

# Olivia R. Trotter

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## EDUCATION

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### University of Oklahoma

*Norman, Oklahoma*

Bachelor of Arts in English, Minor in Sociology; Earned May 2015

- **American Indian Scholarship** (Fall 2010-Spring 2014)
- **Dean's Honor Roll** (Fall 2011, Spring 2013, Fall 2013, Spring 2014)
- **President's Honor Roll** (Fall 2011, Spring 2014)

### Juris Doctorate

Withdrew in Summer 2016 to pursue a different career

- **Academic Scholarship** (Fall 2015)
- **Attended** (Fall 2015-Summer 2016)

### Collin College

*Plano, Texas*

Non-Degree Seeking, Summer Courses for BA from University of Oklahoma; Summer 2013 and 2014

Associate of Sciences, (Fall 2016-Fall 2018); no longer intend to earn.

- Member of the Honor's Institute (Spring 2017-Fall 2018)

### University of North Texas

*Denton, Texas*

Master of Arts in English Literature, (Spring 2019- Summer 2021)

### Texas A&M University—Commerce

*Commerce, Texas*

PhD in English with a focus in Literature, (Fall 2021-Present); expected graduation date Spring 2027.

- **American Indian Scholarship** (Fall 2021-Spring 2021)

## RESEARCH INTERESTS

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- Children's Literature, Early American Literature, borderland theory, Lacanian theory, the Child Construct, Autobiographies, Archetypal theory/analysis, Dystopian Literature, Spectacle.

## CONFERENCE PRESENTATIONS

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### Collin College Interdisciplinary Conference

*Collin College, Plano, Texas*

- Spring 2018
- Poem, "Boudica's Fire", was accepted for poetry panel, and eventually, published.
- Gained experience for submitting research projects to be judged and peer reviewed, in addition to experience in presenting research projects and participating in academic conferences.

### Forces Reading/ 30<sup>th</sup> Anniversary Celebration

*Collin College, Plano, Texas*

- Spring 2019

- *Forces* is a journal that is sponsored by the Humanities, Communications, and Fine Arts departments at Collin College.
- Presentation of “Boudica’s Fire”

### **Society of Early Americanists/ Twelfth Biennial SEA Conference**

*Virtual*

- March 3-7, 2021
- Presented “Beyond Elegies and Religion: Phillis Wheatley as a Black Feminist” in a panel on Phillis Wheatley, led by Dr. Angela Calcaterra, Associate Professor, Department of English, University of North Texas.
  - Arguing for Phillis Wheatley to be read through a proto-Black feminist lens, her elegies are read against what Susan Gubar called the “misogynist feminism” ideals that Wollstonecraft espoused in *Vindication of the Rights of Women* (1792). Reading the two against each other, Wheatley’s elegies use the very feminine, emotional language and mediums, which Wollstonecraft disparages, to empower herself as an enslaved Black woman. Blurring the lines between race, gender, and class, Wheatley utilizes the power of performativity to step into her audience’s shoes, and empowers rhetorical ethos and pathos over logos, resulting in a more inclusive and interactive dialogue about political and social issues in this liminal space. The process of publishing Wheatley’s elegies also helped create a network of women that transcends the boundaries of race and class, which gives these women a community and platform for female empowerment in a White male dominated world.

### **American Studies Association of Texas 64<sup>th</sup> Annual Conference** *Midwestern State University*

- November 11-13, 2021
- Presented “Haunted Objects: Shirley Jackson and Proto-Lacanian Mirror Stage” in a panel led by Dr. Sean Ferrier-Watson, Professor at Collin College.
  - Scholarship on Shirley Jackson and her psychological pieces are often argued to be read through the lens of Sigmund Freud’s theories, or it examines the “monstrous maternal” in the context of domestic horror. After Eric Savoy’s 2017 article, scholarship has begun to shift towards examining Jackson and her domestic work through a Lacanian lens, examining how the Symbolic Order is often used to mask the traumatic Real for the heroines. Using Savoy’s research, Chronister applies Mirror Theory to determine that Merricat’s goal in *We Have Always Lived in the Castle* (1962) is to frighten Charles out of his authority in the patriarchal Symbolic through identity dissolution when she destroys his “ideal-ego” object, the mirror in his room. Arguing for Jackson’s short story, “The Bus”, from her collection in *Come Along With Me* (1965), to be read through a proto-Lacanian lens, this work takes Chronister’s notion of the ideal-ego further in terms of identity dissolution when it rejects the ego-ideal. In “The Bus”, Miss Harper enters the Imaginary Order and experiences ego-regression when Lacan’s Real “fails” against the Imaginary. In this story, Jackson transfers the “ideal-ego” to Miss Harper’s doll, Rosabell, which serves as her “self-reflective object”—an extension of Lacan’s Mirror stage. This object is then “haunted” in the sense that the doll—that is a “facsimile of the original self” (Gržinić 46)—is a “spectral” representation of Miss Harper’s ego-ideals’ failures, but also acts as a “touchstone” for her identity and she is unable to escape its judgement. Jackson uses proto-Lacanian Mirror Stage, particularly Lacan’s “ideal-ego” and the “ego-ideal”, to connect characters with their own “touchstone” that anchors their

identity, only for the ideal-ego to cause identity dissolution as it rejects the realistic ego, which is the locus of psychological horror in “The Bus”.

## **PUBLICATIONS**

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- Trotter, Olivia (2019) "Boudica's Fire," *Forces*: Vol. 2019 , Article 17.  
Available at: <https://digitalcommons.collin.edu/forces/vol2019/iss1/17>

## **ACADEMIC WORK EXPERIENCE**

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- Graduate Assistant—Teaching at Texas A&M University at Commerce from August 2021-present
  - Courses taught:
    - Four Sections of ENG 1301 (Written Argument/Research I)
    - Four Sections of ENG 1302 (Written Argument and Research II)

## **UNIVERSITY SERVICE**

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- English Graduation Advancement and Development (EGAD), Vice President, Fall 2022-present. Elected Position.
- Mentor and graduate assistant for an undergraduate class in Chaucer through Graduate Student Teaching Excellence Program (GSTEP) at the University of North Texas (Spring 2020)
- Freelance Volunteer Tutor for Introduction to Sociology (Spring 2012-Spring 2018), Social Problems (Spring 2012), and the Research and Composition of Undergraduate Papers (Fall 2012-Spring 2018).

## **ACTIVITIES**

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### **American Indian Scholars**

*University of Oklahoma, Norman, Oklahoma*

Fall 2010- Spring 2014

- Volunteered with other American Indian Scholarship students to help promote the education and higher learning of American Indian students.
- Participated in American Indian High School Visitation Day (Fall 2013). Advised and talked with prospective students about educational and scholarship opportunities for American Indian students attending the University of Oklahoma.
- Volunteered as an usher at the University of Oklahoma Career Fair (Spring 2012, 2013) to encourage American Indian student attendance.

### **American Indian Student Association**

*University of Oklahoma, Norman, Oklahoma*

Fall 2010- Spring 2014

- At general meetings, collaborated with other members to help promote the educational and social welfare of American Indian students on campus.
- Helped other members provide American Indian students' educational resources on campus, a voice in University Affairs, a place to maintain cultural connections, and a social support group.
- Assisted in the Annual Benefit Powwows (Fall 2011, Fall 2012, Spring 2013, Fall 2013) as a food handler and janitor.

- Participated in American Indian Heritage Day (Spring 2011, 2012, 2013, 2014) and encouraged non-American Indian classmates to attend.

**Shadowing College Professor**

*Collin College, Plano, Texas*

- Fall 2017.
- Got permission to shadow an English professor from head of the Department of English as well as Collin College since the request was “unorthodox”.
- Enjoyed and learned what being a professor of English Literature would be like, and was mentored by Dr. Khimen Cooper.