

EDUCATION

PhD English Literature, CUNY Graduate Center, Expected May 2024

Dissertation: "Towards an Ecological Pragmatism: Attitude and Agreement in the Epoch of Deep Mediatization"

Committee: Joan Richardson (Supervisor), Matthew Gold, and John Brenkman

MLIS Master of Library & Information Science, Rutgers, The State University of New Jersey. May 2013.

Concentration: Digital Libraries

Key Coursework: Digital Libraries; Database Design and Maintenance; Interface Design; Language and Information (Natural Language Processing & Computational Linguistics); Archives and Manuscripts; Human Information Behavior.

MA Master of Arts in English, Brooklyn College. February 2011

Thesis: "Mass Perversion: Cinema, the Psyche, and the Possibility of Collective Action in *The Day of the Locust* by Nathanael West and *The Last Tycoon* by F. Scott Fitzgerald."

BA Bachelor of Arts, Bowdoin College. May 2003

Major in Asian Studies, Minor in English

Thesis: "*Zhe Zhong Ren*/'People Like Us': Consumption and the Construction of Gay Community in Contemporary Beijing, P.R.C.," completed in May 2003.

Honors/Awards: *Summa Cum Laude* with additional honors in Asian Studies. *Sarah and James Bowdoin Scholar*. Dean's List. *Phi Beta Kappa*. *Nathalie Walker Llewellyn Poetry Prize* and *Academy of American Poets Prize*.

PUBLICATIONS

Book Chapters

Dunn, Thomas. "Inside the Swarms: Personalization, Gamification, and the Networked Public Sphere," in *Platforms, Protests, and the Challenge of Networked Democracy*, edited by Michael Trice and John Jones, Palgrave MacMillan, 2020, 39–56.

Dunn, A. Thomas. "Appendix: A New Taxonomy for Digital Scholarship," in *Thinking Through the Digital Humanities*, by Matthew K. Gold, Johns Hopkins University Press. (anticipated 2024)

Articles

Dunn, A. Thomas. "Quiddities of Noise: *Finnegans Wake*, joyceware, and the Frequencies of the Unremarkable." (Under review at *James Joyce Quarterly*)

AREAS OF SPECIALIZATION/INTEREST

- Literature: Transatlantic Modernism and 20th Century American Literature (Narrative and Poetry)

- Digital Humanities (computational/algorithmic criticism; textual mark-up; topic modeling; stylistics/stylometrics; word-embedding/Principal Component Analysis) and Comparative Media Studies
- Critical Theory: Marxist Aesthetics, New Materialism, Science and Technology Studies, Critical Infrastructure Studies, Narratology and Novel Theory
- Philosophy: Pragmatism, Hermeneutics, Aesthetics, and Phenomenology (esp. the Phenomenology of Reading and the Aesthetics of Reception)

FELLOWSHIPS

Presidential Research Fellowship

Fall 2018 – Spring 2022

Conduct research in support of new interdisciplinary Master's programs at the Graduate Center. Perform competitive analyses on existing programs at comparable institutions. Identify, based on their interests and expertise, faculty for these programs in existing doctoral departments; and develop new opportunities for cross-disciplinary collaboration. Assist in the drafting, development, and submission of new program proposals. Organize networking events for Master's students with representatives from prestigious organizations, including the United Nations, the Open Society Foundations, Spotify, Google, and *New York Magazine*.

After the Dean for Master's Programs left the position in January 2021, assumed responsibility for many of the administrative functions performed by the office (planning and running open houses, program orientations, and recruitment events, etc.), reporting directly to the Assistant Provost and the Dean for Science Programs.

Five-Year Doctoral Fellowship

Fall 2015 – Spring 2020

Provided funding in support of doctoral studies.

TEACHING EXPERIENCE

University of Pittsburgh

Sep. 2022 – May 2024

- Seminar in Composition: Engineering

This team-taught, year-long hybrid course was designed specifically for incoming undergraduates at the Swanson School of Engineering. Through a series of interrelated assignments, students practiced basic writing skills while exploring diverse engineering disciplines, practices, methods, ethics, and education, as well as their own educational and professional goals. In the second semester, students worked in teams to conduct in-depth research about an innovative engineering technology, which became the subject of formal research papers and conference presentations.

- Seminar in Composition | "Varieties of Wit(h)ness"

In this course, students explored the essay as a means of witnessing important events in the world. Scaffolded assignments—experiments in multiple genres—led students

through the progressive expansion of a semester-long inquiry into some topic with personal or contemporary urgency.

John Jay College of Criminal Justice, CUNY

Sep. 2016 – Dec. 2018

- English 101 | “Writing About Writing: Authorship, Argument, and Community”

This Freshman Composition course used writing about writing—theories of composition and writing—to help students improve their own writing skills. By examining formal and informal conventions developed in multiple genres of academic writing (creative non-fiction essays, interview scripts, essay proposals, annotated bibliographies, blog posts, and formal outlines), students learned how smaller pieces of writing could be used in support of larger inquiries. Theoretical essays produced in the field of Composition and Rhetoric helped students reflect on their own writing processes; and served as models for academic writing that students attempted to imitate. Lectures emphasized the situated nature of writing, and asked students to consider how their rhetorical strategies responded to community expectations and standards.

- English 201 | “The Rhetoric of Actual Crime”

This second-semester first-year writing course (which at John Jay introduced rhetorical analysis) focused on four common writing strategies—description, discussion, narration/explanation, and analysis/argument—with cross-disciplinary utility. By studying Truman Capote’s *In Cold Blood*, which founded the genre of true crime, students examined how each of these strategies appeared in the different sections of Capote’s “nonfiction novel,” from its early descriptions of the small town in Kansas and the Clutter family, up through the investigation and trial of Hickock and Smith. Students further compared these literary techniques to the rhetorical genres and strategies used in actual police investigations—police reports, evidence summaries, testimonies/confessions, police profiles, and psychiatric evaluations, etc.—to understand what details and concerns are pertinent to each; and how the “facts” of the story change when viewed through the distinct lenses of primary, secondary, and tertiary sources. Over the course of the semester, students used each of the core writing strategies to produce their own works of true crime writing, based on a real-life case they identified in the first week, and whose details they continued to research as the semester progressed.

- Literature 327 | “Crime, Punishment, and Justice in World Literature”

This core-curriculum undergraduate course for Juniors and Seniors examined literary texts that dealt explicitly with the questions of crime, punishment, and justice from around the world, in order to explore how the notions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students read literary works that question the psychological and social causes of crime, articulate philosophies of law, and outline varieties of possible punishment; and in so doing, explore what justice might mean in a given context. Students performed regular close reading assignments, and practiced making arguments about literary interpretation through short and long research papers. Through weekly presentations, students explored topics such as distributive, retributive, compensatory, and reparative justice; the relation between bureaucracies, due process, and the administration of justice; the

Marxist theory of crime; and the psychology of confessions and criminal rationalizations.

Brooklyn College, CUNY

Sep. 2010 – Dec. 2012

- English 1010 | “The American Essay Tradition”

This Freshman composition class used famous American essays to help students develop strong expository writing skills. The essays involved, which ranged from early American works, such as the Mayflower Compact and the Declaration of Independence, up through seminal works of the 20th century by writers such as Joan Didion, modeled the basic premise of the course—that writing is thought condensed; that complex thought is a kind of composition, through which we clarify, develop, and organize our thoughts into more complicated arguments. Students produced weekly essays, and revised these essays regularly to refine, improve, and consolidate the thoughts they expressed.

- English 1012 (Intro. to Narrative) | “20th Century American Political Narratives”

This course introduced Freshmen to the practice of literary analysis. In short essays, students performed close readings of fictional narratives (focusing, for instance, on the meaning of an individual word within a paragraph, chapter, and work). In digital journals, students reflected on their patterns of attention, and tried to identify details that mattered with respect to the work’s broader intentions; and used these journals to identify important themes and generate meaningful research questions. The assigned texts were all works of explicitly political fiction produced during the 20th century, starting with Orwell’s *1984*, followed by Atwood’s *The Handmaid’s Tale*, Le Guin’s *The Dispossessed*, Ellison’s *The Invisible Man*, and many more. By examining overtly political works, beginning with dystopian science fiction, students learned how writers’ political views relate to the form and content of their works, developing strategies of interpretation they could apply to all works of fiction, reading against their grain to identify their latent ideologies and political imaginaries. Critical essays paired with the main texts modeled approaches to political criticism that students could emulate.

- Core Curriculum 3102 | “Ideas of Character in the Western Literary Tradition”

This core curriculum English course for Junior and Senior undergraduates examined how the nature of “character” changed and developed over the course of the Western Literary tradition. Based a selection of canonical texts (Chaucer’s *The Canterbury Tales*, Shakespeare’s *Twelfth Night*, Swift’s *Gulliver’s Travels*, Dickens’ *Great Expectations*, James’ *The Turn of the Screw*, Woolf’s *Orlando*, and Beckett’s *Molloy*), as well as examples of Romantic poetry, students considered how notions of character, and the conventions used to represent fictional agents and their minds/subjectivities, changed over time in response to social, political, religious, and aesthetic pressures. By reading these works, writing short and long essays, and keeping regular journals, students came to recognize the inherently self-reflexive nature of the Western tradition, in which writers explicitly reference and respond to the works of their predecessors; and to understand the ongoing struggle between novelty and tradition that drives literary production.

GRANTS**Provost's Digital Innovation Grant – Start Up****Spring 2018**

With funding from the Provost's Office, developed a shared, online resource for computational literary analysis that integrated traditional narrative concerns with algorithmic, computational methods. This resource aimed to incorporate key insights from literary structuralism, narratology, and the phenomenology of reading within an innovative mark-up protocol that, by preserving narrative context, facilitated the computational analysis of style and fictional sentence. (Currently being revised as part of a dissertation.)

RESEARCH & RELATED PROFESSIONAL EXPERIENCE**Associate Researcher****Feb. 2017 – Present**

Collaborate with Professor Matthew Gold in the research, synthesis, and formulation of key concepts for his upcoming book, an introduction to the field of Digital Humanities that foregrounds the epistemological practices employed in digital methods (e.g., mapping, modeling, experimenting, etc.). Survey recent scholarship in the field of DH to identify noteworthy projects for inclusion as case studies. Participate in interviews of prominent DH practitioners to understand how their groundbreaking projects were conceived, implemented, and maintained, so that new practitioners can “reverse engineer” projects based on these examples. Provide feedback on early drafts to facilitate revision.

Research & Editorial Assistant**Fall 2018 – Spring 2020**

Assist Dr. Julie Suk, Dean for Master's Programs at the Graduate Center, with two book projects—a constitutional history of the Equal Rights Amendment and a feminist history of the temperance movement. With respect to the former, provided editorial and copy-editing services, and conducted archival research to identify biographical materials concerning 19th, 20th, and 21st Century American feminists (from the early suffragettes to current members of congress). With respect to the latter, conducted archival research on the 19th Century “mothers” of the Prohibition Amendment.

Writing Consultant, John Jay College of Criminal Justice**Jan. 2016 – May 2016**

Tutored undergraduates in need of special assistance as part of the Writing Center staff. Advised individual students on necessary revisions to research papers. Workshopped theses, arguments, and the mechanics of writing with these students to improve the quality of their assignments prior to submission.

Editorial Assistant**Fall 2015 – Spring 2016**

Assist Professors Matthew K. Gold and Lauren Klein in the publication of *Debates in the Digital Humanities 2016*. Followed up with contributors to this edited collection to obtain final drafts of

their submissions. Disseminated copy-edited proofs along with copyright permissions for all pertinent images and tables.

**Operations Manager, Baura New York LLC
New York, NY**

Sep. 2008 – Oct. 2013

In addition to overseeing key projects and systems, and managing budgets and personnel, constructed Filemaker Pro database to automate and facilitate complex activities, including staff and resource allocation, budgeting, and profit-loss analysis. Reviewed and evaluated software options for digital resource archive and presented recommendations to owner. Created digital library of mixed-media documents, including photographs, schematics, and construction drawings. Developed faceted metadata schema for image description and cataloged library content.

**Database Developer, Dodge Poetry Foundation
Newark, NJ**

Jan. 2013 – May 2013

Designed prototype online database for the Dodge Poetry Festival. Analyzed existing data to create Entity-Relationship models with appropriate constraints and cardinality. Defined key and field constraints. Proposed new standards for data integrity and collection.

**Project Management Intern, Scholarly Comm. Center, Rutgers
New Brunswick, NJ**

Jan. 2013 – May 2013

In conjunction with senior management, developed guidelines and protocol for the mass digitization of 18,000 theses and dissertations published at Rutgers. Researched and assessed potential copyright issues. Drafted language for rights management. Adapted existing procedures for the ingest of digital masters using the Workflow Management System (WMS), designed by RU Core (a trusted digital repository) and the Scholarly Communication Center. Isolated appropriate case studies and established metadata standards for the project.

**Sr. Immigration Paralegal, Gibney, Anthony, and Flaherty LLP
New York, NY**

Mar. 2005 – June 2009

Prepared, drafted, and filed nonimmigrant/immigrant visa petitions. Reviewed case histories to determine appropriate filing strategies. Managed client account consisting of 200+ foreign nationals and maintained detailed electronic records of relevant biographic and visa information. Trained entry-level paralegals regarding firm procedures and immigration law. Evaluated new database software and systems. Managed database migration for the firm's largest client (2000+ foreign nationals) and trained attorneys and staff on new technology.

**Grievance Analyst, New York Hotel & Motel Trades Council
New York, NY**

Aug. 2003–Nov. 2004

Audited Hotel financial records to ensure compliance with Collective Bargaining Agreement.

In cases of contractual breach, calculated back pay liability. Investigated hotel managerial practices to determine the validity of union member complaints. In conjunction with Union Attorneys, prepared grievance cases for arbitration. Designed computer databases and administrative support systems for tracking documents received from Hotels, and for assessing and calculating financial liability. Developed and maintained shared database of 26,000 union members. During special campaigns, managed a staff of eight employees and designed database/data entry systems for rapid reporting.

UNIVERSITY SERVICE/LEADERSHIP

- Elections Committee, Ph.D. Program in English, The Graduate Center, CUNY
- Course Assessment Committee, Ph.D. Program in English, The Graduate Center, CUNY
- Website Committee, Ph.D. Program in English, The Graduate Center, CUNY

PROFESSIONAL MEMBERSHIPS

- Modern Language Association
- Northeast Modern Language Association
- The Ricoeur Society
- Society for Literature, Science, and the Arts

CONFERENCE PRESENTATIONS

Digital Humanities 2020 **Jul. 23, 2020**

Paper: "Accessibility and Reception: Vector Semantics, Reading Publics, and the Changing Reception of Literary works"

International Society for the Study of Narrative 2020 **Mar. 5, 2020**

Panel: History and Practice of Narrative Theory

Paper: "On Transforms and Metatexts: A Model-based Approach to Narratology"

Northeast Modern Language Association **Apr. 14, 2018**

Panel: "Extraordinary Space: Locating States of Exception in the Fantastic"

Paper: "The Messianic Return to Ruins: Ideology and Utopia in *The Book of the New Sun*"

Society for Literature, Science, and the Arts **Nov. 11, 2017**

Panel: "Not Out of Time: The Whitehead Stream"

Paper: “The Present Past and the Probable: Process Philosophy, Implicit Learning, and Delimited Appetition”

Northeast Modern Language Association

Mar. 18, 2016

Panel: “Rethinking the Neuronovel: Towards a Narrative Model of Cognition”

Paper: “Weights of Double Pressure: Transparent Minds and Aesthetic Schemes in *The Wings of the Dove*”

Brooklyn College English Conference

Apr. 18, 2009

Conference Topic: Under the Influence: Politics and the Current of Literature

Paper: “Observations of *Watt*: Psychoanalysis, Literature, and Psychotic Utterances”

REFERENCES

- Joan Richardson, Distinguished Professor of English and Comparative Literature, The Graduate Center, CUNY
- Matthew Gold, Associate Professor of English and Digital Humanities, The Graduate Center, CUNY
- John Brenkman, Distinguished Professor of English and Comparative Literature, The Graduate Center, CUNY

LANGUAGES/SKILLS

- Programming Languages: Python; XHTML; XML; CSS; SQL; Basic PHP & Javascript
- Languages: Mandarin Chinese (professional working proficiency); French (reading proficiency)