

Lauren Stockmon Brown, Ph.D. Candidate | Columbia University in the City of New York

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EDUCATION

Columbia University, New York, NY

Ph.D. | M.Phil | MA English Comparative Literature, Theatre and Performance, expected: May, 2027 | GPA: 3.95/4.0

- **Dissertation:** *Bridging Art & Politics: Miriam Makeba, Victoria Santa Cruz, Josephine Baker, and the Making of a “Black Feminist Performance Grammar”*
- **Committee:**
 - William B. Worthen, Chair – Department of Theatre
 - Rebecca R. Kastleman, Assistant Professor of English and Comparative Literature
 - Maria José Contreras Lorenzini, Associate Professor of Theatre
- **Academic Fields:** African Diasporic Theatre & Performance; Postcolonial Performance; Black Feminist Theory; Writing Studies; African Diasporic Literature

New York University, , New York, NY

BA, *summa cum laude*, Political Theory & Media Studies Major, French Linguistics Minor, 2020. GPA: 3.8/4.0

HONORS & AWARDS

- **Columbia University Teaching Recognition** | 2025
 - Finalist (1 of 9), Presidential Award for Outstanding Teaching by a Graduate Student Instructor, Columbia University.
- **Fulbright English Teaching Assistant** | U.S. Department of State, Dakar, Senegal 2021–2022
 - Awarded the Fulbright Fellowship by the U.S. Department of State's Bureau of Educational and Cultural Affairs (approximately 5-8% acceptance rate).
- **New York University Undergraduate Recognition**, 2019-2020
 - Completed and defended B.A. degree four months ahead of the traditional four-year schedule.
 - Selected as Student Speaker for NYU Gallatin's 2020 Commencement (approximately 400 graduates)
 - Recipient, Dean's Award for Graduating Seniors
 - Recipient, University Honors Scholar
 - Recipient, Interdisciplinary Academic Excellence Award

RESEARCH & TEACHING INTERESTS: Postcolonial Literature and Performance, Africana Studies, and Visual Culture

DISSERTATION ABSTRACT: Across the dissertation, I argue that artists such as Josephine Baker, Victoria Santa Cruz, and Miriam Makeba develop distinct temporal practices through performance that reshape the conditions of performer–audience encounter. Baker mobilizes *vocal acceleration*, Makeba employs *vocal rupture*, and Santa Cruz theorizes *vocal suspension* through what she terms *internal rhythm*. Ultimately, this project advances the broader claim that Black feminist creatives should be understood not as *passive representations* of artistic practice, but as *political agents* who have long sustained an intellectual practice through their art.

PUBLIC HUMANTIES PROJECT

My Colorful Nana Podcast

Founder and Producer

2017–Present (7+ years)

- Created and produced a 28-episode podcast series exploring race, identity, and belonging through African and African American Studies, identity politics, and performance studies
- Originated as undergraduate research and evolved into a sustained platform for public-facing scholarship and cultural dialogue
- Integrated as the core community engagement component of Fulbright research in Dakar, Senegal, fostering cross-cultural dialogue on beauty standards within transnational African diasporic discourse
- Garnered over 7,500 downloads and engaged interdisciplinary audiences across academic and creative sectors

PUBLICATIONS

Book Reviews

- Stockmon Brown, Lauren. “On the Potentials of Black Feminist Spirituality.” *GLQ: A Journal of Lesbian and Gay Studies* 31, no. 4 (October 2025): 581–600. Durham, NC: Duke University Press.
<https://read.dukeupress.edu/glq/article/31/4/581/402956/On-the-Potentials-of-Black-Feminist-Spirituality?guestAccessKey=a2043c2b-2ce1-49ac-a285-6bb838351b99>.

Peer-Reviewed Articles (*published*)

- Stockmon Brown, Lauren, “Miriam Makeba and the Sound of Black Liberation,” May 2025 issue 6: *Trace of MODA Critical Review*, 50–53, New York, Columbia University.
<https://arthistory.columbia.edu/sites/default/files/content/graduate/ma/MCR%20Issue%206%20Trace.pdf>.

Peer-Reviewed Articles (*in-progress*)

- Stockmon Brown, Lauren. “Laughter in the Break: Miriam Makeba and the Politics of Attention.” *Global Black Thought* (University of Pennsylvania Press). **Revise and resubmit following external peer review.**
- Stockmon Brown, Lauren. “Grammar as Protest: Black Feminist Dramaturgy in Adrienne Kennedy’s *Mom How Did You Meet the Beatles? A True Story of London in the 1960s.*” **In preparation for submission to *TDR: The Drama Review* (MIT Press).**

Public Scholarship

- Stockmon Brown, Lauren. “16 Best Political and Racial Injustice Podcasts to Listen To.” *Women’s Health Magazine*, June 9, 2020.

AWARD FUNDING

Total Competitive Funding Secured: \$51,395 (2022–2026)

Selected Participant & Funding Recipient, “Futures of American Studies” Summer Institute, Dartmouth College, 2026.

\$995

- Selected to attend a competitive interdisciplinary institute in American Studies focused on emerging scholarship in the humanities and cultural studies, led by scholars like Hortense Spillers.

International Dissertation Research Travel Funding, Columbia University Department of English Comparative Literature, Lima Peru (2026)

\$2,500

- Supported archival research on Victoria Santa Cruz; consulted materials at BN Peru, PUCP-IDE, and the Ministerio de Cultura

Folger Shakespeare Library, Washington, DC (2025-2026)

\$3,000,

- Selected for yearlong “Shakespeare and Black Performing Women Workshop Series” convened by Patricia Akhimie (Folger Institute) and Karen Ann

Conference Travel Award, Columbia University Graduate School of Arts and Sciences, Denver Colorado (2025)

\$900

- Supported travel to the American Society for Theatre Research (ASTR) Conference (Denver, CO)

Teaching Award: Finalist, *Presidential Awards for Outstanding Teaching by a Graduate Student Instructor*, Columbia University, Provost Offices (2024-2025)

- Selected finalist for the university's highest institutional recognition for teaching excellence

Fulbright Scholarship, International Affairs, Dakar, Senegal, English Teaching Assistant (ETA), (2021-2022)

\$9,000

- Received the prestigious Fulbright Fellowship Grant appointed by The United States Department of State's Bureau of Educational and Cultural Affairs (20% acceptance rate)
- Collaborated with the U.S. Embassy Diplomats to develop and deliver 8 hours of classroom content, featuring presentations, group activities, and Conversation Club for students of all English levels to enhance their speaking skills and discuss cultural topics
- Organized and presented artistic research using an oral historical approach and digital audio editing to an audience of 60+ scholars and professionals focused on advancing experimental education in International Affairs and African and African American Studies

FELLOWSHIPS

Senior Teaching Assessment, Fellow, Columbia University: The Center for Teaching and Learning, Grant Award: \$3,000, 2025-2026

- Led a semester-long teaching assessment cohort of 6 graduate students, designing and facilitating monthly workshops on course-level outcomes, rubric design, inclusive assessment practices, and backward course design
- Collaborated closely with the Director of Graduate Student Programs and Services and the Associate Director of Assessment and Strategic Initiatives to develop and implement pedagogical programming for Columbia instructors and graduate teachers
- Integrated Black feminist and anti-racist pedagogical frameworks into CTL assessment workshops and authored resource guides and assessment briefs, which were distributed to over 200 Columbia instructors via the CTL's digital platform

Academic Administration Fellow, Columbia University's School of General Studies
Grant Award: \$5,000, 2025

- Partnered with senior and assistant deans in Academic Affairs on strategic initiatives to improve curriculum and retention, contributing to a 15% increase in student engagement
- Gained in-depth exposure to higher education administration, with a focus on Columbia's international and nontraditional student populations
- Streamlined communication strategies to enhance administrative efficiency and student engagement

- Designed and led a computational humanities research workshop addressing the distinction between measurable and interpretive data, grounded in a targeted needs-assessment survey
- Collaborated on workshops promoting educational equity, inclusive curriculum development, and graduate school application support.

Pedagogies of Race and Oppression Fellow, Columbia University: The Center for Teaching and Learning, Grant Award: \$3,000, 2024 - 2025

- Co-facilitated and organized panels on inclusive teaching and community engagement, working alongside 12 graduate student peers
- Focused on developing curriculum strategies, incorporating vocabulary such as fragmented curriculum designs, spiral curriculum, and constructivist and embodied pedagogy
- Developed leadership skills through collaborative discussions, and contributed to shaping pedagogical practices at the university
- Delivered presentations on the intersection of teaching practices and community involvement, enhancing engagement across academic disciplines

Tamer Institute for Social Enterprise Fellow, Columbia Business School, Grant Award: \$10,000, 2022 - 2024

- Trained to use business acumen, entrepreneurial skills, and management tools by the Social Enterprise Summer Fellowship
- Developed non-profit experience in secondary education consulting with the New Community Project, Inc
- Designed and implemented innovative curriculum strategies for 25 juniors and seniors across public and private schools in the Bronx, one of NYC's most underserved boroughs

Social Justice Mini-Grant Fellow, Columbia University Graduate School of Arts and Sciences, Grant Award \$2,500, 2022- 2023

- Conducted in-depth oral historical research over a 5-month period, exploring themes of racial, economic, accessibility, and educational inequities
- Created and produced two interdisciplinary Africana Studies podcast episodes, featuring an interview with a former U.S. diplomat on international policy and a colleague from the PhD program for my podcast: [*My Colorful Nana*](#)
- Each episode garnered approximately 289 listens, reaching a diverse audience interested in social justice issues

Provost Diversity Fellow, Columbia University Graduate School of Arts and Sciences, New York, NY, Grant Award \$10,000, 2022-2023

- Received targeted mentorship and development in navigating institutional structures, securing funding, and articulating research trajectories within and beyond the first year of doctoral study.
- Engaged in cohort-based training designed to support first-year doctoral students from underrepresented backgrounds, emphasizing community-building, academic belonging, and early professionalization.

INVITED PRESENTATIONS

- **Guest Lecture** – *Fashion Institute of Technology (FIT)*, *Professional Practicum for Art Museums and Galleries* (MP 307). Presented: *Gesture as Method: Black Feminist Performance in Josephine Baker, Victoria Santa Cruz, and Miriam Makeba* in New York, NY on November 11, 2025.
- **Invited Talk** – West African Research Center (WARC), Dakar, Senegal. Presented research as part of the community engagement component of my Fulbright Scholarship alongside Dr. Korka Sall, Director of WARC and French Language Convenor for *Feminist Africa's* "Politics of Language" project.
 - Video: https://www.youtube.com/watch?v=hAnROh_EUp8
- **Invited Presentations** – *New York University*, curated and moderated two different discussions between six panelists and audiences of 75+ participants, featuring episodes from the [My Colorful Nana Podcast](#) at NYU's Black History Month exhibition series held in 2019 and 2020.

CONFERENCE PRESENTATIONS

- "Towards a Global Black Feminist Performance Method: Sonic Embodiment in Miriam Makeba, Victoria Santa Cruz, and Josephine Baker." Futures of American Studies Summer Institute, Dartmouth College, June 29 – July 5, 2026.
- "Laughter in the Break: Miriam Makeba and the Politics of Attention." LOOK! Graduate Student Workshop, Columbia University Institute for the Study of Sexuality and Gender (ISSG), April 17–18, 2026.
- "Chapter 4: Miriam Makeba: Gesture as Method..." "Black Feminist Cartographies of Time" working session, American Society for Theatre Research (ASTR) Annual Conference, Denver, CO, November 6–9, 2025.
- "Analyzing Miriam Makeba's 1950–60s Musical Performances: A Precursor to Steve Biko's Black Consciousness Movement and a Response to the Epistemological Erasure of Blackness in Urban South Africa." Columbia University, Institute for the Study of Sexuality and Gender (ISSG) Graduate Student Conference, April 2025.
- "Analyzing Miriam Makeba..." New York University Tisch Center for Research and Study Graduate Student Conference, April 2025.

- "Analyzing Miriam Makeba..." The New School, Department of Psychology, Human Language and Development Conference, April 2024.

Invited Panels & Symposia

- "Crowned Heights: Conference and Homecoming." Selected panel participant, day-long symposium and exhibition on Black women's hair, invited by Dr. Shatima Jones, New York University Gallatin School of Individualized Study, November 21, 2025.

Workshop Presentations

- "Chapter 4: Miriam Makeba: Gesture as Method..." "Emerging/Emergent" Graduate Student Conference, The City University of New York, October 2025

TEACHING EXPERIENCE

Columbia University, [GSAS Summer Research Program](#)— New York, NY

May 2026 - August 2026

Instructor of Record, *Writing Seminar Instructor*

Writing in the Sciences; How to Write Like a Researcher in STEM

- Invited to return following service as a Humanities Mentor in Summer 2025; as a STEM-centered Writing Instructor of Record for 2026, collaborating directly with the Director and Assistant Director of the Columbia University Writing Studio Program in seminar design and curriculum development.
- Designed and taught a nine-week, nine-session graduate writing seminar for a cohort of seven undergraduate STEM research fellows, producing three major Graduate-Level deliverables per student: a research proposal, personal statement, and scholarly abstract.
- Mentored undergraduate researchers across six institutions — University of Florida, Hunter College, New Mexico State University, Belmont University, Stony Brook University, Fordham University, and Caldwell University — working across four STEM disciplines: biophysical sciences, chemistry, cancer research, and biochemistry

Columbia University, Department of English & Comparative Literature— New York, NY

January 2026 - May 2026

Instructor of Record: Seminar Leader

Approaches to Literary Study (Writing Intensive)

- Led weekly 2-hour discussion-based seminars for 15 undergraduate students in Columbia's core literary studies sequence, emphasizing technical literary analysis,

including scansion, meter, rhythm, lineation, and close attention to form, sound, and textual materiality.

- Designed and facilitated seminar activities that extended faculty lectures (ENGL UN2000), translating theoretical frameworks into applied critical practice.

Rutgers University Mason Gross School of the Arts, Theatre Department— New Brunswick, NJ

January 20, 2025 – May 5, 2026

Instructor of Record: Lecturer

Theater Histories II (two sections) (Advanced Research & Writing Development)

- Developed a multi-disciplinary five-part guests lecture series for *Theatre Histories* featuring a graduate of Costume Design (Fashion Institute of Technology), a Columbia University doctoral candidate in lighting production, and an MFA candidate at Bristol Old Vic Theatre School, linking theatre history to contemporary practice
- Designed a research-forward *Theater Histories II* curriculum guiding BFA students through cross-contextual analysis of original plays and adaptations by playwrights including William Shakespeare, Adrienne Kennedy, Henrik Ibsen, Friedrich Schiller, Tanika Gupta, Suzan-Lori Parks, and Aeschylus
- Continued collaboration with the Chair of Dramaturgy to redesign the core course *Theater Histories* for 50 undergraduate BFA students as a research- and writing-intensive curriculum

Selected Evidence of Teaching Impact

- Referenced in student blog post, [“All the World’s a Stage — But Not for Everybody.”](#) published in *BroadwayWorld* (Feb 25, 2026), which applies course frameworks from *Theatre Histories I and II*, including spectatorship as participation and Augusto Boal’s “spect-actor.”

Rutgers University Mason Gross School of the Arts, Theatre Department— New Brunswick, NJ

September 1, 2025 – December 31, 2025

Instructor of Record: Lecturer

Theater Histories I (two sections) (Introductory Research & Writing Skills)

- Curated a three-part guest lecture engagement with an MFA candidate at Bristol Old Vic Theatre School, highlighting their applied work at Shakespeare’s Globe and its relevance to course objectives
- Recognized for cultivating an interactive and research-driven learning environment through peer evaluation and student feedback

- Designed and delivered two 80-minute 3-credit undergraduate *Theater Histories* courses for 50 BFA students (with concentrations in Acting, Dramaturgy, Production and Design)
- Developed an original syllabus centered on student-selected case studies to examine Western and non-Western theater histories, integrating archival research, performance analysis, and historiographic methods

Barnard College, Theatre Department— New York, NY

September-December 2025

Lead Teaching Assistant

Theatre Traditions in a Global Context

- Served as Lead TA in my second semester teaching this course, overseeing email communication, coordinating TA responsibilities, and supporting instructional decisions with Dr. Shayoni Mitra
- Facilitated discussion sections and guided 60 undergraduates in developing critical responses to global performance traditions

Sotheyby's Institute of Art— New York, NY

July 2025

Co-Instructor of Record

Art Conservation and Appraisal (Museum-based Learning)

- Co-taught a pre-college course with Dr. Alexander Nagel, Associate Professor and Assistant Chair of Art History and Museum Professions at the Fashion Institute of Technology (FIT), mentoring 22 high school students (ages 15–17) from the U.S., Canada, and China through museum-based learning and critical inquiry
- Devoted 80 hours to intensive research and teaching while facilitating site-based instruction at institutions such as The Metropolitan Museum of Art, Mercer Labs, and the American Museum of Natural History, integrating research insights with experiential pedagogy

Columbia University, [GSAS Summer Research Program](#)— New York, NY

June 2025 - August 2025

Instructor of Record, Graduate Cohort Mentor

Articulating Research: Graduate-Level Methods in the Humanities (Research Intensive)

- Led a highly individualized ten-week GSAS–Leadership Alliance Summer Research Program seminar of three students, mentoring undergraduates from Howard University, Claflin University, and Florida State University, each pursuing graduate study in the humanities
- Guided a cohort of students whose research centered on race and ethnicity studies across musicology, literature, and Jewish studies, supporting interdisciplinary inquiry, scholarly identity formation, and graduate school preparation

Columbia University, Undergraduate Writing Program— New York, NY

January 2025 - May 2025

Instructor of Record, GSAS Teaching Fellow

Gender and Sexuality Studies Course (Writing Intensive)

- Recognized for teaching excellence by Undergraduate Writing Program Directors Aaron Ritzenberg and Nicole Wallick
- Taught weekly 75-minute seminars to 14 undergraduates from disciplines including mathematics, pre-law, Middle Eastern and Africana studies, and political science, with a focus on Black feminist thought and queer of color critique
- Structured a 28-course syllabus centering foundational and contemporary scholars such as Audre Lorde, Kimberlé Crenshaw, Hortense Spillers, and Saidiya Hartman to build analytical writing and interpretive reading skills
- Offered individualized feedback on 28 papers through a scaffolded, student-driven approach, incorporating peer workshops, revision cycles, and reflective writing
- Maintained 97% participation across the semester; consistently received top evaluations for pedagogical clarity, intellectual rigor, and inclusive classroom dynamics

Columbia University, Undergraduate Writing Program— New York, NY

September 2024 - December 2024

Instructor of Record, GSAS Teaching Fellow

Race and Ethnicity: African American Studies Course (Writing Intensive)

- Designed and taught 75-minute seminars on race, ethnicity, and writing for 14 undergraduates across majors like neuroscience, architecture, and pre-law
- Created an original syllabus engaging interpretive data and critical methods to increase analytical skills

- Evaluated 28 student papers over 4 months with individualized feedback and innovative assessment strategies
- Led weekly seminars with 95% student participation and consistently high evaluations for clarity and engagement

Barnard College, Theatre Department— New York, NY

January-May 2024

Teaching Assistant

Critical Histories of Theatre and Performance

- Co-led classroom activities focused on historical dramaturgy, performance theory, and textual analysis, alongside Dr. Abigail Schroering.

Barnard College, Theatre Department— New York, NY

September-December 2023

Teaching Assistant

Theatre Traditions in a Global Context

- Facilitated weekly discussion sections and supported undergraduate students in developing critical responses to global performance traditions, alongside Dr. Shayoni Mitra

The New Community Project, Nonprofit Organization— Bronx, NY

August 2022 - November 2024

Instructor of Record, Literature Instructor

Qualitative Research Approaches in Public Humanities (Research-Intensive)

- Taught 22 rising high school juniors in the Bronx an intensive-research course focusing on African American performance history, with an emphasis on engaging the Harlem Renaissance from both temporal and geopolitical lenses
- Instructed students from schools like Lion Charter High School, Horace Mann School, Yonkers High School, and The Bronx Center for Science and Math in critical media analysis, using quantitative and qualitative research methods to examine local education and policy reform

UNIVERSITY SERVICE

Presidential Award for Outstanding Teaching Committee — Columbia University

January 2026-April 2026

- Invited to serve on the Presidential Award for Outstanding Teaching Committee as a previously selected finalist, contributing to the university's highest institutional recognition for teaching excellence
- Participated in three committee meetings led by the Office of the Vice Provost for Academic Programs and the Office of the Senior Vice Provost for Academic Initiatives, supporting the evaluation and advancement of a distinguished award honoring exemplary educators since 1996

Office of Access & Engagement Student Delegation Member — Columbia University

October 2025-May 2026

- Selected by Columbia University's Office of Academic Access and Engagement (OAAE) to participate in activities such as new student information sessions, panel discussions, Campus Conversations, Heritage Month Events, and on- and off-campus outreach events
- Connected with the Columbia graduate community and built relationships with prospective students through outreach and engagement

Creator & Coordinator, Undergraduate "Race & Ethnicity Writing Collective Fellowship" — Columbia University

January 2025–May 2025

- Designed and launched a humanities-based fellowship supporting underrepresented undergraduates in research, writing, and public speaking
- Developed a peer mentorship model pairing three returning fellows with 14 first-year writers
- Advanced inclusive pedagogy and community-building within Columbia's undergraduate writing community

Writing Tutor, [Warrior-Scholar Project](#) — Columbia University

July 2025

- Delivered individualized writing support to enlisted veterans transitioning to higher education, focusing on college-level composition and critical thinking skills taught by faculty at Columbia University
- Emphasized accessibility and collective learning practices to foster an inclusive, student-centered tutoring environment

Lead Teacher, [Community Impact](#) — Columbia University

June-August 2019

- Responsible for preparing & delivering lesson plans to adult immigrants who are non-native English speakers.
- Participated in volunteer workshops focused on Teaching English to Speakers of Other Languages (TESOL)

PROFESSIONAL AFFILIATIONS

- Modern Language Association ([MLA](#))
- Performance Studies International ([PSI](#))
- American Society for Theatre Research ([ASTR](#))

LANGUAGES

- French: Fluent

REFERENCES

Dr. William B. Worthen

Alice Brady Pels Professor in the Arts, Department of Theatre
Chair, Department of Theatre, Barnard College, Columbia University
Email: wworthen@barnard.edu | Phone: (212) 854-2757
Relationship: Dissertation Sponsor and Committee Chair

Dr. Rebecca Kastleman

Assistant Professor in English and Comparative Literature, Columbia University
Email: rrk2157@columbia.edu | Phone: (212) 854-3215
Relationship: Dissertation Committee Member and Former Instructor

Dr. María José Contreras Lorenzini

Associate Professor in Theatre, Columbia University
Email: mc4873@columbia.edu | Phone: (786) 602-0166
Relationship: Dissertation Committee Member and Former Instructor

Dr. Alexander Nagel

Chair, Art History and Museum Professions Program (AHMP)

Associate Professor, History of Art Department, FIT: Fashion Institute of Technology (FIT) and the Smithsonian Institution (Washington, D.C.)

Email: alexander_nagel@fitnyc.edu | Phone: (212) 217-4642

Relationship: Colleague and Co-Instructor at Sotheby's Institute of Art Pre-College Program

Dr. Shatima J. Jones

Clinical Assistant Professor, Gallatin School of Individualized Study, New York University

Email: sj63@nyu.edu | Phone: (212) 998-7370

Relationship: Former Instructor and Interdisciplinary Mentor