

Christina Katopodis, PhD

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Mellon Foundation Transformative Learning in the Humanities (TLH) Postdoctoral Research Associate and Associate Director at the City University of New York (CUNY)

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Education

2021 Ph.D. English, The Graduate Center, CUNY

Doctoral Thesis: "Sound Ecologies: Music and Vibration in 19th-Century American Literature"

Summary: Katopodis provides the first major study of human and nonhuman music, sound, and vibration in the writings of three major authors, Margaret Fuller, Henry David Thoreau, Ralph Waldo Emerson, and their contemporaries, digging through an archive of sounds in American literary history to critically examine our changing ideas of democracy.

Companion Website: [The Walden Soundscape](http://TheWaldenSoundscape.com)

Supervised by Joan Richardson (Director), David S. Reynolds, Cathy N. Davidson, and Alan Vardy

Certificate American Studies, The Graduate Center, CUNY

Certificate Women's and Gender Studies, The Graduate Center, CUNY

2016 M.Phil. English, The Graduate Center, CUNY

2011 M.A. Liberal Studies, American Studies, The Graduate Center, CUNY

2009 B.A. English and Creative Writing (dual major), Minor in Spanish, The George Washington University, 2009

Publications (Abbreviated)

Book

2022 Davidson, Cathy N., and Christina Katopodis, *The New College Classroom*. Harvard University Press. (2022)

Articles

2023 Katopodis, Christina. "Teaching for a Habitable Future with Octavia Butler's *Parable of the Sower* 'we'll have to seed ourselves farther and farther from this dying place,'" *English Language Notes* (Forthcoming, April 2023)

2022 Katopodis, Christina, "[Echoing Women from Sarah Parton's *Ruth Hall*: Croup Cough and Sound Intuition in the 19C and Today](#)," *Synopsis: A Health Humanities*

Journal.

- 2022 Davidson, Cathy N., and Christina Katopodis, "[10 Arguments for Inciting Learning](#)," *Inside Higher Ed*.
- 2021 Katopodis, Christina. "The Music of the Spheres in Emerson, Fuller, and Thoreau: Lyell's *Principles* and 'Transcendental Listening.'" *ISLE: Interdisciplinary Studies in Literature and Environment* vol. 28, no. 3 (Autumn 2021): 839-867.
- 2021 Katopodis, Christina, "[A Pedagogy of Self-Care for a Post-Pandemic Fall](#)," *Hybrid Pedagogy*.
- 2021 Katopodis, Christina, "[Emerson and Antaeus, the Broken Giant](#)," *The Transparent Eyeball*.
- 2020 Davidson, Cathy N., and Christina Katopodis, "[Trust Your Students to Be Active Participants in Their Learning](#)," *Times Higher Education*.
- 2020 Davidson, Cathy N., and Christina Katopodis, "[8 Ways to Improve Group Work Online](#)," *Inside Higher Ed*.
- 2020 Davidson, Cathy N., and Christina Katopodis, "[Transforming Your Online Teaching from Crisis to Community](#)," *Inside Higher Ed*.
- 2019 Katopodis, Christina. "Vibrational Epistemology in the Nineteenth-Century American Soundscape: Music and Noise in *Walden*." *ESQ: A Journal of Nineteenth-Century American Literature and Culture* vol. 65, no. 3 (Fall 2019): 383-425.
- 2019 Katopodis, Christina, and Cathy N. Davidson. "[Changing Our Classrooms to Prepare Students for a Challenging World](#)." *Profession* (Fall 2019).
- 2018 Katopodis, Christina. "'A remaking of the mind itself': Margaret Fuller's Pedagogy & Mine." *Conversations* vol. 2, no. 1 (2018): 12.

Book Chapters in Edited Volumes

- 2023 Katopodis, Christina. "The 'Mute Music' in Emerson's Polarity: Generating Practical Power." In *Oxford Handbook of Ralph Waldo Emerson* Edited by Christopher Hanlon. Oxford University Press. (Anticipated, 2023)
- 2020 Katopodis, Christina, and Cathy N. Davidson. "Contract Grading and Peer Review." In [Ungrading: Why Rating Students Undermines Learning \(and What to Do Instead\)](#). Edited by Susan D. Blum. West Virginia University Press, 2020.

Book Reviews

- 2022 Katopodis, Christina. "Thoreau Beyond Borders: New International Essays on America's Most Famous Nature Writer." *Thoreau Society Bulletin* (2022)
- 2019 Katopodis, Christina. "Listening in the Field: Recording and the Science of Birdsong" *Configurations* vol. 27, no. 1 (January 2019): 120-2.
- 2019 Katopodis, Christina. "Thoreau at 200: Essays and Reassessments." *Emerson Society Papers* vol. 29, no. 1 (Spring 2019): 7-8.

Digital Editions

- 2022 Sturgis, Caroline. *Rainbows for Children*. Edited by Christina Katopodis, ver. 1.0., CUNY Student Editions. (Forthcoming, December 2022)
- 2019 Fuller, Margaret. *The Great Lawsuit: Man versus Men. Woman versus Women*. Edited by Christina Katopodis, ver. 1.0., CUNY Student Editions, 2019.
<https://cuny.manifoldapp.org/projects/the-great-lawsuit>

Open Educational Resources (OER) and Digital Publications

- 2020 Katopodis, Christina, “Every Fall Syllabus Needs an ‘Or’ Option.” Featured in [The Chronicle of Higher Education](#) “Teaching” Newsletter.
- 2018 Katopodis, Christina, “Revolutionary Office Meetings.” Featured in [The Chronicle of Higher Education](#) “ProfHacker.”
- 2016 Katopodis, Christina, “[Addressing Despair in the Classroom: An Ecocritical Approach to Non-Canonical American Writers](#),” *Pedagogy & American Literary Studies*.
- 2016 Katopodis, Christina, “[Student-Driven Pedagogy in the Early American Survey Course](#),” *Pedagogy & American Literary Studies*.

Employment

- 2020-present Mellon Foundation [Transformative Learning in the Humanities](#) Postdoctoral Research Associate and Associate Director (CUNY)
- 2020 Adjunct Lecturer, English (New Jersey City University)
- 2017-2020 Graduate Research Fellow, The Futures Initiative (Graduate Center, CUNY)
- 2017-2020 New Media Lab Graduate Researcher (Graduate Center, CUNY)
- 2017-2020 Research Assistant & Assisting Instructor to Dr. Cathy N. Davidson (Graduate Center, CUNY & Andrew W. Mellon Foundation)
- 2016 Adjunct Lecturer, English (New Jersey City University)
- 2014-2018 Graduate Teaching Fellow and Adjunct Lecturer, English (Hunter College)
- 2013-2017 Graduate Center (Pre-doc) Fellow (Graduate Center, CUNY)
- 2013-2014 Research Assistant to Dr. David S. Reynolds (Graduate Center, CUNY)
- 2011-2012 Adjunct Instructor, English (Tallahassee Community College)
- 2009-2011 Graduate Admissions Office Assistant (Graduate Center, CUNY)
- 2009 Teaching Assistant, Creative Non-Fiction Writing (University of Virginia)
- 2008-2009 Campus Director, Learning Enterprises (George Washington University)

Academic Activities and Leadership

2021-present	Board of Directors, Chair of the Diversity, Equity, and Inclusion Committee, The Henry David Thoreau Society
2021-present	Board of Directors, Racial Justice Committee, and Website Developer, Margaret Fuller Society
2021-present	Advisory Board and Media Committee, The Ralph Waldo Emerson Society
2021-present	Advisor, Project Grant for Active Student Participation, “Setting Your Own Goals: Co-Created Assessment Model to Enhance the Learning of English Specialist Teacher Students,” Project leader: Sindija Franzetti, Department of English (Uppsala University)
2020-present	Innovative Teaching Academy, Office of Academic Affairs (CUNY)
2020-present	Transformative Learning Consultant for <i>Duck and Goose</i> , Changemaker Educational Series on Apple TV+ (Apple, Inc.)
2018-present	Web Developer and Co-Founder, Teaching Climate Change in the Humanities , a resource for teaching and research in ecocriticism
2018-present	Administrator, Progressive Pedagogy Group , a guide for active learning
2017-present	Website Developer, Committee on Anti-Racism, Margaret Fuller Society
2019-2020	Supervisor, Undergraduate Honors Thesis Program (DePauw University)
2017-2020	Executive Committee, Ph.D. Program in English (Graduate Center, CUNY)
2017-2020	Scholar, Humanities, Arts, Science, and Technology Alliance and Collaboratory (Graduate Center, CUNY & Dartmouth College)
2015-2020	Co-Founder, Better to Speak, a group whose mission is “to create spaces in which women and gender non-conforming CUNY graduate students and adjunct faculty members share experiences and support” (CUNY)
2017-2019	Co-Chair, Ecocriticism Public Working Group, The Center for the Humanities (Graduate Center, CUNY)
2017-2018	Selection Committee, Dr. Louise Lennihan Arts & Sciences Grant Competition, Futures Initiative (Graduate Center, CUNY)
2017-2018	Co-Editor, <i>Conversations</i> , Margaret Fuller Society
2017	Polymath, a cooperative of researchers, sound recorders, and musicians at Found Sound Nation, National Sawdust
2017	Committee on Lectures (Hunter College, CUNY)
2015-2016	Committee on Recruitment, Ph.D. Program in English (Graduate Center, CUNY)
2014-2015	Organizer, 19th-Century American Reading Group (Graduate Center, CUNY)
2007-2008	Campus Director, Learning Enterprises (The George Washington University)

Grants and Awards

2020	Graduate Research Paper Award (The Ralph Waldo Emerson Society)
2019	Diana Colbert Innovative Teaching Prize (Ph.D. Program in English)
2019	Doctoral Research Grant (Ph.D. Program in English)
2018-2019	“A Domain of One’s Own,” Focused Inquiry Group (GC Digital Initiatives)
2018-2019	Climate Action Lab (The Center for the Humanities)
2018	Digital Dissertation Award (The New Media Lab)
2018	Dewey Digital Teaching Award (The New Media Lab)
2017-2018	Provost’s Digital Innovation Implementation Grant (GC Digital Initiatives)
2017	Doctoral Student Research Grant (Ph.D. Program in English)
2017	Society for Literature, Science, and the Arts Travel Award (National Science Foundation)
2016-2017	Provost’s Digital Innovation Start-up Grant (GC Digital Initiatives)
2016-2017	Research Grant (The Ralph Waldo Emerson Society)

Conference and Panel Organization

2023	Planning Committee, <i>Journaling for Justice Conference</i> , Rome, Italy [Forthcoming]
2022	Presider and Co-Organizer, “Mattering in the 19C and Beyond: U.S. Transcendentalisms, Racism, and Repair,” <i>Modern Language Association (MLA)</i> , Washington, DC [Forthcoming]
2021	Coordinator, “Transformative Learning in the Humanities’ Spring 2021 Series on Active, Participatory Learning,” 75 virtual workshops across CUNY’s 25 colleges
2019	Organizer, “Co-Teaching and Co-Writing: Strategies for Collegial Collaboration,” <i>University Worth Fighting For Series</i> (Futures Initiative, CUNY)
2019	Organizer, “Revolutionizing Wikipedia: A Queer and Feminist Edit-a-Thon,” (New York City)
2018	Co-Organizer, “Music Human and Nonhuman Before the Phonograph,” <i>Modern Language Association (MLA)</i> , New York, NY
2017	Co-Organizer, “The Vibrating World: Soundscapes and Undersongs,” a Graduate Sound Studies Conference, New York, NY
2017	Organizer, “Beyond Imitation: Birdsong and Vocal Learning,” <i>Ecocriticism Seminar Series</i> , New York, NY (Graduate Center, CUNY)

Invited Talks

- 2022 “Intersecting Life and Learning: From the New College Classroom to Everything Else,” *ePortfolios*, Keynote Address, Dual Delivery with Cathy N. Davidson, University of Melbourne, Australia [Forthcoming]
- 2022 “The New College Classroom,” Keynote Address, Dual Delivery with Cathy N. Davidson, Mount Holyoke College, South Hadley, Massachusetts [Forthcoming]
- 2021 “Karen Barad’s Agential Realism, New Materialism, and Sound Studies,” Guest Lecture in “Ecocriticism,” a course taught by Dr. Kaitlin Mondello at Millersville University, Millersville, Pennsylvania
- 2021 “Exploring the Potential for Educational Transformation,” *Future Trends Forum* with Bryan Alexander and Cathy N. Davidson
- 2021 “Unfurling Taxonomies: Margaret Fuller’s ‘Femality’ and the Magnolia Tree,” Keynote Lecture, University Nevada Las Vegas, Marjorie Barrick Museum
- 2021 “CUNY Core Books: Critical to the Core,” LaGuardia Community College
- 2020 “‘A Poem About My Rights’: Reading June Jordan,” ThinkOlio Lecture
- 2020 “‘Your Hands in My Doorway like Rainbows’: Audre Lorde’s Love Poems,” ThinkOlio Lecture
- 2020 “[Online Teaching and Collaborative Reading](#),” HASTAC Digital Fridays Webinar
- 2019 “Margaret Fuller, Beethoven, and Revolution in the Minds of Women,” Lecture at The Strand Bookstore, New York, New York
- 2019 “Female Power and Desire in Shakespeare After #MeToo,” ThinkOlio Lecture, Brooklyn, New York
- 2018 “Participatory Pedagogy and Connecting Classrooms to Student Backgrounds,” Academic Center for Excellence in Research and Teaching (ACERT) at Hunter College, New York, New York

Conference Presentations (Abbreviated)

- 2023 “Thoreau, Black Lives, and Abolitionism on Staten Island in 1843,” *Modern Language Association (MLA)*, San Francisco, CA [Forthcoming]
- 2022 “Radical Tools, Radical Pedagogy: An Interactive Workshop on Teaching to Transform,” *American Studies Association*, New Orleans, LA [Forthcoming]
- 2022 “Emerson’s Sound Ecology,” *C19: The Society of Nineteenth-Century Americanists*, Miami, Florida
- 2022 “Building Transformative Teaching Communities at the City University of New York (CUNY),” *Modern Language Association (MLA)*
- 2021 “Collaborating with Early America: Bringing Manifold Digital Publishing to Students,” *Americas Online: A Digital State of theField for Early American Studies*

- 2021 “Reimagining the End of Kate Chopin’s *The Awakening* as Critical, Creative Practice,” *American Literature Association (ALA)*
- 2021 “Digitizing Nineteenth-Century Women’s Writing Using Manifold,” *MLA*
- 2020 “Thomas Wiggins, Sonic Blackness and Resistance on the Nineteenth-Century American Stage,” *C19: The Society of Nineteenth-Century Americanists*
- 2020 “Emerson’s Sonic Self and the Tuning of the World,” *Thoreau Society Annual Gathering*, Concord, Massachusetts
- 2020 “Trust Your Students,” co-presented with Cathy N. Davidson, *REMOTE*, Arizona State University
- 2020 “Listening in the Field and to the Text: The Role of Sound Recording in Ecocritical Approaches to Thoreau’s *Walden*,” *MLA*, Seattle, Washington
- 2019 “Unfolding Fanny Fern’s *Ruth Hall* and Nathaniel Hawthorne’s “The Birth Mark,”” *ALA*, Boston, Massachusetts
- 2019 “Imagining Bisexual Futurity with Janelle Monáe’s ‘PYNK,’” *Critical Karaoke* (The Graduate Center, CUNY)
- 2019 “Decolonizing (Digital) Pedagogy,” *Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC)*, University of British Columbia, Vancouver, British Columbia
- 2019 “The Classroom as Training Ground for Digital Democracy,” *Digital Democracies*, Simon Fraser University, Vancouver, British Columbia
- 2019 “Going Public: How and Why to Develop a Digital Scholarly Identity,” *MLA*, Chicago, Illinois
- 2018 “Pulse & Polarity: The Vibrational Epistemology of Fuller and Emerson,” *Transcendentalist Intersections: Literature, Philosophy, Religion*, Heidelberg University, Heidelberg, Germany
- 2018 “Thoreau’s Sonic Territories and the Epistemology of Climate Change,” *C19*, University of New Mexico, Albuquerque, New Mexico
- 2018 “The Trouble with Gender for Margaret Fuller,” *MLA*, New York, New York
- 2018 “Thoreau’s Democratization of Music from Singing Crickets to Dreaming Frogs,” *MLA*, New York, New York
- 2017 “Creaturally Entanglement: Songs from a Younger Earth in Thoreau’s *Walden*,” *Society for Literature, Science, and the Arts*, Arizona State University, Tempe, Arizona
- 2017 “Emerson’s Thoreauvian Ear and the Music of the Spheres,” *Thoreau Society Annual Gathering*, Concord, Massachusetts
- 2017 “Margaret Fuller’s Early Feminist Pragmatic Method,” *ALA*, Boston, Massachusetts
- 2017 “Teaching Consent in the Composition Classroom using Shakespeare’s *The Taming of the Shrew*,” *Northeast Modern Language Association (NeMLA)*, Baltimore, Maryland
- 2017 “For the Love of Shame: Teaching Puritan New England with *The Game of Thrones*,” *NeMLA*, Baltimore, Maryland
- 2016 “Margaret Fuller and Kate Chopin’s Vibrational Epistemology,” *Friday Forum*, Ph.D. Program in English (Graduate Center, CUNY)

- 2016 “Counting Long Scales of Time: American Transcendentalism and Creative Attunement to Our Nonhuman Environment,” *SLSA*, Atlanta, Georgia
- 2016 “The Dark Side of ‘Terrestrial Music’ in Henry David Thoreau’s *Walden*,” *International Conference on Romanticism (ICR)*, Colorado Springs, Colorado
- 2016 “Reading Silent Music in Emerson and Thoreau: Finding the Sonic Self in the American Wilderness,” *NeMLA*, Hartford, Connecticut
- 2015 “The Mute Music in Ralph Waldo Emerson’s *Nature*,” University of Lisbon, Portugal
- 2014 “Women and Entrenched Memory: The Womb and the Trench in WWI Literature and Film,” *WWI Conference*, United States Military Academy, West Point, New York

Courses Taught

- 2016, 2020 **New Jersey City University**
Instructor, “English Composition 101” (3 sections)
- This game-based course gives each student a role in the American Revolution and the responsibility of two public speaking assignments and two polished formal writing assignments. Each student learns how to appeal to an audience of peers they must persuade. The game was originally developed in the Reacting to the Past series at Barnard College.
- 2019 **The Graduate Center, CUNY**
Teaching Assistant, “Mediating Race: Technology, Performance, Politics, and Aesthetics in Popular Culture” (1 section)
- This graduate-level course was co-taught by Drs. Cathy N. Davidson and Racquel Gates. Each week included required reading and viewing (e.g., John Landis’s *Coming to America*, Jordan Peele’s *Get Out*, and Boots Riley’s *Sorry to Bother You*). I taught one seminar on music videos using participatory [Critical Karaoke](#) as a method, and Janelle Monae’s “PYNK” as a leading example. Graduate students went on to present their Critical Karaoke pieces at a conference and now use this as a pedagogical method to teach their undergraduates.
- 2014-2018 **Hunter College, CUNY**
Instructor, “American Literature: Origins to the Civil War” (3 sections)
- This survey treats every early American text as containing an idea critical to the formation of American identity. Students engage with the course content and participate in numerous ways (e.g., going on a nature walk, comparing the American Puritans to religious sects in *Game of Thrones*, and choosing a point of focus—for example, whether to spend more time on issues of gender, immigration, Indigenous literatures, African American literatures, women authors, etc.). By the end of the semester, they have a grasp of early American life as it was lived by its founding mothers and people of color.

Instructor, "Gender in the American Renaissance" (2 sections)

- This advanced course considers gender in renaissance across the nineteenth century and beyond—making connections to the Harlem Renaissance and expanding F. O. Matthiessen's conception of the American Renaissance to include more women authors. The course also examines authors, filmmakers, and music artists (e.g., Beyoncé, Octavia Butler) who return to earlier periods to examine the intersections of gender and race. This course introduces students to feminist and race theory as critical lenses for literary and cinematic analysis and offers bridges from text to activism.

Instructor, "Intro to Writing about Literature" (6 sections)

- This second-level composition course has a Women's and Gender Studies theme and exposes students to writing about poetry, fiction, and drama in thesis-driven papers. The course is designed to become increasingly student-driven and collaborative as the semester progresses; for example, in Spring 2017, students wrote their own screenplays and they selected the reading for the fiction unit.

Instructor, "Women, Gender, and U.S. Literature" (1 section)

- This five-week summer seminar is an intensive reading course in women's literature from Margaret Fuller's *Woman in the Nineteenth Century* to Octavia Butler's time-traveling science fiction novel *Kindred*, and from Zitkala-Sa's "Impressions of an Indian Childhood" to Susan Power's *The Grass Dancer*. Students plan the last two weeks of readings, they complete weekly reflections, give oral presentations, and write thesis-based final papers.

2011-2012

Tallahassee Community College

Instructor, "Argument and Persuasion" (1 section)

- In this second-level composition course, students acquire essential, high level critical thinking and writing skills, public speaking skills, and oral presentation skills.

Instructor, "College Composition" (2 sections)

- In this first-level composition course, students develop their college-level writing skills through reading, viewing, studying, discussing, and writing about pop culture in the U.S.

2009

University of Virginia

Teaching Assistant, "Creative Nonfiction" (1 section)

- In this course, high school students learn the mechanics and practice creative writing based on real experiences and current topics.

2007

Learning Enterprises

Instructor, English as a Second Language (ESL)

- ESL in K-12 classrooms and adult night classes in Villa Lourdes, Panama

Collaborators and References

Cathy N. Davidson, Distinguished Professor and Senior Advisor to the Chancellor on Transformation English, Digital Humanities, Data Analysis and Visualization, The Graduate Center, CUNY
R. F. DeVarney Prof Emerita of Interdisciplinary Studies, Duke University
CoFounder and CoDirector, HASTAC.org
cdavidson@gc.cuny.edu

Shelly Eversley, Professor and Interim Chair of Black and Latino Studies
English and Black and Latino Studies
shelly.eversley@baruch.cuny.edu

Joan Richardson, Distinguished Professor
English and Comparative Literature, The Graduate Center, CUNY
jrichardson@gc.cuny.edu

Rochelle Johnson, Professor
Environmental Studies, The College of Idaho
President, The Thoreau Society
rjohnson@collegeofidaho.edu

David Rothenberg, Distinguished Professor
Humanities and Social Sciences, New Jersey Institute of Technology
rothenbe@njit.edu | terranova@highlands.com

David S. Reynolds, Distinguished Professor
English and the American Studies Certificate Program, The Graduate Center, CUNY
dreynolds@gc.cuny.edu

Phyllis Blum Cole, Professor Emerita
English, Women's Studies, and American Studies, Penn State Brandywine
Past President, Margaret Fuller Society
pb2@psu.edu