of the composition program to plan the coming year's E100/101 curriculum, train the incoming cohort of graduate instructors on this curriculum, and head a mentor group with four of the new GTAs throughout the semester to offer guidance and support on the materials. This year our focus is anti-racist teaching practices and promoting linguistic justice in the classroom.

### **Writing Center Tutor, August 2019-Present**

*Writing Center, University of Wisconsin-Milwaukee (UWM)*

Meet individually with writers to discuss and work toward their goals for any academic and personal writing projects.

### **Writing Consultant, August 2017-May 2019**

*Writers' Workshop, University of Minnesota Duluth (UMD)*

Worked one-to-one with writers working on academic and personal writing projects.

## CONFERENCE PRESENTATIONS AND LECTURES

### **"Why I Use Labor-Based Grading and How I Use It" (January 2022)**

Co-organized and presented for an alternative grading panel and workshop hosted by the English department and composition program at UWM. The panel took place on January 11, 2022, and the follow-up workshop took place on January 20, 2022. The presentation and workshop focused on each panelists' experience teaching with alternative grading systems and introducing strategies to the participants for how to incorporate alternative grading methods into their courses.

### **"The Ecological Conscious of a Biblical Imagination: Torah Narratives as a Model for Acknowledging and Responding to Human-Generated Climate Disaster" (April 2020)**

Research presented at the UWM Religious Studies Undergraduate Research Conference *The Intersectionality of Religion and Contemporary Global Issues*, virtual conference on Collaborate Ultra, April 4, 2020. [Link](#).

### **"A Rich Network of Discourses': Amish Tradition and Identity in Academic Writing." (February 2020)**

Research presented on a panel at "Red River Graduate Student Conference Writing Across Communities: From Poetry to Praxis," Fargo, ND, February 28-29, 2020.

### **"But a Business . . . it is Progressive!': Amy Levy's The Romance of a Shop as a Guide to the Technology of New Womanhood." (February 2020)**

Research presented on a panel at "The 15th Annual Midwest Interdisciplinary Graduate Conference," Milwaukee, WI, February 21-22, 2020.

### **"A Thing's Matter: Vital Materialism and the Agency of the Nonhuman" (February 2020)**

Organized and co-hosted a panel and follow up workshop designed to open a dialogue about (re)seeing mass consumer products with academics whose research invests in equitable and sustainable practices. The workshop was held at "The 15th Annual Midwest Interdisciplinary Graduate Conference," Milwaukee, WI, February 21-22, 2020.

**“Empathy and the Exploited Victorian Body in Anna Sewell’s *Black Beauty*.” (March 2019)**

Research presented on a panel at “Explorations: 40th Annual Conference of the Nineteenth-Century Studies Association,” Kansas City, MO, March 7-9, 2019.

**“Marie de France’s ‘Lanval’ and the Cult of the Virgin Mary” (February 2019)**

Lecture given at the University of Minnesota Duluth on February 19, 2019, as part of my teaching practicum for *King Arthur in History, Literature, and Art* with Dr. Krista Twu. This lecture focused on the influences of the Virgin Mary in 12th-century Arthurian literature, art and culture, specifically Marie de France’s “Lanval.”

**“Domestic and Professional Roles in L.M. Montgomery’s *Emily of New Moon*” (April 2018)**

Research presented on a panel at “College English Association 49th Annual Conference,” St. Petersburg, Florida, April 5–7, 2018.

**ACADEMIC PROJECTS****“Empathetic Consciousness and the Exploited Victorian Body in Anna Sewell’s *Black Beauty*” (Fall 2018)**

My second master’s research project, completed Fall 2018 under the advisement of Dr. Carolyn Sigler. This project partially fulfills the English department’s requirements to complete two article-length projects prior to graduation.

**“Bridging Linear and Mythical Space in L.M. Montgomery’s *Emily of New Moon*” (Spring 2018)**

My first master’s research project completed Spring 2018 under the advisement of Dr. Rochelle Zuck. This project partially fulfills the English department’s requirements to complete two article-length projects prior to graduation.

**“Pvt. Harry Gittleman” *Veterans Legacy Project*. (Fall 2017)**

In the Fall of 2017, the University of Central Florida (UCF) selected me to participate in the Veterans Legacy Project, a documentary-style project designed to research and publish biographies that memorialize veterans’ lives and service.

**Seminole County Jail Registry (Fall 2017)**

Part of the Fall 2017 team commissioned by the University of Central Florida History department to transcribe and digitized Seminole County jail records from the 1920-30s.

**FUNDING AND AWARDS****James A. Sappenfield Fellowship, UWM Spring 2020 (\$1,500)**

Annually awarded to a graduate student in the English department who demonstrates strong academic work and outstanding contributions to the department.

**Klaus P. Jankofsky Essay Prize, UMD Spring 2019 (\$500)**

Awarded to the best essay on any topic regarding Medieval or Renaissance studies. My essay was titled “Brooker’s Metafictional Region of Unlikeness: An Allegorical Exploration of Dante’s Infernal Tropes in *Black Mirror*’s ‘White Bear.’”

**Travel Grant for NCSA Conference Attendance, UMD Fall 2018 (\$991)**

Award from the College of Liberal Arts and the Graduate School to fund travel to the Nineteenth Century Studies Association (NCSA) 2019 conference.

**Summer Plan B Fellowship Award, UMD Spring 2018 (\$2961.89)**

Provided to support my Plan B research and writing over the summer. The English department awarded this amount based on the strength of my application and research.

**Dean's Excellence Funding, Spring 2018 (\$680)**

Award from the College of Liberal Arts at UMD to support my travel to the CEA 2018 conference.

**Travel Grant for CEA Conference Attendance, Spring 2018 (\$500)**

Award from the English Department at UMD to support travel to the CEA 2018 conference.

UCF Scholars Award	2016 – 2017
Dean's List, University of Central Florida	2015 – 2016
Dean's List, Roosevelt University	2013 – 2014

**OTHER RELATED EXPERIENCE****Research Analyst, Ask Wonder, 2016-2019**

Conducted specialized research projects including market reports, historical surveys, and personal projects; produce written client briefs with the necessary analysis.

**Editing Intern, Dunamis Woman, 2013-2014**

Provided both comprehensive and copy-editing on the publisher's manuscripts, personal essays, and chapters for their upcoming book.

**Writer and Editor, 2013-2014**

*The Torch* at Roosevelt University Wrote weekly assignments and edited peer-written pieces.

**MEMBERSHIPS AND SERVICE ROLES**

Plan A Graduate Student Representative	2020-2021
Alternative Grading Working Group	2021-Present
Nineteenth-Century Studies Association	2018-Present
Children's Literature Association	2018-Present
College English Association	2017-2020