



Name and Title:

Dr. Sarah Vause, Instructor, Department of English Language and Literature
Co-Director of the National Undergraduate Literature Conference

Education:

IDAHO STATE UNIVERSITY POCATELLO, ID, PhD in English and the Teaching of English

UTAH STATE UNIVERSITY LOGAN, UT, Master of Science in American
Studies/American Literature

WEBER STATE UNIVERSITY OGDEN, UT, Bachelor of Science in English

Awards & Honors:

INVOLVEMENT WITH OGDEN SCHOOL FOUNDATION'S FALL AUTHOR EVENT COMMITTEE;
INVITED TO INTRODUCE BILLY COLLINS AT THE OGDEN HIGH SCHOOL EVENT NOVEMBER 2007.
INVITED TO INTRODUCE SUE MONK KIDD AT THE EVENT THIS NOVEMBER 2017.

TRAVEL FUNDING FOR RESEARCH
ARCHIVAL RESEARCH WEBER STATE UNIVERSITY 2016, 2017, 2018, 2019, 2020, 2021

WESTERN AMERICAN LITERATURE
THOMAS J. LYON FELLOWSHIP UTAH STATE UNIVERSITY 2003-2005

Courses:

English 1010: Writing as a Weapon: An Introduction to Writing through the
Lens of Social Justice
English 2010: Research and Argumentation
English 2200: Introduction to Literature
English 2020: Introduction to Fiction
English 2510: Masterpieces in Literature
English 2750: Reading Race in America—19th and 20th Century African
American Literature
English 3410: Teaching Young Adult Literature Methods Course in English
Ed.



Positions and Committee Assignments:

Co-Director and Committee Member of the National Undergraduate Literature Conference
Interim Director of English Education
Chair/Director of a Masters Committee
Literary and Textual Studies Committee
Scholarship Committee
English Composition Committee Member
Instructor in the Wildcat Scholars / Fast Start Program

Research Interests & Publications: My research interests are in areas of literature that concern social justice. Primarily I research women's voices through literature, fiction and non-fiction and letter writing. My area of study also includes the larger area of African American Literature of the 19th and 20th centuries and the history surrounding these centuries as it relates to underrepresented communities and injustice.

"Interview with Carolyn Dufferena." *Weber Studies*, Fall 2004.

Master's Thesis (USU): "Souvenirs from the Top of the World: The Female Voice in the Literature of Mountaineering." Spring 2005.

Book Review of *Father Nature: Fathers as Guides to the Natural World*. *Western American Literature*, Spring 2006, Volume 41.1.

"'Progression' in the Life and Poetry of May Swenson." *The Journal of the Utah Academy of Sciences, Arts, and Letters*, Spring 2006.

Book Review of *Breaking Trail: A Climbing Life*. *American Alpine Journal*, 2006, Volume 48. Issue 80.

"Slavery and Racial Justice Reconsidered: A Conversation with Douglas A. Blackmon." *Weber: The Contemporary West*, Spring 2017.

"Offering not only Comic Relief—Unlocking the Creative Mind Through Comics—A Conversation with Lynda Barry." Co- Written with Dr. Scott Rogers. *Weber: The Contemporary West*, Spring 2018.

Doctoral Dissertation (ISU): "Letter Revolution: Epistolary Protest in Black American Women's Writing." Spring 2021.



Throughout my teaching career I have come to several conclusions, which I believe can contribute to improvement: 1. Addressing the affective nature of using stories and metaphor to address how we (student, teachers, and community members) are all connected. 2. Acknowledging that students have a story that is developing but yet to be written and one that can change according to their goals 3. Understanding that my classes can prepare and equip my students to become authors of what they want their stories to be and to do so successfully. 4. That there is a world unfolding before us and creating narratives all around us. 5. That those narratives will be shaped by human relationships, experience with social justice, understanding of the world around us, access to diversity, and life experience. In addition, these narratives will also be shaped by the physical environment of our own lives. What I want to see happen at WSU, and in my classes in particular, is to challenge the narrative of inferiority and the ideas and narratives that support this idea. Equity and access have to be foundational areas in which narratives can be constructed.

Once a community begins to push through the narrative of consumerism and production, where money is the main concern, and begins to realize that humanity matters far more than money, students can begin to see the relevance of their own narratives. Through the formation of those narratives and recording the narratives of others, students can begin to question assumptions that devalue the stories of our lives. There are things we can do and do now to engage with our community. We can be part of a change that can shape the future of what Ogden and WSU can look like. As a teacher of writing and literature I have come to the conclusion that narratives can shift our preconceived notions about people, places, and events. For the past several years I have been studying Social Justice Pedagogy as part of my PhD studies and have incorporated this approach into all of my classes.

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In a talk, in which, Anthony Doerr addressed students of the Ogden School District at Ogden High School in November of 2016, he said:

Without stories, we become trapped in the prison of the familiar; all we would know is the normal (me) and the stereotype (the other). In fundamentalism, the collective is everything, 'we' is defined against 'they': the collective defines itself by lumping other people into collective oppositions. Systemic hatred--whether it's perpetuated by slave owners, Nazis, the Taliban, Boko Haram, or the extremists we are currently calling ISIS--depends on objectifying people into groups, dismantling its adherents' abilities to understand and share the feelings of others, and minimizing the complexity of the individual. But in novels, stories and poems, we 'celebrate' the individual. Novels, I believe, are uniquely qualified to offer compassion, empathy, and attentiveness; in a good novel, openness is inherent. The lesson of every single one of my favorite novels is this: the truth is more complicated than I thought. Reading and writing stories is not, despite appearances, about spending lots of time with oneself. It's about learning to be able to look 'beyond' the self, beyond the ego, to enter lives and other worlds. It's about honing one's empathy so that a story might bridge the gap between the personal and the communal.

This is something that as a community we need to be aware of and be guided by.