

CHET LISIECKI

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EDUCATION

Ph. D. Comparative Literature, University of Oregon	2014
B.A. Comparative Literature with another Discipline: Psychology, Colorado College	2007

ACADEMIC APPOINTMENTS

Assistant Professor of German Studies

Colorado College | Colorado Springs, CO 2018-Present

Visiting Assistant Professor of German Studies

Colorado College | Colorado Springs, CO 2016-2018

Postdoctoral Instructional Scholar

Department of Comparative Literature | University of Oregon | Eugene, OR 2014-2016

RESEARCH

My scholarship focuses primarily on comparative literary modernisms with an emphasis on aesthetic and political lineages of conservatism, primarily fascism. My other areas of research include German colonialism, queer studies, affect theory, and trauma theory.

Forthcoming Articles

- “Hermann Claudius and the Politics of Inner Emigration,” *Monatshefte* 116.4 (December 2024).
- “Anti-Totalitarianism, Affective Solidarities, and the Council System,” *Arendt Studies* 9 (December 2024).

Published Articles

- “‘A Sort of Metaphor’: Dynamic Figurative Language in Nietzsche, Pound, and H.D.,” *Modernism/modernity* 22, no. 2 (April 2015): 255-277.
- “Constellations, Contemporaneity, and Coltrane: A Conversation with Tres Pyle,” *Romantic Circles Pedagogy Commons* (April 2017, solicited).

Articles In Progress

- “The Affective Knowledge of Fascism in Raoul Peck’s *Exterminate All the Brutes*”
- “Cultural Pessimism and the Politics of Dissimulation”
- “Representations of German Colonialism in Queer Short Fiction, 1896-1933”

Refereed Conference Papers and Presentations

- “Teaching German Colonialism Through a Transatlantic Framework Based in Affective Knowledge and Social Justice,” Anticolonialisms/Antifascisms Seminar, Modernist Studies Association, 2023.
- “Teaching German Colonialism with Raoul Peck’s Experimental Docuseries *Exterminate All the Brutes*,” German Studies Association, 2022.
- “Hannah Arendt’s ‘Negative Solidarity’ and the New Right,” Telos-Paul Piccone Institute Annual Conference, 2020.
- “Fascism and the Insistent Misreading of Octavia Butler’s *Bloodchild*,” American Studies Association Annual Meeting, 2019.
- “Fascism and Failure: Reading the ‘Elmayer Rede’ Controversy in 2019,” American Comparative Literature Association Annual Meeting, 2019.
- “Coriolan and the Quiet Politics of Resignation,” Modernist Studies Association, 2018.
- “Ernst Jüngers *Über den Schmerz*: Selbsttechnologisierung und die Moderne,” Die Deutsche Sommerschule von New Mexico, 2018.

- “‘Besides, we weren’t racists or fascists’: Sloterdijk, Houellebecq, and the Violence of Submission,” Modern Language Association Conference, 2018.
- “‘The detritus of his childhood’: Towards an ‘Object’ Theory of Trauma,” Modern Language Association Conference, 2018.
- “Faustian Domestication and the Aesthetics of Cultural Pessimism,” University of Denver Comparative Literature Spring Symposium, 2017, invited.
- “Active Forgetting, Active Forgiving: Trauma and Affirmation in Nietzsche, Viktor Frankl, and Pumla Gobodo-Madikizela,” American Comparative Literature Association Annual Meeting, 2015.
- “‘Der Dichter als Führer’: The Political Stakes of Creative Writing During the Rise of National Socialism,” German Studies Association Conference, 2013.
- “‘Secret Architecture’: Poetry, Prophecy, and the Third Reich,” NOMAD Speaker Series. University of Oregon, 2013.

Conference Organization

- Academic Conference (lead organizer): “Humanities For Our Times,” Colorado College, 2023, focusing on social justice and humanities methods
- Panel: “Constellations of Fascism,” American Comparative Literature Association, 2021.
- Panel: “Gender and Trauma.” American Comparative Literature Association. 2015.
- Graduate Student Conference (co-organizer): “Germany in Exile: Post-World War II Migrations of Culture, Art, and Thought,” University of Oregon, 2011.

Panel Moderator

- “Teaching Colonialism and Decolonization for German-speaking Contexts.” Diversity, Decolonization, and the German Curriculum, St. Olaf College, 2019.

TEACHING EXPERIENCE

I have extensive teaching experience and have spent the last 17 years refining my pedagogy, including teaching in both synchronous and asynchronous distance learning formats. My course evaluations are consistently strong; in my latest review, the dean described my teaching as “exceeding expectations,” which is the highest mark possible. I take a student-centered and trauma-informed approach that utilizes anti-oppressive pedagogies while also creating a safe and inclusive space for discussing, debating, and experimenting with different ideas. I have participated in many professional trainings and workshops focused on diversity and pedagogy, including “Anti-Racist and Emancipatory Practices in Higher Education,” “Theses and Advanced Writing Projects,” “Learner-Centered Pedagogies,” and “General Education & Student Engagement with High-Impact Practices.” Below are courses I have taught as the instructor of record, as well as a brief description of the course.

Colorado College

Assistant Professor of German Studies | Colorado College

2016-Present

Unraveling Europe

Capstone course for the “European Studies” minor that unravels and deconstructs some of the central, naturalized, imposed, and often monolithic narratives that have been projected onto and out from Europe. This class considers debates around issues of identity and ideology, including the histories and legacies of colonialism, imperialism, fascism, and racism, foregrounding how Europe as a place of multiplicity and difference, changing institutions, and ever-shifting borders.

Queer Germany

Interdisciplinary course centering queer history and liberation in the German (and also US) context, including the history of social movements, the essentialism vs. constructivism debate, the state of queer liberation today, and the possibilities and limitations of queer futurity. With a focus on literary and cinematic texts, this class engages how the history of gender and sexuality is entangled with other systems of oppression such as racism, ableism, and classism.

Fairy Tales

First-year writing seminar focused on the adaptation and reclaiming of classic fairy tales in the context of white language supremacy, the white racial habitus, and Asao B. Inoue’s *Above the Well: An Antiracist Literacy Argument from a Boy of Color*. I will also be teaching this as a “Creative Processes” general-education course in which students write their own fairy tale.

Monsters, Robots, and Cyborgs

“Critical Inquiry Seminar” for first year students focusing on questions of the human, non-human, and almost-human in the context of German Studies, with an emphasis on literary studies. Class materials are diverse and drawn from a range of disciplines.

Representing and Understanding the Holocaust (taught in the US and Germany)

General-education course on the history of the Holocaust, its memorialization, and its representation in various media with an emphasis on the experiences of women and under-represented groups including queer, disabled, Roma, and Sinti people. I have also taught this as a “block abroad” course on-site in Germany and Austria.

Prisons and Prisoners

Comparative literature course on the literary and cinematic representation of fictional and lived imprisonment, with an emphasis on social justice, freedom, and surveillance.

Fascist Modernism

Interdisciplinary, upper-division course that interrogates the relationship between literature, philosophy, art, and politics, including texts by Nietzsche, D’Annunzio, Ernst Jünger, Carl Schmitt, Thomas Mann, Walter Benjamin, Peter Sloterdijk, and Michel Houellebecq.

Designing Modern Germany: Architecture, Technology, and Literature Between the World Wars

Introductory course (taught in German and English), focusing in part on the colonial roots of the Bauhaus, in which we read two modernist novels concerned with the intersections of built space, technology, and gender.

Babylon Berlin (taught in Germany)

A cultural history of Berlin for our CC in Berlin Program with a focus on architecture, urban landscape, memorials, and monuments.

Dealing with the Devil: The Faust Theme in German Culture (taught in Germany)

Introduction to prominent narratives of the Faust theme, with a focus on the twentieth century and Thomas Mann’s *Doktor Faustus*.

The Antihero

Introduction to film studies through the figure of the antihero with a focus on German and American cinema.

Queer Science Fiction

This half-block course introduces students to gender studies and queer theory through the analysis of science fiction in a comparative context.

Senior Project

I have advised many different senior projects, including traditional thesis papers on topics such as street art and film, a digital archive, and several translation projects.

Elementary German

First-year (A1-A2) German language and culture course utilizing *Deutsch: Na Klar!* and *Impuls Deutsch 1*

Intermediate German (taught in Germany)

Second-year (A2-B1) German language and culture course utilizing *Denk Mal!* and *Impuls Deutsch 2*

German Composition and Conversation

Third-year (B2) German language and culture course focused on current events in which students work with the *Handbuch zur Deutschen Grammatik* and read *Tschick* by Wolfgang Herrndorf.

University of Oregon

Graduate Teaching Fellow & Postdoctoral Instructional Scholar | Eugene, OR

2007-2016

I started teaching in my first term of graduate school as a teaching assistant in the Department of Comparative Literature. I also completed pedagogy seminars and apprenticeships to teach in both the Department of German and Scandinavian and the English Department, where I taught first-year writing courses.

Department of Comparative Literature: Primary Instructor

Gender, Sexuality, Trauma (also taught as an asynchronous online course)

Upper-division, general-education course on trauma theory and human rights focusing on the experiences of women, with units on the Holocaust, Apartheid, and the Guatemalan Civil War.

Comparative World Literature: Forests and Gardens (also taught as an asynchronous online course)

Introduction to world literature, including texts by Rumi, Shakespeare, Milton, Bashō, Voltaire, Tieck, and Borges.

Comparative World Cinema: Fascism and Film

Introduction to world cinema with a focus on fascist movements and individuals, with films by Chaplin, Haneke, Rossellini, Carlos Saura, and Bela Tarr.

Gender and Sacrifice

Upper-division, general-education course addressing questions of gender and identity, including texts by Goethe, Büchner, Coetzee, and Leslie Feingold.

Sports and Games

Introduction to world literature with a focus on modernism and postmodernism, including texts by Pindar, Fitzgerald, Haneke, Don DeLillo, Roland Barthes, and Darren Aronofsky.

Extreme Literature and Film

General-education course on texts that push moral limits and challenge social convention, including literary texts by Nabokov, Martin McDonagh, and Bret Easton Ellis and films by Christian Mungiu and Pier Paolo Pasolini.

Surprises and Twists

Introduction to world literature with a focus on literary surprises and narrative twists, including texts by Aristotle, Sebastian Japrisot, and E.T.A. Hoffmann.

Department of Comparative Literature: Teaching Assistant

Introduction to Comparative Literature: Visual Cultures

Introductory survey of visual culture, including documentary photography, film, performance art, and graphic narrative.

Introduction to Comparative Literature: Culture and Context

Postcolonial approach to issues of globalization, with a focus on texts that interrogate the relationship between economics, politics, and national identity.

Department of German and Scandinavian: Primary Instructor

Intermediate German Language Sequence

First-year (A1-A2) German language and culture course utilizing *Berliner Platz 1*.

Beginning German Language Sequence

Second-year (A2-B1) German language and culture course utilizing *Berliner Platz 2 & Sag Mal*.

Department of German and Scandinavian: Teaching Assistant

Representations of the Holocaust in Literature, Film, and Monument

Introductory course covering the history of the Holocaust and its representation in literary and cinematic texts.

Post-War Germany

Introductory course covering German literature and film from 1945 to the present, with an emphasis on the divide between East and West Germany.

Department of English: Primary Instructor

College Composition I

Introductory course on argumentative writing following the principles of rhetoric outlined in *The Shape of Reason* by John Gage.

ADMINISTRATIVE EXPERIENCE

Project Coordinator

Mellon “Humanities For All Times” Grant | Colorado College

2021-Present

In addition to my responsibilities as a faculty member in a small but quickly-growing program, I was selected by the Dean of the Faculty to co-write a [grant proposal](#) for the Mellon Foundation’s “[Humanities For All Times](#)” Grant, which “affords liberal arts colleges the opportunity to redefine their relevance as sites of innovative teaching, ideas, and community engagement, thereby attracting students who are committed to social change and seek diverse and dynamic learning environments.” Our proposal, “Humanities for Our Times: From Epistemologies and Methodologies to Liberatory Creative Practices and Social Justice,” presents a robust plan for supporting professional development for humanities faculty engaged with the College’s new General Education curriculum and ongoing work towards becoming an antiracist institution. This was a highly competitive grant, and we were one of 12 liberal arts colleges selected. The Mellon Foundation awarded us \$1.024 million, and I am currently working with the PI and a team of four faculty members to oversee grant implementation.

As Project Coordinator, I am ensuring grant compliance, managing a budget of \$1,024,000, and working with many different academic and administrative units to implement the grant activities. These include overseeing the announcement, review, and disbursement of course development grants for faculty; overseeing the review and disbursement of student grants for high-impact social justice projects employing humanities methods; coordinating two “Equity and Power” summer reading groups for faculty; planning an international conference for academics, artists, and activists (www.HumanitiesForOurTimesCC.org); planning a faculty retreat focusing on anti-oppressive pedagogies; assisting key team members as they plan events focusing on creative processes and social justice; promoting grant events through various internal and outward-facing channels, including maintaining our webpage; collaborating with other staff offices and overseeing two part-time employees hired specifically with grant funds to assist in grant implementation.

College Committee Work as a Tenure-Track Faculty Member

Colorado College | Colorado Springs, CO

2018-Present

I most recently served as the **Colorado College Student Government Association Advisor** and am currently serving on the **People Practices Advisory Group**, assembled by the Vice President of People and Workplace Culture. I have served on several major college committees, including the **General Education Assessment and Review Committee** (2022-2023, appointed), the **Curriculum Executive Committee** (2021-2022, elected), the **Stroud Scholars Access Program Writing Curriculum Committee** (2019-2020, invited), the **Subcommittee to Revise the All-Campus Course Evaluations** (2021-2022, invited), the **Common Read Selection Committee**, and the **Humanities Initiative Committee** (2019-2021, invited). Outside of formal committee appointments, I have also been heavily involved with **The First Year Program**, **The Writing Program**, and **General Education**, including the college’s major overhaul of the GE curriculum in 2020. I have also served on **hiring committees** for both faculty and library staff positions and am a **Certified External Reviewer** for ADFL since 2022.

Departmental Service to the German Studies Program

Colorado College | Colorado Springs, CO

2016-Present

As one of two full-time faculty members in German Studies, I have been integral to growing our small program into a thriving and vibrant community, as evidenced by a significant increase in majors, minors, study away participation, and enrollments. I engaged in revising the German Studies major and minor to make them more accessible, integrative, and interdisciplinary. I was instrumental in establishing our “CC in Berlin” study away program and am currently directing the program, which had a record number of applicants this year. I led a campus-wide outreach initiative to promote study and research grants offered by the German Academic Exchange Service (DAAD), specifically for natural science majors, and have also created a fund to support students applying for a summer internship in business. I am currently working to establish an internship program in Düsseldorf at a brand-new institute focusing on Black artistic expression, with our first student intern in Germany right now. Finally, I am the Max Kade Foundation liaison and have written successful grant applications for a complete renovation of our Max Kade Theater (\$125,000), student study away scholarships (\$1000/student), Visiting Professorships (\$7500), and regular maintenance of the Max Kade German House, the hub of our German Studies community (\$6000/year).

My other responsibilities include hiring and supporting our Cultural Programs Coordinator; advising students at all levels on study abroad, course selection, thesis projects, and major/minor requirements; performing departmental assessment for language instruction; and directing two direct-enroll study away programs in Lüneburg and Regensburg.

AWARDS AND SCHOLARSHIPS

Ginger Morgan Legacy Award for Feminist and LGBTQIA+ Initiatives, 2023
Equity and Power Course Development Grant, Colorado College, 2022
German Academic Exchange Service (DAAD) Re-invitation Grant, 2021 (declined)
DAAD Faculty Summer Seminar (Fascism: Politics and Aesthetics), U of Michigan, 2019
Curriculum Development Grant, Colorado College, 2018
Critical Inquiry Course Development Grant, Colorado College, 2017
Graduate Dissertation Fellowship, Oregon Humanities Center, 2013
Summer Writing Fellowship, University of Oregon, 2013
Graduate Research Scholarship, DAAD, 2011-2012
Beall Educational Opportunity Award, University of Oregon, 2013 & 2011
Beall Fellowship, University of Oregon, 2007-2008
Phi Beta Kappa, 2017
Harold C. Harmon Scholar, 2003-2007

INSTITUTIONAL GRANTS

Mellon “Humanities For All Times” Grant (co-author) – \$1,024,000 – 2021
Max Kade Foundation Major Grant for Renovating the Max Kade Theater – \$125,000 – 2019
Max Kade Foundation Visiting Professorship – \$7500 – 2019
Max Kade Foundation Student Travel Scholarships – \$1000/each – 2018-2022

STUDENT ADVISING AND MENTORING

Colorado College

Colorado Springs, CO

2016-Present

All tenure-track faculty at Colorado College have first-year advising responsibilities, and I have served as the academic advisor for more than twenty first- and second-year students in addition to major and minor advising. My approach to first-year advising centers the whole student, and I believe it is important to affirm a sense of belonging and empower them to shape and determine their education. Many students have inherited ideas about what will “get them a job” or what constitutes a “smart major.” I don’t disavow them of these presumptions, but rather I engage them in an honest and open discussion about what matters to them. I anchor our conversation in their passions and curiosities, reaffirming the importance of balance and the tangible, transferable skills they will learn in classes that may not feel “applied.”

Most CC students are highly ambitious, and those from underprivileged backgrounds or underrepresented groups are often under intense pressure to land a well-paying job or be admitted to a top-notch graduate school right after graduation. For this reason, I get to know each individual student, attuning myself to the emotional tenor of our particular conversation and focusing my energy on assuaging or addressing their anxieties. I listen to their career goals and personal interests and draw connections between these so that no class feels “wasted” and they are increasingly able to understand and articulate how all of the steps on their academic path, from general education to study abroad to the major they choose, are their own. We work together to articulate how each of these steps is leading them towards the unique contributions that they will make to our world, and I try to anchor subsequent conversations in this continuously developing vision.

In addition to formal academic advising, I also take seriously my role as a mentor. I have volunteered for the Men’s Leadership Initiative, which is a program designed to facilitate conversations around masculinity. I also always come out to my students because it is important that queer students see queer professors. I have had a number of students come to talk to me about issues relating to gender identity and sexuality, and I make myself available for these conversations.

As someone who did not have a queer role model growing up, I find this aspect of my job to be especially meaningful and important and was recently awarded the Ginger Morgan Legacy Award for Feminist and LGBTQIA+ Initiatives.

University of Oregon

Eugene, OR

2007-2016

During my time in graduate school and as a postdoctoral instructional scholar, I was heavily involved with NOMAD: The Undergraduate Comparative Literature Journal at the University of Oregon. I served as the mentorship coordinator, pairing graduate students with undergraduate writers, and I was also a mentor for undergraduate students myself for several years. I also served as the Vice President of Organizing and a departmental steward for the Graduate Teaching Fellows Federation (GTTF), and I founded the LGBT caucus, which represented the needs of queer GTTF members.

LANGUAGES

English (native language)
German (fluent)
French (reading knowledge)

PROFESSIONAL MEMBERSHIPS

Modern Language Association
American Comparative Literature Association
German Studies Association
Modernist Studies Association
American Studies Association