

Sam Waterman

he/him/his

0044 (0)7732044776

samfranciswaterman@gmail.com

Professional Overview

I am a London-based PhD candidate in the Department of English at the University of Pennsylvania, USA, defending my dissertation in June 2020. My areas of scholarly interest include the history and theory of the novel, Victorian and modernist literature, social histories of work, and gender and sexuality studies. I am currently completing a dissertation on the intersections of modernist novels and late-Victorian adventure romances.

Education

University of Pennsylvania (2014 – present)

PhD Candidate in the Department of English; degree expected Summer 2020

Thesis title: *After Men: Modernist Adventure and Post-Patriarchal Work*

Thesis committee: Jed Esty (Chair), Paul Saint-Amour and Emily Steinlight

University of Sussex (2011 – 2012)

MA Critical Theory, with a dissertation on T.W. Adorno and Samuel Beckett (Distinction, A)

University of Sussex (2008 – 2011)

BA Joint Honours English Language and Literature, with a dissertation on Arthur Schnitzler and Psychoanalysis (1st class hon)

Awards and Fellowships

2019, Institute of English Studies T.S. Eliot Summer School, full scholarship

2018, Dissertation Research Fellowship, University of Pennsylvania (\$2000)

2016, John Louis F. Haney Fellow

2014, Benjamin Franklin Fellowship, University of Pennsylvania (four years of fees and \$30,000 yearly stipend)

2014, Thouron Scholarship (two years of fees and \$30,000 yearly stipend)

2011, Award for the highest overall mark in the School of English and Drama, University of Sussex

2011, Award for the most accomplished dissertation submitted in the School, University of Sussex

2011, Award for best contribution to the student experience in the School, University of Sussex

2011, School bursary to study on MA Critical Theory

2010, Students' Union award for overall contribution to student media

Teaching Experience

2018. The Adventuress, Junior Research Seminar primary instructor

- Led 90-minute seminar twice per week for 15 weeks with eight students
- Designed the syllabus and developed multiple course assignments geared toward training undergraduates in literary research methods as well as critical skills
- Taught primary and secondary texts from 18th to 20th centuries
- Supervised students outside of class to develop independent research projects
- Graded assignments, provided feedback on student writing, and issued final grades
- Organised research trips to use library resource

2016. Sensing the City, Grader for Prof. Emily Steinlight

- Participated in 90-minute seminar twice per week for 15 weeks with 25 students
- Graded assignments and consulted with professor to collate grades
- Attended seminars and contributed informally to discussion
- Led a seminar on modernism and the urban environment

2015. Dickens and Film, Teaching Assistant for Prof. Emily Steinlight

- Led 60-minute recitation seminar every week for 15 weeks with six students
- Reflected upon and developed the content of the weekly lecture
- Graded assignments, wrote feedback and issued overall grades in consultation with primary instructor
- Met with students outside class-time to develop their final essays

Publications

“Schlegel Capitalism: E.M. Forster and the Aesthetic Economies of Modernist Adventure,”
Modernism/Modernity, Status: Revise and Resubmit

Review of *At the Violet Hour: Modernism and Violence in England and Ireland* by Sarah Cole,
Textual Practice, 29:7 (2015), 1399-1403.

Conference Papers

2019, “Schlegel Capitalism: Modernist Adventure and Post-Patriarchal Work,” Reconsidering E. M. Forster’s and Ismail Merchant and James Ivory’s *Howards End*, Paris

2019, “After Men: Modernist Adventure and Post-Patriarchal Work,” New Work in Modernist Studies, Liverpool

2019, “Schlegel Capitalism: Modernist Adventure and the Female Professional in *Howards End*,” BAMS International Conference, London

2019, ““Adventures do occur, but not punctually””: E.M. Forster’s Queer Work Ethic,” ACLA Annual Conference, Georgetown University

2018, “Suddenly there came a moment”: Virginia Woolf and the Politics of Adventure-Time,” Virginia Woolf and the Writing of History, Université de Rouen

2018, ““To dig, to bake, to plant, to build”: Virginia Woolf’s Queer Adventures,” Queer Modernism(s) II: Intersectional Identities, University of Oxford

2017, ““I live on, and can’t die if I try’: Modernizing Character in *The Mayor of Casterbridge*,” BAMS International Conference, University of Birmingham

2016, ““I had a great mind to see the whole island’: mapping colonial space in *Robinson Crusoe*,” ACLA Annual Conference, Harvard University

Departmental and Professional Service

2018, Conference Organizing Committee, “Environments of Modernity,” University of Pennsylvania

2018, Modernism and Twentieth Century Reading Group Coordinator, University of Pennsylvania

2015, Graduate Prospective Visit Coordinator, Department of English, University of Pennsylvania

Additional Teaching Experience

Pimlico Academy, U.K.

2013 – 2014, Post-16 Intervention Tutor

2012 – 2013, English and History Teaching Assistant

2012 – 2014, Co-founder and coordinator of the Pimlico Academy Poetry Workshop

Professional Memberships

British Association for Modernist Studies

Modernist Studies Association

American Comparative Literature Association

References

Jed Esty, University of Pennsylvania (PhD chair): esty@sas.upenn.edu

Paul Saint-Amour, University of Pennsylvania (PhD committee member): psain@english.upenn.edu

Emily Steinlight, University of Pennsylvania (PhD committee member and teaching reference):
emily.steinlight@english.upenn.edu

Appendix

Teaching Feedback

Junior Research Seminar primary instructor, 'The Adventuress' (2018)

Anonymous course feedback in full:

- Definitely one of the most engaging and in-depth English classes I've taken at Penn. Although it requires more work than most other English classes I've taken (due to its small size, frequent short paper assignments and heavy reading), that's what made the class helpful to my learning. I did also learn a bit more about research and the resources available at Penn, specifically in relation to the English major, which will come in handy. Sam is one of the smartest and friendliest teachers I've had at Penn and his enthusiasm for the course was infectious! Thank you for a great semester.
- Thanks for the great semester, Sam! This course was really engaging and challenged me to think critically about all the texts we read, as individual pieces and as a body of "Adventuress" novels. I often found myself drawing on knowledge from other courses, which shows how interdisciplinary this course was, how well rounded our discussions were, and how well Sam encouraged us to break beyond just performing "close reading" and apply other forms of knowledge making to our work as English majors.
- SO GOOD. My favourite course this semester. All of the material was brilliant and really great to consider just what an "adventuress" is. I also appreciated that Sam tried to weave the importance of English in relation to society and how we can use what we're learning to answer questions today / solve real problems. The critical readings and novels we read were of a diverse and interesting array. My only critique on that front is that I had trouble keeping up with the readings. But also, I don't know if I'd really want anything cut? I feel like we just need more time haha. It was an excellent course and I wish we had a bit more time to dive into some of the concepts - like ideas of adaptation, and also that overall idea of questions/problems in society that we can answer. I loved this course though, me and my fellow class mates have talked about how we would take it again if we could! Sam was great and such an understanding, helpful, and creative instructor. 11/10 would Adventuress again!

Dickens and Film (2015, Teaching Assistant for Prof. Emily Steinlight)

Anonymous course feedback in full:

- Sam did a great job directing the recitation in a discussion format that was really helpful for analyzing the text. He was always available for office hours and times outside his regular hours if you couldn't make the time. I definitely got more out of the class/material through the discussions in recitation.
- Sam is awesome, very accessible, and super smart.
- Sam was extremely helpful in helping me learn about the course material, but more importantly in helping me learn to think like an English student. I am a history major and this was my first class in the department and it took me a while to stop thinking and writing about literature as if it is a historical document. Sam took the time outside of class to help me learn to think and write about literature.
- I can't imagine having a better TA than Sam. He not only continued conversations from lectures effectively, but made us engage with the material in new ways that enhanced our critical reading skills and overall grasp of the novels. He fostered a very collaborative and open space in which I was never afraid to speak.