

**MARIE LAMBERT**  
Brooklyn, NY  
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## **EDUCATION**

**PhD in Comparative Literature** **May 2023**  
Cornell University, Ithaca, NY

*Dissertation title:* “Beyond the Post—: Performing Collective Futures in the Afterlife of African Tragedy”

*Committee:* Naminata Diabate, Cathy Caruth, Natalie Melas (Chair)

**BA in English, *summa cum laude*** **2015**  
Amherst College, Amherst, MA

## **RESEARCH**

Doctoral Researcher **2020 – 2023**  
*Department of Comparative Literature, Cornell University*

- Conducted long-term independent project of original research into historical and current trends in theatrical adaption of ancient Greek tragedy by 20<sup>th</sup> and 21<sup>st</sup> century African dramatists.
- Synthesized investigation of written, visual, audio-visual, and archival sources (spanning two millennia and four languages) into 200-page written document, communicating the cultural, historical, and political significance of Anglophone and Francophone performance adaptation in lucid and accessible prose.
- Delivered oral presentations of ongoing research for university colleageaues and as an invited participant in three international academic conferences, using feedback constructively to add nuance to arguments and make content accessible to interdisciplinary and diverse audiences.

Graduate Student Curator **2021 – 2022**  
*Cornell Council for the Arts, Cornell University*

- Created original exhibition for Cornell 2022 Biennial, “Futurities, Uncertain,” producing multimedia museum experience that served as American premiere of two international early-career artists.
- Oversaw planning and logistics over 18-month timeline, managing \$20,000 budget to transport, host international performance artist and install two original oil paintings commissioned for the event.
- Coordinated with artists, museum staff, university administration, and government agencies to adapt curatorial and artistic visions to institutional restrictions and physical limitations of the gallery space.

Digital Humanities Scholar **June – August 2015**  
*Archives and Special Collections, Amherst College*

- Designed and implemented digital exhibition on the scientific and artistic legacy of 20<sup>th</sup> century geologist and Amherst College president, Edward Hitchcock.

- Conducted primary source research on a range of archival records, personal documents, and visual art.
- Utilized digital technologies and data visualization tools (metadata management, topic modeling, network analysis) to analyze and represent evolution of Hitchcock’s contributions.

## TEACHING

Instructor, First-Year Writing Seminar

“Books with Big Ideas: The Art of Returning”

**Fall 2020 – Spring 2021**

“Robots: Images of AI from Homer to Janelle Monáe”

**Fall 2018 – Spring 2020**

*Comparative Literature Department, Cornell University*

- Instructed first-year students in fundamental practices of critical reading and textual analysis to equip trans-disciplinary and non-humanities learners with written and oral communication skills adaptable for varying texts, audiences, and purposes.
- Devised multiple original syllabi, using variety of global literary and narrative texts (fiction, drama, poetry, journalism, film) to promote flexible analytical abilities, as well as develop students’ appreciation of cross-cultural human experiences and literary forms.
- Cultivated an environment of inclusive and collaborative inquiry attuned to diverse learning styles, incorporating student-led discussion, creative writing, and multimedia platforms to facilitate independent and collective intellectual exploration and growth.
- Provided consistent individualized feedback via regular student conferences, advising of independent final projects, and narrative evaluation letters accompanying all student written work, (five essays, first to final draft) over the course of the semester.

Teaching Assistant, “Reading and Writing about Latin America”

**Summer 2018**

*English Department, Cornell University*

- Facilitated vibrant and respectful class discussions for seminar of precollege learners, fostering an engaging learning environment where students actively participated and shared diverse perspectives on Latin American literature and culture.
- Provided comprehensive and individualized feedback on student essays, offering constructive criticism and guidance to help students improve their analytical writing and critical thinking skills.
- Led and advised students during office hours, offering one-on-one support and mentoring to address their specific questions and concerns, ensuring their academic success and personal growth throughout the six-week course.

## PUBLICATIONS

“A Great Ox Stands Upon My Tongue”: Refusal of Translation and Poetics of Amnesty in Yaël Farber’s *MOLORA*.” *Revue Motifs*, 4 (2020).

## CONFERENCES AND PUBLIC PRESENTATIONS

“Dramatic Witness and the Politics of Amnesty in *Molora*.” American Comparative Literature Association (ACLA) Annual Conference. Virtual presentation, April 9, 2021.

Respondent to Natalie Melas, “Figures Out of Place and Time: Empire, Modern Lyric and the Politics of Time.” Comparative Literature Colloquium, Cornell University, Ithaca. March 11, 2020.

“The Task of the Translated: Appropriations and Afterlives of Tragedy in South Africa.” Innovation, Invention, and Memory in Africa, CHAM International Conference, Universidad NOVA de Lisboa, Lisbon, Portugal. July 17-19, 2019.

“A Great Ox Stands Upon My Tongue”: Translation, Adaptation, and the Poetics of Amnesty in *Molara*,” Hors-champ et non-dit dans le texte et l’image, HCTI Université de Bretagne Occidentale, Brest, France. June 5-6, 2019.

Seminar participant. Summer Institute for Psychoanalysis and the Media, Université Sorbonne Nouvelle, Paris III, Paris. June 25-28, 2018.

Respondent. Brett de Bary, “Theory, Fiction, and the Lightness of Translation.” Comparative Literature Colloquium, Cornell University, Ithaca. April 20, 2018.

“The Task of the Translated: Appropriations and Afterlives of Tragedy in South Africa.” Literary Exchanges: Graduate Student Conference, McGill University, Montreal. February 16-17, 2018.

### **FELLOWSHIPS, GRANTS, AND AWARDS**

Public Curatorial Expression Fellowship, Mellon Foundation, Cornell University	<b>2021</b>
Graduate Research Travel Grant, Cornell University	<b>2021</b>
Graduate Teaching Award, Comparative Literature Department, Cornell University	<b>2020</b>
Graduate International Research Travel Grant, Cornell University	<b>2020</b>
Amherst Memorial Fellowship, Amherst College	<b>2018-2020</b>
John Woodruff Simpson Fellowship, Amherst College	<b>2017-2018</b>
Dean’s Excellence Fellowship, Cornell University	<b>2017-2018</b>
Sage Fellowship, Comparative Literature Department, Cornell University	<b>2017-2018</b>
Rolfe Humphries Poetry Prize, Amherst College English Department	<b>2015</b>

### **PROFESSIONALIZATION AND TRAINING**

Universal Design for Learning Workshop <i>Center for the Integration of Research, Teaching, and Learning</i>	<b>Fall 2022</b>
Teaching and Learning in the Diverse Classroom <i>Cornell Center for Teaching Innovation, Cornell University</i>	<b>Summer 2020</b>
Understanding Undergraduate Learners <i>Cornell Center for Teaching Innovation, Cornell University</i>	<b>September 2019</b>
Building a Collaborative Learning Environment <i>Cornell Center for Teaching Innovation, Cornell University</i>	<b>March 2019</b>
Teaching Assistant Peer Collaboration Initiative <i>John S. Knight Institute for Writing in the Disciplines, Cornell University</i>	<b>Fall 2018 – Fall 2019</b>

Feminist Pedagogy Teaching Support Group  
*John S. Knight Institute for Writing in the Disciplines, Cornell University*

**Fall 2018**

Teaching Writing in the Disciplines  
*John S. Knight Institute for Writing in the Disciplines, Cornell University*

**Summer 2018**

## **SERVICE**

Co-organizer, Inclusive Pedagogy Workshop Series  
*Department of Comparative Literature, Cornell University*

**Fall 2020**

- Collaborated with graduate instructors to design series of interactive workshops for departmental educators.
- Facilitated small and large group discussions around addressing bias and inequity in syllabus construction, classroom dynamics, and assessment strategies.

Secretary, Comparative Cultures and Literatures Forum  
*Department of Comparative Literature, Cornell University*

**2018-2019**

- Planned and facilitated regular meetings with graduate student members, compiling interests and concerns to plan forthcoming community events, as well as maintaining open lines of communication with faculty leadership.
- Coordinated with invited speaker to organize and execute keynote event in CCLF yearly public lecture series (Professor Michael Hardt, “Empire, 20 Years On”).

Graduate Student Departmental Representative  
*Graduate and Professional Student Assembly, Cornell University*

**2017–2018**

- Attended biweekly meetings, representing Comparative Literature doctoral students in discussions and decisions pertaining to event planning, resource distribution, and institutional policy decisions.

## **LANGUAGES**

English: Native

Ancient Greek: Reading/translation ability

French: High intermediate fluency

Spanish: Intermediate fluency

Zulu: Beginning reading, writing, speaking ability

German: Beginning reading ability

Ancient Greek: Reading/translation ability

Farsi: Beginning speaking ability