

Dr. Nicole Winsor

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Dr. Nicole Winsor is a Postdoctoral Teaching Fellow in English at the University of Notre Dame. In July 2018 she defended her doctoral dissertation, *In the Wake of Revival and Revolution, 1915-2005: Postcolonial Modernist Theatre and Performance in Ireland, Australia, and New Zealand*, receiving her Ph.D in English with a minor in Irish Studies from the University of Notre Dame. While a graduate student at Notre Dame she was a Presidential Fellow. She is originally from New Zealand where she gained a Master of Arts specializing in Drama with First Class Honours from the University of Auckland. Nicole's broad areas of research are global Anglophone modernisms/modernities and postcolonial theatre and performance. Having successfully defended her dissertation, Nicole will be spending her postdoctoral year at Notre Dame preparing her monograph for publication and teaching in the Department of English.

EMPLOYMENT

University of Notre Dame, Indiana, USA
College of Arts and Letters 5+1 Postdoctoral Teaching Scholar **Current**
Department of English

EDUCATION

University of Notre Dame, Indiana, USA
Ph.D. in English (minor in Irish Studies) **2018**
Dissertation Title: *In the Wake of Revival and Revolution, 1915-2005: Postcolonial Modernist Drama in Ireland, Australia, and New Zealand.*

University of Auckland, New Zealand
M.A. Specializing in Drama with First Class Honors **2012**
Thesis Title: *The Disruptive Other: Phantom Hauntings in the Ghost Plays of W.B Yeats.*

B.A. (Hons.) **2011**
Double Major in English and Drama with First Class Honors in English

RESEARCH INTERESTS

Twentieth & Twenty-First Century Drama	Theatre and Performance Studies
Comparative Modernist Studies	Postcolonial Literature and Theory
Irish, Australasian, & Pacific Literature	Psychoanalytic Theory

JOURNAL ARTICLES

"Comparative Modernist Performance Studies in the Postcolonial Context: A Not So Modest Reappraisal." *Journal of Dramatic Theory and Criticism*. (Forthcoming Fall 2018 issue).

"'Like a dry skin itching for growth on our bodies': Katherine Mansfield and Una Marson's Fantasies of Objecthood" *Journal of Modern Literature*. (Forthcoming)

AWARDS & GRANTS

Australian and New Zealand Studies Association of North America Conference Travel Grant **2018**

Notre Dame Graduate Student Union Conference Presentation Grant	2015, 2016, 2018
University of Notre Dame Professional Development Award	2017
University of Notre Dame Graduate Student Research Award	2017
Keough-Naughton Institute for Irish Studies Summer Research Grant	2016, 2017
University of Notre Dame Presidential Fellowship	2013
Yeats Society Pierce Loughran Memorial Scholarship	2011
University of Auckland Tuakana Grant	2011
University of Auckland Faculty of Arts Maori and Pacific Leadership Grant	2011
University of Auckland Graduate Scholarship	2010
University of Auckland Chancellor's Top Scholar Award	2007

CONFERENCE PAPERS AND LECTURES

“Feeling Agit-Attraction: Postcolonial Modernism/Modernity, Ethnographic Surrealism, and Australian and New Zealand Theatre in the 1990s.” Paper presented at the Australian and New Zealand Studies Association of North America, University of Guadalajara, February 2017.

“Postcolonial Modernism and the Case of Apirana Taylor’s *Whaea Kairau: Mother-Hundred Eater*.” Paper presented at the New Zealand Modernist Studies Consortium Symposium, University of Otago 2017.

“‘Circuitous route[s]’: Postcolonial Modernism/Modernity and the Case of Denis Johnston’s *The Old Lady Says ‘NO!’*” Paper presented at the International Association for the Study of Irish Literatures Conference, Singapore 2017.

“Assembling Postcolonial Modernism: Rethinking Montage and Critical Narratives of Modernism/Modernity through Irish, Australian, and New Zealand Drama.” Lecture delivered for the Keough-Naughton Institute for Irish Studies Spring Lecture Series, Notre Dame 2017.

“‘Like a Dry Skin Itching for Growth on our Bodies’: Modernist Surfaces and Intersubjective Encounters in Mansfield’s Early Writing.” Paper Presented at the Katherine Mansfield Society Conference, Bandol 2016

“‘Susceptibility is the Experience’: Global Modernist Writing and Elizabeth Bowen’s *The Last September*.” Paper presented at the American Conference for Irish Studies Conference, Notre Dame 2016.

“Between the Door and the Sea”: Narrative Memory and the Conflicts of Individual and Communal Will in *On Baile’s Strand*.” Paper presented at the “Mapping Yeats Symposium, Kansas City, MO 2015.

“The Disruptive Other: Phantom Hauntings in W.B. Yeats’s Purgatory.” Paper presented at the International Association for the Study of Irish Literatures Conference, Leuven 2011.

RELATED ACADEMICS AND AFFILIATIONS

New Zealand Modernist Studies Consortium 2017
Member and participant in the September 2017 Symposium/Article Workshop

Global Dome: The Notre Dame/Edinburgh/Oxford PhD Workshop Program in History and Literature 2017
Participant in a 3 week intensive dissertation chapter workshop and professionalization seminar program run by Notre Dame, University of Edinburgh, and Oxford University.

International Network for the Comparative Humanities

Member and Participant of three summer retreat workshops run by Notre Dame in partnership with Princeton University:

- “Inner Transformation” at Princeton University. 2018
- “Political Transformations” at the Princeton University Seeger Centre for Hellenic Studies in Athens, Greece. 2017
- “Physical Transformations” at the University of Notre Dame Kylemore Centre in Connemara, Ireland. 2016

University of Notre Dame Shaheen Three Minute Thesis Competition 2017
I placed first equal in the College of Arts and Letters qualifying heat and I was one of nine finalists

in the university wide competition (see www.nicolewinsor.com for video).

Kaneb Center for Teaching and Learning **2017**
Completed a four week long course, “Foundations of Teaching”, aimed at developing the fundamental skills of effective teaching, including communicating expectations, facilitating a class, grading, and teaching critical thinking skills.

Keough-Naughton Institute for Irish Studies, Irish Seminar

Participant of three summer seminars:

- “Classical Influences at O’Connell House, Dublin and the Kylemore Centre in Connemara, Ireland. **2016**
- “The Vernacular Imagination” at O’Connell House in Dublin, Ireland. **2014**
- “Contemporary Irish Poetry” at the Centre Cultural Irlandais in Paris, France. **2013**

TEACHING EXPERIENCE

Instructor of Record

“Uneasy Environments: Literature from Australasia and the American South”

University of Notre Dame, Fall 2018 (Current)

In this seminar style class, students explored how literary and filmic representations of grotesque and gothic landscapes help us to interrogate aspects of life at the edges of society. By analyzing depictions of environments (natural, urban, social, and cultural) in twentieth century prose and film, students learned how to read, think, and write critically about how the relationships that people have with various environments play important roles in how individuals imagine themselves and the communities, societies, and cultures to which they belong. In students gained a basic understanding of comparative reading methodologies and began to evaluate these methodologies for themselves.

Duties included: constructing a syllabus and selecting course material, designing written assignments (creative prose piece; comparative research essay); grading midterm exams (including identification sections, a blind close-reading, a short essay), essays, and weekly reading responses; class planning; holding office hours.

“Multimedia Writing and Rhetoric: Performing Selves/Staging Communities”

University of Notre Dame, Fall 2014 and Spring 2015.

This class taught students to think, read, discuss, and write critically about the ways in which ethical and rhetorical norms of reading, writing, and performing in digital spaces compare and contrast with those found in everyday communities. The class had three main goals: to analyse various multimodal forms of argumentation that are used as methods of identity construction and performance; to consider how these constructions and performances affect the communities which we participate within; to learn to construct our own rhetorically and ethically sound arguments by making use of the multimodal strategies of argumentation. Students learnt to become critical and ethically responsible participants in the discourses which shape their academic, professional, and personal lives.

Duties included: selecting course reading materials; constructing writing assignments (e.g., from the traditional research essay to creative projects such as student-created videos, spoken-word poetry, infographics); lecturing and organizing discussions; holding weekly office hours; grading essays, midterms, and final exams.

“TLC (Terms, Languages, and Concepts) for Early Texts: From Pilgrims to Players”

University of Auckland, Semester Two 2012

This was an optional class designed for students registered in “Early Fictions” (see below) and aimed at providing them with additional literary and historical information, readings, and methodological tools which would supplement their development and help them advance their writing and ideas.

Duties included: selecting course reading materials; teaching Middle English grammar and pronunciation; leading discussions that advanced previous week’s lectures and discussions; providing verbal and written feedback on assignments in progress; holding weekly office hours.

Teaching Assistant

“British Literary Traditions II”

University of Notre Dame, Spring 2017: Teaching Assistant for Professor Susan Canon Harris
Spring 2017

Duties included: providing feedback to reading responses; grading essays and midterms; leading two seminar style classes on W.B. Yeats and Derek Walcott.

“Introduction to Irish Writers”

University of Notre Dame, Spring 2016: Teaching Assistant for Professor Chris Fox

Duties included: leading weekly Friday discussion groups; lecturing on James Joyce and W.B. Yeats; holding weekly office hours; grading quizzes, essays, midterms, and final exams; constructing quiz and essay questions

Special Note: As Professor Fox often had extra touring obligations this semester due to his role as producer on the Keough-Naughton Institute documentary, *1916 The Irish Rebellion*, I was tasked with taking his Friday discussion group sections in addition to my own for 5 weeks during the semester.

“Early Texts: From Pilgrims to Players.”

University of Auckland, Semester Two 2012: Teaching Assistant for Professor Sophie Tomlinson (co-ordinator), Tom Bishop and Roger Nicholson (co-conveners).

Duties included: leading three discussion group sections; writing weekly discussion group tests holding weekly office hours; grading translations, quizzes, essays, short performance of a chosen scene in groups, and final exams.

Special Note: Professor Tomlinson was unable to take her own two discussion group sections for the first half of the semester or grade the students’ first essay assignment due to health complications, so I took over these classes in addition to my own 3 sections and the additional “TLC” section (see above), and graded her first assignment essays. I also assisted Professor Nicholson by grading his second assignment essays and a portion of his final exams.

“Drama on Stage and Screen”

University of Auckland, Semester One 2012: Teaching Assistant for Professor Murray Edmond

Duties included: leading three discussion group sections; constructing in-class creative project prompts; writing four reading response prompts; facilitating movie screenings; holding weekly office hours; grading reading responses, essays, midterms, and final exams.

FOREIGN LANGUAGES

Basic speaking and reading in Irish and Māori; reading proficiency in French.

REFEREES

Dr. Susan Harris

Professor of English, University of Notre Dame.

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Dr. Barry McCrea

Professor of English, Donald R. Keough Family Professor of Irish Studies, Concurrent Professor of Irish Language and Literature, Concurrent Professor of Romance Languages and Literatures.
University of Notre Dame.

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