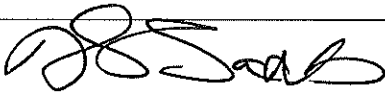


# NOMINATION SIGNATURE PAGE

## 2024 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Elizabeth Outka, Ph.D.
Institution:	University of Richmond
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Baccalaureate Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	A. Joan Saab Executive Vice President and Provost
E-mail address of President or Chief Academic Officer:	Joan.Saab@richmond.edu
Telephone number of President or Chief Academic Officer:	804-289-8153

## **Mission Statement**

University of Richmond's mission is to educate in an academically challenging, intellectually vibrant, and collaborative community dedicated to the holistic development of students and the production of scholarly and creative work. A Richmond education prepares students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world.

Additionally, the following core values (excerpted) are key to the fulfillment of its mission:

**Student Growth:** University of Richmond is committed to the personal and intellectual development of all students. Through close mentoring and small classes taught by dedicated teacher-scholars and the opportunities and environment made possible by talented and engaged staff, the University challenges students to recognize their full potential, supports the development of their resilience, and encourages their growth as socially responsible community members.

**Pursuit of Knowledge:** University of Richmond values intellectual curiosity, teaching that challenges and inspires, ambitious scholarly and creative work, and education as a lifelong process of discovery and growth. The University is committed to academic freedom and the promotion of a vibrant intellectual community that encourages thoughtful disagreement and the vigorous exchange of ideas.

**Inclusivity and Equity:** University of Richmond values the dignity, worth, and contributions of all individuals; the thoughtful and respectful engagement with a broad diversity of perspectives and experiences essential to intellectual growth; and an inclusive community in which all members can engage meaningfully in institutional life and contribute to a community where all thrive.

**Ethical Engagement:** University of Richmond values integrity, responsibility for the ethical consequences of our ideas and actions, and meaningful engagement with our local and global communities.

## Summary of Accomplishments

An award-winning teacher and scholar, Dr. Elizabeth Outka is the Tucker-Boatwright Professor of Humanities and Professor of English at the University of Richmond. After completing her PhD at UVA and receiving tenure at the University of the South, she returned to Virginia in 2008, and is now in her sixteenth year at Richmond. Dedicated to the holistic development of her students, she has created innovative approaches to teaching literature and writing that reach across disciplines. She is an internationally recognized scholar of twentieth-century literature, bringing literary studies into conversation with other fields and wide audiences. Her first book, *Consuming Traditions*, launched Oxford University Press's groundbreaking Modernist Literature and Cultures series, and her second book, *Viral Modernism* (published by Columbia University Press), transformed her field's understanding of the literary and cultural impacts of pandemics. A dedicated colleague serving both her university and her larger communities, she strives to model what Richmond seeks for its students: to live "lives of purpose, thoughtful inquiry, and responsible leadership."

**Teaching:** Dr. Outka places teaching and students at the heart of her work, designing innovative courses that reach a range of students, regardless of their earlier training. From carefully designed writing labs that guide learners through the writing process, to model course designs that connect students to the larger community, Dr. Outka is at the forefront of new and better ways to teach. A versatile teacher, Dr. Outka has taught 16 different courses at UR, receiving rave reviews and outstanding scores on student evaluations, with many students praising her teaching as "transformative." From her early days as a graduate student at UVA, when she won the English Department and the All-University teaching prizes, to her Distinguished Educator Award at the University of Richmond, her passion for teaching and commitment to her student's learning and well-being have been widely recognized.

In all her courses, Dr. Outka offers intensive instruction in critical thinking, writing, and presenting. Students learn to analyze style and content, close reading the details of language through written analysis, mind maps, in-class exercises, and lively discussions. After a few years of sitting through lackluster student presentations—and realizing that much of post-college life involves giving pitches and presentations—she worked with UR's Speech Center to develop an innovative program for her students to learn effective presentation skills based on the material they were studying. In-class presentations became much more lively and engaging, and her process has been adapted successfully by other educators.

Developing clear and effective writing skills is a central focus in all of Dr. Outka's classes, as she teaches students to workshop ideas and requires them to produce drafts and revisions. She's created a series of adaptable, in-class writing labs that explore everything from crafting successful arguments to shaping transitions and conclusions. These labs are used by UR's Writing Center and have been adapted by many other teachers. Students have vastly different writing skills, and Dr. Outka works with each student individually, providing useful feedback that allows them to progress into more powerful writers. Students consistently praise her work: "This class helped me write significantly better, not just English focused, but any sort of argumentative essay." "I can't remember ever getting more feedback . . . It is always constructive and specific. Hands down, this professor has improved my writing more so than any other professor at UR." "She seems to want everyone to stretch and to succeed."

**Community Based Learning:** Dr. Outka seeks to teach students why literature and writing matter—and how they are vital to understanding our world, ourselves, and other people. As in her scholarship, Dr. Outka's teaching places literature in larger contexts, and she structures many of her courses around community-based learning. A few representative examples:

- Literatures of War: Dr. Outka brings her expertise on World War I together with a colleague's expertise in the Civil War to co-create a course that integrates the literature of these

periods with the Richmond community. Student understanding of war poetry is transformed by visits to local war memorials and talks by local military officers and doctors; students use this learning to develop a literary reading to present at the VA Hospital. As one student noted, “The course was stimulating, insightful, rewarding, and an awesome combination of inside and outside of the classroom experiences.” Dr. Outka published an essay in the MLA’s *Options for Teaching* series about how the course can be adapted elsewhere.

-” Give Sorrow Words”: Trauma and Recovery in Literature: Students explore how literature translates difficult experiences, from violence to natural disasters, into language, offering ways to express what often seems inexpressible. Students build on this work through a partnership Dr. Outka helped develop with the Bon Air Juvenile Detention Center. Dr. Outka brings students to the Center for a series of discussions with residents around a common book. Participants gain a deep appreciation of the role stories and attentive listening may play in recovery. As one wrote, “Dr. Outka allowed us to experience what we were learning firsthand by allowing us to spend time with young adults our age at the local detention center. I learned so much on how to be a better writer and how to be a better listener.”

- Sensing Place: Art, Literature, and the Environment: Team-taught with an art professor this semester, this course first builds student’s analytic, writing, and drawing skills, and then has them apply these skills to design a six foot by six foot “micro park” in UR’s Eco-Corridor. Working in teams, students research the land’s natural and cultural history, along with theories of park design, writing a 25+ page proposal and then pitching it to a panel of experts. One design will be chosen, and the class will build and document the park’s creation.

Outside her classes, Dr. Outka serves as an advisor and mentor, frequently directing thesis projects. In 2020 and 2021, her thesis students won UR’s Symposium Prize Paper Award.

Here are representative comments from the most challenging teaching year of her life, the Zoom year of 2020-2021: “Dr. Outka is one of the best teachers I’ve had in my life” and “We would not have believed Dr. Outka was new to online had we not seen it for ourselves. Not only has she mastered complex applications, she also has mastered nuance of student psyches . . . She must have spent HOURS developing online docs! She has a keen grasp of subject that commands respect but is, at her core, a master teacher.”

**Discovery:** Dr. Outka is an internationally known scholar, producing groundbreaking research and new knowledge. She has published two critically acclaimed books; written over a dozen articles, book chapters, and essays; and spoken at universities, conferences, and institutions around the world. She has been featured on NPR, BBC Radio, Canadian National Public Radio, CNN, PBS, and *Slate*, and her work has been featured in publications from *The New Yorker* to *The Washington Post*. She has won book prizes, fellowships, and grants, including an NEH fellowship, and UR’s Distinguished Scholar Award.

Across her career, Dr. Outka has investigated how literary works—primarily from the 20<sup>th</sup> century—reflect and shape other phenomena, from marketing and community planning, to the traumatic aftermath of violence, to the spectral presence of a pandemic. She analyzes literature both as representation—of a person, a community, an experience—and as a creation that reimagines and reconceives our realities.

Her academic books have shaped the field of modernist studies. Her first book, *Consuming Traditions: Modernity, Modernism, and the Commodified Authentic* (2009; paperback 2012) was the inaugural volume for Oxford University Press’s Modernist Literature & Culture series. The series became the vanguard for the new modernist studies, publishing the top scholars in the field. *Consuming Traditions* identified an important development in the history of modernity: the unprecedented marketing of various forms of authenticity in late nineteenth- and early twentieth-century Britain. The selling of objects and places allegedly free of commercial taint—what she terms the “commodified authentic”—marks a crucial but overlooked turn in modern culture, and offers a new way to understand literary modernism and its complex

negotiation of tradition and novelty. The book is widely cited and praised. It has been hailed, for example, as “a triumph of critical synthesis” and “a crucial contribution to modernist scholarship” in the field’s leading journal, *Modernism/modernity*.

Her second book, *Viral Modernism: The Influenza Pandemic and Interwar Literature* (2020), investigates a mystery: why does the deadly 1918-1919 influenza pandemic, which killed 50-100 million people (5-10 times more than WWI) seem to make little impact on the literature, and why is it often ignored in literary studies? To examine this odd silence, Dr. Outka did extensive archival work here and in the UK, combing through the literature, letters from survivors, historical and medical accounts, films, and even cultural phenomena such as spiritualism and the emergence of proto-zombies. She found that our assumptions about the interwar period are transformed when we account for the devastating toll of the pandemic. When we know what to look for—the sensory and emotional history of the pandemic, and its widespread devastation and impact—the pandemic emerges as a catastrophe as influential as WWI, a spectral trauma haunting both the literature and the culture. She was awarded a prestigious NEH Fellowship to support this research, and the book appeared in Columbia University Press’s leading Modernist Latitudes series to high praise. *Literature and History* calls it “a ground-breaking, field-changing book” and *Twentieth-Century Literature* hails it as “a major achievement” that “ought to become a mainstay of modernist studies, literature and medicine, and the broader health humanities.” The *Journal of Medical Humanities* calls it “indispensable,” and *Modernism/modernity* notes its “delightful prose” and its importance to “literary and cultural studies in general.” *American Literary History* calls it “a monumental achievement: cogently argued, beautifully written.” The book won the South Atlantic Modern Language Association Book Award, as well as the Transatlantic Studies Association-Cambridge University Press Book Prize, and was short-listed for the Modernist Studies Association Book Prize.

Dr. Outka has published additional research in top journals in the field, as well as in leading book collections, and many of these essays have become touchstones in her discipline. She regularly presents at conferences and as an invited speaker at universities and institutions. Since 2020, for example, she has given over two dozen invited talks, plenaries, keynotes, and interviews, from the National Humanities Center, to Oxford University, to Cappadocia University in Turkey, to the London financial firm Jane Street for their prestigious lecture series (where writers like Salman Rushdie have spoken). Most recently, she served as the Morrow Scholar-in-Residence at Bucknell. Interview highlights include the BBC World News with Marco Werman, a BBC interview by novelist Naomi Alderman, and interviews with NPR, CNN, Canadian National Public Radio, and many more. Her interview with the film team Field Studio became part of the PBS documentary *A Public Calamity*.

**Knowledge Integration:** Dr. Outka strives to make connections across disciplines, showing how literary studies—and the humanities generally—help us make sense of the world.

As noted, Dr. Outka’s research is itself interdisciplinary, connecting literature with health studies, history, science, community design, consumer culture, and more. She brings this research into the classroom, both in asking her students to discover such connections and in shaping assignments around topics such as how the emotional and physical impacts of a pandemic may shape a novel—and how a novel may shape how we understand a pandemic.

Dr. Outka also works to foster knowledge integration for others. Here are three representative examples from her department, her university, and her community:

- Honors Program: Dr. Outka has directed the English Honors Program since 2010, a program centered on knowledge integration. Honors students spend a year developing a 30-40 page thesis that places their ideas in the context of literary studies and other fields. Dr. Outka created a comprehensive guide for the program, updated yearly, that covers requirements and tips for each stage, and she coordinates all aspects of the program, meeting with students to help them brainstorm ideas, get through writer’s block, find directors, and navigate research.

- Faculty & Staff Research Symposium: This year, Dr. Outka co-created and co-organized UR's first Faculty and Staff Research Symposium. The symposium brought together faculty and staff from across the university to present on their research and creative projects as part of interdisciplinary panels, roundtables, and other formats. A one-day event, the symposium attracted over 140 UR presenters and a large audience, fostering community and conversations across different fields—and sparking new ideas and partnerships. “Knowledge Integration” is built into the symposium’s DNA: all sessions are interdisciplinary, and the event recognizes that knowledge about each other is an essential part of building community. The symposium was such a resounding success, it will become an annual event. Dr. Outka and her co-organizer will be writing about the model and how it may be adapted elsewhere.

- Valentine Museum Exhibition: Dr. Outka worked closely with the Valentine Museum to create the 2018-19 exhibition “Pandemic: Richmond,” which examined how seven infectious diseases shaped the city’s history. Drawing on extensive archival research, the exhibition featured a comprehensive timeline, artifacts and images, disease highlights, cures and hoaxes, and more. Dr. Outka filmed interviews with local survivors of polio and one survivor of the influenza pandemic (she was 105). The exhibition was well received, earning praise from numerous media outlets. Dr. Outka wrote an article for the *Richmond Times-Dispatch Discover Magazine* and did a live video broadcast with a VCU immunologist. Many student and faculty groups attended the exhibition. Dr. Outka built on the research for invited talks at VCU's Nursing School, RVA's Literary Crawl, and a course with a local doctor for UR's Osher program.

**Service:** Dr. Outka draws on her research, teaching, and expertise to serve both her institution and the larger community. For her department, in addition to directing the English Honors Program, she serves as the Graduate School Advisor, shepherding students through their applications in various fields; during her tenure, English majors have been accepted into top PhD programs, including Columbia, UC Irvine, Brown, Chicago, Penn State, Boston University, and Stanford, and to many law schools, publishing programs, and other significant programs. She has served on numerous department search committees and been the diversity coordinator for each search, worked on promotion cases and reviews, and served in many other roles in her department across the years.

Dr. Outka’s service extends well beyond her department. She served on the school’s Concept 30 project, which spent a year listening and developing an ambitious, innovative set of goals for the School of Arts & Science. She was elected by the faculty to serve on the school’s Nominating Committee, serving as chair in 2020. This Committee plays an essential role in the school’s governance, in charge of elections and appointed committee membership. She served as member and chair (2020) on a committee charged with developing a new program for faculty research and collaboration. She is deeply involved with environmental initiatives, participating in and leading year-long faculty learning communities on sustainability, joining the Eco-Corridor Fellows, and serving on the Environmental Studies Board.

Among many other community efforts, Dr. Outka established a partnership with teachers at the Appomattox Governor’s High School in Petersburg, bringing students to UR to work with her classes and to hear campus readings by internationally recognized authors like Zadie Smith.

Dr. Outka serves many roles outside the University as well. She is frequently asked—and frequently accepts—requests to review manuscripts from top presses like Oxford and Cambridge, evaluate promotion and tenure cases, review articles, serve on NEH review boards, and write book reviews. She was elected to her field’s MLA forum, which coordinates panels and serves as something of a who is who in her field. As part of her contribution to this forum, she organized panels and co-chaired the forum itself. In addition, Dr. Outka often reads materials for emerging scholars and was an enthusiastic participant in the Central Virginia British Studies Seminar, a group of scholars from Virginia colleges and universities who meet to review scholarly work from members.

## Personal Statement

In October 2019, I traveled to Toronto to give a conference talk on the literary impacts of the influenza pandemic that had swept the world one-hundred years earlier. My publisher had advance copies of my new book, *Viral Modernism*, on display, and after years of extensive archival research and writing on pandemics, I was looking forward to taking a break from the subject after the conference, unaware of the viral tsunami looming over us all.

In the coming months, I felt I had tumbled into a surreal movie, as I saw my research topic come to life around me with the rapid spread of COVID. All the things I had written about—the paradigm shifts a pandemic brings, the miasmic atmospheres of fear and grief an invisible danger produces, the physical and emotional wreckage it leaves in its wake—all of it had arrived. And is still with us. In the last year, my parents—both former educators—died within four months of each other, both from cascading complications in the aftermath of contracting COVID.

I have spent my career advocating for the importance of the humanities, for the vital role literature in particular plays in shaping our perceptions, reimagining our worlds, easing our isolation, alerting us to complexity and nuance, and connecting us to other lives. The pandemic gave me an unwanted but powerful crash course in the relevance of this work for discovery, teaching, knowledge integration, and service, structuring my educational philosophy.

I have always sought to write in an accessible way about how literature speaks to everything we experience—from department stores to post-traumatic stress—even though most of my published work was for academic presses, journals, and conferences. In 2020, however, public interest in the pandemic literature I studied skyrocketed, and for good reason: this literature has much to teach us about navigating our own moment. Much of the literature I had analyzed, such as T. S. Eliot's *The Waste Land* and W. B. Yeats' "The Second Coming," had never been seen as influenced by the influenza pandemic, despite the authors' brutal encounters with the virus. Watching a new pandemic unfold reinforced how deep the connections are. Combining discovery and knowledge integration, I threw myself into more public-facing work, writing for venues like *The Washington Post* and *The Paris Review* on the unsettling "narrative vertigo" a pandemic brings, as we get lost in what story we might be in. I spoke on podcasts and radio shows, at conferences and on webinars, and for organizations from Jane Street, a private equity firm based in London, to the National Humanities Center. Literature shaped by the influenza pandemic a century ago captured so many of our own experiences: the bewildering ways a pandemic blurs realities, both from the delirium of the disease itself to the massive shifts in daily life; the peculiar anxiety of an invisible danger potentially lurking in the very air; the deep inequalities a pandemic amplifies; the jarring paradigm shifts of changing information; the "contagion guilt" of fearing you might infect another; and the struggle to navigate the overwhelming grief of so much loss. Literature offers us a special sort of history: the history of emotions, of senses, of how bodies feel and how they carry memories—in short, our realities. As I navigate my own grief and that of students and colleagues, I am reminded how literature shows us how to make meaning, and how to survive.

I continually work to make my courses academically challenging but accessible, collaborative, and relevant. I seek out literary works that offer a broad range of perspectives, and I remind students that literature is not a secret language that they have to decode, nor is it only representational; rather, it is a force that shapes and produces culture and meaning, one central to the way minds are structured and to the survival of both individuals and communities. Through innovative close reading exercises, discussion guides, and class dialogue, I teach students that learning to analyze a body of information—from a poem to data clusters to what they observe through a microscope—allows us to find new patterns, see injustice as well as beauty, and even fall in love.

Both the pandemic and the recent explosion of Generative AI, however, required me to develop entirely new ways of teaching. As we made the pivot to online instruction during COVID, I immersed myself in expert approaches for effective virtual teaching, taking online courses myself and tutorials on Blackboard, Panopto, and other platforms. It became clear a paradigm shift was required. To keep students focused, I created new, interactive Blackboard pages, offering links and assignments for each class. I transformed my Writing Labs, which cover everything from paragraph structure to avoiding plagiarism, into interactive Panopto videos with embedded quizzes and animations. To keep discussions lively, I designed assignments and debates for Breakout Rooms and used Google Docs to teach close reading and analysis. I incorporated polls, created procedures for online peer editing, and developed new assessments to keep students accountable. To maximize discussion time, I made “Author Bio and Background” videos for students to watch before class. I worked to meet each student’s needs regarding book access, Wi-Fi, time zones, and serious illness. I met individually with every student (90+ meetings) at the start of terms, a time-consuming but essential step. I found ways to keep my students engaged in community-based learning, having them conduct online research hunts and bringing guest artists and writers to speak to our Zoom classes. Students responded very positively. Almost 100% of students on evaluations Agreed or Strongly Agreed that I was well prepared, led discussions effectively, was clear and understandable, had clear standards, was receptive to questions, and had a high quality of teaching.

I believe strongly that the advent of Generative AI requires a further transformation of teaching. Writing is not one skill—it requires integrating multiple skills, and it is also a *process* that—in drafting and revising—allows us to think, to develop new ideas and to tease out complexities, blind spots, and weaknesses. After reading thousands of student papers and writing my own, I know that strong arguments often don’t emerge until a draft (and sometimes many drafts) has been completed, because we think as we write—and we often don’t know what we think until we write our way to it. None of this happens when AI is doing the writing for us. At the same time, Generative AI offers profound opportunities—it is a knowledge integration tool—and we must learn to use it effectively and wisely and teach our students how to evaluate the knowledge it integrates. This semester, I’ve developed a range of strategies to make writing more enjoyable, relevant, and less appealing to generate through AI: (1) I gave all my students a sketchbook; they write a half page ‘idea journal’ five days a week, and create “mind maps” analyzing passages, images, arguments, and structural patterns—all building to longer writing assignments; (2) I designed assignments around archival material from the Richmond region that links directly to our literature, allowing students to hone research and writing skills with material difficult for AI to access; (3) I had AI generate an essay that students critiqued based on my writing labs—a process that allows them to evaluate AI while learning the lab material; (4) students are having dialogues with AI, asking it to act as a character from one of our works—and then they are evaluating how well and in what ways AI imitates the character; (5) I teach traditional essay writing, but I also get students to experiment with other genres—creating podcasts, writing scripts for radio shows on literary topics, writing non-fiction reflections that blend analysis and personal experiences, doing place-based writing, and more. Students have been enthusiastic about these new approaches.

Finally, in the wake of the pandemic, I am working on ways we might build back community and trust in each other, one of the central goals of the Faculty and Staff Symposium I describe in the Summary of Accomplishments.



## ELIZABETH OUTKA | CURRICULUM VITAE (SHORT)

### ACADEMIC EMPLOYMENT

- Tucker-Boatwright Professor of the Humanities, University of Richmond. 2023-present.
- Professor of English, University of Richmond. 2020-present.
- Associate Professor of English, University of Richmond. 2008 to present. Tenure, 2012.
- Assistant Professor of English, University of the South. 2001-08. Tenure, 2008.

### EDUCATION

- Ph.D. University of Virginia, English. August 2001
- M.A. University of Virginia, English. January 1996
- B.A. Yale University, English, *magna cum laude*, Distinction in the Major. May 1989

### SELECTED HONORS AND AWARDS

- Tucker-Boatwright Chair in the Humanities, University of Richmond, 2023
- Distinguished Scholarship Award, University of Richmond, 2021
- Transatlantic Studies Assoc-Cambridge UP 2019 Book Prize, *Viral Modernism*, 2021
- Short-List, Modernist Studies Association Book Prize, *Viral Modernism*, 2021
- South Atlantic Modern Language Association 2019 Book Award, *Viral Modernism*, 2020
- National Endowment for the Humanities Fellowship, 2016-2017
- Distinguished Educator Award, University of Richmond, 2015
- James D. Kennedy III Endowed Faculty Fellowship, University of the South, 2006-2008

### COURSES TAUGHT, UNIVERSITY OF RICHMOND (2008-PRESENT)

Introductory Courses: The Modern Novel | The Literary "I" | Sensing Place: Art, Literature, and the Environment | 'Give Sorrow Words': Trauma and Recovery in Literature | Women in Literature | Modernism and Post-Modernism | Literatures of War | Core 101 | Core 102

Upper-level Courses: Modernisms | Twentieth-Century British and Irish Literature | Modern Drama | Art Amidst Adversity | Modernist British Fiction | James Joyce and Virginia Woolf | Virginia Woolf and Katherine Mansfield | Honors Thesis Research | Honors Thesis Writing

### BOOKS

- Viral Modernism: The Influenza Pandemic and Interwar Literature*. Columbia University Press, Oct. 2019; copyright 2020. Modernist Latitudes series. Hardcover and paperback.
- Consuming Traditions: Modernity, Modernism, and the Commodified Authentic*. Oxford University Press, 2009. Modernist Literature & Culture series. Paperback edition 2012.

### SELECTED ACADEMIC ARTICLES AND BOOK CHAPTERS

- "Disability, Illness, and Pain." In *The Oxford Handbook of Virginia Woolf*. Ed. Anne E. Fernald. Oxford: Oxford University Press, 2021. 504-520.
- "*Mrs. Dalloway* and the Influenza Pandemic." Virginia Woolf, *Mrs. Dalloway*. Norton Critical Edition. New York: Norton, 2021, 301-09. "Wood for the Coffins Ran Out" excerpt
- "Grievability, COVID-19, and the Modernists' Pandemic." *Modernism/modernity* PrintPlus. Vol. 5, cycle 1 (May 2020).
- "Teaching the First World War through Community-Based Learning." In *Options for Teaching Representations of the First World War*. NYC: MLA, 2017. 302-307.
- "The Transitory Space of *Night and Day*." Book chapter for *A Companion to Virginia Woolf*. Ed. Jessica Berman. New York: Wiley-Blackwell, 2016. 55-66.
- "Wood for the Coffins Ran Out': Modernism and the Shadowed Afterlife of the 1918-1919 Influenza Pandemic." *Modernism/modernity*, 21.4 (2014): 937-960.
- "Consumer Culture." Book chapter in *The Cambridge Companion to Modernist Culture*. Ed. Celia Marshik. Cambridge: Cambridge University Press, 2014. 81-95.
- "Nostalgia and Modernist Anxiety." Afterword for *Modernism and Nostalgia: Bodies, Locations, Aesthetics*. Ed. Tammy Clewell. New York: Palgrave Macmillan, 2013. 252-61
- "Dead Men, Walking: Actors, Networks, and Actualized Metaphors in *Mrs. Dalloway* and

Raymond." *NOVEL: A Forum on Fiction* 46.2 (2013): 253-274.

-“Trauma and Temporal Hybridity in Arundhati Roy’s *The God of Small Things*.” *Contemporary Literature*. 52.1 (2011): 21-53.

-“Crossing the Great Divides: Selfridges, Modernity, and the Commodified Authentic.” *Modernism/modernity*. 12.2 (2005): 311-328.

-“Buying Time: *Howards End* and Commodified Nostalgia.” *NOVEL: A Forum on Fiction*. 36.3 (2003): 330-350.

#### **SELECTED OTHER PUBLICATIONS**

-“The Pandemic Has Given Us a Bad Case of Narrative Vertigo. Literature Can Help.” *The Washington Post*. January 25, 2022 (online); print Sunday, January 30, 2022, B3.

-Contributor: “Reconsidering the 1918-1919 Influenza Pandemic in the Age of COVID.” Roundtable print essay with five scholars; ed. C. M. Nichols. *JGAPE: The Journal of the Gilded Age and Progressive Era*. Cambridge UP journal: 19.4 (October 2020): 642-672.

-“How Pandemics Seep into Literature.” *The Paris Review Daily*. April 2020.

-“Zombie Flu: How the 1919 influenza pandemic fueled the rise of the living dead.” October 2019. *The Conversation* (picked up by 90 outlets).

#### **SELECTED PRESENTATIONS AND INVITED TALKS (PAST FIVE YEARS)**

Plenary/Keynote Speaker: South Atlantic Modern Language Association Conference (Nov '21); Queen Mary-U of London (July '21); Cappadocia U, Turkey (Jan '21); English and Foreign Languages U, India (Oct '20)

Invited Lectures: Bucknell U; Morrow Scholar-in-Residence (Nov '22); National Humanities Center (Mar '22); NYU (Oct '21); U of Cardiff (June '21); Oklahoma Center for Humanities, U of Tulsa (Mar '21); Hemingway Literary Center, Boise State U (Mar '21); Humanities Research Center, VCU (Jan '21); London Modernism Seminars (Oct '20); U of the South (Sept '20); Jane Street, London & NYC (July '20); U of Buckingham, England (June '20); Oxford U, England (May '20); VCU Nursing (Jan '19)

Conference Talks: Modernist Studies Association (Apr '22); Modern Language Association (Jan 22); Spectacles of Decline, U of Chicago (Mar '21); Modernist Studies Association (Oct '19); Podcasts: COVIDCalls, Drexel U (Feb '22); Alone Together (Oct '21); The Hemingway Society (May '20)

Radio Interviews: BBC Radio 4 (Mar '21); Marco Werman, *The World*, BBC/NPR (May '20); Matt Galloway. *The Current*, Canadian NPR (Apr '20); Valentine Museum (Apr '20); BBC Radio 5 (Oct '19)

Video/Print Interviews: Columbia Global Centers-Paris, France (Jul '20); Humanities Studio, Pomona College (May '20) *Slate* (May '20); *Richmond Magazine* (Apr '20)

Documentary Interview “A Public Calamity” PBS: *The Future of America’s Past* (May 20)

#### **SELECTED SERVICE (PAST FIVE YEARS)**

University of Richmond: Co-Organizer, Faculty/Staff Research Symposium (2022-Present) | Eco-Corridor Fellow (2021-22) | Humanities Faculty Learning Committee (2021-22) | Ad-Hoc Committee on Sabbatical Fellowships (2018-22; chair 2019) |

Nominating Committee (2018-21; Chair '20 | Co-leader, Faculty Learning Community-Environmental Humanities (2019-20) | Honors Program Coordinator, English (2010-) |

Environmental Studies Advisory Board (2018-present) | Concept 30 Committee (2017-18) | Graduate School Advisor, English (2012-) | Advising & First Year Advising (2009-present) | Director, summer fellowship projects/ internships (2018, 2019 [3], 2020, 2021 [2]) | Thesis Project Director, English (2019-20, 2020-21, 2021-22)

Professional Service: Article Reviews for *PMLA*; *Contemporary Literature*; *LIT: Literature, Interpretation, Theory*; *Woolf Studies Annual*; *Modernism/modernity* | Tenure Reviewer, Randolph Macon (2021) | Elected member, Victorian & Early-20<sup>th</sup>-Century English Forum, Modern Language Association (2012-17); Co-Secretary (2014-15); Co-Chair (2015-16) | Central Virginia British Studies Seminar (2017-) | Book reviews for *Clio: A Journal of Literature* (2014); *Novel* (2015); *Woolf Studies Annual* (2020) | UVA Job Market Talk (2019) |

Collaborating Scholar, “Pandemic: Richmond” exhibition, Valentine Museum (2018-19)

## Excerpted Letters of Support

### University Leadership and Faculty

**Dr. Jennifer Cavanaugh, Dean, School of Arts & Sciences:** Within the broad area of literary modernism, Dr. Outka is one of the most accomplished, dynamic and versatile specialists working today. She is the recipient of numerous grants, including a Fellowship from the National Endowment for the Humanities. The significance of her role within her field of scholarship is further evident in the numerous invited lectures and keynote addresses that she has delivered. A recipient of the UR Distinguished Scholarship Award in 2021, she is currently co-coordinating the first faculty and staff research symposium, yet another avenue through which she is engaged in enhancing the intellectual life of our campus community.

**Dr. Amy Howard, Senior Administrative Officer:** While maintaining a prominent national scholarly profile, she has also invested time and thought in the local community and on campus. She has taught community-based learning classes and collaborated on a powerful exhibit “Pandemic: Richmond” with the local Valentine Museum, actively participated on countless committees at UR, including strategic planning for the School of Arts & Sciences. She shows up for her students, faculty peers, staff, and community partners with kindness, compassion, and goodwill. A once-in-a-generation scholar-teacher, she is the epitome of faculty excellence.

**Dr. David Stevens, English Dept. Chair and Professor of English and Creative Writing:** *Viral Modernism* appeared just before the coronavirus onset and became a touchstone for public intellectuals attempting to frame those events for global audiences. Her commentary and interviews—in venues like NPR, and the BBC—built on observations from her monograph, lending context to the COVID experience. She’s the longstanding director of our English Honors Curriculum, tripling that program’s enrollment. . . As both an intellectual and an advocate for the fundamental importance of universities in American public life, she remains an inspiration.

**Dr. Lidia Radi, Professor of Languages, Literatures, and Cultures:** Dr. Outka has consistently demonstrated remarkable achievements in Teaching, Integration of Knowledge, and Service. . . What truly sets her apart is her remarkable ability to imbue her teaching with a profound understanding of the subject matter, making it accessible, inspiring, and enjoyable for undergraduates. Her unwavering commitment to her students is nothing short of awe-inspiring. Her dedication shines through as a co-organizer of the first UR Faculty and Staff symposium. This achievement underscores her exceptional talent for integrating knowledge, encouraging cross-departmental discourse, and cultivating a culture of collegiality and collaboration.

**Dr. Aleksandra Sznajder Lee, Associate Professor, Dept. of Political Science:** Dr. Elizabeth Outka is a deeply inspiring colleague who flawlessly combines world-class research, passion for teaching, and impactful leadership in service, all while being a trusted mentor to students and colleagues alike. It was an incredible privilege to serve with Dr. Outka on the Nominating Committee, first as chair, and then as a member under Elizabeth’s brilliant leadership, at a critical juncture in the committee’s development. Fully engaged and incredibly responsive, she went above and beyond . . . one of many illustrations of Dr. Outka’s unfaltering commitment.

**Dr. Kevin Pelletier, Associate Professor of English:** She has transformed the way I think about and teach writing. I now use many of Elizabeth’s lessons and techniques in my own teaching, much to the benefit of my students. And when students ask me how they can become better writers, I often simply tell them: “Make sure you take a class with Dr. Outka.”

**Professor Erling Sjøvold, Professor of Visual and Media Arts:** Dr. Outka’s exceptional teaching inspires and awes for its intellectual depth, purposeful focus, outstanding results, and respectful, caring attitude towards her students. . . Her brilliant idea reimagines a required First Year course, and the Humanities field, within a rigorous, interactive design process. . . an unprecedented learning experience for our students.

### Former Students

**Savannah Wilson, student:** Dr. Outka always seemed to know exactly what my [thesis] project required, and just what to do to guide it forward. When I was applying to graduate school, she mentored me through the entire application and decision process, going out of her way to meet with me regularly . . . I was taking a seminar with her when the COVID-19 pandemic canceled our in-person school year and graduation. Within days of the cancellation, Dr. Outka had redesigned our final exam as a Zoom graduation ceremony where we invited loved ones, gave speeches, and celebrated together. In a time where we lost so much . . . Dr. Outka created a space of genuine joy, celebration, and closure.

**Jesse Amankwaah, student:** Professor Outka's literature course changed the trajectory of my college experience. On the first day of her 9:00 am course, I knew this was the first time I would be allowed to speak as my authentic self. As a Black student, that meant a lot. Unabashed in her ability to take a stand when it came to her beliefs and make room for everyone else's while creating a comfortable space for everyone. She carefully weaved together perspectives, from across time and within our classroom, and the conversations we had would act as a guiding light for me until our next class session. The course she taught was a vehicle to self-discovery.

**Karen Fleming, student:** She exemplifies a deep commitment to the well-being and success of her students as well as a passion for her areas of study...When I asked Dr. Outka to supervise my English Honors thesis in March 2020, I knew I could count on her to help me succeed. What I did not anticipate was just how dedicated she would remain to me and my work despite all of the unknowns . . . throughout the pandemic. We met virtually almost every single week . . . and those check-ins were so meaningful to me both academically and personally. I would not have achieved the level of success that I did on my thesis or in my English major without Dr. Outka's encouragement, mentorship, and expertise.

### Outside Letters

**Debra Rae Cohen, Distinguished Professor of English Emerita, University of South Carolina; President, Council of Editors of Learned Journals:** She has become one of the most respected scholars of modernism and modernity working today . . . she was widely interviewed both across disciplinary boundaries and in the popular press, where she sensitively discussed the ramifications of her research for our contemporary moment. I was at the time editor of the journal *Modernism/modernity*, . . . and she crafted a truly stunning meditation on "grievability," then and now. I can think of no one whose work more fundamentally embodies the twin pillars of Discovery and Integration of Knowledge.

**Meg Hughes, Deputy Director of Collections, The Valentine Museum:** Dr. Outka and I co-curated the exhibit *Pandemic: Richmond*, on view at the Valentine during 2018-2019. Dr. Outka demonstrated superior Integration of Knowledge and Service as the exhibit concept evolved - identifying topics that were important to highlight, mining the Valentine's holdings for objects to display, and connecting with community members to include a video featured in the exhibit. The impact of Dr. Outka's work extends beyond the UR campus and into the larger community.

**Robert Volpicelli, Associate Professor of English, Randolph-Macon College:** Professor Outka's scholarship is an emblem of the SCHEV's ideal of discovery, and her research and teaching embody the virtue of integrating knowledge across fields. Her writing on pandemics and grief brings together the humanities and sciences by speaking to the capacity of literature for giving us narratives to make sense of the trauma caused by illness. Similarly, her first-year seminar, "Give Sorrow Words," exposes students to the ways we can use literature to help us process grief and loss.