

EDUCATION

- Ph.D. University of Iowa, Department of English, May 14, 2014.
Dissertation: “Royal Materials: The Object of Queens in Late Medieval English Romance,”
director: Kathy Lavezzo.
- M.A. University of Tennessee-Knoxville, Department of English, May 2005.
- B.A. University of Tennessee-Knoxville, English, May 2002, *summa cum laude*.

PUBLICATIONS

- “‘Here Belles to Ryng’: Maternity and Sound in *Richard Coer de Lyon*,” *Queenship, Reputation and Gendered Power*, ed. Rachel Gibbons (forthcoming with Palgrave).
- “The Lollard Queen in Chaucer’s *Man of Law’s Tale*” (under consideration at *JEGP*).
- Review of *Interpretation and Performance: Essays for Alan Gaylord*, ed. Susan Yeager & Elise E. Morse-Gagné, in *Studies in Medieval and Renaissance Teaching (SMART)* (forthcoming Fall 2014).
- Bibliographical Entry, *Classic and Modern Literature* 2014, Chaucer Review (forthcoming)
- Bibliographical Entry, *Michigan Quarterly Review* 2014, Chaucer Review (forthcoming)
- Bibliographical Entry, *Marginalia* 2011-14, Chaucer Review (forthcoming)
- Bibliographical Entry, Rollo, David, *Kiss My Relics: Hermaphroditic Fiction of the Middle Ages* (Chicago: University of Chicago Press, 2011), Chaucer Review (forthcoming)
- Bibliographical Entry, Staley, Lynn, *The Island Garden: England’s Language of Nation from Gildas to Marvell* (Notre Dame: University of Notre Dame Press, 2012) (forthcoming)

HONORS AND AWARDS

- The New Chaucer Society Graduate Workshop in Manuscript Studies Participation and Subvention, 2014.
- Graduate College Summer Fellowship, 2013.
- Valerie Lagorio Dissertation Research Scholarship, 2012.
- W. R. Irwin Award for Excellence in Teaching General Education Literature, 2011.
- Freda Dixon Malone Research Scholarship, University of Iowa, Department of English, 2010.
- Nominee, Outstanding Teaching Assistant Award, 2010.
- Comprehensive Exams Completion Course Release Fellowship, University of Iowa, Department of English, 2008.

Charles and Frances Mangam Merit English Department Full Tuition Scholarship, University of Tennessee-Knoxville, 2000-2002.

CONFERENCE PRESENTATIONS

“Marian Displacement in ‘The Miracle of the Boy Singer,’” New Chaucer Society Congress, Reykjavik, Iceland, accepted for July 2014.

“Maria/Hari’a: Purging Effluvia in the Vernon Manuscript,” 49th International Congress on Medieval Studies, Kalamazoo, MI, accepted for May 2014.

Chair, “Framing Race in Medieval Texts,” Bibliography and Textual Studies Panel, 55th Annual Midwest Modern Language Association Convention, Milwaukee, WI, November 2013.

“Morgan LeFay as Trickster Queen in Malory’s *Morte Darthur*,” 55th Annual Midwest Modern Language Association Convention, Milwaukee, WI, November 2013.

“Custance, Anne of Bohemia, and Lollardy in Chaucer’s *Man of Law’s Tale*,” 48th International Congress on Medieval Studies, Kalamazoo, MI, May 2013.

“Was neuere kynge ne knyzt so bolde’: The ‘She-Wolf’ of France and the *Richard Coer de Lyon a Text*,” 47th International Congress on Medieval Studies, Kalamazoo, MI, May 2012.

“The Displacement of the Abject Womb in ‘The Miracle of the Boy Singer,’” Medieval Association of the Midwest Annual Conference, Iowa City, IA, September 2010.

“Here Belles to Ryng’: Demonic Maternal Resonance in *Richard Coer de Lyon*,” 45th International Congress on Medieval Studies, Kalamazoo, MI, May 2010.

“Bringing Queen Katherine ‘full base’ in Lydgate’s ‘That Now is Hay,’” 28th Newberry Library Center for Renaissance Studies Graduate Student Conference, Chicago, IL, January 2010.

TEACHING AND RESEARCH INTERESTS

Medieval gender studies	Renaissance literature/Shakespeare
Medieval romance	Chaucer
Materialist studies	Queer theory
History of the English language	Neo-medievalism

LANGUAGES

Old & Middle English	French (working knowledge)
Japanese	Latin (basic knowledge)
Spanish (working knowledge)	

TEACHING EXPERIENCE

All courses independently designed and taught.

Shakespeare, English Department (1 Section). University of Iowa, Spring 2015.

Literature and Culture of the Middle Ages: “Framing Medieval Race,” English Department (1 Section). University of Iowa, Fall 2014.

This upper-division course for English majors critically examined race texts and images of common medieval races as product of English Christian anxieties in the wake of an increasingly multicultural and multilingual England following several successful invasions. We explored what these constructed and imagined races did for English Christians and their sense of England as a nation. We asked questions like: How did literary representations of races like Jews and Saracens differ from their historical counterparts? In what ways did purging the Jews from England create or bolster a sense of English national identity? How did monstrous races legitimate medieval scientific and religious theories of racial superiority? How were male and female ‘others’ depicted differently? Primary texts included: *History of the Kings of Britain*, Chaucer’s *Man of Law’s Tale* and *Prioress’s Tale*, ritual murder narratives like “The Jewish Boy” and “The Child Slain by Jews,” *The Travels of Sir John Mandeville*, the *King of Tars*, and the demon-bride legend, *The Romance of Melusine*.

Heroes and Villains: “Gendering the Hero,” General Education Literature Program (1 section). University of Iowa, Spring 2014.

This elective course examined pairings of pre-modern and contemporary texts to examine how heroes are gendered. Students attempted to answer bigger questions about gender including: To what extent are “masculinity” and “femininity” socially-constructed? What limitations do female heroes face that male heroes do not? How do pre-modern texts problematize perceptions of the past as backwards and bigoted? How does a hero’s gender influence his or her quest? What happens when a hero doesn’t neatly fit into the categories of “male” and “female”? Was the past more accepting of people who didn’t match the typical heroic mold? Pairings included: the thirteenth-century French transvestite romance, *Silence*, and Jeffrey Eugenides’ 2002 novel, *Middlesex*; Chaucer’s *Wife of Bath’s Tale* and Margaret Atwood’s *Handmaid’s Tale*; and Shakespeare’s *Twelfth Night* and Banana Yoshimoto’s Japanese novella, *Kitchen*.

Fictions: “Our Monsters,” General Education Literature Program (1 section). University of Iowa, Spring 2013.

This elective course asked students to consider literary and filmic depictions of monsters as articulations of taboo culturally-located and gendered human characteristics. Students became familiar with medieval monster theory and theories of the posthuman and applied this knowledge to interpretive papers focusing on the cultural trajectories between original texts and their multimedia afterlives. Texts studied included: *Beowulf*, John Gardner’s *Grendel*, Joseph LeFanu’s *Carmilla*, Bram Stoker’s *Dracula*, Charlaine Harris’ *Dead Until Dark*, and Philip K. Dick’s *Do Androids Dream of Electric Sheep*. Films included Ridley Scott’s *Aliens*, Francis Ford Coppola’s *Dracula*, and Ridley Scott’s *Blade Runner*.

Literatures and Sexualities: “Pre-Modern and Postmodern Sexualities,” General Education Literature Program (2 sections). University of Iowa, Spring 2011; Fall 2011.

This elective course examined the multiple sexualities featured in canonical and non-canon medieval and early modern texts as well as articulated spaces for genders and sexualities still relatively unrecognized in our postmodern world. Through encountering genres such as transvestite saint’s lives and cross-dressing romances, students interrogated modern conceptions of the ‘Dark Ages’ as a close-minded and persecuting period against which our modern society is positioned. By comparing these ‘pre-modern’ narratives with postmodern texts centered on the largely unrecognized and often troubled lives of transgendered writers and non-heteronormative characters, students made trans-temporal connections which helped decenter the present as a liberal utopia. Texts studied included: the Old English *Life of St. Euphrosyne*, *Yde et Olive*, Heldris of Cornwall’s *Silence*, Shakespeare’s *Twelfth Night*, alongside works by Banana Yoshimoto, David Sedaris, Rakesh Satyal, Ha Jin, and Haruki Murakami. Supplementary critical reading included excerpts from Nancy Durling, “Rewriting Gender: Yde et Olive and Ovidian Myth,” Hélène Cixous, Susan Bordo, Judith Butler, and Karma Lochrie’s “Heterosyncrasies: Female Sexuality When Normal Wasn’t.”

Heroes and Villains: “Cannibalism and Consumerism in Monster Texts,” General Education Literature Program (1 section). University of Iowa, Fall 2011.

This elective course helped students to connect heroes with monstrous villains through the theme of consumption. Students delineated several productive strains of consumption in these monster texts, ranging from the literal act of cannibalism to the ideology of consumerism. Texts studied included: *Beowulf*, John Gardner’s *Grendel*, Bram Stoker’s *Dracula*, and David Mitchell’s *Cloud Atlas*.

Interpretation of Literature, General Education Literature Program (7 sections, 1 section Honors). University of Iowa, Fall 2009-Fall 2010; Spring 2012-Fall 2013.

This course encouraged non-majors to interpret and compose essays engaging a wide range of literary genres from a variety of different times and global cultural perspectives. A selected list of authors and poets studies over eight sections includes: Amy Tan, Sherman Alexie, Geoffrey Chaucer, William Shakespeare, Jane Austen, Bharati Mukherjee, Ha Jin, Haruki Murakami, David Sedaris, Junot Díaz, Jeffrey Eugenides, Margaret Atwood, William Faulkner, Maxine Hong Kingston, David Mitchell, Charlotte Perkins Gilman, and Zev Al-Walid.

Rhetoric: “Globalization,” Department of Rhetoric (4 sections, 2 sections Honors). University of Iowa, Fall 2007-Spring 2009.

This required course introduced first-year students to academic writing, speaking, and critical thinking skills through genres such as non-fiction, satire, comics, and film. My sections focused specifically on globalization, encountering and debating global issues like free trade vs. fair trade economies, outsourcing, immigration, consumerism, human trafficking, world hunger, and child labor. Students left the class as better global citizens.

TEACHING EMPLOYMENT

Visiting Assistant Professor. Department of English. University of Iowa. Fall 2014-Spring 2015.
Taught upper-division courses on medieval literature and Shakespearean drama.

Graduate Instructor. General Education Literature. University of Iowa. Fall 2009-Spring 2014.
Taught a variety of general education and elective courses.

Graduate Instructor. Department of Rhetoric. University of Iowa. Fall 2007-Spring 2009.
Taught courses on globalization and critical reading, writing, and speaking to first-year students.

Assistant English Language Teacher (英語指導助手). Tenkawa and Dorogawa Villages, Nara Prefecture, Japan. Summer 2005-Summer 2007. Taught English to elementary and junior high school students in two mountain villages in rural Kansai. Also acted as a Goodwill Ambassador for Nara-Maharoba.

Graduate TA. English Department. University of Tennessee-Knoxville. Fall 2004-Spring 2005.
Assisted and graded for Bill Hardwig and Elizabeth Gentry.

Writing Center Tutor. University of Tennessee-Knoxville. Fall 2003-Spring 2005.
Tutored undergraduate and ESL students.

SERVICE

Co-organizer, Professor Michael Bailey of Iowa State University, “In Bad Faith: Discerning False Religion in Late Medieval Superstition,” October 2013.

Organizer, *Quaestio* Medieval & Early Modern Reading Group. 2012-2013.

Webmaster and Site Organizer, *Quaestio* Medieval & Early Modern Reading Group.
<http://tblake1981.wix.com/quaestio>. 2013.

Author, *Ferrea Virago* Blog, Medieval Gender and Sexuality. <http://ferreavirago.wordpress.com>.

Contributor, *The Dark (P)Ages* Medieval and Early Modern Manuscript Database. University of Iowa. 2013.

Participant, IDEAL (Iowa Digital Engagement and Learning) Assignment and Design Institute. University of Iowa. 2012.

Chair, Textbook Committee. General Education Literature. University of Iowa. Fall 2011-Spring 2012. Selected trade reader, poetry, and novel selections for first-year instructors in the General Education Literature Program. Additionally worked with Pearson publishing to design and refine a custom anthology for University of Iowa General Education Literature courses.

Member, Old English Reading Group. University of Iowa. Fall 2011-Spring 2012.

Member, Textbook Committee. General Education Literature. University of Iowa. Fall 2010-Spring 2011.

PROFESSIONAL MEMBERSHIPS

Modern Language Association

Medieval Academy of America

New Chaucer Society
Society for Medieval Feminist Scholarship

Medieval Association of the Midwest
Phi Beta Kappa

REFERENCES

Kathy Lavezzo, Associate Professor of English, University of Iowa
Department of English, 452 English-Philosophy Building, Iowa City, IA 52242
kathy-lavezzo@uiowa.edu (319) 335-0294

Claire Sponsler, Professor of English, University of Iowa
Department of English, 454 English-Philosophy Building, Iowa City, IA 52242
claire-sponsler@uiowa.edu (319) 335-2602

Jonathan Wilcox, John C. Gerber Professor of English, University of Iowa
Department of English, 308 English-Philosophy Building, Iowa City, IA 52242
jonathan-wilcox@uiowa.edu (319) 335-0454

Blaine Greteman, Assistant Professor of English, University of Iowa
Department of English, 474 English-Philosophy Building, Iowa City, IA 52242
blaine-greteman@uiowa.edu (319) 384-1860