

**THE UNIVERSITY OF BRITISH COLUMBIA**  
***Curriculum Vitae for Faculty Members***

Date: April 25, 2021

1. **SURNAME:** Grinnell **FIRST NAME:** George  
**MIDDLE NAME(S):** Clayton
2. **DEPARTMENT/SCHOOL:** Department of Critical Studies
3. **FACULTY:** Faculty of Creative and Critical Studies
4. **PRESENT RANK:** Associate Professor **SINCE:** 2014
5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
McMaster University	PhD	English	2001-2005
University of Guelph	MA	English	2000-2001
University of Guelph	BA	English	1995-2000

**Special Professional Qualifications**

SSHRC Postdoctoral Fellowship, Cornell University, 2005-2007

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
University of Guelph	Sessional Instructor	2007
Cornell University	Instructor (during Postdoctoral Fellowship)	2005

(b) *At UBC*

Rank or Title	Dates
Associate Professor	2014-
Assistant Professor	2007-2014

(c) *Date of granting of tenure at U.B.C.: July 2014*

7. **LEAVES OF ABSENCE**

University, Company or Organization at which Leave was taken	Type of Leave	Dates
UBC	Sabbatical	2015-2016

## 8. **TEACHING**

As a scholar hired to specialize in Critical Theory as part of the English program, I have had the opportunity to teach a variety of classes, including surveys in the development of literary theory, senior undergraduate classes in punk subcultures, and graduate seminars in research methods and contemporary theory as well as a course on Romanticism and the War on Terror. I supervise student research that is characterized by a substantial interest in theory. I likewise enjoy the regular opportunity to teach narratives in large introductory classes and mentor graduate student teaching assistants.

### **Areas of Specialization**

Critical Theory  
 Cultural Studies  
 Subculture Studies  
 Romantic-era Literature  
 Migration  
 Technology in Social Perspective  
 Health Humanities

### **Brief Statement of Teaching Philosophy**

My teaching is guided by ideals of student-focused learning, modeling, mentorship, and collegiality. I seek to inspire students to become courageous thinkers who acquire and deepen their unique skills and passions as well as develop a new sense of their own capability and an understanding of the social, individual, and democratic value of intellectual pursuits.

### **Teaching Accomplishments and Innovations**

Nominated for a *Teaching Excellence and Innovation* award in 2011, I continue to develop and refine my teaching strategies, particularly to instill in my students the value of contributing to public intellectual culture. In addition to instilling the core principles of Literary and Cultural Studies in my courses, I work with students to create public scholarship that we disseminate online including contributions to the and the

I work with students to ensure they understand how their skills transfer beyond the university and work with them to produce expressions of public scholarship such as the SSHRC-funded Punk Pedagogy project in which students in English 493/Cultural Studies 400 authored original articles that documented the value of examining select archival materials. In English 319, we created and curated the student-authored website, *Frankenstein and The Romantic Era* that coincided with the release of the film *Victor Frankenstein* (2015), leveraging our study of the novel to inform readers more broadly about the period and the surrounding culture within which Mary Shelley wrote. In two later iterations of that course, students created public-facing projects on the course theme of friendship. These projects evidenced what it might mean to be a friend to literary studies by publicizing for non-specialist audiences the value of what we do in English, with a special focus on literature and culture of the Romantic period. These remarkable projects ranged from podcasts on elegies to chapbooks about reconciliation and from fully-realized Dungeons and Dragons campaigns featuring Romantic-authors and events now available to download and to a visually-stunning website exploring the fashion of the Romantic-era. Below is a sample of this scholarship that demonstrates the level of commitment students demonstrated: <https://adamlauze.wixsite.com/famouslastwords>. Such team-based experiential learning has proven to be consistently transformative for students.

### **Curriculum Development**

I developed and coordinated a team-taught course on professional topics for graduate students that was subsequently used as a model for other departments and participated in the creation of the MA in English degree. In 2012, I led a review of the English major that led to a substantial redesign of how courses ladder and how students make progress through the degree. Beginning in 2017, I led a redesign of the English MA degree in order to increase enrollment. During my tenure as the English MA coordinator, I increased enrollment and applications in 2017 and 2018. In 2018-19, I presented options to the English Program Committee that would initiate a more focused English MA, in the hopes of achieving sustainable enrollment by offering a targeted program that is unique in Canada and which leverages faculty research strengths and interests rather than continue to compete against much larger departments of English elsewhere for students. The result of this consultation and subsequent curriculum development is a concentration in literary studies and place.

(b) *Courses Taught at UBC*

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
2020W2	ENGL 153	39	30	39			
2020W2	ENGL 309	39	29	39			
2020W1	ENGL 153	39	33	39			
2020W1	ENGL 319	39	34	39			
2019W2	ENGL 153	39	189	26			
2019W2	ENGL 395	39	55	39			
2019W1	ENGL 503	39	4	39			
2019W1	ENGL 153	39	178	26			
2018W2	ENGL 250/ CULT 275	39	31	39			
2018W2	ENGL 319	39	41	39			
2018W1	ENGL 250/ CULT 275	39	32	39			
2018W1	ENGL 501/ IGS 501	39	9	39			
2017W2	ENGL 250/ CULT 275	39	42	39			
2017W2	ENGL 493/ CULT 400	39	36	39			
2017W1	ENGL 309/ CULT 371	39	35	39			
2017W1	ENGL 250/ CULT 275	39	45	39			
2016W2	ENGL 501/ IGS 501	39	6	39			
2016W2	ENGL 153	39	155	26			
2016W1	ENGL 309/ CULT 371	39	35	39			
2016W1	ENGL 153	39	154	26			
2015S1	Directed Studies		1				
2014W2	ENGL 319	39	39	39			
2014W2	ENGL 153	39	223	26			
2014W1	ENGL 309/ CULT 371	39	36	39			
2014W1	ENGL 153	39	196	26			

2013W2	ENGL 493/ CULT 400	39	30	39			
2013W2	ENGL 153	39	150	26			
2013W1	ENGL 409/ CULT 471	39	35	39			
2013W1	ENGL 153	39	150	26			
2012W2	ENGL 502/ IGS 501Y	39	10	39			
2012W2	ENGL 153	39		26			
2012W1	ENGL 153	39	160	26			
2011W2	Directed studies	39	1				39
2011W2	ENGL 153	39	145	26			
2011W1	ENGL 153	39	145	26			
2011W1	ENGL 501/IGS 501X	39	16	39			
2011W1	ENGL 409/ CULT 471	39	33	39			
2010W2	ENG 151	39	160	13 (26 hrs co-taught)			
2010W2	ENGL 359	39	50	39			
2010W2	ENGL 493/ CULT 400	39	38	39			
2010W1	ENGL 409/ CULT 471	39	29	39			
2010W1	ENGL 151	39	150	13 (26 hrs co-taught)			
2010W1	ENGL 503	39		16 (26 hrs team- taught)			13 (independent study)
2009W2	ENGL151	39	160	13 (26 hrs co-taught)			
2009W2	ENGL 521/ IGS 521	39	8	39			
2009W1	ENGL 409/ CULT 471	39	32	39			
2009W1	ENGL 319	39	48	39			
2009W1	ENGL 151	39	160	13 (26 hrs co-taught)			
2008W2	ENGL 501/ IGS 501	39	9	39			
2008W2	ENGL 409/ CULT 471	39	26	39			
2008W1	ENGL 319	39	32	39			
2008W1	ENGL 151	39	52	37.5			
2007W2	ENGL 449	39	30	39			
2007W2	ENGL 409/ CULT 471	39	27	39			
2007W1	ENGL 151	39	30	39			
2007W1	ENGL 151	39	60	39			

(c) *Graduate Students Supervised and/or Co-Supervised*

Student Name	Program Type	Year		Supervisory Role: Principal, Co-Supervisor, or Committee Member
		Start	Finish	
Sam Fraser	English MA	2020		Committee Member
Breanne Chambers	English MA	2019	2021	Principal Supervisor
Shohel Rana	English MA	2019	2020	Principal Supervisor
Steven Defehr	English MA	2018	2020	Principal Supervisor
Kyla Morris	English MA	2018	2021	Co-Supervisor
Mehnaz Tabassum	English MA	2018	2021	Committee Member
Dana Penney	English MA	2018	2021	Committee Member
Anne Claret	IGS PhD	2018		Committee Member
Murat Yaman	English MA	2017	2019	Principal Supervisor
Rebecca Jane Francis	English MA	2016	2018	Committee Member
Shandell Houlden	IGS MA	2013	2014	Committee Member
Shandell Houlden	IGS MA	2012	2013	Principal Supervisor
Mina Rajabi Paak <sup>1</sup>	IGS MA	2012	2014	Principal Supervisor
Daniel Tracy	English MA	2012	2013	Principal Supervisor
Lindsay Balfour <sup>2</sup>	IGS PhD	2011	2015	Principal Supervisor
Max Dickeson	English MA	2011	2014	Committee Member
Jon McGregor	IGS MFA	2011	2014	Committee Member
Kurosh Amoui	IGS MA	2011	2013	Committee Member
Taylor Scanlon <sup>3</sup>	IGS MA	2011	2013	Principal Supervisor
Lindsay Diehl <sup>4</sup>	IGS MA	2011	2012	Committee Member
Kelly Doyle	IGS PhD	2011	2011	Interim Principal Supervisor
Michael Marchand	IGS MA	2010	2011	Committee Member
Lindsay Balfour	IGS MA	2009	2011	Committee Member
Jannik Eikenaar	IGS PhD	2009	2011	Committee Member
Kelly Doyle <sup>5</sup>	IGS PhD	2009	2015	Committee Member
Ryan Dunlop	English MA	2009	2010	Principal Supervisor
Jannik Eikenaar <sup>6</sup>	English MA	2008	2009	Principal Supervisor

(d) *Continuing Education Activities*

- 2012 Teaching Dossier Workshop, Dr. Melissa Jacques, UBC, Okanagan campus

<sup>1</sup> Ms. Rajabi Paak was the 2014 recipient of the Henderson Award for graduate research in international health. She is presently a PhD candidate at York University and a Policy Analyst, Community and Government Relations at Ontario Confederation of University Faculty Associations.

<sup>2</sup> Dr. Balfour was a SSHRC CGS PhD Scholarship recipient from 2011-2014; she was the inaugural Mellon Postdoctoral Fellow at the 9/11 Memorial and Museum in New York City; she is presently a tenure-track Assistant Professor at Coventry University, UK.

<sup>3</sup> Ms. Scanlon held a SSHRC CGS Bombardier MA Scholarship in 2011 and received SSHRC-funding for her PhD at the University of Alberta.

<sup>4</sup> Dr. Diehl is presently a tenure-track Assistant Professor at the University of Manitoba.

<sup>5</sup> I successfully nominated Dr. Doyle for a Provost's Award for Teaching Assistants and Tutors in 2012.

<sup>6</sup> Dr. Eikenaar subsequently completed a PhD candidate at UBC, Okanagan campus, where he was also a SSHRC Doctoral Fellowship recipient; he is presently a tenure-track Instructor in Technical Communication in the Faculty of Applied Sciences, UBC, Okanagan campus.

- 2011 Teaching and Learning Conference, Centre for Teaching and Learning, UBC, Okanagan campus
- 2011 Creating Teaching Portfolios, Centre for Teaching and Learning, UBC, Okanagan campus
- 2010 DATE – Discussions About Teaching Excellence, Centre for Teaching and Learning, UBC, Okanagan campus
- 2008 Creating Teaching Portfolios, Centre for Teaching and Learning, UBC, Okanagan campus

(e) *Visiting Lecturer (indicate university/organization and dates)*

(f) **Other: Mentoring Practices, Additional Supervision, and Evaluation**

**Mentor: IGS 630 Teaching in Higher Education**

2011W2        Natasha Rebry, English 364C: I was the instructor-of-record for English 364c and regularly mentored Dr. Rebry, then an ABD PhD candidate, in university pedagogy by meeting with her to discuss teaching goals and strategies, visit her classroom, and provide ongoing support as she developed course materials.

**University Examiner: UBC**

William Giroux, MFA (2021)  
Jennifer Furlong, MFA (2018)  
John MacGregor, MFA (2014)

**Reader for English MA Independent Research Project**

2018        Caitlin Voth  
2017        John Harrison  
2015        Kelly Mitton  
2012        Danielle Wilgan  
2012        Emily Kring  
2009        Virginia Verma  
2009        Mike Weber  
2008        Alicia Waters

**Undergraduate English Honours Essay Supervision**

2012-13     Alison Brodie  
2012-13     Ashley Cail  
2009-10     Daniel Tracy  
2008-09     Christopher Fleck

**Reader for Undergraduate English Honours Essay**

2020        Maria Landa  
2019        Ingrid Lassek  
2017        Lexie Hofer  
2013        Cameron Welch  
2012        Rhys Mahannah  
2011        Taylor Scanlon  
2011        Jill Sinotte  
2010        Max Dickeson  
2010        Jessica Jackson  
2009        Craig Stensrud  
2008        David Balfour

**Supervision of SSHRC-funded Research Assistants in Digital Humanities:**

2018 Murat Yaman, MA Candidate  
 2018 Stephanie Erickson, BA Candidate  
 2018 Rina Chua, PhD Candidate  
 2018 Anne Claret, PhD Candidate  
 2017 Paula Tran, BA Candidate  
 2017 Brittni Mackenzie Dale, MA Candidate  
 2017 Francesca Gimson, MA Candidate  
 2017 Lea Sebastianis, BA Candidate  
 2011 Natasha Rebry, PhD Candidate  
 2010 Lindsay Balfour, MA Candidate  
 2009 Daniel Tracy, BA Candidate

**Supervision of Graduate Teaching Assistants**

2020W2 English 153: Kyla Morris

2020W1 English 153: Kyla Morris

2019W2 English 153: Claire Halston, Eva Kasprzycka, Shohel Rana, Kelly Panchyshyn, Cristalle Smith

2019W1 English 153: Claire Halston, Eva Kasprzycka, Shohel Rana, Kelly Panchyshyn, Brittney Fedoruk

2016W2 English 153: Lindsay Farrugia, Brittni Mackenzie-Dale, Francesca Gimson, Karolina Bialkowska

2016W1 English 153: Lindsay Farrugia, Cole Mash, Francesca Gimson, Karolina Bialkowska

2014W2 English 153: Lindsay Diehl, Mathieu Aubin, Mark Buchanan, Gwen Pierce, Alexa Manuel, Dave Laird

2014W1 English 153: Lindsay Diehl, Mathieu Aubin, Daryl Ritchot, Daan Hoekstra, Kelly Doyle, Rachel Martens

2013W2 English 153: Lindsay Diehl, Mina Rajabi Paak, Max Dickeson, Kelly Shepherd

2013W1 English 153: Lindsay Diehl, Mina Rajabi Paak, Max Dickeson, Angela Froese

2012W2 English 153: Lindsay Diehl, Mina Rajabi Paak, Max Dickeson, Taylor Scanlon

2012W1 English 153: Lindsay Diehl, Mina Rajabi Paak, Max Dickeson, Meaghan Hume

2011W2 English 153: Lindsay Balfour, Max Dickeson, Natasha Sharpe, Kelly Mitton

2011W1 English 153: Lindsay Balfour, Max Dickeson, Natasha Sharpe, Kelly Mitton

2010W2 English 151: Mari Tanaka, Natasha Rebry, Seana Dombrosky, Sarah Helland  
 (Co-supervised with Dr. Daniel Keyes)

2010W1 English 151: Mari Tanaka, Natasha Rebry, Seana Dombrosky, Sarah Helland  
 (Co-supervised with Dr. Daniel Keyes)

2009W1 English 151: Joani Mortenson, Seana Dombrosky, Sarah Helland, Rochelle Greenham  
 (Co-supervised with Dr. Daniel Keyes)

2009W1 English 151: Joani Mortenson, Seana Dombrosky, Sarah Helland, Rochelle Greenham  
 (Co-supervised with Dr. Daniel Keyes)

2008W2 English 151: Virginia Verma

**Guest Lecturer**

2013W2 "Subcultures" – Cultural Studies 100, UBC, Okanagan campus

2013W1 "Subcultures" – Cultural Studies 100, UBC, Okanagan campus

2012W2 "Subcultures" – Cultural Studies 100, UBC, Okanagan campus

2012W2 "Romanticism and the Cultures of Print" - CCS 200 The History of the Book, UBC, Okanagan campus



## 9. SCHOLARLY AND PROFESSIONAL ACTIVITIES

### (a) *Areas of special interest and accomplishments*

As a scholar working in Literary Theory and Cultural Studies, my work is heterogeneous but consistently focused by a methodology that seeks to understand how works of culture can answer the question “what is the nature of today?” This is the question once put to the philosopher Immanuel Kant at the end of the enlightenment and it recognizes that the present is not simply given, but is the product of relations of power shaping reality and the accounts we give of it. Theory draws much of its force from its efforts to address this question, and I attempt in all of my research to highlight how the present has emerged as the product of particular historical, social, political, natural, and cultural forces and the value of such work is not only to better understand the present but to understand how another, more equitable world might be possible. If the targets and focus of my research changes, it is because the nature of today is continually shifting.

Interdisciplinary and engaged in contemporary concerns, my research consistently examines how culture conditions how individuals live. When I examined the roots of a post 9/11 war on terror in English responses to Robespierre’s reign of terror from 200 years ago, I traced the present back to that period’s development of prejudicial ideas of the more and the less human by examining accounts of suicide violence, preoccupations with the eastern veil, European Orientalist fantasies and more, in novels, poetry, visual culture, drama, travel writing, politics, and philosophy. The lesson of such research is that particular ways of understanding the world have a history; they are not simply objective or natural.

In my recent work on biometrics, I offer a social and cultural history of biometric technology that examines the implications of discrete technology for larger questions regarding identity and identification, including what it means to treat identification as a matter that reads the individual physical features of human beings and neglects the larger cultural and social relations that condition their existence. *The Social Life of Biometrics* (2020) asks, in the wake of recent public discussions of migration and movement, including the displacement of millions from Syria and ongoing global concerns with undocumented migrants: how has biometrics come to structure the ways we think about human mobility and the basis of identity? In what ways does a presumption of the neutrality of technology actively prevent us from understanding the complex intersections of identity, belonging, and migration that are only barely addressed by biometric ambitions to identify individuals?

Similarly, my past research into widespread hypochondria at the turn of the nineteenth century in the UK, considers how it troubled a British society that was beginning to meaningfully parse well-being as a key social category and cultural concept. *The Age of Hypochondria: Interpreting Romantic Health and Illness* (2010) examines how culture and medicine mutually regulate and normalize what counts as sickness and health and the morality that is attached to both. This research examines a range of literary and non-literary writing from the period in order to establish the differential ways in which well-being came to be socially recognized, in much the same way that “disability” refers to the social organization of ability rather than an objective account of impairment. This research charts implications of what it meant to be labelled sick or sound by tracing the crisis in legitimacy represented by those whose imaginary illnesses confounded such regulatory clarity and ambition. Hypochondria was a malady of interpretation that forced medicine in this period to confront many of the ways therapeutic care was conditioned by social conceptions regarding what counted as illness.

If these works both place into historical context particularly powerful ways of understanding social existence, with the complex authority of medicine and technology conditioning how lives are lived, my present research takes a different approach to the question of how knowledge is socially organized and what its effects entail. My SSHRC-funded research into punk examines how a subculture develops and institutes its own alternative forms of knowledge production and public pedagogy. This approach constitutes a decisive shift in understanding what punk is and does and the key ideas that it mediates. I contend, for the first time, that punk needs to be understood as an instance of and a reflection upon the pedagogical power of culture. The remarkable heterogeneity of punk is held together not by music, dress, or even radical beliefs, but by shared pedagogical ambitions. As a research project, Punk Pedagogy is

structured as two distinct but overlapping interventions that seek to redefine the field and engage a range of scholars and a wider interested community. The project mixes conventional humanities qualitative research of archival materials with public scholarship and the creation of a digital commons that investigates frameworks for the ethical archiving of subcultural documents and practices, which is itself an instance of the sort of pedagogical practices at heart of punk culture. Compared to my previous research, this project is less a critique of conventional ways of being in the world and more an attempt to think about how a small community of individuals creates a concentrated alternative to widespread social efforts to organize life according to established priorities and ways of thinking. As an effort to understand the nature of today, it is an attempt to better understand how culture can change the world or, more modestly, change how one thinks about what is possible and desirable.

My research contends that knowledge is not simply something gathered about the world or social existence; knowledge does things by organizing how we understand the world, integrated as it is into social practices of normalization and regulation. My work redeploys the methods that structure, for example, feminist insights that highlight how the social production of knowledge about gender and sexuality conditions the lives of individuals. Consistent across all of my research is a recognition that knowledge mediates and shapes the world we inhabit and that there is a history to the reigning ideas and preoccupations of a culture. My research seeks to explore how particular ideas come to exist as well as what throws them into crisis and prompts new possibilities for understanding matters differently. As a scholar in theory – a field that draws especially from the disciplines of literary studies and cultural studies in its attention to the social effects of culture as well as to practices of thoughtful defamiliarization that involve understanding matters in ways that contest commonsense interpretation – my research is grounded equally in speculative thought, historical documentation, and the analysis of imaginative works of culture that reflect on timely social concerns. The objects of my research include novels, poetry, public policy, street art, philosophy, drama, music, biography, zines, and scientific literature. And if such an archive is eclectic, it is because understanding the history of the present involves taking seriously the complex interactions between many different sources of human understanding, knowledge, and repositories of the imagination.

My research can also be understood as consistent efforts to apply ethical philosophy in practical and specific contexts. These projects all share an insistence that we are social creatures and a belief that the study of human culture must bring with it an understanding of the ways in which we need a social world and one another in order to live. As social creatures, we have responsibilities to one another, moreover, and my research is particularly fascinated by the ways we have engaged with this truth and sometimes disavowed it with devastating results. In different ways, these projects are all fascinated by the question of how culture mediates what we know of another including how it has produced dangerously dehumanizing modes of recognition that harm individuals – in the form of racism or sexism, for example – and the prospect of ethical social relations in which we take seriously our obligations to one another.

In 2016, I received the F.E.L. Priestley Award from *English Studies in Canada*. This award recognized my research published in *English Studies in Canada* as the top essay published that year in the flagship journal of the Association of Canadian College and University Teachers of English. In 2011, I received the international *Gustave O. Arlt Award in the Humanities* in recognition of this book, the first scholar from a Canadian university to receive this prestigious award.

- (b) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
UBC: Work Study/Work Learn	Punk Pedagogy	C	\$18,924.40 (1,496 hours)	2018 - 2019	George Grinnell	UBC: Work Study/Work Learn

UBC: Work Study/Work Learn	Punk Pedagogy	C	\$8279 (748 hours)	2017 - 2018	George Grinnell	
SSHRC: Insight Development	Punk Pedagogy	C	\$24,837	2016 - 2018	George Grinnell	
SSHRC: SRG	Romanticism, Terror, and the Limits of the National Imaginary	C	\$11,981	2010 - 2011	George Grinnell	
UBC: Hampton Fund	Romanticism, Physiognomy and the Emergence of a Culture of Biometrics	C	\$7500	2009 - 2011	George Grinnell	
UBC: Internal Research Award	Support for Publication Grant: Creating an Index for <i>The Age of Hypochondria</i>	C	\$1000	2009	George Grinnell	
SSHRC: Postdoctoral Fellowship	About Face: Ethics in British Romantic Literature	C	\$35,000	2005 - 2007	George Grinnell	
SSHRC: Doctoral Fellowship	On Hypochondria: Interpreting Romantic Health and Illness	C	\$21,000	2002 -05	George Grinnell	

- (c) *Research or equivalent contracts (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)

- (d) *Invited Presentations*

Co-presenter. "The Art of Health and Illness." *AlterKnowledge Discussion Series*. Alternator Gallery, Kelowna, BC. (with graduate student Mina Rajabi-Paak). April, 2013.

- (e) *Other Presentations*

Presenter: "Looking, Veiling, and Visibility." Faculty of Creative and Critical Studies Research Seminar Series. UBC, Okanagan campus, Kelowna, BC. January 2012.

- (f) *Other*

- (g) *Conference Participation (Organizer, Keynote Speaker, etc.)*

#### Recent Conference Presentations

Presenter: "Romanticizing Purpose Then and Now." Congress of the Social Sciences and Humanities: Association of Canadian College and University Teachers of English (ACCUTE). UBC, Vancouver, BC. June 2019.

Presenter: "Equiano's Refusal: Slavery, Suicide Bombing, and Negation." North American Society for the Study of Romanticism (NASSR). University of Manitoba and University of Winnipeg, Winnipeg, Manitoba. August 2015.

Presenter: "Looking away from the Okanagan: *Red Dog Red Dog* and Focused Inattention." Association for Literature, Environment, and Culture in Canada (ALECC). UBC, Okanagan campus and Okanagan College, Kelowna, British Columbia. August 2012.

Award Recipient and Presenter: "On Hypochondria in Literature." Council of Graduate Schools. Scottsdale, Arizona. December 2011.

Presenter: "Elizabeth Craven Disfigured: The Turkish Veil and Romantic Biometrics." North American Society for the Study of Romanticism (NASSR). University of Utah and Brigham Young University, Park City, Utah. August 2011.

Presenter: "*The Massacre* and the Terror of Ethical Violence." North American Society for the Study of Romanticism (NASSR). University of British Columbia and Simon Fraser University, Vancouver, British Columbia. August 2010.

Presenter: "A History of Violence: Equiano, Suicide, and Romanticism's War on Terror." Congress of the Social Sciences and Humanities: Association of Canadian College and University Teachers of English (ACCUTE). Carleton University, Ottawa, Ontario. May 2009.

Presenter: "'Identify Yourself': Political Violence and Identification in Equiano." North American Society for the Study of Romanticism (NASSR). University of Toronto, Toronto, Ontario. August 2008.

Presenter: "Ethics in the Face of Terror: Percy Shelley and the Medusa." Congress of the Social Sciences and Humanities: Association of Canadian College and University Teachers of English (ACCUTE). University of Saskatchewan, Saskatoon, Saskatchewan. May 2007.

Presenter: "Ethics in the Face of Terror: Shelley and the Medusa." Beyond Ground Zero: 9/11 and the Futures of Critical Thought. McMaster University, Hamilton, Ontario. October 2006.

Presenter: "Political Economy for Hypochondriacs: De Quincey's Labouring Body." North American Society for the Study of Romanticism (NASSR). Purdue University, West Lafayette, Indiana. September 2006.

Presenter: "De Quincey's Political Economies of Infirmity." Congress of the Social Sciences and Humanities: Association of Canadian College and University Teachers of English (ACCUTE). York University, Toronto, Ontario. May 2006.

### **Recent Conference Panels Organized**

"Ethics and Graduate Study." IGS Graduate Student Conference: Borders and Border Crossings. University of British Columbia, Okanagan Campus, Kelowna, British Columbia. May 2011.

"Romantic Encounters: Medicine, Psychiatry, Slavery." Congress of the Social Sciences and Humanities: Association of Canadian College and University Teachers of English (ACCUTE). University of British Columbia, Vancouver, British Columbia. June 2008.

## **10. SERVICE TO THE UNIVERSITY**

### **(a) *Areas of Special Interest and Accomplishments***

I have engaged in significant service at the departmental, faculty, and university levels. I am particularly proud of my longstanding service contributions to our graduate programs. I have acted as the English MA coordinator and served on both of our faculty graduate committees as well as the curriculum committee for the College of Graduate Studies.

(b) *Memberships on committees, including offices held and dates*

### **Departmental Committees and Roles**

2021	Member: Hiring Committee: English
2020	Member: Hiring Committee: English and Cultural Studies: Canada Research Chair
2019-	English MA subcommittee
2019-	Member: Department of English and Cultural Studies
2018-2019	Cultural Studies Program Committee
2016-2019	English MA Coordinator
2016-2018	Departmental Study Leave Committee
2017-2018	Member: Cultural Studies Program Committee
2016-2018	Member: Department of Critical Studies
2015-2016	On Research Leave
2014-2015	English MA Coordinator
2012-2013	English Program Review Coordinator
2012	Member: Hiring Committee: Cultural Studies
2011-2012	Member: PhD Advisory Committee
2011-2012	Member: Critical Studies Research Committee
2011-2012	Member: Cultural Studies Program Committee
2011	Member: Hiring Committee: English
2010	Member: Hiring Committee: Head of Critical Studies
2009-2012	Member: Critical Studies Graduate Committee
2009-2011	Critical Studies Graduate Placement Officer
2008-2009	Member: Critical Studies Program Committee
2007-	Member: English Program Committee
2007-2009	Member: English MA Committee
2007-2009	Member: Studies in Cultures and Texts MA Committee
2007-2015	Member: Department of Critical Studies

### **Faculty Committees and Roles**

2019-2021	Coordinator for the faculty heats of the 3 Minute Thesis Competition
2016-2020	Member: Graduate Programs Planning Committee
2019-2021	Member: Research and Scholarship Planning and Awards Committee
2016-2019	Member: Graduate Admissions and Scholarships Committee
2016-2018	Member: Events Support Fund Review Committee
2015-2016	On Research Leave
2012-2015	Member: Events Support Fund Review Committee
2012-2015	Member: Graduate Admissions and Scholarships Committee
2012-2015	Member: Graduate Programs Planning Committee
2010-2011	Member: FCCS Curriculum Committee

### **University Committees and Roles**

2019-2020	Member: History of Science and Technology Hiring Committee, Department of History and Sociology
2016-2019	Member: Graduate Council, College of Graduate Studies
2016-2019	Member: Curriculum Committee, College of Graduate Studies
2016-2017	Member: Learning Spaces advisory group for library expansion

2015-2016 On Research Leave  
 2014-2015 Member: Graduate Council, College of Graduate Studies  
 2013-2015 Member: Curriculum Committee, College of Graduate Studies  
 2011 Member: College of Graduate Studies SSHRC Adjudication Committee  
 2010 Member: Hiring Committee: Chair of Interdisciplinary Studies  
 2010-2011 Member (Dean Designate): Senate Admissions and Awards Committee

(c) *Other service, including dates*

**Organizer: Visiting Author/Speaker**

2012 Deni Bechard  
 2012 Dr. David L. Clark  
 2011 Patrick Lane

**Presenter: Jumpstart First-Year Orientation**

2020 UBC, Okanagan campus (AM and PM Zoom Sessions)  
 2019 UBC, Okanagan campus

**Presenter: Advice from the Other Side: How to Finish Your Dissertation (or Thesis) and Stay Sane**

2012 Centre for Scholarly Communication, UBC, Okanagan campus

**Presenter: Spring Training Boot Camp for Thesis and Dissertation Writers**

2012 UBC, Okanagan campus

**Presenter: Teaching Large First Year Classes**

2012 Department of Critical Studies, UBC, Okanagan campus

**Presenter: Spring Training Boot Camp for Thesis and Dissertation Writers**

2012 UBC, Okanagan campus

**Nomination: Provost Award for Teaching Assistants and Tutors**

2012 Kelly Doyle, PhD Candidate (successful nomination)

**Faculty Representative: UBC Welcomes You**

2011 FCCS and Department of Critical Studies representative and presenter, UBC, Okanagan campus

**Presenter: Workshop on Applying to Graduate School in the Humanities**

2012 Department of Critical Studies presenter, UBC, Okanagan campus

**Participant: Media Promotion**

2011 FCCS Promotional Print Media Advertising

2011 Department of Critical Studies promotional video

**Co-Presenter: Teaching Assistant Training Workshop, Department of Critical Studies**

2010 Teaching Assistant Seana Dombrosky and I co-created and presented a session on in class exercises and the creation of effective learning environments for incoming Teaching Assistants.

**11. SERVICE TO THE COMMUNITY**

(a) *Memberships on scholarly societies, including offices held and dates*

Member: Modern Language Association – 2000-present  
 Member: North American Association for the Study of Romanticism – 2002-2018  
 Member: Association of Canadian College and University Teachers of English – 2002-present  
 Member: Association for Literature, Environment, and Culture in Canada – 2011-2014

- (b) *Memberships on other societies, including offices held and dates*
- (c) *Memberships on scholarly committees, including offices held and dates*
- (d) *Memberships on other committees, including offices held and date*
- (e) *Editorships (list journal and dates)*
- (f) *Reviewer (journal, agency, etc. including dates)*

#### **Member of SSHRC Insight Development Grant Adjudication Committee, SSHRC**

2017 Communications and Media Studies Committee

#### **External Appraisal of SSHRC Insight Grant application, SSHRC**

2013 “Rights of Refuge: Sanctuary and Asylum in William Godwin, Mary Wollstonecraft and Mary Shelley” by Dr. Peter Melville. Agency: Social Sciences and Humanities Research Council of Canada.

2012 “Romantic Suicide: An Interdisciplinary Study” by Dr. Michelle Faubert. Agency: Social Sciences and Humanities Research Council of Canada.

#### **External Peer Review “Medical History and Humanities Fellowship” Applications, Wellcome Trust, London, UK**

2012 “The White Atlantic,” by Dr. Lise Sorensen. Agency: Wellcome Trust, London, UK.

2011 “Melancholy Iconotropy and the Long-Standing Tradition of Female Portraiture in Pain and Pose,” by Dr Maryam Farahani. Agency: Wellcome Trust, London, UK.

#### **External Manuscript Peer Review**

2015 “‘The Grand Organ of Sympathy’: ‘Fashionable’ Stomach Complaints and the Mind in Georgian Britain.” *Bulletin of the History of Medicine*. Publisher: Johns Hopkins University Press. (Journal Article MS)

2011 *Writing on the World: A Critique of the Persistence of the Concept of World from Kant to Derrida*, by Sean Gaston. Publisher: Routledge, New York. (Book MS)

2008 *A Method for Writing Essays about Literature* by Paul Headrick. Publisher: Nelson Education. (Book MS)

#### **International Jury Member**

2014 Cultural Studies Panel, The Undergraduate Awards (Dublin, Ireland)

#### **Internal Reviewer for pre-submission SSHRC applications, UBC**

2017 Agency: SPARC, UBC, Vancouver campus

2016 Agency: SPARC, UBC, Vancouver campus

2010 Agency: Research Services, UBC, Okanagan campus

**Internal Review of pre-submission SSHRC Graduate scholarship applications, UBC**

2011 Agency: Research Services, UBC, Okanagan campus

2010 Agency: Research Services, UBC, Okanagan campus

(g) *External examiner (indicate universities and dates)*

**PHD External Examiner**

2014 "High Without Respite: A Study of Drug Literature." By Ewa Kowalska.  
A dissertation submitted for the degree of Doctor of Philosophy in English, University of the Witwatersrand, Johannesburg.

(h) *Consultant (indicate organization and dates)*

(i) *Other service to the community*

**12. AWARDS AND DISTINCTIONS**

(a) *Awards for Teaching (indicate name of award, awarding organizations, date)*

**2013 Teaching Honour Roll, UBC, Okanagan campus**

**2013 Honourable Mention: Faculty of Creative and Critical Studies Teaching Award, UBC, Okanagan campus**

**2011 Nomination: Award for Teaching Excellence and Innovation, UBC, Okanagan campus.**

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

**2016 Nomination: Researcher of Year, Faculty of Creative and Critical Studies.**

**2016 F.E.L. Priestley Award. Awarded by the journal *English Studies in Canada*.**

This juried award is given annually in recognition of the top article published in *English Studies in Canada*.

Comments from the Priestley Prize committee, which consisted of Steven Bruhm (Western), Candida Rifkind (Winnipeg), and Laura Robinson (RMC), as Chair:

"Grinnell provides a captivating reassessment of the Okanagan, most frequently represented as a tourist paradise, through his analysis of Patrick Lane's novel, *Red Dog Red Dog*. Elegantly structured, this article firmly and consistently remains outside sentimental and solipsistic visions of nature and instead focuses on the novel's dual attention to looking and looking away, confrontation and avoidance. In doing so, Grinnell produces a convincing argument for the complicated mechanics of loss and the ethics of attachment to both people and places. This essay is a beautiful shuttling between theories of the ecological and readings of the novel, bridging several disciplines and fields (ecocriticism, memory studies, Canadian literature, Romanticism, trauma theory) and yet always coming back to Lane's novel to show readers how it offers an alternative to seeing nature as either the real or the sublime "by evoking precisely both of these possibilities together" (124). Part of what makes this article stand out is the



delicate way Grinnell uses his own living and teaching experiences in the Okanagan to frame his reading. As well, the specific textual analysis has implications beyond the novel by using Lane's work to illustrate and expand upon the urgencies of the ecological in a manner that is eloquent and moving without being heavy-handed. While the article picks up on traditional themes in Canadian literature – hostile landscapes, dysfunctional families, untimely and violent deaths – Grinnell highlights Lane's innovative treatment of those themes.”

**2011 Gustave O. Arlt Award in the Humanities. Awarded by the Council of Graduate Schools.**

Official Award Description: The Arlt Award is given annually to a young scholar-teacher who has written a book deemed to have made an outstanding contribution to scholarship in the humanities. The winner must have earned a doctorate within the past seven years from, and currently be teaching at, a North American university. Nominations are made by CGS member institutions and are reviewed by a panel of scholars in the field of competition, which rotates annually among seven disciplines within the humanities.

I am the first from a Canadian institution to win this prestigious award.

**2011 Nomination: James Russell Lowell Prize. Awarded by the Modern Language Association.**

Official Award Description: For an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

**2006 2<sup>nd</sup> Place Award for the FEL Priestley Award. Awarded by the journal *English Studies in Canada*.**

This juried award is given annually in recognition of the top article published in *English Studies in Canada*.

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

**13. OTHER RELEVANT INFORMATION: Future Goals for Research and Teaching**

**Future Directions for Research**

My SSHRC-funded Punk Pedagogy project has led to one peer-reviewed research publications, two others that are in submission and undergoing peer-review, as well as public scholarship outputs and substantial training and mentoring of graduate and undergraduate students in digital humanities. In 2021, I will submit a revised SSHRC Insight Grant application to support the continuation of this research, leading to a future monograph among other outputs.

**Future Teaching and Curriculum Development**

I will continue to develop innovative public scholarship opportunities – building on the success of my 2018 Punk Pedagogy project, my 2015 student-led online educational resource *Frankenstein and the Romantic Era* as well as my 2016 *Romanticism and the War on Terror* website – that ensure students recognize the ways in which their skills can be applied to address key social and cultural dynamics in the world and at the present. In 2017, I began working with a team of graduate and undergraduate researchers to develop *Punk Pedagogy*, a website and knowledge-mobilization hub that will inform public debates regarding the creation and sustainability of digital archives of subcultures.

I look forward to continuing to supervise graduate students in areas such as Critical Theory, Cultural Studies, Subculture Studies, punk culture, Romanticism, and Critical Health Studies. Attracting and

supporting excellent students remains my goal and I will continue to offer personal and attentive mentoring so they complete their degrees on time and with the training they need to secure external funding and future opportunities.

### **Future Service Responsibilities**

As opportunities present themselves, I look forward to taking leadership positions where I can help to support the core activities of our research and curriculum in the faculty and my department, particularly where I can assist faculty to have the conditions they need to achieve research and teaching excellence.

**THE UNIVERSITY OF BRITISH COLUMBIA*****Publications Record*****SURNAME:** Grinnell**FIRST NAME:** George  
**MIDDLE NAME(S):** Clayton**Initials:**  
**Date:** June 12, 2020**1. REFEREED PUBLICATIONS****(a) Books**

- \* *The Social Life of Biometrics*. Rutgers University Press, 2020. 200pp.
- \* *The Age of Hypochondria: Interpreting Romantic Health and Illness*. Palgrave Macmillan, 2010. 202pp.<sup>7</sup>

**(b) Journals**

- \* "Punk is Dead: Notes toward the Apocalyptic Tone Adopted by Punk Rock." *English Studies in Canada*. Accepted for Publication: March, 2020. 9,961 words.
- \* "Equiano's Refusal: Slavery, Suicide Bombing, and Negation." *European Romantic Review*. 27. 3 (2016): 265-273.
- \* "There is another story, there always is ...": *Red Dog Red Dog* and the Okanagan. *English Studies in Canada*. 40. 2-3 (2014): 109-131.
- \* "Timely Responses: Violence and Immediacy in Inchbald's *The Massacre*." *European Romantic Review*. 24.6 (2013): 645-663.
- \* "Veiling and Other Fantasies of Visibility." *CR: The New Centennial Review*. 13.3. (2013): 241-265.
- \* "Ethics in the Face of Terror: Shelley and Biometrics." *The Review of Education, Pedagogy, and Cultural Studies*. Special Double Issue: "Beyond Ground Zero: 9/11 and the Futures of Critical Thought." 30. 3 (April-June 2008): 332-351.
- \* "Thomas Beddoes and the Physiology of Romantic Medicine." *Studies in Romanticism*. 45.2 (Summer 2006): 223-250.
- \* "Exchanging Ghosts: Haunting, History, and Communism in *Native Son*." *English Studies in Canada*. 30. 3 (September 2004): 145-174.

**(b) Conference Proceedings****(c) Other****2. NON-REFEREED PUBLICATIONS**


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<sup>7</sup> This book was published as part of the interdisciplinary "Palgrave Studies of Enlightenment, Romanticism, and Cultures of Print," a peer-reviewed series under the guidance of signal Romantic scholars, Anne Mellor and Clifford Siskin, and an international editorial board composed of leading senior scholars in Romanticism.

(a) *Journals*

Review. Marx, John. *Geopolitics and the Anglophone Novel, 1890-2011*. New York: Cambridge UP, 2012. *Cambridge Journal of Postcolonial Literary Inquiry*. 1.2 (2014): 302-304.

Review. *Byron and the Politics of Freedom and Terror*. Edited by Matthew J. A. Green and Piya Pal-Lapinski. Basingstoke: Palgrave Macmillan, 2011. Solicited by *Keats-Shelley Journal*. 62 (2013): 139.

Review. *Joseph Priestley: Scientist, Philosopher, and Theologian*, Edited by Isabel rivers and David L. Wilke, Oxford: Oxford UP, 2008, x +252pp. Solicited by *Doomsday: Journal of the Thomas Lovell Beddoes Society*. <http://www.usao.edu/doomsday/index.php/BSDJ/issue/view/1>

(b) *Conference Proceedings*(b) *Other:***Frankenstein and the Romantic Era (2015)**

<https://people.ok.ubc.ca/ggrinnel/frankenstein>

This website was created by select students in 2014W2 *English 319 Studies in Romanticism* as a means of introducing an interested non-specialist audience to the Romantic-era via the familiar novel, *Frankenstein*. I was responsible for creating the website, coordinating submissions, editing submissions and checking revisions. The website is over 56,000 words in length.

**Romanticism and the War on Terror (new content added and fully re-coded 2016)**

<https://people.ok.ubc.ca/ggrinnel/ROM/Terror.htm>

This website was created as part of the public scholarship strategy embedded in my SSHRC-funded research on Romantic-era Biometrics. It contains an edited and annotated collection of four digital texts, including 19 introductory and explanatory essays. The website is over 75,000 words in length.

***Critical Practice: Approaches to the Study of Narratives*. 2012-2017.**

I created this 24,000-word electronic textbook of literary theory and critical practice for *English 153 Readings in Narrative*. It is freely disseminated to students via Blackboard Connect and revised annually to reflect developments in the field.

***Narrative Theory*. 2019-2020.**

I created this 23,000-word electronic textbook on narrative theory and practice that reflects developments and trends in narratology over the past 30 years. It is customized for the purposes of *English 153 Readings in Narrative* and is pitched to a generalist audience. It is shared freely with students via Canvas. Feedback from course evaluations consistently note its value.

**3. BOOKS**

## (a)

(b) *Edited*(c) *Chapters*

- \* "Forgetting James Aitken: Cultural Memory and the Body of the Condemned." *Romantic Bodyscapes: Embodied Selves, Embodied Spaces and Legible Bodies in the Romantic Age*. Ed. Gerold Sedlmayr. Trier: Wissenschaftlicher Verlag Trier, 2015. 79-91.
- "Freedom, Health, and Hypochondria in Ignatius Sancho's *Letters*." *Liberating Medicine: 1720-1835*. Eds. Tristanne Connolly and Steve Clark. London: Pickering and Chatto, 2009. 27-39.
- "A Portrait of the Artist as a Dead Man: Coleridge's Hypochondria." *The English Malady: Enabling and Disabling Fictions*. Ed. Glen Colburn. Newcastle upon Tyne: Cambridge Scholars Press, 2008. 177-199.

4. **PATENTS**

5. **SPECIAL COPYRIGHTS**

6. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

7. **OTHER WORKS**

8. **WORK SUBMITTED (including publisher and date of submission)**

"Living in the Wake of Punk." Submitted to *European Journal of Cultural Studies*, Revised in Response to Reviewers, November 2020

"On Punk Friendship and the Limits of Community." Submitted to *Social Text*. May 2021.

9. **WORK IN PROGRESS (including degree of completion)**

Punk Pedagogy

This research expands the scope of scholarly and popular understanding of punk in North America (1977 - 2025) by examining it as an instance of, and a reflection upon, the pedagogical power of culture. Punk culture develops formal and informal strategies of education, passionate attachments to learning and unlearning, practices of sharing knowledge, and subcultural institutions that have been passed along through generations of punks. This project understands pedagogy less as a classroom strategy than an ethos of teaching and learning. A focus on pedagogy shows punk to be much more than expressive nihilism or an idealistic failure. Where the contributors to *Punk Pedagogies: Music, Culture and Learning* (2018) apply the lessons of punk to teaching in classrooms, I focus on punk's preoccupation with education and argue, for the first time, that punk is an exemplary instance of public pedagogy and that the subculture is defined by its attachments to education and by its interest in how individuals shape and are shaped by culture's pedagogical operations.

Studying "Do It Yourself" underground punk subcultures as a form of public pedagogy means combining a local focus – such as DC in the 80s or Chicago in the 90s – with attention to features distributed across location and period, such as zines or the emergence of digital archives. Consistent across this varied archive is the contention that culture always mediates larger social, political, psychological, and emotional tensions even and especially when it acts as a force of acculturation, recognition, and debate that educates individuals to understand themselves and the world in ways that are neither natural or inevitable. This new approach theorizes and documents punk's informal and varied pedagogical practices and effects, including how they mediate the desires, accomplishments, ideals, failures, and attachments of the subculture. As such, the project also expands existing approaches to the study of punk by emphasizing the complex emotionality of punk, in addition to developing new frameworks for understanding punk as an instance of public pedagogy that highlight more broadly how culture educates individuals in ways that are conditioned by relations of power and social convention. Equally unique, the

project mixes scholarly analysis with participation by community artists in order to emphasize the importance of artistic creation as a mode of thought and research intrinsic to punk culture.

The project is rooted in both close analysis of punk archives and public humanities methods. Because culture is fundamentally something one experiences and is emotionally attached to, almost every aspect of research and dissemination demonstrates the importance of shared creation and collaboration. Research outputs include a monograph, regular public engagement activities, articles, digital collaboration, and research opportunities for graduate students. The project will impact conversations between researchers and the punk community, particularly via the website, Punk Pedagogy Online, which will solidify research and community networks by facilitating debate on a number of topics. The project will provide students with substantial training in public and digital humanities, project management, research, and communication. Near the end of the grant, the project brings together researchers interested in theoretically-inflected punk studies for a conference and to establish the foundations for future collaboration. The project will enrich and enliven public discourse locally and internationally with research practices that embody and document the capacity of public pedagogy to transform individuals and their communities alongside experiential public humanities approaches that explore culture as a pedagogical force.

### **Research Output**

One article is forthcoming, and two are in submission. A fourth is at the research and writing stage. Each of these works will appear in reputable peer-reviewed journals.

Punk Pedagogy Online is in development.

I aim to complete a monograph entitled *Punk Pedagogy* within the next 5 years.