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STACY HARTMAN

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E-Portfolio:

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EDUCATION

Stanford University, Stanford, CA (September 2010-present)

A.B.D. German Studies

The University of Manchester, Manchester, United Kingdom (2007-2008)

M.A. German Studies (Distinction)

The University of California, Santa Cruz, Santa Cruz, CA (2001-2005)

B.A. Modern Literature with a German emphasis (Highest Honors)
Women's Studies (Honors)

DISSERTATION

Title: "The Ethics of Emotion: The Dialectic of Empathy and Estrangement in Postmodern German Literature and Film"

Abstract:

Although the question of the role of empathy in our experience of fiction is currently an active one in psychology, most of the relevant research has been conducted on "immersive" or popular literature and film. This dissertation seeks to change that by using cognitive approaches to literature to examine how and why postmodern literature and film disrupts the reader or viewer's expected empathetic connection with the narrator or protagonist, thereby denying its reader or viewer the experience of becoming immersed in the fiction. This disruption is accomplished principally by making it very difficult for the reader or viewer to judge the protagonist or narrator morally, a process that is generally unconscious in the immersive experience of fiction. Drawing on research by both cognitive psychologists and cognitive cultural theorists, I examine first how moral judgment is rendered more difficult, through narrative techniques such as unreliable, mediated, or detached narration, and through thematic concerns, such as an overwhelming interest in the grotesque and the disgusting. Ultimately, however, I also venture to argue about why this trend is so present in postwar literature and film: namely, that in the wake of the disastrous failure of empathy that was World War II, postmodern writers and directors have sought to render moral judgment and decision-making conscious and deliberate, rather than unconscious and emotion-based. This argument has implications for not only the field of cognitive cultural studies, but also for psychology, ethics, and even education.

Advisors:

Professor Amir Eshel (German)

Professor Blakey Vermeule (English)

Committee Members:

Professor Russell Berman (German)

Assistant Professor Jamil Zaki (Psychology)

LANGUAGES

English (native reading, writing, and speaking)

German (fluent reading, writing, and speaking)

Spanish (proficient reading, writing, and speaking)

PUBLICATIONS

Articles

“A Romance with One’s Own Fantasy’: The Nostalgia of Exile in Anna Seghers’s Mexico.” *Edinburgh German Yearbook, Volume 3: Contested Legacies: Constructions of Cultural Heritage in the GDR*. Ed. Matthew Philpotts and Sabine Rolle. New York: Camden House, 2009.

Book Reviews

Jaimey Fischer and Barbara Mennel, ed.: *Spatial Turns: Space, Place, and Mobility in German Literary and Visual Culture*." *The Modern Language Review*, Volume 107, Number 1, 1 January 2012, pp. 324-326.

David Clarke and Renate Rechten, ed.: *The Politics of Place in Postwar German: Essays in Literary Criticism*." *The Modern Language Review*, Volume 106, Number 2, 1 April 2011, pp. 605-606.

Axel Goodbody, Pól Ó Dochartaigh, and Dennis Tate, ed.: *Dislocation and Reorientation: Exile, Division and the End of Communism in German Culture and Politics. In Honour of Ian Wallace*." *The Modern Language Review*, Volume 105, Number 3, 1 July 2010, pp. 923-925.

Katharina Gestenberger: *Writing the New Berlin: The German Capital in Post-Wall Literature*." *The Modern Language Review*, Volume 105, Number 2, 1 April 2010, pp. 608-609.

PRESENTATIONS

“Slippery as an Eel: Disgust, Empathy, and Estrangement in the First Book of *Die Blechtrommel*,” German Studies Association Conference, October 2013.

“False Leads and Cold Cases’: The Insolubility of History in Michael Chabon's *The Final Solution*,” Vanderbilt University, German Studies Graduate Student Conference, March 2012.

“White Ribbons and Purifying Punishments: The Metaphoric Construction of Morality in *Das weiße Band*,” Stanford University, German Studies Colloquium, March 2012.

“What difference does it make who is speaking?': Removing Günter Eich from the Günter-Eich-Debatte,” University College London, German Studies Postgraduate Colloquium, March 2008.

PROFESSIONAL EXPERIENCE

Courses Taught

Co-Instructor, German 182, “War and Warfare in Germany,” Stanford University (Spring 2013)
 Co-taught an English-language German literature, film, and culture course with Professor Russell Berman to Stanford undergraduates. Texts included *All Quiet on the Western Front*, *Mother Courage*, and *The White Ribbon*. Contributed to syllabus design, facilitated discussion, and graded assignments.

Graduate Teaching Assistant, German 1, 2, 3, and 21, Stanford University (Fall 2011, Spring 2012, Fall 2012, Winter 2013)

Beginning and Intermediate German language courses and Intermediate German Conversation. Received training in ACTFL language level evaluation standards. Focus on student-centered communicative methods.

Graduate Teaching Assistant, Intermediate German Conversation, Stanford University (Spring 2011, Spring 2013)

Designed and implemented conversation courses for Stanford undergraduates either returning from or preparing to go abroad to Germany.

Instructor, *English as a Foreign Language*, NEXUS: Lenguas y Culturas, Cuenca, Ecuador (Spring 2007)

Provided English language instruction to K-12 and adults at a private language school.

Fulbright Foreign Language Teaching Assistant, English as a Foreign Language, Trave-Gymnasium, Lübeck, Germany (2005-2006)

Provided English language instruction to middle school and high school students.

Undergraduate Instructor, Twentieth Century Children's Fantasy Literature, University of California, Santa Cruz, Department of Literature (Winter 2005)

With a fellow undergraduate, designed and facilitated an undergraduate seminar. Designed the syllabus, facilitated discussion, and graded assignments.

Undergraduate Teaching Assistant, Introduction to Feminism, University of California, Santa Cruz, Department of Women's Studies (Fall 2003)

Served as the facilitator of a discussion section for fellow undergraduates.

Other Teaching and Course Design Experience

Graduate Writing Tutor, Hume Writing Center, Stanford University, 2013-2014.

Provided Stanford undergraduates and graduates with support at all stages of the writing process and in all disciplines.

Course Designer, Shmoop University, Inc., 2013.

Designed online literature courses for high school students, including: Holocaust literature and film, Kate Chopin and Emily Dickinson, and Franz Kafka.

Academic Support and Educational Research

Academic Advising Fellow, Undergraduate Advising and Research, Stanford University, 2014-present.

Provide drop-in advising to Stanford undergraduates and administrative support to UAR.

Coordinator, Faculty-Graduate Student Collaborative Teaching Project, Stanford University 2012-present.

Design and co-run seminar on humanities pedagogy. Coordinate meetings, communicate with participants, and arrange catering. Facilitate and organize site visit by the Teagle Foundation (funding body).

Graduate Teaching Consultant, Center for Teaching and Learning, Stanford University, 2013-present.

Facilitate small group midterm evaluations and provide video consultations and other services that enhance and enrich the teaching experiences of graduate teaching assistants at Stanford.

Course Ethnographer and Researcher, Lacuna Stories Project, Stanford University, 2013-present.
Conduct classroom observations, student surveys, and analysis for a digital humanities pedagogy project.

Program Management and Administration

Co-Organizer, Series on the Public Humanities, Stanford University, 2013-present.
Conceptualize and coordinate a series of speakers on the humanities in the public sphere and on public scholarship generally. Coordinate travel and arrange catering and hospitality while managing a \$13,000 budget.

Founder and Coordinator, “Alt Ac” Speaker Series, Vice Provost for Graduate Education, Stanford University, 2012-2013.
Conceptualized and coordinated a series of speakers about alternative academic careers for PhDs. Researched, interviewed, and selected speakers; scheduled speakers, arranged catering, and moderated sessions.

Coordinator, Assessing Graduate Education Project, Division of Literatures, Cultures, and Languages, Stanford University 2011-2013.
Designed, implemented, and reported on a broad survey of best practices in graduate education.

Manager, Kaplan Tutoring, 2008-2010.
Hired, trained, and managed over fifty part-time tutors as an Academic Specialist and Academic Manager.

ACADEMIC SERVICE

Student Representative, Graduate Academic Committee, Division of Literatures, Cultures, and Languages, Stanford University (2012-2013)

Member, Steering Committee, DLCL Graduate Student Conference: Urban/Jungles, Stanford University (2012)

Co-founder and Coordinator, German Studies Forum for Graduate Students, Stanford University (2010-2012)

Student Representative, Postgraduate-Taught Committee, School of Languages, Linguistics, and Cultures, University of Manchester (2007-2008)

GRANTS AND AWARDS

North American Foundation of the University of Manchester Award (2007)

Fulbright Grantee (2005)

Dean’s Award, Humanities Division, University of California, Santa Cruz (2005)

Humanities Undergraduate Research Award, University of California, Santa Cruz (2004)

Regent’s Scholarship, University of California, Santa Cruz (2001-2005)