Natalie Cherie Campbell

Curriculum Vitae

435.300.0128 | ncampbell@hds.harvard.edu | Boston, MA, USA

[linkedin.com/in/nataliecheriecampbell](file:///C%3A%5CUsers%5Ccheri%5CDocuments%5CJob%20Search%5CJob%20Application%20Resumes%20and%20Cover%20Letters%202025%5Clinkedin.com%5Cin%5Cnataliechericampbell) | [nataliecherie.wixsite.com/communications](https://nataliecherie.wixsite.com/communications)

# Education and Certification

Master of Theological Studies – Religion Literature, and Culture | Harvard Divinity School | 3.94 2016-18

Bachelor of the Arts – English, minor in editing | Brigham Young University | 3.77 2011-15

Dual-Credit Coursework | College of Southern Idaho | 4.0 2009-10

High School Diploma | Twin Falls Senior High School, ID | 4.0 2008-11

# Coursework—Harvard Divinity School

Fundamentals of Digital Photography | Harvard Extension School | 4.0 credits—A 2023

* This course taught photography using digital cameras (DSLR or mirrorless) and the skills to use manual settings and use the different shooting modes available on digital cameras. Topics covered in this course included the fundamentals of exposure, composition, lighting, editing techniques, color correction, delivery for print and digital media, metadata creation, and digital workflow management. We referenced classical art that has heavily influenced photography in the way that images are composed and lighted. The course is helpful to students who wish to explore digital photography as a way to document their field work and other work in progress and enhance their visual literacy, enabling them to assess images and other visual media. Students are taught Lightroom to manage their digital archives and learn to use editing techniques to enhance their images. Coursework is structured along two main components: technical mastery and aesthetic development.

The Tree at the Center of the World: Part Two | Harvard Divinity School | 4.0 credits—A 2018

* This comparative course examined historical and contemporary traditions of primordial, cosmic, and sacred trees in religion, folklore, mythology, and ritual, including the ways in which the special natural characteristics of trees have been interpreted metaphorically and metaphysically.  We considered primary iconographic and textual evidence as well as secondary sources.

Jane Austen’s Fiction and Fans | Harvard Divinity School | 4.0 credits—A- 2018

* We studied the contribution Pride and Prejudice, Sense and Sensibility, Mansfield Park, Emma, Persuasion, and he remaking of modern fiction. Emphasis fell on these works’ place in the literary culture of Austen’s day and on their historical contexts in an era of revolution, but we also acknowledged the strong and ardent feelings that Austen’s oeuvre continues to arouse today.  To that end, we investigated the frequently wild world of contemporary Austen fandom and Austenian tourism, shopping, adaptations, and sequels that nurture it.  At the same time, Austen knew fandom from both sides, so part of the work was to learn about the early-nineteenth-century culture of literary appreciation in which Austen enrolled the heroines of her novels and enrolled herself.

The Pastoral Vocation in Christian Traditions | Harvard Divinity School | 4.0 credits—SAT 2018

* This conference course focused on accounts of the pastoral vocation in Christian traditions and literatures. Studied themes of pastoral call, pastoral life, the spiritual life of the pastor, the pastor as spiritual director, the pastor as preacher, the pastor as curate of souls, and the pastor as leader of communities of faith and resistance. The aim of the course was to describe, understand, and develop the pastoral, intellectual, and spiritual agility that is the mark of excellent ministry in all its forms.

The Classic Phase of the Novel | Harvard Divinity School | 4.0 credits—A 2017

* We studied a set of major works of art produced at the peak of the novel's centrality as a literary form: Pride and Prejudice, Buddenbrooks, Anna Karenina, Middlemarch, and The Brothers Karamazov. Themes included society, family, generational novels and the negations of crime and adultery; consciousness and the organization of narrative experience; the novel of ideas and scientific programs; realism, naturalism, aestheticism and the interruptions of the imaginary.

Advanced Intermediate French Reading | Harvard Divinity School | 4.0 credits—A 2017

* Reading and translation practice in selected texts related to religious studies. This course is designed to help students gain proficiency in reading texts related to theological French and religious studies, as well as academic French more broadly.

The Tree at the Center of the World: Part One| Harvard Divinity School | 4.0 credits—A 2017

* This comparative course examined historical and contemporary traditions of primordial, cosmic, and sacred trees in religion, folklore, mythology, and ritual, including the ways in which the special natural characteristics of trees have been interpreted metaphorically and metaphysically.  We considered primary iconographic and textual evidence as well as secondary sources.

Theological French | Harvard Divinity School | 8.0 credits—A 2017

* An intensive eight-week introduction to reading and translating modern French texts for students who require knowledge of French for research purposes. It presented the principle structures of French grammar in a systematic and coherent manner and, at the same time, gave reading and translation assignments in selected texts related to theological and religious studies.

Holocaust and the Churches 1933-45 | Harvard Divinity School | 4.0 credits—A 2017

* This seminar approached the Nazi persecution of European Jewry from several disciplinary perspectives. Initially the seminar explored the topic historically, using a variety of historical materials dealing with the history of European anti-semitism, German history from Bismarck to the accession of Hitler, the evolution of anti-Jewish persecution in the Third Reich, and the history of the Holocaust itself. Sources included primary sources produced by the German government 1933-1945, by Jewish victims-to-be or survivors, documentary films, and secondary interpretations. The seminar taught the basic background to and narrative of the Holocaust, introduced us to the critical use of primary historical sources, and familiarized us with some of the major historiographical debates. We then pondered religious and theological reactions to the Holocaust. We also considered the historical question of the role played by the Protestant and Catholic churches and theologies in the Holocaust. We concluded with an assessment of the role played by the Holocaust in today's world, specifically in the United States. Throughout the seminar, we used various literary and cinematographic sources to represent the Holocaust.

God and Modern Writing: Part Two | Harvard Divinity School | 4.0 credits—A 2017

* This course posed the question, “what do the sequels of modernity mean for writing about God in Europe and the United States after the second ‘World War?’”  The course looked within and beyond theology’s academic boundaries to a selection of formally deliberate texts in a variety of genres. These texts included among others works by Paul Tillich, Samuel Beckett, James Baldwin, Michel Foucault, Mary Daly, and Anne Carson. The aim was not to judge everything that has been written so much as to find help for what might yet be written. I wrote a personal essay for the final assignment.

Sex, Gender, and Sexuality: Part One | Harvard Divinity School | 4.0 credits—A- 2017

* The course explored the theoretical articulation of sex, gender, and sexuality in twentieth-century theory, particularly in psychoanalysis, philosophy, and feminist and queer theory. Readings included texts by Sigmund Freud, Simone de Beauvoir, Jacques Lacan, Michel Foucault, Gayle Rubin, Julia Kristeva, Monique Wittig, Judith Butler, Moira Gatens, and others.

The Historical Philosophy of W. E. B. DuBois | Harvard Divinity School | 4.0 credits—A 2017

* This course examined the historical philosophy of the towering Black scholar and great freedom fighter of the 20th Century. We engaged in close readings of Du Bois’ classic work, “The Souls of Black Folk” (1903) as well as subsequent essays, especially his classic autobiography, “Dusk of Dawn” (1940).

Love, Death, and Nothingness | Harvard Divinity School | 4.0 credits—A 2016

* According to the Gospel of John, the greatest form of love is one realized in the giving of a death. This course explored that unsettling relationship between love and death, nothingness and desire, as it is expressed in theology and philosophy and in contemporary fiction and film. Readings included selections from Adrienne von Speyr, Simone Weil, Jacques Derrida, Julia Kristeva, Marilynne Robinson, Toni Morrison, and others, with screenings of films by Keisuke Kinoshita and Yasujiro Ozu.

Virginia Woolf and Religion | Harvard Divinity School | 4.0 credits—A 2016

* This course looked closely at the religion around Woolf—in her family, her society, her friendships and her reading—and explored its relationship to the religious quality that many readers have found in her work. Special attention was given to the spiritual trajectories of the modernist movement she helped to shape and the religious dimensions of her attempt to reimagine literary realism.

Gender, Sexuality, and Mormonism | Harvard Divinity School | 4.0 credits—A- 2016

* This course examined broad theoretical questions about the interrelationship between religion, gender, and sexuality using Mormonism as a primary case study. It covered the development and abandonment of polygamy, the advent and contours of Mormon feminism, theological and ecclesiastical issues, and other topics.

Theories and Methods in the Study of Religion | Harvard Divinity School | 4.0 credits—A 2016

* This course was an introduction to various approaches to the academic study of religion, from the anthropological and sociological to the philosophical and theological.

# Coursework—brigham young university

Writing with Style | Brigham Young University | 3.0 credits—A 2015

* This course covered White and Strunk’s *Writing with Style*. Spent much of the course workshopping a short essay in different imitations and styles.

Literature of the Latter-day Saints | Brigham Young University | 3.0 credits—A 2015

* This course examined fiction, poetry, drama, folklore, personal essay, and other literature emerging from the LDS experience. The study of LDS literary expression to the LDS church, its theology, and to the everyday lives of church members.

Academic Internship | Brigham Young University | 3.0 credits—A 2015

* During this internship, I was the Project Manager for BYU online magazine *Mormon Insights.* I acted in the capacity of teacher’s assistant, managing editor (of the volunteers), advisor to the class managing editor, editor, and writer. While working with *Mormon Insights*, I wrote two short articles on the Latter-day Saint (LDS) belief that men and women can become like God and on the LDS belief in a Heavenly Mother.

The Senior Course: Shakespeare and Film | Brigham Young University | 3.0 credits—A 2015

* This course focused on a variety of theatrical, socio-historical, political, and literary issues in relation to several film adaptations of Shakespeare. This includes a historical overview of the evolution of Shakespeare's plays from stage, to page, to illustration, to painting, and to moving pictures. Engage in film criticism and explore the similarities and differences between stage and screen productions. I wrote my final research paper on Michael Hoffman’s 1999 *A Midsummer Night’s Dream* and how portraying the Indian Boy as the God Krishna affects how we interpret Titania.

Social Dance, Beginning | Brigham Young University | 0.5 credits—A 2015

World Dance Technique 1 | Brigham Young University | 1.0 credits—A 2015

Yoga | Brigham Young University | 0.5 credits—PASS 2015

Indoor Cycling | Brigham Young University | 0.5 credits—PASS 2015

Editing for Publication | Brigham Young University | 3.0 credits—A 2014

* This course is the capstone course for the editing minor. The class was that issue’s editing staff for the Stowaway Magazine. I was selected to be the managing editor. I wrote and designed the feature “Hidden Treasures: An Archeological Adventure,” the editor’s note, “One More Thing,” and the Training Insane Advertisement. I selected and assigned the topics for the Burning Man and Days for Girls articles. I selected my essay contest winner and photography contest winner along with the art director. I fulfilled my managerial duties by overseeing the writing, editing, and designing process, facilitating the professor’s/editor-inchief’s vision, teaching classes and giving presentations on editing and design, holding class meetings, creating and enforcing a publishing schedule, and attending to the concerns, disputes, and questions of the staff members.

Honors Rhetoric and Civilization: Part One | Brigham Young University | 3.0 credits—A 2014

* This course covered rhetoric in Western civilization from Classical Antiquity to the Medieval Period; the arts of language and their role in shaping institutions, values, and beliefs. Study of rhetorical speeches and pieces including Plato, Gorgias, Aristotle, Cicero, St. Augustine, Erasmus, Homer, Chaucer, and the Bible among others.

British Literature: 1950-Present | Brigham Young University | 3.0 credits—A 2014

* This course covered poetry, prose, and drama from Britain and the Commonwealth since 1950. Specifically studied and researched sexual metaphor through the lens of A.S. Byatt’s *Possession*, as well as a Bangladeshi Muslim woman’s experience living in England in Monica Ali’s *Brick Lane*.

Transnational Literature: Theories of Women’s Studies | Brigham Young University | 3.0 credits—A- 2014

* This course analyzed transnational/transatlantic literature through different theoretical, historical, and cultural approaches to women’s studies as it pertained to a large selection of primary documents of historical and contemporary importance to the theory of women’s studies. I researched the historicity of the LDS Heavenly Mother and how Betty Friedan’s *The Feminine Mystique* enriches our understanding of the implications of and cultural acceptance of this theology.

Survey of World Religions | Brigham Young University | 2.0 credits—A 2014

* This course explored the origins, theology, doctrines, scriptures, and religious practices of several religious traditions, including Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, Taoism, Confucianism, and Shinto. Comparisons were offered between these religions and Latter-day Saint belief and practice.

Basic Editing Skills | Brigham Young University | 3.0 credits—A 2014

* This course taught principles of copyediting, style guides, familiarity with *Chicago Manual of Style*, and exploration of global English principles

Genre and Substantive Editing | Brigham Young University | 3.0 credits—A 2014

* This course taught principles of editing magazines and other genres, substantive practice with tone, organization, topic sentences, titles, resource check, etc.

Modern American Usage | Brigham Young University | 3.0 credits—A- 2014

* This course taught current conventions and accepted usage of American English, effective usage, and introduction to prescriptive and descriptive practices.

Grammar of the English Language | Brigham Young University | 3.0 credits—A- 2014

* This course taught grammatical principles that structure good English sentences, giving basis for basic editing skills

British Literature to 1500 | Brigham Young University | 3.0 credits—A 2014

* This course taught principal works, mainly in translation, from Britain's medieval period. Study of the effects of magic vs. miracle with a specific focus on the Catholic church. I researched the role of Mother Mary and the Goddess in peaceful medieval conversion of Celtic peoples.

Honors Rhetoric and Civilization: Part Two | Brigham Young University | 3.0 credits—A 2014

* This course covered rhetoric in Western civilization from the Renaissance to the present; the arts of language and their role in shaping institutions, values, and beliefs. Study of rhetorical speeches and pieces including Martin Luther and Desiderius Erasmus, John Milton, Alexander Pope, Andrew Carnegie, Karl Marx, Charles Dickens, William Blake, The Declaration of Independence, Virginia Woolf, Mary Wollstonecraft, and others. There was specific emphasis on women’s writing and feminist movement throughout the course.

The New Testament: Part One | Brigham Young University | 2.0 credits—A 2014

* This course examined the historical background, narrative, and doctrines of the New Testament, covering the life and teaching of Jesus Christ set forth in the four Gospels. Emphasis on discussing Jesus Christ’s relationship to women and the Bible as an exegesis versus eisegesis text.

Ethnic Dance, Technique 1: India | Brigham Young University | 1.0 credits—A 2014

* This course taught Indian classical dance technique, primarily in religious-based styles and motifs of Bharatha Natyam, Ganapathi, Allaripu, and Bollywood. At one point we studied the God Ganesh through Bharatha Natyam.

Introduction to the English Language | Brigham Young University | 3.0 credits—A 2013

* This course covered the system of phonetic notation, language acquisition, English language evolution, and language-structure combinations.

Introduction to Print Publishing | Brigham Young University | 3.0 credits—A 2013

* This course taught computer and layout programs such as Illustrator, InDesign, and Photoshop for use in editing and publishing.

American Literary History | Brigham Young University | 3.0 credits—A 2013

* This course covered the development of ideas, movements, genres, and styles in American literature as illustrated through representative texts. At different points in the course, we discussed the nature of God and the wilderness, the devil, puritan piety, the Jeremiad, and women’s contribution to American Literature.

Writing Literary Criticism | Brigham Young University | 3.0 credits—A 2013

* This course covered how to address an academic audience, support arguments, and engage effectively in critical conversations about literature. I focused on analyzing Jane Austen’s *Persuasion* from a feminist lens.

Intermediate French: Part Two | Brigham Young University | 3.0 credits—A- 2013

* This course focused on French literature and culture through reading texts in French.

Doctrine and Covenants: Part Two | Brigham Young University | 2.0 credits—A 2013

* This course covered the origin, content, and teachings of the Doctrine and Covenants from sections 77 through Official Declaration 2.

Flexibility | Brigham Young University | 0.5 credits—PASS 2013

English Literature in a Cultural Setting | Brigham Young University | 3.0 credits—A 2013

* This was a study-abroad course focused on the Romantic poets and other famous English poets while hiking through the United Kingdom.

Travel Writing | Brigham Young University | 3.0 credits—A 2013

* This was a study-abroad course focused on an in-depth study of the personal essay while focusing on inspiration from the landscape while hiking through the United Kingdom.

The English Novel | Brigham Young University | 3.0 credits—A 2013

* This course selected novels according to time period or theme from the past three centuries. We focused on women’s piety in Georg Elliot’s *Middlemarch*, rape culture and virginal purity in Thomas Hardy’s *Tess of the D’Urbervilles*, and the treatment of women and female duality in Charlotte Bronte’s *Jane Eyre*.

Shakespeare | Brigham Young University | 3.0 credits—B 2013

* This course examined eight Shakespearian plays: *The Tempest, As You Like It, Merchant of Venice, A Midsummer Night’s Dream, The Winter’s Tale, Richard III, Hamlet,* and *King Lear*.

British Literary History: Part Two | Brigham Young University | 3.0 credits—A 2013

* This course was a survey of British texts from the late 1600s to post-modernism.

Honors Writing and Tutoring | Brigham Young University | 3.0 credits—A- 2013

* This course taught principles of tutoring and teaching writing skills with an emphasis on tutoring across disciplines.

Intermediate French: Part One | Brigham Young University | 4.0 credits—B 2013

* This course covered reading, writing, conversation, vocabulary building, and review of grammar.

Cultural Survey | Brigham Young University | 1.0 credits—A 2013

* This course was taken in preparation for a hiking study abroad in the United Kingdom. It covered the significance of the landscape and places we’d be visiting and the historical moment that made each place significant. We studied the creative nonfiction texts that would be the focus of our tour, including W.G. Sebald’s *The Rings of Saturn*.

Contemporary Dance, Beginning | Brigham Young University | 0.5 credits—A 2013

Fundamental Literary Interpretation | Brigham Young University | 3.0 credits—A- 2012

* This course taught principles of analyzing literature through a specified lens such as feminism, Marxism, psychoanalytic, biographical, historical, formalism, etc. The course included particular study of *Wuthering Heights* and *Othello.*

British Literary History: Part One | Brigham Young University | 3.0 credits—B+ 2012

* This course was a survey of British texts from the Medieval period to the late 1600s.

Islam and the Gospel | Brigham Young University | 1.0 credits—A 2012

* This course covered the history, doctrine, and practices of Islam. Comparisons to Latter-day Saint belief and practice were examined.

First-Year French: Part Two | Brigham Young University | 4.0 credits—C+ 2012

* This course was a continuation of the development of the four language skills: understanding, speaking, reading, and writing.

Descriptive Astronomy | Brigham Young University | 3.0 credits—A- 2012

Folk Dance Performance, Intermediate | Brigham Young University | 1.0 credits—A 2012

Ethnic Dance, Irish | Brigham Young University | 0.5 credits—A- 2012

Ballet, Beginning | Brigham Young University | 0.5 credits—A 2012

Clog Dance, Beginning | Brigham Young University | 0.5 credits—A 2012

World Dance, Beginning | Brigham Young University | 0.5 credits—A 2012

Honors Writing and Rhetoric | Brigham Young University | 3.0 credits—A- 2012

* This course covered basic principles of effective writing with a focus on persuasive essays.

First-Year French: Part One | Brigham Young University | 4.0 credits—B- 2012

* Development of the four language skills: understanding, speaking, reading, and writing.

Principles of Biology | Brigham Young University | 3.0 credits—A- 2012

The Book of Mormon: Part Two | Brigham Young University | 2.0 credits—A 2012

* This course covered the narrative, doctrines, and precepts of the Book of Mormon from Alma 30 through Moroni 10.

Folk Dance Performance, Intermediate | Brigham Young University | 1.0 credits—A 2012

Jazz Dance, Beginning | Brigham Young University | 0.5 credits—A 2012

Piano | Brigham Young University | 1.0 credits—A 2012

* This course covered jazz piano fundamentals and improvisation.

American Government and Politics | Brigham Young University | 3.0 credits—B+ 2011

Music Fundamentals | Brigham Young University | 2.0 credits—A 2011

* This course covered the basics of music theory.

The Living Prophets | Brigham Young University | 2.0 credits—A- 2011

* This course focused on the doctrines, administration, backgrounds, and teachings of the past 15 prophets of the LDS church.

The Book of Mormon: Part One | Brigham Young University | 2.0 credits—A 2011

* This course covered the narrative, doctrines, and precepts of the Book of Mormon from the books of 1 Nephi through Alma 29.

Introduction to Music | Brigham Young University | 3.0 credits—A 2011

* This course was a survey of the history of music, particularly in the Western World.

Introduction to Dance | Brigham Young University | 3.0 credits—A 2011

* This course was a survey of the history of dance and dances from different countries.

U.S. History: Part Two | College of Southern Idaho | 3.0 credits—A 2011

Introduction to Chemistry | College of Southern Idaho | 4.0 credits—A 2010-11

English Literature and Composition: AP Credit | Advanced Placement | 6.0 credits—PASS 2010-11

U.S. History: Part One | College of Southern Idaho | 3.0 credits—A 2010

English Language and Composition: AP Credit | Advanced Placement | 3.0 credits—PASS 2009-10

College Writing and Reading | Advanced Placement | 3.0 credits—PASS 2009-10

# Test Scores

Qualifying Language Exam: French Translation | Harvard Divinity School | High Pass 2017

GRE | Analytical Writing: 5, Quantitative Reasoning: 150, Verbal Reasoning: 164 | Comp: 314.0 2015

AP Test for English Literature and Composition | Score: 5 2010

ACT | Comp: 28 2010

AP Test for English Language and Composition | Score: 3 2009

ACT | Comp: 27 2009

# Awards and Scholarships

Half-Tuition Scholarship | Harvard Divinity School 2016-18

Half-Tuition Scholarship | Brigham Young University 2014

International Study Abroad Scholarship | Brigham Young University 2013

Marriot J. Willard Scholarship | Brigham Young University 2012-13

Great Works Honors Essay Contest, Second Place | Brigham Young University 2012