



Georgia Tech · Ivan Allen College of Liberal Arts

School of Literature, Media, and Communication

Randall W. Harrell

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404-769-2331

Georgia Institute of Technology

Visiting Lecturer

Atlanta, GA

EDUCATION

PhD in English/Literary Studies (2021) Georgia State University Atlanta, GA

Dissertation // Advisor: Mark D. Noble PhD
“American Ambivalence: Temporality and Trauma
in Nineteenth- and Twentieth-Century Literature”

MA in English/Literary Studies (2015) Georgia State University Atlanta, GA

MA Thesis // Advisor: Mark D. Noble, PhD
“*Moby-Dick* as Proto-Modernist Prophecy”

BA in English (2011) // Cum Laude Kennesaw State University Kennesaw, GA

AS in General Studies (2008) Darton State University Albany, GA

Music **Certificate** (2005) Darton State University Albany, GA

RESEARCH AND TEACHING INTERESTS

Long Nineteenth-Century American Literature
Southeast Indigenous Studies
Multimodal Composition and First-Year Writing
Civic Engagement and Social Justice

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EDUCATIONAL APPOINTMENTS

Georgia Institute of Technology
School of Literature, Media, and Communication

Visiting Lecturer
Fall 2025–Present

Georgia Institute of Technology
Writing and Communication Program

Marion L. Brittain Postdoctoral Fellow
Fall 2022–Summer 2025

Kennesaw State University
Department of English

LT—Assistant Professor
Fall 2021–Spring 2022

Georgia State University
Lower Division Studies

Instructor of Record/GTA
Spring 2015–Summer 2021

Georgia State University
GSU Writing Studio

Writing Tutor
Spring 2014–Spring 2015

NOTABLE TEACHING EXPERIENCE

GSU’s Learning Support Programs—Panther Excellence Program (PEP)

Established and Initiated First Freshman Learning Community (FLC) of English Majors
Taught 1 of 3 Co-Requisite Courses—Comp, World Lit, and First-Year Experience

Experience Teaching Online—Asynchronous and Synchronous

Taught ENGL 1102 in Georgia Tech’s Honor Program—Fall 2024

PROOF OF EXCELLENT PEDAGOGY

Selected for **Professor Appreciation** Day (GaTech)

Women’s Basketball Spring 2025

Women’s Softball Spring 2025

Baseball Spring 2023, Spring 2024, Spring 2025

Football Fall 2023

Women’s Volleyball Fall 2023

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Center for Teaching and Learning (CTL) **Thank-a-Teacher Award**
ENGL 1102 Fall 2024

Class of 1969 Teaching Fellow (Center for Teaching and Learning)
Georgia Institute of Technology (Fall 2025–Spring 2026)

Selected for a competitive, cohort-based interdisciplinary teaching fellowship focused on evidence-based pedagogy, inclusive teaching practices, grading/assessment, and course design.

COURSE DESIGN

Intro to Literary Studies: Methods to Read Well & Make Meaning

Introduces students to literary studies through close reading, sustained discussion, and engagement with poetry, fiction, drama, and hybrid texts from diverse cultural and historical contexts. Emphasizes interpretive practice, theoretical literacy, and the development of critical reading and meaning-making skills.

Studies in Fiction: Cherokee Literature & Cultural Memory

Centers Cherokee literature as a site of historical, cultural, and political meaning-making. Through historical and contemporary fiction alongside archival materials and Cherokee print culture, students examine removal, survival, sovereignty, and the ongoing afterlives of settler colonialism.

American Literature & Culture: Movements, Memory, Meaning

Surveys major movements in American literature from early foundations through the late twentieth century, emphasizing how literary texts reflect, resist, and reimagine cultural and political forces shaping the United States. Combines literary analysis with historical contextualization and critical writing.

Short Fiction by American Women: Canonical Constructs, Intersectional Margins, and Indigenous Interventions

Examines American women's short fiction through lenses of canon formation, intersectional identity, and Indigenous intervention. Pairs close readings with critical texts to explore power, representation, and alternative literary traditions across historical and contemporary contexts.

Dickinson / Whitman: Form, Voice, and the Politics of the American Poem

Offers an in-depth study of Emily Dickinson and Walt Whitman, situating their divergent poetic practices within nineteenth-century social, political, and print cultures. Focuses on form, voice, genre, and the poets' enduring influence on American literature and media.



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ENGL 1101—Writing that Matters: The *Cherokee Phoenix*, Print History, and Writing for Web

As an entry point into writing and communicating through multimodal formats, students engage in an in-depth study of the print history of the *Cherokee Phoenix*, pairing that experience with journalistic writing akin to the practice of a traditional print periodical. Students learn about the central figures at work during Cherokee Removal, including the editors of the *Phoenix*—Elias Boudinot and Elijah Hicks. The class asks students to envision what entails creating a periodical that responds to a social need. Students also interrogate factors that surround establishing a newspaper during a time of cultural calamity and political upheaval. Students implement their own periodical that speaks to current social issues. After establishing the print periodical, the class migrates their created content from print to a digital platform.

ENGL 1102—Multimodal *Moby-Dick*; or, the Whale of WOVEN Communication

Herman Melville's *Moby-Dick* is often touted as “The Great American Novel.” It exudes America’s cultural fixation on conquest, power, and empire, and stands as a beacon of beauty, philosophy, and history. The industry of whaling, although far removed from our collective consciousness today, was once the wind in the sails of American commerce and a major conduit espousing the idea of financial stability and upward mobility, concepts that would eventually undergird what would be referred to as “The American Dream.” In this course, students take up many different modes of writing. As we read through *Moby-Dick*, we participate in the different genres practiced by Melville. As we encounter each of Melville’s variations of writing style, we pause the novel to compose our own multimodal writing within these genres. This writing course offers students the chance to write both creatively and academically, while also engaging in a WOVEN (Written, Oral, Visual, Electronic, and Non-Verbal) model of communication, an approach that emphasizes rhetoric, process, and multimodality. The course also includes a significant research component.

ENGL 1101—Origins to Influence: Compassion, Communication, and the Civil Rights Movement

This course welcomes students into the rich world of academic discourse. Students write extensively, read copiously, explore enthusiastically, and think critically. This course offers each student a chance to engage with the important history of the Civil Rights Movement while becoming acquainted with a city that has a lot to say about southern culture and civil rights. The course opens doors for each of us to think constructively about the spaces we inhabit. By the end of the course, each student will have engaged with various modes of communication. Although the class will be intensive and challenging, it should prove to be rewarding and useful to any student attending Georgia Tech. While focusing primarily on writing and communication, we examine writings from Frederick Douglass, Martin Luther King, Jr., W.E.B. Du Bois, Malcolm X, John Lewis, Booker T. Washington, and others. Students create artifacts such as written essays and narratives, thoughtfully designed posters, and writing for digital and electronic platforms.

ENGL 1102—Time Travel, Memory, and Multimodal Inquiry

In this course, we will explore how time travel functions as a narrative and rhetorical device to examine memory, cultural identity, and change over time. Centering Octavia E. Butler’s *Kindred*—presented in both prose and graphic novel form—you will engage with fiction, scholarship,



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visual media, and historical artifacts that address questions of personal and collective identity and memory. Throughout the term, you will craft three major multimodal artifacts and a final reflective ePortfolio emphasizing the five modes of communication: Written, Oral, Visual, Electronic, and Nonverbal (WOVEN). Our work will foreground critical analysis, creative composition, and academic research as acts of discovery and engagement.

ENGL 2110—World Literature

In this survey of World Literature, we begin asking questions that pertain to ideas of post-colonialism, imperialism, and trauma theory. While we can't survey all aspects of World literature in one semester, we follow specific paths of interrogation through many different global cultures. We focus much of our efforts on marginalized communities both domestic and abroad and become more versed on a fuller spectrum of the human experience.

ENGL 2130—American Literature

This class is a literary survey of history and literature from the United States, with consideration of literary genres, conventions, and modes. We encounter issues such as periodization, canon formation, national identity, and the interrelationships between literature and other elements of culture. While surveying all aspects of American Literature is not possible in one semester, following specific paths of interrogation through many different approaches is possible.

SCHOLARSHIP

Articles

Guide to First-Year Writing—Fourth Edition
“GSU Writing Studio Tutor Experience”

Published 2016

SAMLA News—Volume 36
“Hemingway and Religion Panel at SAMLA 87”

Published 2016

EDITORIAL

Guide to First-Year Writing—Fifth Edition
Georgia State University // Acquiring Editor of Art

Published 2016

WOVENtext Revision Committee
Georgia Institute of Technology

2023–2024

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SERVICE AND COMMITTEE WORK

Public Initiatives Working Group (PIWG) Georgia Institute of Technology	Spring 2025
Writing and Communication Program Advisory Committee Third-Year Elected Representative—Georgia Institute of Technology	2024–2025
Brittain Fellowship Hiring Committee Georgia Institute of Technology	2023–2024
Integrating First-Year Composition with Literature Courses Georgia State University	2016–2017
Georgia State University Writing Studio Desk Reception	Fall 2013

STUDENT ADVISEMENT

Project Lead—Compiling and Editing Teaching/Critical Edition Facilitated Primary and Secondary Research Directed Student as an Editorial Assistant <i>Memoir of Catharine Brown</i> —Co-edited with Dr. Gina Caison	Academic Year 2024–2025
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SCHOLARLY CONSULTATION

Research and Field-School Director New Echota State Historic Site and Chief Vann House Historic Site Archival Research and Organization	May 2024
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INVITED TALKS

Harrell, Randall W. “**Transitioning to College Writing and Communication.**” **Invited presentation**, JumpStart Jackets orientation for incoming first-year and transfer student-athletes, William C. Wardlaw Jr. Center, Georgia Institute of Technology, Atlanta, GA, **14 Aug. 2025**. (Interactive session on college-level writing expectations, multimodal communication, and responsible engagement with AI tools.)



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CONFERENCE PRESENTATIONS

Harrell, Randall W. "Traumatic Time and the Violence of American Enslavement: The Irreconcilable Passing of Time and Black Memory in Octavia E. Butler's *Kindred*." *35th Annual Conference on American Literature, American Literature Association*, 24 May 2024, The Palmer House, Chicago, IL. Conference Presentation

Harrell, Randall W. "The Lived Futures of Indeterminate Pasts: Octavia Butler's *Kindred*, the Social Capital of Language, and the Power of Literacy." *SAMLA 95—(In)Security: The Future of Literature and Language Studies*, South Atlanta Modern Language Association, 9 November 2023, Atlanta Marriott Buckhead Hotel & Conference Center. Conference Presentation.

Harrell, Randall W. "Wide-Held Misinterpretation in Stephen Crane's *Maggie*: The Heroine—A Girl in the Streets but Not of the Streets." *New Voices Conference*, 2017, Georgia State University, Atlanta, GA. Conference Presentation.

Harrell, Randall W. "Octavia E. Butler's Linguistic Facility: Education and Literacy as Power in *Kindred* and *Parable of the Sower*." *SAMLA 88—Utopia/Dystopia: Whose Paradise Is It?*, 4 November 2016, Hyatt Regency Riverfront, Jacksonville, FL. Conference Presentation.

Harrell, Randall W. "Octavia Butler's Linguistic Facility: Education and Literacy as Power in *Kindred*, *Parable of the Sower*, and *Mind of My Mind*." *Changing Space and Time: The Power and Purpose of Black Speculative Fiction*, 2016, Georgia State University, Atlanta, GA. Conference Presentation.

Harrell, Randall W. "American Romantic Funerals: Dickinson's Coffins and Melville's Hearses." *New Voices*, 2015, Georgia State University, Atlanta, GA. Conference Presentation.

EVENT/CONFERENCE LEADERSHIP

A Symposium Honoring the Work of Octavia E. Butler—*Changing Space and Time: The Power and Purpose of Black Speculative Fiction*, 2016, Georgia State University, Atlanta.

Lead Organizer

SAMLA 88—Utopia/Dystopia: Whose Paradise Is It?, 2016, Hyatt Regency Riverfront, Jacksonville, FL. **Volunteer**

SAMLA 87—In Concert: Literature and the Arts, 2015, Sheraton Imperial Center, Durham, NC. **Staff Member**



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LECTURES

New Echota, Archival Research, and Service-Learning New Echota State Historic Site—Gordon County, GA Gina Caison, PhD	May 2024
“James Joyce’s ‘A Little Cloud’” University College Dublin—Dublin, Ireland LeeAnne Richardson, PhD	Summer 2016
“How to Write an MA Thesis and Proposal” Georgia State University—Atlanta, GA Tanya Caldwell, PhD	Spring 2016
“ <i>Hunger</i> —Desire in Literature” Georgia State University—Atlanta, GA Jay Rajiva, PhD	Fall 2016
“Frank O’Hara and William Carlos Williams: The <i>Work</i> that Accessibility Does for Poetry and Its Readers” Georgia State University—Atlanta, GA Mark D. Noble, PhD	Spring 2014

PEDAGOGICAL HIGHLIGHTS

Kennesaw State University and the Distance Learning Center Asynchronous Online Training—“Build a Web Course Workshop” Topics: Accessibility, Learner Support, LMS Navigation, Digital Pedagogy, Communication, and Assessment	Spring 2022
Georgia State University (Biannually) Writing Studio Tutor Seminars Developed tutoring protocols for best practices. Designed resources for writing workshops. Garnered skills for individual and small group instruction.	Fall 2013–Spring 2015
Georgia State University (Biannually) GTA Rhetoric and Composition Conference Calibrated grading practices. Refined teaching philosophy. Kept up with writing pedagogy trends.	Fall 2014–Spring 2018



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AWARDS, RECOGNITIONS, AND ASSISTANTSHIPS

Advanced Teaching Fellowship Awarded Annually to Exception GTAs Georgia State University—Atlanta, GA	2019–2020
Domestic Field-School Research Assistant “To Be Real: Literary Atlanta at the Turn of the Twentieth Century” The Wren’s Nest Historic Site—Atlanta, GA Researched, Wrote, Recorded, and Installed Audio Tour Directed Field Trips to Historic Sites	May 2018
Domestic Field-School Research Assistant “Topics in American Literature: The Trail of Tears” New Echota Historic Site, Calhoun, GA Hosted Cherokee Guest Scholars Led Service-Learning Projects	Summer 2017
Graduate Assistant—Gina Caison, PhD Cleaned, preserved, and Catalogued Cherokee Artifacts Organized and Catalogued Nineteenth-Century Newspapers	Summer 2017
Writing Across the Curriculum (WAC) Teaching Assistant and Student Support Entrepreneurship and Innovation Institute Georgia State University	Fall 2017
ATLAS Scholarship—Study Abroad Teaching Assistant (Aspire, Travel, Learn, Achieve, Share) “Tale of Two Cities: Dublin and Belfast” University College Dublin, Ireland—LeeAnne Richardson, PhD	Summer 2016
Domestic Field-School Research Assistant “Literary History in Place: The Trail of Tears” New Echota Historic Site, Calhoun, GA	May 2015



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