

## Holly Lowe Jones

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Email: [hjones12@uoregon.edu](mailto:hjones12@uoregon.edu)

### EDUCATION

Fall 2020-Present, PhD Student, English, *University of Oregon*

2020, MA, English, *La Sierra University*

2000, BA, *Hobart & William Smith Colleges*

Dance Major, English and Women's Studies double Minor

### CONFERENCE PRESENTATIONS

Lowe Jones, Holly. (2022 October). "A Counter-Story: 'The Daughter Who Became My Mother' in Margo Jefferson's *Negroland*." Paper workshopped at 27th Annual Gender & Sexuality Writing Collective, Susan B. Anthony Institute for Gender, Sexuality, and Women's Studies, University of Rochester, Rochester, NY.

Lowe Jones, Holly. (2021 March). "Hyperempathy, Pain and Pandemics: A Medical Humanities Approach to Reading Octavia Butler's Parable of the Sower and *Clay's Ark*." Paper presented at 2021 OEB Literary Society Conference, St. Paul, MN (held online due to COVID-19).

Lowe Jones, Holly. (2020 June). "Racism in Early American Poetry: Dismantling the Moral Undertones of James Grainger's 'The Sugar-Cane'." Paper presented at Racism, Nationalism, Xenophobia 3<sup>rd</sup> International Interdisciplinary Conference (held online due to COVID-19).

Lowe Jones, Holly. (2019 November). "Understanding the Disparities in the Treatment of Pain and Mental Illness in Black Patients: *The Bluest Eye*." Paper presented at 2019 PAMLA, San Diego, CA.

### CAMPUS TALKS & PANELS

(Invited) "Space Jam and the Intersection of Afrofuturism and Critical Race Theory: A Claim of Copyright Infringement." Guest presentation for 300-level English course taught by Dr. Faith Barter. University of Oregon, Eugene (2021 May).

"Socializing and the Drinking Culture of Academia." Graduate student and faculty panel for the English Graduate Organization. University of Oregon, Eugene (2021 September).

### RESEARCH INTERESTS

Mid-Late 20th century Black American literature and culture, critical race theory, medical humanities, Afrofuturism, black popular culture, psychoanalytic theory, memoir/autobiography writing, Ethnic Studies and sound studies.

## **GRADUATE EMPLOYEE**

Spring 2022, *Assistant to the Culturally Responsive Teaching Team*, University of Oregon

Fall 2020-Spring 2021, *Writing Tutor*, University of Oregon

## **TEACHING POSITIONS**

Fall 2022-Present, *College Composition II Instructor*, University of Oregon

Fall 2021-Winter 2021, *College Composition I Instructor*, University of Oregon

Spring 2021, *Teaching Assistant*, University of Oregon

Fall 2018-Spring 2019, *College Writing Instructor*, La Sierra University

## **COURSES TAUGHT**

University of Oregon

WR 122: College Composition II (Fall 2022-Present)

This course develops written reasoning as a process of argument. Attention is given to increasingly complex critical reading in the academic setting. Students continue to focus on revising and practice further how to develop effective theses and compose essays in which they control the reasoning that supports their theses.

University of Oregon

WR 121: College Composition I (Fall 2021-Winter 2021)

This course develops written reasoning through discovery and inquiry. Through writing frequent essays, students explore the relationship of thesis to structure and audience. With a strong focus on the process of revising, students regularly work on editing.

University of Oregon

Teaching Assistant

HUM 240: Medical Humanities (Spring 2021)

This course provides a framework for thinking critically about illness, medical access, and the concept of health using humanities methodologies. Students will examine questions of structural inequities in medical outcomes and experiences based on gender, race, ethnicity, socio-economic status, etc.

La Sierra University

ENGL 111: College Writing I (Fall 2018)

This course develops critical thinking, reading, and writing essential for college-level papers. Students work on individual writing processes for both expressive and descriptive writing with movement towards academic writing.

### ENGL 112: College Writing II (Winter 2019)

This course focuses on academic discourse (explanation, argumentation, persuasion, and incorporation of credible sources) and features of effective writing, including organization, development, use of evidence, diction, logical flow, sentence structure, standard grammar, and usage.

### ENGL 113: College Writing III (Spring 2019)

This course emphasizes the development and use of research skills (in addition to critical thinking, reading, and writing) essential for creating college-level research papers. Emphasis on writing argumentative, critical, documented, research-based papers using either APA or MLA style.

## **PROFESSIONAL ACTIVITIES**

University of Oregon

2021-Present English Graduate Organization Diversity Committee

2022-Present English Graduate Organization Composition Committee

## **HONORS & AWARDS**

University of Oregon

Sarah Harkness Kirby Award Nominee, Fall 2020

Graduate School Promising Scholar Award, 2020-2021

Steingart Fellowship, 2020-2021

La Sierra University

La Sierra University Grant, 2018-2019

William Smith College

Cum Laude

Dean's List, 1996-2000

Emerson Scholarship, 1997

Nat King Cole Scholarship 1999-2000 Hai Timiai Honor Society 1999

## **REFERENCES**

Available Upon Request