

Buttrick-Crippen Fellowship Application

*One Foot in Front of the Other:
Walking in Life and Literature*

**John Wyatt Greenlee
PhD Candidate
Cornell Medieval Studies Program**

Table of Contents

<u>Section</u>	<u>Page</u>
<u>Introduction</u>	1
<u>Seminar Description</u>	2
<u>Learning in Motion</u>	3
<u>Place in the Institute</u>	5
<u>Appeal to First-Year Undergraduates</u>	6
<u>Provisional Learning Outcomes</u>	7
<u>Statement of Accommodation</u>	8
<u>Readings and Course Media</u>	8
<u>Writing Assignments</u>	10
<u>Walking Journal</u>	10
<u>Reading Responses</u>	11
<u>Informal Papers</u>	11
<u>Formal Essays</u>	12
<u>Readings/Writing Relationship</u>	16
<u>Student Evaluations</u>	17
<u>Curriculum Vitae</u>	18
<u>Letters of Recommendation</u>	25
Kimberly Williams.....	25
Andrew Galloway.....	27

Introduction: The Place of Walking in Our Lives

The nature in which we walk through the world is one of humanity's defining traits. While there are other animals who can move bipedally – apes, kangaroos, most birds and some lizards, for example – and some, such as flightless birds, who do so habitually, there are no animals who are as uniquely designed for walking as humans.¹ The moments when we learn basic locomotive skills – when we gain the capacity to crawl, walk, run, and jump – stand out as developmental milestones of our humanity. But as we age and become accustomed to the sensations of movement, walking becomes not only second nature, but first nature. Unless we are encumbered by injury or disability, we tend to cease paying attention to the ways that we physically process space through motion. Walking becomes simply the unconsidered process of transition from one point to another. We focus on the people and events we have left behind us, the things that happen to us in transit, and the end goal of our walk, but we seldom think about the acts of procession.

Whether we pay attention to it or not, however, walking remains intrinsic to our humanity. We walk at a common, communal speed, consistent within our local culture and with its valuations of time, that connects us to those around us.² Even when we walk alone, then, we walk in step with our communities. Moreover, walking provides us with physical triggers that initiate avenues of thought, memory, and spirituality. We walk to clear our heads, to think through problems in solitude and to talk through issues with others. We assign strands of memory to itineraries of movement, binding events to places through the habits of our strides. And we understand the physical exertion of

¹ R. M. Alexander, "Bipedal Animals, and Their Differences from Humans," *Journal of Anatomy* 204, no. 5 (2004): 321–30.

² Robert V. Levine and Ara Norenzayan, "The Pace of Life in 31 Countries," *Journal of Cross-Cultural Psychology* 30, no. 2 (March 1, 1999): 178–205.

walking as an important component in many of our spiritual and religious rites, from the most formal church services to the most secular pilgrimages. Walking connects us to ourselves.

[Return to Table of Contents](#)

Seminar Description

I propose a seminar that explores the role of walking in both our day-to-day lives and in our culture more broadly. The course will be organized around a series of readings that consider walking in a variety of contexts. The motivating purpose of the seminar will be to guide students towards thinking critically about how and why people proceed through the world, and to pay attention to the role of walking in their own lives. The semester readings will introduce class participants to different ways of thinking about walking, and give them a series of frames with which to contextualize its cultural valences. The writing assignments – both informal and formal – will provide students with an intellectual space for processing the course readings and for cultivating their own ideas. The practice of writing should help students connect the readings to their own experiences, while simultaneously helping them acquire the tools necessary for producing college-level written work.

I will organize the semester thematically, examining the phenomenon of walking in a variety of cultural. The semester will begin by introducing one or two useful pieces of theoretical framing to provide lenses through which to view subsequent course content. I will divide the remainder of the course calendar into broad thematic categories. The categories that I am currently considering include, but are not limited to: walking in religious and spiritual contexts; walking as a returning to nature; walking for health; walking as political dissent; walking as escape; walking as a component of cognition; and walking with limitations. In planning the class, I shall pick the categories that best

complement each other, with reading selections that students may combine generatively in their written assignments.

The course themes play into long-held interests of mine. I am a historian of maps and spatial use, and I came to this field of study via an interest in pilgrimages. Studying the movement of people from one place to another is foundational to my academic career, and is, itself, rooted in my long personal habit of human-powered travel. I have hiked and trekked since my youth, and as an adult I have toured by bicycle. Over the course of my doctoral work, I have read works that approach these activities from a theoretical position, and I have found it a fruitful activity to apply such theory to critical consideration of my daily walking habits. I have increasingly hoped for the chance to teach a class that bring together these ideas for students.

[Return to Table of Contents](#)

Learning in Motion

The *One Foot in Front of the Other* course offers an experimental opportunity to combine movement and learning. I strongly believe in the value of physical movement and place-memory in teaching. My earlier career as a volleyball coach taught me the value of presenting singular concepts by means of multiple learning modalities; students' learning, and knowledge retention, is maximized when they apply not only mental attention, but also some degree of physical attention. Muscle memory aids cognitive memory.³ In my instructional experience, I have often required students to move around

³ A substantial body of research exists demonstrating the close, positive relationship between physical activity and cognitive health at all stages of life. For example, see: Benjamin A. Sibley and Jennifer L. Etnier, "The Relationship Between Physical Activity and Cognition in Children: A Meta-Analysis," *Pediatric Exercise Science* 15, no. 3 (2003): 243–56; Charles H. Hillman, Kirk I. Erickson, and Arthur F. Kramer, "Be Smart, Exercise Your Heart: Exercise Effects on Brain and Cognition," *Nature Reviews Neuroscience* 9, no. 1 (2008): 58, <https://doi.org/10.1038/nrn2298>; F. Sofi et al., "Physical Activity and Risk of Cognitive Decline: A Meta-Analysis of Prospective Studies," *Journal of Internal Medicine* 269, no. 1 (2011): 107–17; "Active Education: Growing Evidence on Physical Activity and Academic Performance," Research Brief

the classroom, using whiteboards on opposing walls and shifting groups and locations within the learning space. The motion and movement allows learners to assign specific pieces of learning to specific places within the classroom, which aids in bolstering retention and recall. This type of active, kinetic learning breaks up of static patterns classroom behavior and experience, keeping students' interest while facilitating their learning. For *One Foot in Front of the Other*, I would like to expand the practice of kinetic learning, making it a structural component of the class.

I am proposing, therefore, that part of this course be taught in motion, while walking. Designated class sessions will meet in Barton Hall and we will spend most of those classes walking and talking. I anticipate that this approach will be primarily useful for classes dedicated to discussing readings. While I have not yet worked through the specifics, I imagine that most activities will involve breaking students into small, randomly assigned discussion groups, initially with guiding questions, and have them talk through aspects of the texts while they walk. I believe that I would need to move between groups, and I suspect that I would want to reconvene the whole group several times throughout any given class session to bring different groups into conversation and assure that students stay on task. There are a number of intriguing options for employing active learning techniques, such as jigsaws, in kinetic ways. Not all discussion classes should be held in Barton Hall. However, I believe that this approach, judiciously applied, will aid students in accessing and integrating course content, and in retaining their learning.

[Return to Table of Contents](#)

Place in the Institute

The teaching and practice of writing has an indispensable part in this course. Writing will provide the bridge by which students will connect theories and experiences from the readings to their own experiences and ideas. Students will write, formally and informally, throughout the semester, and they will learn to edit each other's work effectively. The iterative practice of creation, critique, and revision will rest in part on class discussions about tone, audience, authorial control, and argumentation. In this respect, the class sits neatly within the mission of the Knight Institute of giving students the tools to become more advanced writers. The course will provide a highly interdisciplinary offering to the Institute's catalogue; anticipated course materials range from medieval pilgrim itineraries to 21st-century blogs, and encompass a wide scope of disciplinary approaches. By relying on a thematic rationale for the seminar that cuts across the academy's traditional boundaries of time and field, the course should fill a hole in the Institute's current course catalogue.

The *One Foot in Front of the Other* course does not stop at meeting a demonstrated need for variance in themes or materials. The seminar's built-in focus on kinetic learning gives the Institute an opening to experiment with classroom formats, while maintaining structural demands of Cornell's First-Year Writing seminars. The course offers significant opportunity for studying the effects of combining movement and classwork on student productivity and engagement. I would hope, in coordination with Cornell's Center for Teaching Innovation, to be able to use my teaching as a research opportunity, with the end goal of demonstrating a new avenue of improving classroom efficacy to other instructors, at Cornell and beyond. The Knight Institute is known for being forward-looking, and *One Foot in Front of the Other* provides a chance to further that tradition.

As a last point on this subject, I would note that the proposed course positions the Knight Institute to lead Cornell in bringing together two components of student life – academic and physical fitness – that the University recognizes as individually important. Cornell requires incoming First-Year students to take two physical education classes in their first year, in the hopes of establishing habits of well-balanced living, and the virtues of this type of balance are widely recognized. But few options exist for explicitly combining the physical and the academic, and in consequence students generally think of these as separate and compartmentalized elements of their Cornell lives. *One Foot in Front of the Other* is an opportunity to demonstrate the interdependency between these usually siloed arenas. I believe that a class employing truly kinetic learning strategies can demonstrate to students that they can augment their intellectual work by interweaving it with their physical movements, habits, and exertions. First-Year Writing Seminars are one of the few academic chokepoints through which most students must pass at Cornell; the Institute would be well served to take that opportunity to teach the value of physical/intellectual connectivity, leveraging the practice of writing to improve the students' practice of life.

[Return to Table of Contents](#)

Appeal to First-Year Undergraduate Students

First-year students should find this course appealing for several reasons. Firstly, its appeal rests in the way that the course connects its reading and writing assignments through the commonly shared experience of walking. Often in FWS courses, especially the medieval classes that I have taught, students have trouble connecting to the materials because they cannot see points of similarity with their modern lives. This course, however, builds on an activity with which they are already familiar. The average American walks roughly 2.5 miles a day, and Cornell First-Year Students spend much of

their time walking between North Campus and their classes across the gorge.⁴ *One Foot in Front of the Other* takes advantage of the base commonality of walking to make the class both accessible and interesting to participants. The course will ultimately ask students to use what they have learned to think about how they experience the world as they move through it. In this respect, the course is more centered on the students' personal experience than most FWS offerings. Secondly, the class will appeal to students because of its kinetic elements, and their mixture with more standard classroom practices. There will be students for whom a class incorporating movement into learning offers a greater draw than classes that offer only static classroom environments. Thirdly, the class format should be appealing because of its novelty. The course would be offered in the Spring Semester when many First-Year students, unhappy with having to take a second writing seminar, would be drawn to a class that promised a departure from normalized structures.

[Return to Table of Contents](#)

Provisional Learning Outcomes

By the end of the semester, students should be able to:

- Recognize the differences between levels of formality in writing
- Write with control at different levels of formality
- Use Zotero as a citation and source management system
- Access Cornell library resources, including the Rare Books and Manuscripts collection, with confidence
- Analyze source material from multiple genres and disciplinary realms

⁴ Laura Donovan, "Here's How Much the Average American Walks Every Day," *Business Insider*, June 12, 2015, <http://www.businessinsider.com/heres-how-much-the-average-american-walks-every-day-2015-7>.

- Combine textual sources to support synthesized arguments
- Explain the multiple roles walking plays in human cultural experience
- Think critically about the role of walking in their own lives

[Return to Table of Contents](#)

Statement of Accommodation

Students of all physical abilities are welcomed in this class. The course is centered around walking, and it demands considered movement from students. However, I recognize that there may be students in the class with disabilities who move through the world by other means. Despite the course focus, the ability to walk is not a requirement. The kinetic learning process that I have outlined above will accommodate all students. Writing assignments that ask students to think critically about their own movement (see below) will apply readily to forms of locomotion other than walking. To ensure that all aspects of the course will be accessible to any participant, I will work with Cornell's Office of Student Disability Services during the Fall Semester to construct a learning environment with the flexibility to meet any required accommodation.

[Return to Table of Contents](#)

Readings and Course Media

I have not done the work yet to nail down a catalog of potential readings for this course. There are, however, several classifications of readings and other media that I would like to have the students read. I would want to begin with writings by authors who have taken a philosophical approach to thinking about physical actions of walking. Here I am thinking about materials such as the early parts of Rebecca Solnit's *Wanderlust*, Geoff Nicholson's *The Last Art of Walking*, or sections of

Robert Macfarlane's *The Old Ways*. I would also consider selections of writings by the humanist geographer Yi-Fu Tuan, whose work looks at the relationship of people to their surrounding spaces. The remainder of the semester will be broken up by broad themes, as discussed above. The readings and media for each section should come from a range of times and genres. In a semester section on religious and spiritual walking, for example, I might assign readings from medieval pilgrim itineraries such as that of the 14th century English traveler William Wey and from modern blogs of pilgrims on the Camino de Santiago, a video documentary about the pilgrimage to Lourdes or Emilio Estevez's 2010 movie, *The Way*. A section considering walking as political dissent might read parts of Michel de Certeau's *The Practice of Everyday Living* and look at the role of walking in the United States' Civil Rights Movement. Henry David Thoreau's *Walking* might be important in a class section on walking as a return to nature, but so also could be Melissa Harrison's 2016 *Rain: Four Walks in English Weather*, or accounts of thru-hikers on the Appalachian or Pacific Crest Trails. Charles Dickens wrote compellingly about walking in the London, and his work might be appropriate in a section dedicated to urban walking, along with parts of Walter Benjamin's work on the Parisian *flâneur*. I would also consider having the students examine orienting materials, such as maps or trail guides, and environmental features like sidewalk patterns and desire lines, to encourage them to think about the ways that we are directed to travel. Taken together, the readings, media, and activities for the semester should paint a somewhat whole picture of walking's varied cultural valences, and should provide students with a range of genres and methods for approaching these issues.

[Return to Table of Contents](#)

Writing Assignments

I anticipate a range of writing assignments for this course. Broadly, I am planning for weekly blackboard reading responses and journal entries, two informal paper assignments, and five formal essays ones. I am not far along in my planning to know exactly what the prompts will ask. However, I anticipate that the types of assignments will be as follows:

Walking Journal

I intend to ask the students to keep a walking journal over the course of the semester. Though I have not worked out the details of the journal assignment yet, I anticipate that I will require regular submissions, either weekly or bi-weekly, through Blackboard. I do not intend to grade submissions for content or writing; rather, the journal will provide a space where students can practice their writing and work through some of the course's ideas with impunity and freedom. I anticipate requiring them to pay attention to different elements at different points of the semester, depending on what we are reading at the time. In a week, for example, when we are reading the first chapter in Rebecca Solnit's *Wanderlust*, I might ask them to focus on the physical elements of their walks – the feeling of weight transfer from heel to toe, the movement of their hands, etc.⁵ By lightly guiding their attention, I would hope to help them make connections first between the readings and their own lives, and then between readings. This journal will form the basis for the course's final essay (see below).

[Return to Table of Contents](#)

⁵ For this assignment, I would also want to invite a guest lecturer – possibly Ruth Merle-Doyle from Cornell Recreational Services – to talk to the class about the physiological mechanics of walking, and about the processes of paying attention to bodily motion.

Reading Responses

This class will require students to submit reading responses in the form of Blackboard discussion posts prior to the class for which the reading is due. These postings do not need to be long, but they must be substantive and demonstrate engagement with the materials. Individually, these postings will be low-stakes in terms of the grade – each post would be worth ½ point of the final grade. I do not want to heavily penalize students for missing the occasional post, but I do want to give the process enough cumulative weight to matter. My intent with these posts is two-fold: 1) to use them to give students an opportunity to work through some ideas before we get to class; and 2) to give me a heads-up about any issues that came up in the readings, so that I might have a chance to prepare prior to class. Additionally, the Blackboard discussion posts keep a record of class thought over the semester, and can be a useful reference for students as the term progresses.

[Return to Table of Contents](#)

Informal Papers:

Both of these essays should be short, likely in the range of 300 words each. The assigned topics should be broad, allowing students freedom in style and voice. The keys to these short papers lies in their requirements. The first prompt will ask students to write using only the verb “to be,” and no other verbs. The second will ask students to write exclusively in the passive voice. These assignments come at the end of a series of scaffolded lessons and in-class exercises that will help students to identify overuse of these writing elements, to change them where needed, and to justify them where they make sense. Students will bring these papers to class and work with a partner to process their writing, find the “to be” verbs and the passive voice, and find alternative ways to express their ideas. As a class, we will talk through sentences that gave groups trouble, and discuss

any instances where these elements might be appropriate.

I have used variations of this set of assignments every semester that I have taught an FWS. Often, in the moments of writing and editing, students find these papers difficult and frustrating. The passive voice paper, especially, leads students to craft unnaturally convoluted sentences. However, in summary discussions at the end of the semester, my students have consistently, and without prompting from me, pointed to these assignments as the most directly helpful ones in terms of aiding their writing. The papers force them to slow down and pay fine-grain attention to the use of these elements in their writing. In so doing, they learn to better master the use of “to be” and of the passive voice, which makes their writing far more effective.

[Return to Table of Contents](#)

Formal Essays

Essay #1

Though the Knight Institute’s requirements for essays have changed somewhat from when I first started teaching FWS courses, I still prefer to assign a short first essay very early in the semester, and use it as a diagnostic tool to make sure that I do not have students whom I should refer to the Knight Institute as possible candidates for Writing 1370/1380. This assignment also provides me with a baseline for the class’s general level of ability, and lets me adjust my focus accordingly to fit the students’ needs.

I would expect to assign this essay during the second class session (usually on a Friday), and require it to be turned in by the third class session (usually the following Monday). The students will have one or two short readings which we will discuss in class on the second day, and the essay prompt

that they receive that day will ask them to make an analysis of the reading(s). I generally ask for this essay to be between 600 and 750 words long and be formal in its style. The prompt will be fairly specific in the topic it demands.

As an example, this coming semester (Spring 2018) I am asking my students to read the first three chapters of Genesis from The Bible and the short “Poet’s Introduction” to the Persian epic poem, the *Shah-Namah*. Both texts give explanations for the creation of the world, and I will ask my students to pick either a point of commonality or a point of disagreement between the two accounts, and to argue for the significance of that similarity or difference. This type of assignment shows me where my students are in their ability to analyze textual evidence, and shows their skill level in writing an argumentative, rather than merely comparative, essay. I would expect the initial essay for *One Foot in Front of the Other* would follow this model.

Essay #2

This essay prompt will ask students to complete a short research assignment related to some element that stood out to them in the reading. Likely the final product will look like an academic encyclopedia entry, or possibly a Wikipedia entry. I will interface this assignment with a library orientation session that both introduces students to academic encyclopedias and gives them a grounding in using the library system for research. This assignment will also act as the training ground for student’s use of Zotero; students will be required to visit the Olin Library help desk for aid in setting up Zotero on their personal computers, and I will lead a class on how to use the program to cite correctly and avoid plagiarism. This essay should be formal in tone if the end product is meant to mimic an academic encyclopedia entry, and more relaxed if the assignment is to write a Wikipedia-style entry. If the prompt asks for a less formal style, then I will need to scaffold in lessons and activities related to questions of tone before the students write the essay. The length of

the second essay should be roughly 1500-1800 words in length.

Essay #3

Essay #3 will ask students to build a synthetic, original argument from multiple sources. Many First-Year students have trouble with this type of writing, and they often fall back on a compare-and-contrast model. For this assignment students will have to use class readings as their primary source materials, though they can supplement them with external texts if they need to do so. This essay should be formal in tone, and be roughly 1800-2100 words in length.

Essay #4

This writing assignment will ask students to respond to a classmate's third essay. Each student will be assigned one of their peer's papers, which they will have to critique. Students will have the option of agreeing or disagreeing with the thesis of the original essay. If they agree, they must contribute to its argument. If they disagree with the original author's claims, then they must explain why. Writing in this mode is difficult, hard to learn, and extremely important; in most fields – including academia – finished products are usually the outcome of an iterative process of input and disagreement. This type of writing is how ideas move forward and evolve. Setting this kind of assignment can be delicate; there is the risk that students will savage, rather than constructively critique, each other's work. The key to avoiding that outcome lies in the development of a classroom culture, built on a semester's worth of peer evaluative work and discussion-based critiques, that establishes trust and sets expectations for proper behavior. Building towards this essay, I will assign readings from articles or books that are in direct conversation with previous works.

Rather than requiring a formal voice for this assignment, students will be required to write their response as a blog post on Blackboard. Their work will be available to all students in the class,

including the student whose essay they are critiquing. Some of the assigned readings will be from blog posts, and I will set the stage for this assignment by leading lessons on tone and style across genres. Blog writing is increasingly becoming an acceptable mode of professional, and even academic, discourse.⁶ Students should gain some experience working in the genre, and they should practice matching tone and formality for their anticipated audience. This essay should be 2100-2400 words in length.

Essay #5

The final formal essay for this class will likely be a reflective essay. For this last essay, I will ask students to look back over their journals and to write an essay reflecting on their walking experiences from the semester. The prompt should require that students consider their own experiences in light of the readings from the semester. This is not a type of writing assignment that I have every previously employed, but for this seminar it seems appropriate. Before writing the prompt, I would research this type of essay by sounding out peers who have set similar assignments, looking to research on teaching and learning to gain a better understanding of the options and pitfalls of this kind of essay, and approaching students and faculty in Cornell's MFA program to learn about their approaches to the genre. I would want to search for the best ways to provide students with the tools that they need, and to create guiderails for their success. I anticipate that this essay will be roughly 1800-2400 words in length.

[Return to Table of Contents](#)

⁶ David Perry, "3 Rules of Academic Blogging: Not Only Is the Form Alive and Well, But One of Its Most Vibrant Subsections Is in Academe," *The Chronicle of Higher Education*, November 11, 2015, <https://www.chronicle.com/article/3-Rules-of-Academic-Blogging/234139>.

Relationship Between Writing and Course Readings

All of the course's writing assignments should connect to the readings, and support the students' ability to activate course texts in their own perceptions of the world. The process of writing should help students analyze the literature and other media that we examine and discuss, and give them a space in which to develop their own original ideas. As I wrote above, the motivating purpose of *One Foot in Front of the Other* is to help students think critically about how and why people – including themselves – move through the world. The practice of composition stands as a key element in guiding them towards that type of mindful motion. Written assignments allow students to experiment with different enunciations of thought. The consistent process of peer evaluation and editing that the course entails gives them exposure to alternate viewpoints and modes of expression.

The course's formal writing assignments always need to find their rationale and their grounding in the readings. As the above outline for writing assignment demonstrates, the relationship varies from assignment to assignment. In some cases, such as in the first, third, and fourth essays, students will be analyzing the texts themselves. The second essay uses the readings as a springboard for learning research skills. The fifth essay will ask students to synthesize ideas and texts from across the breath of the semester in reflecting on their journals. Several of the writing assignments asks students to mimic the style of materials that they have been reading. The final reflective essay will have models in readings from throughout the semester, while the blog post style of the fourth essay will rely on our reading of travel blogs. At the same time, that essay's requirement that students must critique a classmate's work will rest on a foundation of texts that make that same move. As a rule, students in the class should find exemplars for new types of writing in the assigned readings.

[Return to Table of Contents](#)

John Wyatt Greenlee

Cornell University, Ithaca, New York

Professional Website: <http://historiacartarum.org/>

Professional Portfolio: <http://jwg-portfolio.historiacartarum.org/portfolio/>

Contact: jwg239@cornell.edu | 830-377-6768

Education

PhD	Medieval Studies, Cornell University Dissertation: “Quick Eels and Captured Spaces: Geographic Negotiation in 17 th Century London.” Committee: Andrew Galloway, Raymond Craib, Robert Travers	In Progress
MA	Medieval Studies, Cornell University Medieval and Cartographic History	2016
MA	History, East Tennessee State University European and World History Thesis: “Queen of All Islands: The Imagined Cartography of Matthew Paris’s Britain”	2013
MPA	Park University Non-Profit and Community Services Management Government / Business Relations	2011
BA	History, Hamilton College Minor in Classical Studies	2000

Classroom Teaching Experience

<i>Orbis Terrarum: The Medieval World was a Globe</i> Instructor, First-Year Writing Seminar in Medieval History Cornell University	2018 (Spring)
<i>The Briton’s Britain: Constructing Medieval England</i> Instructor, First-Year Writing Seminar in Medieval History Cornell University	2016-2017
<i>Where the World Ends: Foundations of Medieval Geographies</i> Instructor, First-Year Writing Seminar in Medieval History Cornell University	2015 (Fall)
<i>Writing 7100: Teaching Writing</i> Co-facilitator, Graduate Student Writing Pedagogy Class Knight Institute for Writing in the Disciplines, Cornell University	2015 (Fall)

<i>Mapquest: Space, Place and Movement in Medieval Europe</i>	2014-2015
Instructor, First-Year Writing Seminar in Medieval History Cornell University	
<i>U.S. History from 1877 to the Present</i>	2012 (Fall)
Teaching Assistant East Tennessee State University	

Guest Instructor

Dr. Samantha Zacher's <i>The Imaginary Jew: The Roots of Anti-Semitism in Medieval England</i> (English 4180). A three-class series on John Mandeville's <i>Travels</i> (Nov. 17, 19, and 24). Cornell University	2016
Dr. Brian Maxson's <i>Renaissance and Reformation Europe</i> (Hist. 4230). A single class discussion of Gene Brucker's <i>Giovanni and Lusanina</i> , as well as academic critiques of Brucker's approach and the potential advantages and problems with microhistory as a methodology (March 21). East Tennessee State University	2013

Invited Lectures, Panels, and Workshops

"Electronic Portfolios for Learning and Assessment" workshop, Cornell University, to be presented at Cornell's U-Wide Teaching Conference as part of the GET SET workshop series for the Center for Teaching Innovation, March 3.	2018
"Developing a Professional Teaching Identity: Tips on Writing a Strong Teaching Philosophy" workshop, Cornell University, to be presented as part of the GET SET workshop series for the Center for Teaching Innovation, February 26.	2018
"Digital Humanities Roundtable" panel and presentation. Cornell University, presented to the Winter Digital Humanities Immersion Program, January 12.	2018
"Using Learning Management Systems: Preparing Students for Active Class Engagement Using Blackboard, Canvas, and More" workshop, Cornell University, presented as part of the GET SET workshop series for the Center for Teaching Innovation, November 9.	2017
"Digital Pedagogy" panel and presentation. Cornell University, presented at the Digital Spaces Conference, Cornell University, May 5.	2017
"Digital Scholarship in the Disciplines" panel and presentation. Cornell University, presented to the Winter Digital Humanities Immersion Program, January 13.	2017
"Mapping and Data Visualization." Cornell University, presented to the Cornell Digital Humanities Summer Fellowship Program, June 21.	2016
"Introduction to Digital Pedagogy." Cornell University, presented to the Cornell Digital Humanities Summer Fellowship Program, June 20.	2016
"Maps and Cartography in Medieval Europe." Curriculum Center for Continuing Education, Kingsport, TN, April 25.	2013

- “Pilgrimage in Medieval Europe.” East Tennessee State University, delivered for Dr. Brian Maxson’s *History of the Crusades*. January 30. 2013
- “The Black Death in Europe, 1347-1352: Debates and Causes – The Historians’ Task.” Innovation Academy STEM Platform School in Kingsport, TN, November 8. 2012

Publications

Articles in Peer Reviewed Journals

- “Estrildis’s Lament: Sharing Spaces for Sorrow in an Exeter Book / H.R.B. Mashup.” In progress n/a
- “Thinking Globally: Mandeville, Memory and *Mappaemundi*.” Co-authored with Anna Waymack. *The Medieval Globe*, 4 no. 2 (Fall 2018). Forthcoming. 2018
- “Eight Islands on Four Maps: The Cartographic Renegotiation of Hawai’i, 1876-1959.” *Cartographica*, 50 no. 3 (Fall, 2015): 119-140. 2015
– Listed as *Cartographica*’s most read article (2015-present)

Essays in Edited Collections

- “The Bridge to Scotland: Matthew Paris and the Politics of Mapping Bridges in Thirteenth Century Britain.” In *Proceedings of the 2017 BRIDGE Conference*. University of Birmingham: Birmingham, England, 2018. Forthcoming. 2018

Digital Publications

- [De Homine a Muribus Dilacerato](#). An illustrated flipbook version of a story from William of Malesbury’s *Gesta Regnum Anglorum*. 2017
- “[Omeka: Neatline](#)” page, part of the “Omeka,” Cornell University Library Libguide website 2016
- “[Digital Resources at Cornell](#)” Cornell University Library Libguide website 2016
- “[Introductory Guide to Blackboard for FWS Instructors](#)” Cornell University Library Libguide website 2016

Ongoing Digital Projects

- “Mapping Mandeville: *The Travels* of Sir John Mandeville on the Hereford Map.” 2015-present
<http://historiacartarum.org/john-mandeville-and-the-hereford-map-2/>
- “Eel-Rents in Medieval England.” <http://historiacartarum.org/eel-rents-project/> 2017-present

Fellowships, Recognition, and Awards

Coordinator of a Cornell University Society for the Humanities funded interdisciplinary dissertation writing group: “Play, Map, Coin, Poem: Authority in the Media of the Long Medieval Period.”	2017-2018
Participation Grant from the University of Tübingen to present at the <i>Global Frontiers Winter School</i> , Tübingen, Germany	2017
Center for Teaching Innovation Graduate TA Fellowship	2017-2018
Participant in Brett de Bary Interdisciplinary Mellon Writing Group: “Captured Images: Visual Modeling as Mechanism and Metaphor.”	2016-2017
Moses Coit Tyler Prize, for the best essay by an undergraduate or graduate student in American history, literature, or folklore, Cornell University: “Eight Islands on Four Maps: The Cartographic Negotiation of Hawai’i, 1876-1959.”	2016
James F. Slevin Writing Assignment Sequence Prize (Honorable Mention), Knight Institute for Writing in the Disciplines, Cornell University	Fall 2015
Cornell Digital Humanities Summer Fellowship	2015
Cornell University Sage Fellowship	2013-2014
ETSU Graduate School Outstanding Humanities Thesis Award	2014
Dale Schmitt Outstanding History Graduate Student Award (co-recipient)	2013
ETSU History Society Essay Prize (Graduate Level): “Filling in the Map, Filling in the Mind: The Creation of an Imperial Cartographic Ideal.”	2013
Barbara Jaffe Silvers Scholarship	2012-2013
ETSU History Department Research and Travel Grant	2012

Conferences Convened

Terra Digita 2017 : Digital Approaches to Medieval Maps and Mapping Ithaca, NY, November 3-5, 2017 Co-founder and co-organizer with Anna Waymack	2017
--	------

Conference and Colloquium Presentations

“Sovereignty at Anchor: Internal Frontiers and the Dutch Eel Ships on the Thames” poster presented at the Global Frontiers Winter School, Tübingen, Germany, November 15-17.	2017
“Istrildis’s Lament: An Exeter Book / H.R.B. Mashup” presented at the Cornell Medieval Studies Graduate Student Roundtable, Ithaca, NY, Oct. 13.	2017
“The Bridge to Scotland: Matthew Paris and the Politics of Mapping Bridges in 13 th Century Britain” presented at BRIDGE: The Heritage of Connecting Places and Cultures, at the Ironbridge Gorge World Heritage Site, Coalbrookdale, Shropshire, UK, July 6-10.	2017
“Mappae Mandeville: Accessing and Teaching the Geography of Sir John Mandeville’s <i>Travels</i> ” presented at the Cornell Medieval Studies Student Colloquium, Ithaca, NY, February 20.	2016

- “A Moveable Feast: Eels and Spatial Construction in 17th Century London” presented at the Cornell Medieval Studies Graduate Student Roundtable, Ithaca, NY, Sept. 4. 2015
- "All the Stage's a World: Issues of Popular Geographic Knowledge and Didactic Cartography at Play in *The Castle of Perseverance*" presented at the New York State Association of European Historians Annual Conference, Geneseo, NY, October 3-4. 2014
- "The Consenting Dragon: Wales and the Claudius Map" presented at the Cornell Medieval Studies Student Colloquium, Ithaca, NY, February 22. 2014
- "Matthew Paris' England: Imagined Journeys...Imagined Country" presented at the 28th annual conference of the Ohio Valley History Conference, Johnson City, TN, October 12-14. 2013
- "Wayfarers All: William Wey's *Itineraries* and the Turner Paradigm" presented at the 36th annual conference of the Mid-America Medieval Association, Manhattan, KS, February 25. 2012
- “Pilgrim Culture: A Backdrop for the Crusades” presented at the 2011 meeting of the University of Virginia at Wise Medieval and Renaissance Conference, Wise, VA, September 15-17. 2011

Exhibits

- Terra Digita: Digital Approaches to Medieval Maps and Mapping* – exhibit designer Fall, 2017
 Exhibit included: “Multi-Spectral Imaging of the Yale Martellus Map” (Chet Van Duzer); “Female Émigré Networks and the Translation of Byzantine Culture After 1453” (Lana Sloutsky); “The French of Italy TimeMap Project:” (Tobias Hrynicky); “The Oxford Outremer Map Project: (Laura Morreale); “The Independent Crusaders Mapping Project” (Stephen Powers). Olin Library Map Room, Cornell University.
- “The Mapping Mandeville Project.” Part of the exhibit: *Summer's Yield: Projects from the Summer Graduate Fellowship in Digital Humanities* in Olin and Uris Libraries, Cornell University. 2017
<https://exhibits.library.cornell.edu/summers-yield/feature/john-wyatt-greenlee>
- “Forever in the Way: The Road as an Actor in Emilio Estevez’s *The Way*.” Part of the exhibit: *The Role of Maps and Geography in Movies* at the Olin Library Map Room, Cornell University, Spring 2016. Spring, 2016

Professional Service and Activities

- Referee / Reviewer for *Cartographica* (multiple times) 2015-2017
- Teaching Excellence Program (TEP) Facilitator 2017-2018
 Center for Teaching Innovation, Cornell University
- Director, Cornell Medieval Studies Graduate Student Roundtable 2016-2017

Member of a multi-institutional 14 th Century Historians Reading Group	2014-2016
Vice President, Cornell Medieval Studies Graduate Association	2016-2017
Vice President, Cornell Medieval Studies Student Colloquium	2014-2016

Departmental Service

Festival of Medieval Readings Organizing Committee, Cornell University Medieval Studies Program	2017
Digital Humanities Librarian Search Committee Interviewer, Cornell University, Olin and Uris Libraries	2016
Website partial redesign and maintenance, Cornell University Medieval Studies Program	2015-2017
Website whole redesign and maintenance, East Tennessee State University History Department	2012-2013
Department Chair Search Committee Member, East Tennessee State University History Department	2012
Women's Basketball Coach Search Committee Member, Schreiner University	2007
Athletic Director Search Committee Member, Schreiner University	2005
Athletics Facility Capital Campaign Advisory Committee Member, Schreiner University	2004-2005

Professional Experience

Digital Humanities Intern Olin Library, Cornell University, Ithaca, NY	2015-2016
Digital Humanities Fellow Cornell University, Ithaca, NY	2015
Graduate Assistant to Dr. Brian Maxson, Coordinator of Graduate Studies East Tennessee State University, Johnson City, TN	2011-2013
Whitewater River Guide and Cave Guide Watauga Kayak, Elizabethton, TN	2012-2013
Research Associate for Global Conflict Securities and Corporate Sustainability Conflict Securities Advisory Group, Johnson City, TN	2010-2013
Head Men's Volleyball Coach; Interim and Asst. Sports Information Director King College, Bristol, TN	2008-2010
Head Women's Volleyball Coach; Basketball Sports Information Director Schreiner University, Kerrville, TX, 2004-2008 – American Southwest Conference Team Sportsmanship Award (2007)	2004-2008
Head Men's and Women's Volleyball Coach Kendall College, Evanston, IL – CCVA Conference Coach of the Year (2004)	2003-2004
Head Men's and Women's Volleyball Coach, East Stroudsburg University East Stroudsburg, PA, 2000-2002	2000-2002

– PSAC Conference Coach of the Year (2000)

Publications Director

1999-2000

Sing Out! Folk Music Magazine, Bethlehem, PA

Languages

English - native

Dutch – beginning reading

French –reading with a dictionary

German –reading with a dictionary

Latin – beginning/intermediate reading

Old English – beginning reading

[Return to Table of Contents](#)