

Erik L. Johnson
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ACADEMIC & PROFESSIONAL EMPLOYMENT

Lecturer, Department of English & Comparative Literature and Department of Humanities (Humanities Honors Program), San José State University. Fall 2019–present.

Senior Research Assistant, University Librarian’s Office, Stanford, CA. March–December 2019.

Lecturer, Education as Self-Fashioning Program, Stanford University, CA. Fall 2018.

Book publishing professional, W. W. Norton & Company, Inc., New York City. 2001–2009.

Supported, edited, and acquired trade non-fiction as **trade editorial assistant** and **editor** of own projects; notable acquisitions include Maurice Isserman’s *Continental Divide* (published 2016) and James M. Tabor’s *Forever on the Mountain* (2007), a Barnes & Noble Discover Great New Writers selection, winner of a National Outdoor Book Award and of the Banff Mountain Film & Book Festival’s Grand Prize for mountain literature.

Substantial additional experience in niche marketing as **marketing associate, Norton Professional Books**, and contract negotiation (publisher’s side) as **contracts associate**.

EDUCATION

Stanford University, Stanford, CA. 2010–2018.

Ph.D., English (conferred 2018); M.A., English (conferred 2012)

Dissertation Title:

“Theatrical Realism: Staging Reality in French Theory and British Fiction, 1670–1764”
Supervisors: John Bender, Blair Hoxby • Readers: Mark Algee-Hewitt, Dan Edelstein

Georges Lurcy Foundation Stanford research fellow, Paris, France. October 2017–August 2018.

Yale University, New Haven, CT. 1997–2001.

B.A. in English and in Renaissance Studies, *summa cum laude* (conferred 2001)

ACADEMIC PUBLICATIONS

In Print:

- “‘Life Beyond Life’: Reading Milton’s *Areopagitica* through Enlightenment Vitalism,” *Eighteenth-Century Studies*, vol. 49, no. 3 (Spring 2016)

- Teaching *The Way of the World* through character networks, in *How to Teach a Play: Essential Exercises for Popular Plays* (Bloomsbury/Methuen Drama, 2020), edited by Miriam Chirico and Kelly Younger
- Teaching *The Country Wife* through the role of asides, in *How to Teach a Play* (Bloomsbury/Methuen Drama, 2020), edited by Miriam Chirico and Kelly Younger

In Process:

- “Writing Against the Clock: Telling Time in the Fiction of Mary Hearne and Daniel Defoe,” in *British Literature and the History of Technology, 1600–1830* (Bucknell University Press, forthcoming), edited by Aaron Hanlon and Kristin Girten, collection under review
- Entries for the *Cambridge Guide to the Eighteenth-Century Novel, 1660–1820* (Cambridge UP, forthcoming), edited by April London, on *The Lover’s Week* (Mary Hearne, 1718), *The Female Deserters* (Hearne, 1719), and *Love Upon Tick* (anon., 1724), accepted

TEACHING EXPERIENCE

San José State University, classroom teaching since Fall 2019:

- English 100A, *Writing Competency through Genres* (Spring 2020)
- Humanities 1B, *World Cultures & Civilizations (Honors)* (Spring 2020, seminar & lecture)
- English 1A, *First-Year Writing* (Fall 2019, 2 sections)
- Humanities 1A, *World Cultures & Civilizations (Honors)* (Fall 2019, seminar & lecture)

Stanford University, classroom teaching in 2010–2018:

- ESF 14, *The Challenge of Choice* (Fall 2018, 2 sections)
Designed and taught writing seminars for a literature and philosophy track in Education as Self-Fashioning (ESF), an intensive first-year writing/humanities GE program; team-taught with Rush Rehm (Professor, Classics/ Theatre and Performance Studies)
- English 162W-1, *Sexuality and Story in the Enlightenment* (Spring 2017)
Designed and taught writing-in-the-major seminar for the Writing-Intensive Seminars in English (WISE) program; received 2018 Hoefer Mentoring Award for work in this course
- PWR 1G-EJ, *The Rhetoric of What Counts as Art* (Winter 2012, Spring 2012)
Designed and taught art-themed version of first-year writing course incorporating campus resources; interviewed about excursion for *Stanford Daily* article (February 11, 2013)
- English 100A, *Literary History I* (Fall 2013)
Teaching assistant for Professors Stephen Orgel and Elaine Treharne
- English 100B, *Literary History II* (Winter 2011)
Teaching assistant for Professors Blair Hoxby, Denise Gigante, and Judith Richardson

Guest Instruction and Workshops (Stanford University):

- Writing Tutor Professional Development Workshop (Winter 2017)
Designed and taught a professional development workshop for graduate writing tutors entitled *Turning Correction to Conversation: Sharing Strategies for Copy-editing and Proofreading*, on ways of teaching copy-editing and proofreading skills
- English 40N, *Theatrical Wonders* (Fall 2016)
Guest instructor on *Macbeth*, Act 5, invitation of Professor Blair Hoxby

Teaching Experience Outside the Classroom:

- Volunteer Adult Literacy Tutor, Project READ, Redwood City, CA. January–August 2019.
- Graduate Writing Tutor, Hume Center for Writing & Speaking, Stanford University. 2016–17.
- Honors Thesis Mentor, Stanford University, English Department. 2014–15.
“How Milton’s Rhythms Work,” by Michael Taylor, faculty advisor Blair Hoxby; co-winner of the English department’s 2015 Rosenberg prize for outstanding thesis work

TEACHING RECOGNITIONS

Hoefer Mentoring Award, for contributions to Writing in the Major education, 2018
 Stanford artsCatalyst teaching grant to support interdisciplinary arts activities, Spring 2017
 Finalist for Stanford University English department Excellence in Teaching Prize, 2014

OTHER FELLOWSHIPS AND ACADEMIC AWARDS

Mellon Foundation Dissertation Fellowship, 2017–18
 Georges Lurcy Foundation Fellowship for yearlong doctoral research in France, 2017–18
 Mabelle McLeod Lewis Memorial Fund Dissertation Fellowship, 2017–18 (declined)
 Western Society for Eighteenth-Century Studies, Helene W. Koon Memorial Award for best conference paper given by junior faculty member or graduate student, 2nd place, 2017
 Stanford English Department Graduate Fellowship, Fall 2010–Spring 2016
 Tinker Prize for the outstanding senior in English, Yale University, 2001
 Herson scholarship for a student intending graduate work in English, Yale University, 2001
 Scott Prize for best composition in French (advanced), Yale French department, 2001
 Phi Beta Kappa, Yale University, March 2001
 McLaughlin Prize for excellence in English composition over three years, first place, 2000
 Notation to the dean for excellent coursework in English history c. 1470–c. 1750, Fall 2000
 Dodge Prize for best freshman philosophy essay, 1998
 Scott Prize for best composition in French (intermediate), Yale French department, 1998
 Riggs Memorial Prize for distinguished work in the Humanities, 1998
 Notation to the dean for excellent coursework in Directed Studies Philosophy, Fall 1997

SELECTED CONFERENCE & WORKSHOP PRESENTATIONS**Conferences:**

- “Revitalizing and Recuperating Meta-Theater: Henry Fielding’s Rehearsal Plays,” American Society for Eighteenth-Century Studies, Denver, CO, March 2019
- “Telling Time in the Novels of Mary Hearne, 1718–19,” American Society for Eighteenth-Century Studies, Denver, CO, March 2019
- “Dramatic Recognition in the Age of Empiricism: Congreve, Dennis, Trotter,” Western Society for Eighteenth-Century Studies, UC-Santa Barbara, Feb. 2017 (Koon Award recipient)
- “On the Chorality of Worlds: Aphra Behn’s Settings,” American Society for Eighteenth-Century Studies, Los Angeles, CA, March 2015
- “Turning his Canon upon Him: Colley Cibber in Henry Fielding’s *Jonathan Wild*,” East Central American Society for Eighteenth-Century Studies, Univ. of Delaware-Newark, November 2014

- “Wit in the World: William Congreve and English Prose Fiction,” American Society for Eighteenth-Century Studies, Williamsburg, VA, March 2014
- “‘Life Beyond Life’: Enlightenment Vitalism and Milton’s *Areopagitica*,” Western Society for Eighteenth-Century Studies, University of California-Davis, February 2014

Workshops:

- “At the Same Time (Really!): Stage Time and the Fictional Present, from Madame de Lafayette to William Congreve and George Farquhar,” English Working Group, Stanford, November 2016
- “Strange Fixity: The Theatrical Basis of Fictional Character for Eliza Haywood and Henry Fielding,” Stanford Center for the Study of the Novel Working Group, December 2015
- “Here, and Now: Unity of Place and Time for Aphra Behn and William Congreve,” Seminar on Enlightenment and Revolution, Stanford Humanities Center Workshop, May 2014

Conference Panels Chaired:

- “Milton and the Emergence of Critical Theory I,” Milton in the Long Restoration, Stanford Humanities Center Conference, April 2014
- “Apparitional Theater,” American Society for Eighteenth-Century Studies, Williamsburg, Virginia, March 2014

RESEARCH ASSISTANTSHIPS

Assistant Editor for *The Stanford Global Shakespeare Encyclopedia* (Stanford University Press, forthcoming), general editor Patricia Parker (Stanford, English/Comp Lit), 2016–17
 Research Assistant (copy-editing and proofreading) for *Ends of Enlightenment* by John Bender (Stanford, English/Comp Lit), published 2012, and for French-language material included in translated and reprint editions of *Culture of Diagram* (originally published 2010)
 Research Assistant (fact-checking) for manuscript of *The Keats Brothers* by Denise Gigante (Stanford, English), published 2011

ACADEMIC LEADERSHIP AND SERVICE

Workshop and Conference Organization:

- Seminar on Enlightenment and Revolution, Stanford Humanities Center Research Workshop As **Graduate Coordinator** in 2013–14, responsible for marketing, logistics, and management of an \$8,500 budget for a yearlong research workshop; increased average event attendance from 20 to 30 while remaining within budget; consulted on programming and wrote successful funding applications for multiple cycles.
- Milton in the Long Restoration, Stanford conference, Graduate Co-coordinator, Spring 2014 Assisted in organizing a two-day international conference at the Stanford Humanities Center; collected papers and provided session notes to facilitate the publication of the proceedings as *Milton in the Long Restoration* (Oxford University Press, 2016).
- Seminar on the Re:Enlightenment Project, Co-coordinator, Stanford University, Fall 2012
- Berkeley-Stanford Graduate Conference on Sequence & Narrative, Co-organizer, Spring 2011

Graduate Student Governance and Community Building:

- Long 18th-century graduate student reading group, founder and organizer, 2013–15

- Co-Chair, Stanford English Graduate Student Council (EGSC), 2011–12
- First-Year cohort representative to the Stanford EGSC, 2010–11

TEACHING & PRESENTATION TRAINING

First-Year Writing Inclusive Redesign Workshop, San José State, Fall 2019–Spring 2020
 Reinforcing Metacognition, San José State Writing Across the Curriculum Workshop, Fall 2019
 Stanford ITS-4501: Overview of Instructional Design (for faculty and staff), Fall 2018
 San Francisco Opera, Professional Development Workshop for Educators, Spring 2017
 Writing Center Tutor Training Practicum, Stanford Program in Writing & Rhetoric, Spring 2016
 Spring Break Graduate & Post-Doc Course Design Institute, Stanford Graduate Education, 2016
 Voice Workshop (quarter-long), Stanford Oral Communication Program, Spring 2015
 The Improviser’s Mindset (one-week intensive), Stanford Graduate Summer Institute, 2013
 Oral Communication for Graduate Students, Stanford Oral Communication, Summer 2011

FURTHER EDUCATION (CERTIFICATE & NON-DEGREE)

French Language School (full-time M.A. coursework), Middlebury College, VT. Summer 2012.
 Rare Book School, University of Virginia, Charlottesville. Summer 2010.
 Post-Baccalaureate Studies, Columbia University in the City of New York. 2009–2010.
 Columbia-Radcliffe Publishing Course, Columbia School of Journalism, NYC. Summer 2001.

PROFESSIONAL ACTIVITY & GRADUATE TRAINING CONDUCTED IN FRENCH

Regular seminar participant at the Centre de recherches et d'études anglaises sur le XVIII siècle,
 Paris 3, Sorbonne Nouvelle, 2017–18
 Played three supporting roles (Père Noël; caïd #1; chorus member) in *Johnny Misère* (dir. Sonja
 Ristic), annual play of the Middlebury French School Theater Workshop, Summer 2012
 Comedy, Classic and Modern, Middlebury French School, M.A. seminar, 2012
 Greco-Roman Art & Culture, 5th century BC to Renaissance, Middlebury M.A. seminar, 2012
 Applied Phonetics, Middlebury French School, M.A. seminar, 2012
 Graduate Studies in French Conversation, Stanford French, 2011, 2013 (two terms)
 Revolutions in Prose: The 19th-Century French Novel, Stanford graduate seminar, Winter 2011

ADDITIONAL INFORMATION

Languages: French (fluent); Latin (reading, including focused study of Tacitus and Lucan)

Current Professional Association Memberships: Modern Language Association; American
 Society for Eighteenth-Century Studies; Editorial Freelancers Association