My scholarly interests include Anglo-Saxon and Medieval literature, eco-criticism, Old English philology, and manuscript studies. I developed my knowledge of interdisciplinary ecrocritical scholarship through reading depictions of the physical environment in Anglo-Saxon poetry against the archaeological record and geographic landscape of the East Anglian fens. I am interested in the question of how to describe and present the human-environment relationship, using the latest methodologies and language in my field of environmental humanism, and how to incorporate non-textual records of human-environment interaction.

**Education**

* University of Notre Dame, Ph.D., Medieval Studies Spring 2016
	+ M.M.S. Spring 2013
* University of South Carolina, M.A., English Literature Spring 2011
* University of Toledo, M.A., Sociology Fall 2006
	+ B.A., English Literature Spring 2002
	+ B.A., Law and Social Thought Spring 2002
* University College Cork, Ireland, study abroad Fall 2000 – Spring 2001
* University of Akron, postsecondary college coursework Fall 1997 – Spring 1998

**Awards**

* University of Notre Dame Graduate Student Fellowship Fall 2001 – present
* Royal Historical Society Bursary (Early Book Society Conf.) June 2011
* University of South Carolina Graduate Student Fellowship Fall 2009 – Spring 2011
* University of Toledo National Merit Finalist Scholarship Fall 1998 – Spring 2002
* Universities Study Abroad Consortium Travel Scholarship Fall 2000
* University of Toledo Lancy Summer Research Fellowship Summer 2000

**Conferences, Lectures, and Seminars**

* “Special Seminar on Medieval Art History.” Led undergraduate seminar sponsored by the Notre Dame Institute for Advanced Study in conjunction with the conference *Medieval Art History after the Interdisciplinary Turn*, University of Notre Dame, Notre Dame, Indiana (March 28-29). March 29, 2014
* “The Marginal, Marshy, and Monstrous Elements of the *Rune Poem*.” Paper presented at *The Geographic Imagination: Conceptualizing Places and Spaces in the Middle Ages, IMGC 2014*, University of Notre Dame, Notre Dame, Indiana. February 28-March 1, 2014
* “Visualizing PostNatural Ecologies.” Panel chaired at *PostNatural: The Society for Literature, Science, and the Arts 2013 Conference*, University of Notre Dame, Notre Dame, Indiana. October 3-6, 2013
* “Reconciling Royal Relationships: Implications of the New Manuscript Ending for the *Encomium Emmae Reginae* and Eleventh Century Dynastic Change.” Paper presented at the *48th International Congress on Medieval Studies*, Medieval Institute, University of Western Michigan, Kalamazoo, Michigan. May 9-12, 2013
* “An *Aglæca*’s Rights: Grendel’s Monstrous Mother and Bodily Vengeance in Anglo-Saxon Law.” Invited lecture for the *Medieval Studies Interdisciplinary Working Group*, University of Notre Dame, Notre Dame, Indiana. March 25, 2013
* “A Previously Unanalyzed Early Sixteenth-century Grouping in the University of South Carolina Rare Books and Special Collections: Albertus Magnus's *Liber de Muliere Forti*, Jacob Faber's *Sagena diaboli de peccato* and Cicero's *De Divinatione.*” Paper presented at the *Twelfth Biennial Conference of the Early Book Society in collaboration with the Twelfth York Manuscripts Conference in honour of Professor Toshiyuki Takamiya*, Centre for Medieval Studies, University of York, York, England. July 3-7, 2011
* “Skeletons in the Closet: The Bridget Cleary Murder Case and William Kennedy’s *Very Old Bones.*” Paper presented at *the Southern Regional American Conference for Irish Studies*, University of South Carolina, Columbia, South Carolina. February 23-25, 2006
* “Protest Behavior, Public Opinion, and Conformist Trends.” Paper presented at the *Law and Society Association Annual Conference*, Pittsburgh, Pennsylvania. June 5-8, 2003
* “Irish American Experience, Identity Politics, and the Writings of William Kennedy.” Paper presented at the *National Conference on Undergraduate Research*, University of Wisconsin – Whitewater, Whitewater, Wisconsin. April 25-27, 2002

**University Teaching Experience**

* Graduate Teaching Assistant, University of Notre Dame
	+ *Introduction to Medieval Art* (ARHI 20200): This course provides an overview of visual arts from 300 – 1400 CE in Western European, Byzantine, and North Atlantic cultures. My responsibilities included preparing knowledge of art objects; preparing knowledge of art historiography; making reading assignments available to students through electronic reserves; holding individual student conferences; grading papers and exams; conducting office hours; assisting with course website on Sakai®; leading exam review sessions with the Center for Digital Scholarship; and facilitating student participation in the *Medieval Art History after the Interdisciplinary Turn* conference.
	+ *King Arthur in History and Literature* (HIST 30204): This course covers both the historical and literary background of the Arthurian legends. My responsibilities included preparing knowledge of historical primary and secondary sources as well as literary primary and secondary sources; composing paper and exam assignments; lecturing on Welsh manuscripts and the first literary sources for Arthur; holding individual student conferences; providing paper draft feedback; conducting office hours; and facilitating exam review sessions.
	+ *Honors Humanities Seminar I* (ALHN 13950): This course emphasizes critical thinking and analytical skills in a year-long, writing-intensive, interdisciplinary seminar. My responsibilities included preparing knowledge of literary primary sources and theory readings; lecturing on prosody and William Blake’s *Songs of Innocence and Experience*; lecturing on John Gardner’s *Grendel*, William Shakespeare’s *The Tempest*, and ideas of monstrosity; grading papers; holding individual student conferences; providing paper draft feedback; and conducting office hours.
* Instructor, University of South Carolina
	+ Critical Reading & Composition (ENGL 101): This course offers students sustained practice in critical reading, textual analysis, and composition. Additionally, my students experience firsthand a variety of writing processes for successful college essays: invention, planning, drafting, revision, peer review, proofreading, and editing. My responsibilities included planning the syllabus; selecting reading assignments; knowledge preparation of readings from a variety of genres, periods, and media; facilitating discussion of readings; designing and facilitating peer review workshops; coordinating a presentation and workshop with the Reference Librarian; coordinating a presentation and workshop with Rare Books Special Collections; composing short writing, paper, and exam assignments; grading all assignments; holding individual student conferences; providing paper draft feedback; managing the course website via Blackboard®; and conducting office hours.
	+ Rhetoric & Composition (ENGL 102): This course builds on the knowledge and skills students developed in ENGL 101. My course included a unit on analyzing contemporary legislative proposals and composing arguments to a variety of potential audiences. My responsibilities included planning the syllabus; selecting reading assignments; knowledge preparation of readings from a variety of genres, periods, and media; facilitating discussion of readings; designing and facilitating peer review workshops; composing short writing, paper, and exam assignments; grading all assignments; holding individual student conferences; providing paper draft feedback; managing the course website via Blackboard®; and conducting office hours.
* Graduate Teaching Assistant, University of Toledo
	+ Social Statistics (SOC 5290)
	+ Race, Class and Gender (SOC 2640)
	+ Law & Social Thought Gateway Course (LST 2010)

**Department and University Services**

* Student Representative, University of Notre Dame, Medieval Institute, Fall 2013 – present
* Curatorial Assistant, University of Notre Dame, Rare Books and Special Collections, Summer 2012
* Writing Center Consultant, University of South Carolina, Fall 2009 – Spring 2010
* President of Sociology Graduate Student Association, University of Toledo, Fall 2003-2004

**Pedagogical Training**

* University of South Carolina, English Department
	+ ENGL 701b & ENGL 701a, regular courses that carry three full hours of graduate credit each.  Accordingly, they have a strong academic component in addition to their practical focus.  By the end of the term, students have built a solid academic background in writing pedagogy and developed an assortment of practical teaching strategies that can inform future work in the classroom. Fall 2010 – Spring 2011
	+ First Year English Instructor Orientation. Fall 2010
* University of South Carolina, Graduate School
	+ Teaching Assistant and Instructional Assistant Workshop, in accordance with criteria established by the Southern Association of Colleges and Schools (SACS), to ensure that all graduate instructors and teaching assistants have the tools needed to enter the classroom. Fall 2009

**Professional Membership**

* Medieval Academy of America
* Society for Literature, Science, and the Arts

**Languages**

* Reading knowledge: Latin, Old English, Middle English, French, and German
* Basic knowledge: Middle High German, Spanish, and Old French