

FELISA BAYNES-ROSS

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ACADEMIC APPOINTMENTS

Associate Course Director of English 114 (Expository Writing Seminars) 2019-Present
Lecturer, Yale University, Department of English, July 2017-Present
Timothy Dwight Fellow (Advisor to first-and second-year students) 2017-Present

EDUCATION

Ph.D. Fordham University, Department of English, August 2017
Dissertation Title: "Lay Spirituality and Vernacular Theology in Late Medieval Literature"
Committee: Mary Erler, Thomas O'Donnell, J. Patrick Hornbeck II
M.A. Southern Connecticut State University, Department of English, 2011
B.A. (Hon.) Albertus Magnus College, Department of English, *summa cum laude*, 2008

PUBLICATIONS

"The Life of Love and Resistance to Clerical Authority in *Book to a Mother* and Middle English Lollard Writing." *Journal of Medieval and Early Modern Studies*, vol., 51, no. 2, 2021, pp. 215-240.

"Ambages and Double Visages: Betrayal in Chaucer's *Troilus and Criseyde*," in *Playing False: Representations of Betrayal. Cultural History and Literary Imagination*, ed. Kristina Mendicino and Betiel Wasihun (Bern, Switzerland: Peter Lang, 2013): 313-36.

WORKS IN PROGRESS

Monograph

What does Polemic Want? Dissent and Literary Aesthetics in the Late Middle Ages
In fourteenth-and fifteenth-century England, the authors of vernacular religious writings experimented with various aesthetic and rhetorical modes to produce new forms of faith for their readers. This book investigates the overlap between religious ideas and formal experimentation in lollard polemical guides, orthodox religious manuals, and in poetry. Although polemical writing is often sidelined in medieval literary scholarship, this book demonstrates how authors of vernacular texts combined polemical rhetoric with a variety of literary modes to reform belief and practice and empower their readers.

Articles

"Torture and Theatricality: Making Spiritual Meaning in the Croxton *Play of the Sacrament*"
This article considers the Croxton play's depiction of torture as a means of inquiry and spiritual revelation and the ways in which the theological meaning of the play is constructed by its theatrical performance.

"Grief and Spiritual Transformation in *Pearl*"

This essay analyses the relationship between grief, depression, and spiritual learning in the Middle English poem *Pearl*. Rather than treating the Dreamer—the central figure of the poem—as a spiritual backslider, this study suggests new ways for understanding the figure's spiritual detours.

“The Black Carib Sublime: Counter-Narratives and Indigenous Resistance in Alexander Anderson’s *Geography and History of St. Vincent*”

This essay focuses on indigenous resistance to colonialism in Alexander Anderson’s natural history and reveals how the Black Caribs’ desire to maintain control of their lands on St. Vincent disrupts colonial aesthetic discourse.

“Epistemological Inclusion through Multimodal Composition in the First Year Seminar”

This article examines the relationship between multimodal composition and anti-racist pedagogy in writing instruction. Drawing from the perspectives and experiences of four different college instructors, this article suggests new ways that multimodality expands the possibilities for students to draw on their own linguistic resources, (dis)abilities, and literacies to create meaning in the classroom.

EDITORIAL WORK

Editorial Assistant, *Readings in the Theory of Religion: Map, Text, Body*, ed. Scott S. Elliot and Matthew Waggoner (London: Equinox Publishing, 2009).

HONORS AND AWARDS

Yale University

Professional Development Leave Award, 2021
Instructional Enhancement Fund, 2020
Faculty Teaching Academy Award, 2019

Fordham University

Teaching Associate, 2016
Teaching Fellowship, 2013-2016
Presidential Scholarship, 2011-2016
Graduate School of Arts and Sciences (GSAS) Summer Fellowship, 2015
Professional Development Grant, 2015
Fr. John McCloskey Summer Research Grant, 2014
Charles J. Donahue Essay Prize, 2013
Summer Research Assistantship Award, 2012

Southern Connecticut State University

Graduate Student Graduate Assistantship Award, 2010-2011

Albertus Magnus College

Honors Program Award, 2008
Award for Academic Excellence in English, 2008

CONFERENCE PRESENTATIONS

“Indigenous Resistance in the Colonial Narrative and Vincentian Identity” Invited talk. 8th International Garifuna Conference. St. Vincent & the Grenadines. March 10, 2021.

“Pleyn Speche” and “Hiȝe Matiere:” Vernacular Literary Theory in Religious Manuals and in Chaucer’s *Nun’s Priest’s Tale*.” Twenty-Second Biennial Congress of the New Chaucer Society, Durham, UK. July 2020 rescheduled for 2022.

“The *Pearl*-poet and Non-Conformist Religious Ideas in the First Year Seminar.” Is there a class in this text? (Roundtable) 54th International Congress on Medieval Studies. Kalamazoo, Michigan. 10 May 2019.

“*Pearl* and Dissenting Theologies of Salvation.” Yale Medieval Lunch Series. 23 April 2018.

“Resistance and Identity in the British Colonial Narrative.” 5th International Garifuna Conference. St. Vincent. 13 March 2018.

“‘as trewe religioun techip:’ Dissent and Spiritual Autonomy in Religious Manuals.” Heresy, Belief, and Ideology: Dissent in Politics and Religion. International Society for Heresy Studies. New York University. 2 June 2016.

“‘Also Latin is a langage, as Walsch and Englisch:’” Translating *lectio divina* and the Humanity of Christ for a Widow in *Book to a Mother*.” Travel and Translation in the Middle Ages. New England Medieval Studies Consortium. Yale University. 28 March 2015.

“Lay Christian Living in *Book to a Mother*.” Change and Its Challenges. Annual Graduate Student Conference. Fordham University. 28 February 2015.

“Performing Torture: Theological Inquiry and Knowledge in the Croxton *Play of the Sacrament*.” Making Knowledge in Medieval and Early Modern Literary Culture. University of North Carolina at Chapel Hill. 4 April 2014.

“The Black Carib Sublime: A Discourse of Resistance in Alexander Anderson’s *Geography and History of Saint Vincent*.” Myth, Memory, and History: New Approaches to an Elusive Past. 35th Annual Warren and Beatrice Susman Conference. Rutgers University, NJ. 20 April 2013.

Ambages and Double Visages: The Meaning of Betrayal in Chaucer’s *Troilus and Criseyde*.” Playing False: Representations of Betrayal. Lincoln College, Oxford University, UK. 17 September 2011.

“Behind the Gloss: Revising the Rubric for Scriptural Interpretation in Chaucer’s Wife of Bath.” Reading Medieval Landscapes. New England Medieval Studies Consortium. Brown University. 5 March 2011.

“Discord and Dissonance: Chaucer’s Wife of Bath and the Institution of Marriage.” Graduate Student Conference. Southern Connecticut State University. 24 April 2009.

TEACHING EXPERIENCE

Yale University

- English 114: "Home" Fall 2021
 This first-year writing seminar teaches students to compose academic arguments by exploring different conceptions of home across multiple genres and disciplines. Students examine how home overlaps with spirituality, language hierarchies, economies of gender and labor, and global economies.
- English 992: Teaching English 114 Fall 2018-Present
 I facilitate training for the small-group of new graduate teachers.
- English 120: Reading and Writing the Modern Essay Fall 2018-Present
 A course in writing creative non-fiction essays for first and second-year students.
- English 114: "The Sacred and the Secular" Fall 2017-2019
 An introductory writing seminar that explores the relationship between religion and the public sphere. The course teaches students to write persuasive college-level essays with the goal of sharing their ideas with academic audiences and the wider public.
- English 114: "Rebels, Outcasts, and Heretics" Fall 2017-Present
 This college-level writing seminar explores topics on rebellion across historical periods. The course introduces students to authors such as Albert Camus, Louis Althusser, Saba Mahmood, and John Wyclif as they explore their own ideas through writing.

Fordham University

- ENGL 2000: "Reading Women in Medieval and Early Modern Literature" (Online Course) Summer 2016-Fall 2016
 This online course studies representations of women in literary and religious texts from the medieval to the early modern period. Drawing on theorists such as Butler, Beauvoir, and Irigaray, students analyze Chaucer's *Wife of Bath's Tale* and *Troilus and Criseyde*, selections from *Paradise Lost*, and books of instruction for women to understand how these representations relate to ideas about women's social and religious experiences.
- Director, Westchester Writing Center at Fordham University, Westchester, Professional and Continuing Studies Program 2014-2016
 I developed and presented workshops on writing and research for students at all levels at Fordham's Westchester campus and provided individual tutoring to student writers in the Professional and Continuing Studies program (PCS) for mature and returning students.
- ENGL 2000: "Play and Performance in the Middle Ages" Spring 2016
 This course examines performance in the literature of the later Middle Ages. Students read mystery and morality plays that include *The Crucifixion* from the York cycle, *Joseph's Trouble About Mary*, the Croxton *Play of the Sacrament* and explore concepts of performance as they appear in literary, historical,

and sociological contexts by reading Chaucer's *Pardoner's Tale*, the *Prioress's Tale*, the *Nun's Priest's Tale*, and *Troilus and Criseyde*.

ENGL 1102: "Rhetoric and Composition" 2013-2016
This intensive writing course prepares students for writing across the disciplines by focusing on grammar, logic, and rhetoric. There is also a strong emphasis on reading, discussion, and developing research skills.

Writing Center Tutor 2011-2013
I coached individual students in all disciplines and at various stages of writing and research.

Southern Connecticut State University

"Renaissance in England" (Co-Instructor) Spring 2011
This course introduces undergraduate students to literature of the early modern period. With readings of works by More, Spenser, Donne, Shakespeare, Marlowe, Jonson, Cary, and Lanyer, it considers the impact of the Renaissance on England and the ways in which these writers use the various forms of literature for self-fashioning.

"Representation and Ethics" (Co-Instructor) Fall 2010
This graduate-level course in literary theory draws from a range of theorists, including Nietzsche, Foucault, Zizek, Lacan, Althusser, Butler, and Fanon to investigate the problem of representation in language and its ethical implications.

Albertus Magnus College

Writing Associate 2005-2008
I was trained in peer tutoring, and I coached undergraduate and graduate students in all aspects of writing and research.

ACADEMIC SERVICE

Language and Writing Course Task Force, Yale University, Summer 2020

Sophomore Advisor to Laura Vera Contreras and Adrian Kyle Venzon, 2020

First-year Advisor, Timothy Dwight College, Yale University, Fall 2019-Present

Rhetoric and Composition Search Committee, Yale English Department, Fall 2019-Present

Reviewer, Fulbright English Teaching Assistantships Committee, Yale University, Oct. 2018-Present

Sophomore Advisor to Emilie Kilfoil, Yale University, 2018

Organizer, "Faculty of Color Learning Community," Yale University, Fall 2018

Panelist, "Teaching, Learning, and Advising Committee," Yale University, Dec. 7, 2018

Co-organizer and Presenter, "English Department Spring Writing Meeting," Yale University, May 2018

Mentor to first year PhD candidates, Fordham University, 2015-2016

Reviewer, *Hortulus: The Online Graduate Journal of Medieval Studies*, 2015-2017

Editor, *Rhetorikos*, Undergraduate Literary Journal, Fordham University, 2013-2016

Reviewer, Professional Development Grant Committee, Fordham University, 2015

Mentor to an undergraduate student writer with essay published in a Fordham journal. Fordham University, 2015

Graduate Assistant to Web Communications Administrator, Sheila Brisbane, Fordham University, 2014

Moderator, “Remembering, Forgetting, Imagining: The Practices of Memory,” Graduate English Association Conference, Fordham University, 2013

Research Assistant to Professor Mary Eler, Fordham University, 2012

Contributing Writer, *Rose Hill Writing Center Manual*, Fordham University, Spring 2012

Workshop Presenter, “Inside Outlines: Strategies for Organizing College Writing,” Rose Hill Writing Center Workshop, 2011

Copy Editor, *Noctua Review*, Graduate Literary Journal, Southern Connecticut State University, 2009-2010

Co Editor-in-Chief, *Breakwater: A Literary Journal*, Albertus Magnus College, 2007-2008

Creative Advisor, *Breakwater: A Literary Journal*, Albertus Magnus College, 2005-2006

Community Service

“Write out Loud,” Yale Pathways to the Humanities, Program Development and Administration, Summer 2019

Bible Literacy Outreach, 1994-Present

OTHER TRAINING

Accessibility Professional Development Program, 2021

Lead by Michelle Morgan, Yale Poorvu Center for Teaching and Learning

Yale, Poorvu Center for Teaching and Learning, Teaching Academy Program, Spring 2018-Fall 2019

Intensive teaching development program featuring workshops on inclusive teaching, course-design, digital technologies for teaching, using student feedback, teaching observations, weekly discussions on teaching with colleagues across the university, and completed portfolio that includes narrative reflections on teaching development.

Organizers: Nancy Niemi, Director, Faculty Teaching Initiatives
Kyle Vitale, Assistant Director, Faculty Teaching Initiatives

Fordham University, Department of English Teaching Practicum, Spring 2013-Fall 2013

Year-long training in the methods, purposes, and theories of composition instruction and syllabus design. The program also included practice teaching and pedagogical mentoring.

Taught by: Moshe Gold, Director, Rose Hill Writing Program and Anne Fernald, Director, Lincoln Center Writing Program

London Paleography Summer School, June 2015

“Liturgical and Devotional Manuscripts I,” taught by Jenny Stratford and Rowan Watson
“Writing and Reading Medieval Manuscripts: Folio Layouts in Context,” taught by Anna Somfai
Organizer: Christopher Adams, London International Paleography Summer School

Early English Text Society, May 2014

“Textuality in Transmission,” a two-day workshop on the practices of transcribing and editing medieval texts
Organizer: Daniel Wakelin, Oxford University

LANGUAGES

French (Reading and Speaking Proficiency)
Latin (Reading Proficiency)
Middle English (Reading Proficiency)
Spanish (Near Fluency)

PROFESSIONAL AFFILIATIONS

Early English Text Society
Hagiography Society
International Society for Heresy Studies
Modern Language Association
The Medieval Academy of America
National Council of Teachers of English
The New Chaucer Society