

ANWITA GHOSH
Department of English
Fordham University
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EDUCATION

Fordham University, Ph.D., Department of English, Fall 2018-present

Jadavpur University, M.Phil., Department of English, 2017

Thesis: "Disfiguring Things into Recognizability: Masochism in Elfriede Jelinek's *Die Klavierspielerin* [*The Piano Teacher*] and *Lust* [*Lust*]"

Jadavpur University, M.A., Department of English, 2015

University of Calcutta, B.A., Department of English, 2013

Awarded Nripesh Chandra Guha Memorial Prize for securing highest marks in English (Honours) final exam.

LANGUAGE SKILLS

Native speaker:	Bengali.
Near native/fluent:	English and Hindi.
Good working knowledge:	French.
Basic working knowledge:	German.

RESEARCH AND TEACHING INTERESTS

Modernism (Anglophone and European), Motherhood Studies, Gender and Sexuality, Post-War Literature, Literary and Cultural Theory, Critical Theory, Lacanian Psychoanalysis.

TEACHING EXPERIENCE

Lecturer at the Department of English, Jogamaya Devi College (University of Calcutta), Fall 2017

Visiting lecturer to teach multiple sections of undergraduate English literature courses, namely, "Modern Short Story" (a survey course that traces the history of modern short story from Walter Scott till Alice Munro and provides a theoretical introduction to the genre of short story, studies of narratology, and discourse analysis), "Romantic Essay" (a period specific analysis of the genre called "essays" and its socio-political role in the Romantic age), and one section of "Indian Literature in English" (a survey course that introduces students with the

history and the different periods of Anglophone literature produced and consumed in India). Developed diverse, inclusive, and multi-genre literature survey syllabus for multiple sections of freshman and sophomore students. Attention to literary analysis, composition, close reading, the art of the college essay, critical thinking, and social consciousness for non-English majors.

Teaching Assistant, Department of English, Jadavpur University, Fall 2016-Fall 2018.

Intensive TAship for undergraduate courses on literature and literary theory from classical to contemporary and courses on business writing and communication (designed exclusively for students of Civil Engineering). Graded writing assignments; prepared teaching materials. Provided extensive feedback for student writing; one-on-one tutoring as well as group revising workshops. First point of contact for student support; fostered mentorships with students of all backgrounds and skill levels.

Writing Tutor, Rose Hill Writing Center, Fordham University, Fall 2018-Summer 2020

Instructed undergraduate and graduate students, including ESL students, in one-on-one tutoring sessions, as well as classroom workshops, at Fordham's Rose Hill campus. Developed voice, style, grammar, academic tone, literary analysis, rhetoric, and argument for all levels of Fordham students. Created lesson plans and online content for classroom workshops; mentored students over the course of two-year period; honed skills of both first-time and native English writers in developing their academic voices.

Teaching Fellow, Department of English, Fordham University, Fall 2020-present

Fordham's intensive undergraduate courses (Composition I, II, and Texts and Contexts) in expository writing. The courses help students to develop an arsenal of logical, rhetorical, and grammatical skills designed towards interdisciplinary application. Beginning with the classical trivium and logical techniques, the courses also cover (to name a few) causality, etiology, and casuistry; inductive and deductive reasoning; claims, evidence, thesis, and antithesis; and various rhetorical techniques. Designed syllabus and weekly writing assignments to introduce students to task of academic writing and research, and to the broader relationship between writing and thinking. Created and managed new teaching strategies and learning management systems for online synchronous and asynchronous sessions.

PEDAGOGY TRAINING

Colloquium in Pedagogy Theory and Practicum, Fordham University, Spring and Fall 2020

Year-long pedagogy training through Fordham's Department of English. The practicum is designed to instruct Ph.D. candidates in pedagogical theory as well as practical class design and approaches to learning. Syllabus and course design, intensive lesson planning workshops, and discussions of both traditional and innovative teaching strategies and pedagogical issues.

Two Day Symposium and Workshop on Teaching Racial Justice, Spring 2021

Over two half days on May 6 and May 7, this virtual symposium invited teachers of first-year Composition and Texts & Contexts, Writing Center leaders and tutors, and guests from inside and outside the Fordham community to come together to share experiences, hear ideas, and invigorate approaches to antiracist instruction. In keynote addresses, breakout sessions, and moderated Q&As with scholars of antiracist pedagogy, big questions like the repercussions of BLM and Covid-19 in antiracist practices were discussed.

PUBLICATIONS

Journal Articles

“Musically Trained Torture: Violence and Pleasure in Elfriede Jelinek’s *Die Klavierspielerin*” in *The Rupkatha Journal on Interdisciplinary Studies in Humanities*, Volume 8, Number 1, 2016 (ISSN 0975-2935, Journal no. in the UGC approved list- 41533). Available at:

http://rupkatha.com/V8/n1/08_Elfriede_Jelinek_Die_Klavierspielerin.pdf

“Guillermo Gómez-Peña’s “Border Brujo”: Performing the Fugal Identities of a Border(less) Nation” in *Caesurae: Poetics of Cultural Translation*, Volume 1, Issue 2, Spring, 2016 (ISSN 2454-9495, Journal no. in the UGC approved list- 41668). Available at:

http://media.wix.com/ugd/cc0cb5_c2c5e8aa5f834404bfc1f39c15665c88.pdf

GRANTS AND FELLOWSHIPS

Awarded Nripesh Chandra Guha Memorial Prize for securing highest marks in English (Honours) final exam, Asutosh College (University of Calcutta), 2013.

Selected to attend l'École Internationale for << Etudes postcoloniales >> at Université Paris-Sorbonne as part of an Exchange Program, 2014.

Qualified UGC-NET (University Grants Commission – National Eligibility Test) Junior Research Fellowship (JRF) and Lectureship (LS), 2016.

Tuition scholarship and GA stipend, Fordham University, 2018-present

GSAS Richard and Eileen Bennett Graduate Assistantship, 2018-present.

Conference Participation and Travel Grant, Fordham University, 2019

Conference Participation and Travel Grant, Fordham University, 2020

Graduate Research Assistantship, Fordham University, 2019

Graduate Assistantship, Rose Hill Writing Center, Fordham University, 2018-2020

Graduate Teaching Fellowship, Fordham University, 2020-present

Fordham GSAS Fellowship to participate in the Cornell School of Criticism and Theory (SCT), Summer 2021

Fordham Summer Research Fellowship, Summer 2022

PRESENTATIONS

Conferences

“Mothers Against Family: Anti-Familial Kinship in Torrey Peters’s *Detransition, Baby*” at 53rd NeMLA Annual Convention, Baltimore, Maryland (10-13 March 2022).

““Language draws itself up erect...like her husband’s penis”: Reading the Masochistic Logic of *Gegenwort* in Elfriede Jelinek’s *Lust*” at the American Comparative Literature Association's (ACLA) 2021 Annual Meeting. The conference was held virtually over the dates of April 8-11, 2021.

“From *Savoir* to *Savoir-Faire*: Truth as Cause in the Lacanian Clinic” at the Annual Conference of the Association for the Psychoanalysis of Culture and Society (APCS). The conference was held virtually over the dates of October 16-18 and 24-25, 2020.

“Playing with the Mother’s Body: Maggie Nelson’s *The Argonauts* (2015) and the Fragmentary Self” at 51st NeMLA Annual Convention, Boston, Massachusetts (5-8 March 2020).

“Between Personal and Legal Responsibility: How Psychoanalysis “Unrealizes” Crime and Its Consumption” at LACAN’S ÉCRITS Conference, Duquesne University, Pittsburgh, Pennsylvania (11-13 October 2019).

“Exiled Mother Tongue and/as Nostalgia: Reading Cassin’s Arendt with Lacan” at LACK iii, PSYCHOANALYSIS AND SEPARATION, Clark University, Worcester, Massachusetts (09 -11 May 2019).

“From Freud’s *Nachträglichkeit* to Lacan’s *après-coup*: Re-reading Freud’s Wolf Man Case” at INTERPRETATION OF MEMORIES: LITERARY, PSYCHOLOGICAL, CULTURAL AND HISTORICAL ASPECTS, UGC sponsored Two-Day National Seminar, organised by St. Paul’s Cathedral Mission College in collaboration with University of Calcutta (01 - 02 December 2016).

EDITORIAL EXPERIENCE

Reviews Editor (Graduate Assistant), *Modernism/modernity*, 2019-2020.

Editorial Assistance Team, *Modernism/modernity*, 2019-present.

Editorial Board, *Rhetorikos*, Fordham’s Journal for Excellence in Student Writing, Fall 2020-present.

Editorial Board, *Eloquentia Perfecta*, Fordham’s Journal for Excellence in Student Writing, Fall 2021-present

ACADEMIC SERVICE

Summer Graduate Assistant at the Institute of Irish Studies, Fordham University. Helped in co-organizing the Irish Women Writers Symposium 2019.

Graduate Representative for Fordham's Hiring Committee. The committee was involved in recruiting a Visiting Assistant Professor in Rhetoric and Writing for AY 2021-2023.

Higher Education Leadership Fellow, Fordham University, AY 2022-2023. Fellows work closely with senior staff members to gain an insider's perspective on the day-to-day workings of a graduate school, and have opportunities to better the social and academic lives of graduate students at Fordham.

Rose Hill Writing Center (WC) Coordinator, Fordham University, AY 2022-2023. This position has three basic components: Administrative: Managing the WC system (online and offline), responding to student needs/requests, arranging class visits and making the schedule at the beginning of each semester; collecting tutors' bios and photos for the website at the beginning of each semester; Leadership: training, supporting, and managing the team of tutors, including weekly meetings, coordinating the workshops each semester, providing pedagogy guidance, readings, advice, and professional support; Outreach and Development: reaching out to various departments and professors, developing different aspects of the WC, working on our online and community presence, making sure the website and social media are up to date with our most recent events, policies and contact info.

PROFESSIONAL AFFILIATIONS

American Comparative Literature Association (ACLA)

Association for the Psychoanalysis of Culture and Society

Modern Language Association (MLA)

Modernist Studies Association (MSA)

LACK
