

Natalie Deam

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EDUCATION

PhD in French, Stanford University

June 2019

The Fantastic Natural and the Evolutionary Imagination in Nineteenth-Century
French Literature

This dissertation argues that naturalism was not literature's only response to evolutionary theory. Instead, it proposes that the fantastic natural, a subversive evolutionary imaginary, challenged cohesive representations of evolutionary nature across diverse literary genres by paradoxically using scientific discourse to evoke supernatural figures. The fantastic natural thereby both naturalizes the supernatural and supernaturalizes representations of the natural world. This project shows how the fantastic natural's blurring of traditional distinctions between human and animal, male and female, and organism and environment reveals anxieties about modern humans' decentered place in the natural world. This blurring also identifies powerful implications for the evolutionary understanding of gender, sexuality, and race. These concerns expose a new environmental consciousness in both canonical and experimental texts that destabilizes traditional generic distinctions among naturalist, decadent, fantastic, and scientific fiction.

Committee: Dr. Sepp Gumbrecht, Dr. Margaret Cohen, Dr. Laura Wittman

BA with Honors in French, English University of Iowa 2013

BA in Comparative Literature, University of Iowa 2013

FOREIGN STUDY

Bryn Mawr Institut d'études françaises Avignon Summer 2014

Université Charles de Gaulle Lille III, Lille, France Spring 2011

FELLOWSHIPS

ACLS Mellon Dissertation Completion Fellowship 2018-2019

PUBLICATIONS

FORTHCOMING

The Melancholy Mother Ocean in Michelet's *La Mer*

Senses of the Submarine, Margaret Cohen and Killian Quigley ed.,
Routledge Publishing.

The Evolutionary Fetus and the Prehistoric Womb in Jules Laforgue

French Cultural Studies, Nicholas Hewitt ed.

Victor Hugo's *Pieuvre* and the Marine Ecogothic
Gothic Animals: Uncanny Otherness and the Animal With-Out, Melissa
Makala and Ruth Heholt ed., Palgrave MacMillan.

PRESENTATIONS

INTERNATIONAL

The Anthropocene's Roots in Nineteenth Century French Oceans
Society for French Studies, Durham 2017

Artificial Wonder and the Fatal Flower in Huysmans' *A Rebours*
European Assc. for the Study of Literature, Culture, and Environment, Brussels 2016

NATIONAL

Zola's Carboniferous Revolution and the Will to Life
Interdisciplinary Nineteenth-Century Studies Association San Francisco, 2018

Evolving from and Diving Back into the Queer Sea in *Les Chants de Maldoror*
Northeast Modern Language Association Pittsburgh, 2018

The Fantastic Origins of Odilon Redon's Illustrations
International Association for the Study of the Fantastic in the Arts, Miami 2018

The Amphibious Queer: Atavism, Animality, and the Marine in *Les Chants de Maldoror*
Interdisciplinary Nineteenth Century Studies Conference, Philadelphia 2017

The Evolutionary Fetus and the Prehistoric Womb in Laforgue's Poetry
Nineteenth Century Studies Association Conference, Charleston 2017

The Global Melancholy Mother: Michelet's Historical Ocean in *La Mer*
Interdisciplinary Nineteenth Century Studies Conference, Asheville 2016

INVITED PANELS

Carboniferous Time: Victorian Coal at the Anthropocene Transition (respondent)
Environmental Humanities Project, 2018

A Post-Mortem Cartography of Corals: Mapping Geo-Vitalism (respondent)
Environmental Humanities Project, 2017

STANFORD (SELECTED)

Evolutionary Time and the Novel
Working Group on the Novel, 2018

Bodily Technology and Animality in J.J. Grandville's *Un Autre Monde*
Literary and Visual Culture Working Group, 2018

Le Rut de la Serre: Queer Evolutions in Fin de Siècle France
Humanities Center French Culture Workshop, 2017

Oannès and the Oceanic Origins in Redon and Flaubert
Literary and Visual Culture Working Group, 2017

Gendered Wandering in Walking Sims: *Gone Home* and *Firewatch*
Critical Gaming Workshop, 2017

Simulating Animality in the Digital Anthropocene
Critical Gaming Workshop, 2017

Hunting for a Digital Queerness
Critical Gaming Workshop, 2016

Paul Valéry's Fantastic Consciousness: Nature and the Self
Humanities Center Interdisciplinary Approaches to Consciousness, 2016

TEACHING

PRIMARY INSTRUCTOR

Revolutions, Literature, and Change in 19-20th Century France, 2017

I designed this required for the major survey course to analyze the history of technology's influence on French literature. In-class activities such as roundtables, debates, and student presentations helped my students draw connections between our primary and secondary texts and current events. This writing-intensive course used daily reading journals, short writing assignments, and individual meetings to help students prepare their final papers across the entire quarter. Taught in French.

DLCL Film Series, 2017-18

As instructor and director of the Department of Literature, Culture, and Language's International Film Series I designed and taught this weekly film series around three quarter-long themes: Nature, Queer Cinema, and Political Resistance. At each screening I introduced the film within its thematic and historical context, then guided discussion of the film with an audience that included enrolled undergraduate and graduate students as well as Continuing Studies students and community members, ranging from 6 to 50 members.

Beginning French Language 1-3, 2014-15

These language classes met once a day for the entire academic school year, bringing students from a novice-low to an intermediate-high proficiency level with class sizes ranging from 7 to 17 students. I structured activities around skills-based proficiency, prioritizing active dialogue and small group role-plays to practice, for example,

renting an apartment in French 1, planning a trip to a Francophone country in French 2, or applying for a job in French 3. To address a variety of proficiency levels I met frequently with students outside of class for conversation practice.

Intermediate French Language 1, 2015

This class of twelve students met twice a week for an hour and a half to practice advanced-level French using the *Reseau* textbook. Using a proficiency-based approach I created in-class activities to practice advanced-level skills such as comparison, past-tense narration, and argumentation, for example debating the challenges of gender-equal employment, immigration, and race relationships in France. To deepen our discussion of current events and political debates I also incorporated films, news clips, and interviews with Francophone speakers.

CO-TEACHER

DLCL Undergraduate Honors Thesis Workshop, 2017-18

I co-taught this year-long course designed to help honors students across all the language departments complete their honors theses with Dr. Lisa Surwillo. In particular I led workshops on the use and importance of critical theory in literary scholarship, how to create a balanced research schedule, and how to build a thorough bibliography and how to find resources using the library's online research tools. I also met with students individually across the year to discuss their research and writing progress and goals and organized the final presentation of their theses.

Bing Honors College, 2017

I co-taught this intensive, three-week summer course for DLCL honors students with Dr. Lisa Surwillo. We created the syllabus and assignments to help senior students hone their thesis proposals and build a realistic research agenda for the coming year. I led discussions on how to frame and structure a compelling thesis, and how to scaffold a research project over a year.

Performing the Middle Ages, 2014

Dr. Marisa Galvez and I developed this introductory-level course on Medieval French literature for non-majors to also fulfill a Performance Studies requirement. Specifically, I designed several activities to practice close reading and to incorporate critical theory into students' responses to weekly reading. I also responded to students' weekly assignments on the course website.

DLCL Film Series 2013-2016

For three years I worked with a variety of DLCL graduate students to develop this international film series around themes that included migration, education, gender, and film history. Each quarter I introduced three films and their thematic and historical context, then guided discussion with an audience of enrolled students and community members.

TEACHING ASSISTANT

Introduction to Medieval and Renaissance Literature, 2017

I assisted Dr. Marisa Galvez with this Writing in the Major course, leading two intensive writing workshops targeting second-language writing techniques, as well as designing in-class writing and revision activities. I also taught one full class on Rabelais, which included directing a debate about gender. Taught in French.

TUTOR

Structured Liberal Education Program, 2017

As writing tutor, I advised twelve first-year students on the structure and revision of their two core papers, the first on Dante's *Inferno* and the second on a painting of their choice. For each paper we met three times to discuss their initial outline, first and final drafts, as well as their individual writing goals and research methods. In order to help them better structure their arguments I developed a reverse outline activity that I now use in all of my classes.

Language and Orientation Tutoring Program, 2015-2017

As a language tutor I met five hours a week with non-native English language students to practice pronunciation and vocabulary or writing and grammar exercises in both individual and conversation group settings, as well as to prepare dissertation research, class presentations, and job interviews for more advanced students.

PEDAGOGICAL COURSEWORK AND TRAINING

Preparing Future Professors Program, San Jose State University	2017
ACTFL Modified Oral Proficiency Workshop	2016
ACTFL Writing Familiarization Workshop	2015
DLCL 302 The Learning and Teaching Second Language Literatures	2015
DLCL 301 The Learning and Teaching of Second Languages	2014

SERVICE

Co-Director Critical Gaming Workshop	2015-2018
Co-Chair Stanford Humanities Center Digital Aesthetics Workshop	2017-2018
French Culture Workshop Graduate Coordinator	2017-2018
Research Assistant to Professor Margaret Cohen	2016-2018
Community Associate for the Graduate Life Office	2014-2018
French Department Graduate Representative	2016-2017
Co-Chair Graduate Student Programming Board	2016-2017
Interdisciplinary Approaches to Consciousness Workshop Coordinator	2015-2016

LANGUAGES

English: Native
French: Fluent
Japanese: Proficient
German: Proficient

REFERENCES

Hans Gumbrecht, Albert Guérard Professor in Literature, Emeritus ; Professor of Comparative Literature and of French and Italian : sepp@stanford.edu

Margaret Cohen, Andrew B. Hammond Professor of French Language, Literature and Civilization : macohen@stanford.edu

Lisa Surwillo, Associate Professor of Iberian and Latin American Cultures; Director, Department of Iberian and Latin American Cultures : lsurwillo@stanford.edu

Heather Howard, Language Coordinator of French, Lecturer Stanford Language Center: hlhoward@stanford.edu

Marisa Galvez, Associate Professor of French; Chair of French Undergraduate Studies: mgalvez@stanford.edu