

**ALEKSANDRA HERNANDEZ**  
DEPARTMENT OF ENGLISH, UNIVERSITY OF NOTRE DAME  
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### **SCHOLARLY AREAS OF INTEREST**

19th- and 20th-Century American Literature; Science Studies; History of Distributed Cognition; and Narrative Theory.

### **ACADEMIC APPOINTMENTS**

**Postdoctoral Fellow** **2017-present**  
Department of English, University of Notre Dame

### **EDUCATION**

**PhD in English** **August 2017**  
University of Notre Dame  
*Dissertation title:* "Patterns of Experience: Pragmatism, Perception, and Cultural Cognition in Modern American Literature"  
*Committee:* Nan Z. Da, Kate Marshall, and Laura Dassow Walls (Chair)

**MA in English Language and Literature** **2011**  
University of Toronto

**BA in English, Minor in History, with Distinction** **2008**  
University of Toronto, St. George Campus

### **PUBLICATIONS**

Hernandez, Aleksandra, "The (Non)Modern Imagination of a Noisy Williams," *William Carlos Williams Review*, Vol. 34, No.1, 2017, pp. 66-92.

### **HONORS AND AWARDS**

Bruns Graduate Essay Prize, Society for Literature, Science, and the Arts, adjudicated by Patrick Jagoda and awarded by N. Katherine Hayles, 2013.

Awarded two Notebaert Professional Development travel grants by The Graduate School, University of Notre Dame, 2014.

Awarded a Graduate Student Union Conference Presentation Grant, University of Notre Dame, 2014.

### **CONFERENCE PRESENTATIONS**

"Digitization and the Impersonal Narrator in Melville's 'The Charts'," *Society for Literature, Science, and the Arts*, Atlanta, GA, 2016.

- “The Chimp, the Hog, and the Dog: Naturalistic Writing as Interspecies Knowing,” *Multispecies Salon*, University of Notre Dame, Notre Dame, IN, 2016.
- “From Navigation to Pilotage: Charting Cognition in Melville’s ‘The Charts’” *Americanist Seminar*, University of Notre Dame, Notre Dame, IN, 2016.
- “Woolf’s Tiny Moth and the Limits of Narrative ‘Worldling,’” *2014 Conference on Virginia Woolf: Writing the World*, Loyola University, Chicago, IL, 2014.
- “Cognitive Ecology in Wallace Stevens’ Later Poems,” *Cognitive Futures in the Humanities*, Durham University, U.K., 2014.
- “Ed Dorn’s Archive: Poetry as Process,” *Robert Creeley Symposium*, University of Notre Dame, Notre Dame, IN, 2014.
- “William Carlos Williams and the Poetics of Noise,” *Society for Literature, Science, and the Arts Conference*, University of Notre Dame, Notre Dame, IN, 2013.
- “Topography of Mind: Virginia Woolf’s *Flâneuse*,” *Modern Brains: Literary Studies and the Cognitive Sciences*, University of Illinois, Urbana-Champaign, Urbana, IL, 2012.
- “Simon Critchley, Phenomenology, and Cognitive Poetics in Wallace Stevens’ Later Poems,” *Literature and Culture Conference*, University of Louisville, Louisville, KY, 2012.
- “‘It Must Give Pleasure’: Desire in Wallace Stevens’ Later Poems,” *Double Dialogues Interdisciplinary Conference*, University of Toronto, Toronto, Canada, 2010.

## RESEARCH EXPERIENCE

### Research Assistant

Winter 2015

*Department of English, University of Notre Dame*

- Assistant to Professor Laura Dassow Walls during the early stages of her forthcoming Broadview Edition of Thoreau’s *Walden*. Began the process of identifying and annotating moments in *Walden* with an interdisciplinary undergraduate audience in mind.
- Met with Professor Walls and discussed ideas about how the edition might be organized and what contemporaneous texts might be included.

## TEACHING EXPERIENCE

### Literature Instructor

Fall 2017

*Department of English, University of Notre Dame*

- Instructor of record for one section of literature for non-majors, *Introduction to Literature and Science*.
- Designed the class to appeal to science students by including nonliterary texts in the syllabus, and planning lessons and group discussions which encourage interdisciplinary engagement with the readings.
- Emphasized analysis as the primary mode of approaching the reading, writing, and class discussions.

### Teaching Assistant

Fall 2014

*Department of American Studies, University of Notre Dame*

- Taught a discussion section of an *Introduction to American Studies* class. The readings consisted largely of historical documents, spanning from the colonial period to the present

moment, and a selection of keywords. Students were encouraged to use the keywords to analyze and critique the primary texts.

- Planned lessons, led discussions, and graded papers and exams.
- Organized group discussions meant to illuminate social issues implicit in the historical sources.

### **Composition Instructor**

**2013-2014**

*Writing and Rhetoric, University of Notre Dame*

- Instructor of record for two semesters of writing and rhetoric, *The Rhetoric of Nature* and *Writing Nature*.
- Designed and taught two writing-intensive courses to first year students organized around the theme of nature. The courses were focused on how nature is represented, constructed, and politicized across a wide-range of textual and visual media.
- Exposed students to different modes of writing, including more subject-centered writing, as part of an effort to encourage more analytical methods of reading and writing.
- Used an online instructional platform (*Sakai*) to facilitate discussion outside of the classroom.

### **WORKSHOPS AND SUMMER COURSES**

Global Dome Summer Program, Dissertation Accelerator, University of Notre Dame, Edinburgh and London, UK., Summer 2016.

- Participated in this three-week summer workshop run by Notre Dame's Departments of English and History. The workshop was organized by Patrick Griffin and Elliott Visconsi, and took place at the University of Edinburgh and the Notre Dame London Gateway.
- Workshop participants included Ph.D. English and History students from the University of Notre Dame, King's College, London, University of Edinburgh, and University of Oxford.

Vienna Institute Summer University: University of Vienna, Austria, Summer 2014.

- Participated in this interdisciplinary and international summer school program taught by Richard Burkhardt, Georgina Montgomery, and Susan Jones.
- The course was organized around the theme of the human/animal boundary. In preparation for the course, we read historical and contemporary accounts of the animal/human boundary across a large number of disciplines, including philosophy and ethology.

### **PROFESSIONAL SERVICE**

#### **Editorial Assistant**

**2015-2016**

*Early American Literature*

- Editorial Assistant to the journal's editor, Professor Sandra Gustafson.
- Fact-checked all the articles for missing references and accuracy of all quotations and citations.
- Worked with the copy-editor to ensure formatting and citation-style consistency.
- Regularly updated the journal's webpage with news and announcements.
- Posted relevant links to the journal's twitter page to increase the journal's visibility.
- Corresponded with authors to coordinate the shipment of proofs and offprints.

#### **Archival Assistant**

**Summer 2013**

*Rare Books and Special Collections, University of Notre Dame*

- Worked with Notre Dame's Special Collections at the Hesburgh Library to organize and file Ed Dorn's newly acquired archive.
- Handled a diversity of archival materials including journals, notepads, desk pads, calendars, and letters.

## **PROFESSIONAL MEMBERSHIPS**

- Modern Language Association (MLA)
- Society for Literature, Science, and the Arts (SLSA)
- Association for the Study of Literature and the Environment (ASLE)
- The Society for Nineteenth-Century Americanists
- The Modernist Studies Association
- The International Society for the Study of Narrative
- Cognitive Futures in the Humanities

## **REFERENCES**

**Laura Dassow Walls**, Professor of English  
University of Notre Dame  
(574) 631-2573, lwalls@nd.edu

**Kate Marshall**, Associate Professor of English  
University of Notre Dame  
(574) 631-4125, kmarshall@nd.edu

**Nan Z. Da**, Assistant Professor of English  
University of Notre Dame  
(574) 631-7536, nz.da@nd.edu