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I have been fascinated with systems of power and how they are maintained, ever since I had the opportunity as an undergraduate to volunteer in Mother Teresa's homes in Calcutta. Stunned by the horrifying effects of prejudice, poverty, and sexism in this foreign city, I realized that many Americans suffer from these injustices as well, but that somehow we are often blind to the structures that perpetuate inequality in familiar settings. I am convinced that the study of other cultures, whether remote in time or place, facilitates our recognition of systems of inequality and injustice and provides models for how we can work to transform our communities. Moreover, this awareness frequently sparks a sense of outrage or an urge to help those in need that provides the passion that we need to enact change.

The belief that we must identify and critique systems that perpetuate inequality informs all of my work. In my scholarship and teaching, I emphasize how dominance is enforced through the prevalent notion that others are inherently and naturally different. I insist upon a critical evaluation of what purposes these assertions of natural difference serve. My book, *Rape in the Republic, 1609-1725: Formulating Dutch Identity* (Leiden: Brill, 2013) embodies such analysis. It demonstrates that hierarchies of age, race, wealth, and gender worked together to exonerate powerful men from charges of rape while criminalizing poor, single men and women. Although the seventeenth century Dutch case is important and interesting in its own right, it is also significant because it serves as a case study that reveals how sexual regulations perpetuate inequality in our contemporary world.

I am a passionate and intellectually engaged educator and scholar who shares the mission of UNC Charlotte as an urban research university. In making my case for the award of tenure and promotion to the rank of Associate Professor, this document will **(1)** emphasize my professional contributions since I was reappointed assistant professor in the department of history in 2011, **(2)** note the short hiatus in teaching and service due to my acceptance of the Junior Faculty Development Award (Fall 2011) and Family Leave (Spring 2012) after the birth of my daughter in December 2011, and **(3)** outline the foundation I have laid for further growth as a teacher, scholar, and university citizen.

Scholarship

Progress Since Reappointment:

My most important achievement in the area of scholarship was the recent publication of my monograph in August 2013. The book was published by Brill, one of the most respected academic presses in the field of early modern history, as well as one of the oldest (established in 1638) (see Appendix 1.1). This book underscores the significance of sex and gender in fostering a Dutch identity that inspired the Republic's peoples to overcome competing regional, religious, and political loyalties, defeat the mighty Spanish Empire, and rise to economic pre-eminence in Europe during the seventeenth century. Initially, authors employed rape to depict Dutch men as protectors of their wives and daughters in contrast to the rapacious Spanish enemy, thus justifying the Dutch Revolt and the empowerment of wealthy patriarchs. These self-acclaimed

patriots declared that the Dutch (in contrast to their enemies who raped and pillaged) lived as ‘good’ Christian men and women, and in proper marital harmony. After the conclusion of peace with Spain in 1648, other writers, including Catholic priests and educated women, conversely utilized rape to subtly challenge the authority of Protestant men in positions of power. In this sense, rape was not merely a physical criminal act, but rather served as a contested terrain where different groups struggled to assert their ideal constitution of the new Dutch social body.

A number of grants were vital in allowing me to complete the book (see Appendix 1.2). These include a Folger Shakespeare Library Grant, which funded my attendance at the 2011 Spring Conference on translation and thus helped me refine the theoretical assumptions of the manuscript. UNC Charlotte generously awarded me with a Faculty Research Grant 2009-2010, a Junior Faculty Development Award in Fall 2011, and two CLAS Small Grants in 2012 and 2013. Moreover, in February 2011 I greatly benefited from the publishing workshops led by Susan Ferber of Oxford University Press and Beth Luey, author of the *Handbook for Academic Authors* (see Appendix 1.4).

Since rape is an enduring global problem, organizations have invited me to discuss the modern implications of my scholarship (see Appendix 1.3 for all invited talks and conference presentations). Much like the seventeenth-century authors I study, we often fail to recognize rape today because of our misconceptions about it. Speaking to 600 Rutgers University students enrolled in Rudolph Bell’s History in the News class on February 2, 2013, I worked to dispel some of these rape myths. For instance, we tend to believe that rapists are strange men, who attack their victims outside the home in the middle of the night. However, this misconception prevents us from recognizing 76 percent of all rape cases in which the victim knows her attacker. I was also invited to speak out against the global epidemic of violence against women to several UNC Charlotte groups, including the Association for India’s Development, Amnesty International, and the Native American Student Association in April 2013. Moreover, I have presented my research on sexual violence at the Berkshire Conference for Women’s Historians meeting in Amherst, Massachusetts in June 2011, the Sixteenth-Century Society’s meeting in Ft. Worth in October 2011, and to the history department’s Faculty Research Seminar in April 2011 and November 2011. In addition, I will disseminate the findings of the final chapter of my book, which focuses on rape in seventeenth-century Dutch women’s writings at the Sixteenth Century Society Conference in San Juan in October 2013. Prior to reappointment, I also had published some of my research on rape in two articles in leading American and Dutch journals, namely *The Journal of Early Modern Europe* and *Tijdschrijft voor Geschiedenis* (see Appendix 1.5 and 1.6).

Future Goals:

I intend to build upon this scholarly trajectory in the coming years. Among my future goals, I have begun work on a book-length project tentatively titled: *Dissenting Daughters: Early Modern Dutch Women’s Engagement in Political and Religious Disputes*. The project will examine the unexpected ways in which early modern Dutch women engaged in a discussion of some of the most volatile topics of their day. It focuses on Protestant women who published polemic texts during the prosperous and turbulent years between 1638 and 1750, with particular emphasis on an analysis of their male supporters and detractors, and on the role that their literary talents played in allowing them to help shape public debate. I have already begun research and have presented some initial findings. A UNC Charlotte Faculty Research Grant in 2012-2013 (see Appendix 1.2.6) allowed a foray into the special collections of the universities of Amsterdam and Leiden and the Royal Dutch Library in The Hague in July 2012. My first presentation based on this new research took place at the Third Annual Reformation Research

Consortium in Berlin in May 2013 (see Appendix 1.3.7). The UNC Charlotte College of Liberal Arts and Sciences, International Programs Office, and the history department all contributed travel grants to support this endeavor (see Appendix 1.2.7-8).

By December 2013, I plan to submit an article highlighting the way women helped foster the Pietist movement in the Dutch Republic to either the *Journal of Feminist Studies in Religion* or to *Church History: Studies in Christianity and Culture*. By December 2015, I hope to have completed three chapters and to submit a book prospectus to either Brill, the University of Amsterdam Press, or Ashgate for consideration for publication in the series: Women and Gender in the Early Modern World. I also have submitted a proposal to be evaluated by UNC Charlotte for submission for the NEH Program for Summer Stipends and plan to apply for a number of additional grants in to support this new project, including a Folger Shakespeare Library Research Seminar, a yearlong Folger Shakespeare Fellowship, and an ACLS/SSRC/NEH International and Area Studies Fellowship.

Teaching

Pedagogy:

My teaching pedagogy coincides with my overall goal to promote equality in my classroom, the larger Charlotte community, and beyond. Vital to my teaching philosophy are two main components: first, I work to build a diverse classroom community, and second, I emphasize the teaching of critical thinking. To achieve these ends, I stress to my students that everyone in the classroom must take an active role in the class and that although the professor is a resource, so too are all student contributions. I recognize that “our work is not merely to share information but to share in the intellectual and spiritual growth of our students.”¹ Hearing one another’s voices allows students to recognize the value of diverse viewpoints, and an emphasis on critical thinking provides students with a meaningful set of tools to evaluate evidence in both the academic setting and beyond.

These goals guided the design of my four new courses, one of which was my first graduate-level course, HIST 6000: History of Gender. My three new undergraduate courses were: HIST 3001: History of Witchcraft, HIST 3001: History of Rape and Seduction in Early European Literature and Art, and HIST 4600: Sex and Morality in Europe, 1400-1800 (see Appendix 2.1 for all syllabi). For the 3000-level courses (capped at 40), I divided the students into work groups based on their interest in a particular theme. Each work group was responsible for leading the discussion of primary sources related to their theme and for writing a research paper on a related topic. Students held responsible for one particular subject became the experts in that topic over the course of the semester. This teaching method inspired self-confidence and granted students a modicum of authority as they discussed their material with others. Our discussion of particular sources enabled them to gain a great deal of experience in evaluating authors’ motives and perspectives and to learn how to make use of sources that reveal certain bias. For the 4000- and 6000-level courses (capped at 20), I employ similar strategies to inspire student self-confidence, the appreciation of diverse viewpoints, and critical analysis of both primary and secondary sources with one major difference: rather than working in groups, at this higher level, individual students are responsible for a topic on their own.

¹ bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994), 13. bell hooks is the pen name of famed author, feminist, and professor of English at CUNY, Dr. Gloria Watkins.

The course in which I most fully integrated my research and teaching on the history of rape in literature taught me the most about the larger implications of my scholarship and about inspiring student engagement. Because one of the goals of the course was to encourage students to note the longevity and pervasiveness of myths about rape, we frequently discussed how themes from the older material resonated in recent stories of rape. Over the course of the semester, most of the students participated in very lively debate, many students shared incredible stories, wondered collectively what could be done, and came to the conclusion that the first step is noticing violence where we have not noticed it before and speaking out against it. In spite of this excellent experience, there were two students who spoke frequently even though they were not intellectually engaged with the material. Although misogynistic assumptions underlay some of their viewpoints, their comments were helpful because they concretely demonstrated the persistence of misunderstandings about rape for the rest of the class. Indeed, other students were very swift in presenting counter-arguments. This method of allowing open discussions inspired passionate responses, greater interest in the material, and hopefully taught all the students present to question their assumptions about this difficult problem.

Student and Peer Evaluations:

Both my colleagues' classroom observation reports and my student evaluations have been very encouraging. Since reappointment, my colleagues David Johnson, Heather Perry, and Karen Flint have attended my 3000-level classes and praised the quality as excellent (see Appendix 2.2 for all peer evaluations). These three colleagues noted my ability to foster my students' intellectual engagement with the readings, to steer the discussions toward a deeper analysis of the material, and the scholarly level of the course content. Dr. Perry emphasized my passion for teaching by writing: "Her enthusiasm is catching and it was clear to me that the students enjoyed studying the material with her." Dr. Flint summed up: "this was an excellent class and our students are lucky to have her." Dr. Johnson emphasized my technique of teaching students to evaluate visual materials from my own research, which he proposed reflects an "ability to blend research and teaching seamlessly while exposing students to rare or inaccessible images."

My student evaluations also provide encouragement and ideas for improvement (see Appendix 2.3 for all student evaluations). My overwhelming strength is my enthusiasm, which students both in my larger surveys and smaller seminars note on their evaluations. Students also regularly are stimulated by my choice of course topics, recognize my attempts to make learning a fun activity, and appreciate the way that I make them feel at ease and comfortable enough to participate in discussion. My quantitative evaluations reveal that students rank my abilities above the department, college, and course level averages in every category.

As I have gained more experience as an educator, I have made a number of changes based on student and peer feedback. Once one of my greatest challenges, I have worked hard to make speaking more slowly a habit, keeping in mind the newness of the material for most students. I also ask questions at the end of each section of a lecture in order to ensure that the students understand and have a few minutes to process the information. My PowerPoint presentations are now very succinct so that they punctuate my main points. I have also made more extensive use of Moodle by requiring students to utilize the electronic forum feature to respond to challenging questions and to interact with one another outside of class. As suggested by Dr. Flint, in the future, I hope to save the last five minutes of class to summarize the lessons and help the students better connect the texts we discuss to their historical context.

Other Teaching and Mentoring:

Outside of class, I also advise and mentor graduate and undergraduate students on their coursework, specific projects, European history more generally, and their educational goals (see Appendix 2.4). Since reappointment, I served on the committees that assessed [REDACTED] graduate thesis, [REDACTED] graduate thesis proposal, and was Jennifer Murphy's undergraduate senior seminar thesis advisor (Spring 2011). In May 2013, I evaluated [REDACTED] and [REDACTED] Guire's graduate thesis proposals. In addition, I am currently the primary thesis advisor for two graduate students, [REDACTED] and [REDACTED], and a committee member for [REDACTED], and [REDACTED].

During the past three years, I have helped students attend graduate school and attain grants and jobs by means of writing student recommendations (see Appendix 2.5). For example, [REDACTED] was accepted into the graduate programs at Mississippi State and Stephen F. Austin State University (Fall 2010). [REDACTED] took a position as a boarding school teacher at Schloss-Schule Kirchberg in Germany following his completion of the UNCC exchange with Heidelberg University (Fall 2011). [REDACTED] was accepted to be a student in the Archival Studies Masters Program at British Columbia University (Fall 2013).

Future Teaching Directions and Goals:

As I continue to grow as a teacher, I hope to better foster the university mission to support the personal and professional growth of all of our students. I am deeply impressed by the argument made by Ken Robinson, professor emeritus University of Warwick and internationally recognized leader in the development of creativity, innovation, and human resources, that in the face of unprecedented global change we must change our practices in order to produce "the thoughtful, creative, self-confident people" that our communities, business leaders, and our nation urgently need.² I want to experiment with new ways of inspiring my students' creative capacities and passion for their own self-development.

One way to help empower students and promote a greater sense of responsibility for and pride in their education may be to ask them to outline their own personal objectives for the course. At the beginning of my large HIST 1121: History of Europe 1660 to the present (capped at 110), I plan to ask students to identify certain skills that they want to nurture and certain topics that interest them. For instance, they may choose to learn to read more effectively, cultivate the courage to speak in front of a crowd, better evaluate bias in order to discern truth, and they may want to consider broad thematic questions over this long time span, such as the relationship of technology and violence, the prerequisites for intense feelings of nationalism, the differences between successful and unsuccessful popular revolts. I could invite them to reevaluate their goals just after the midterm and again at the end of the semester, using this to help assess their participation grade (10% of the final grade). Instead of posing specific questions for the essay portion of the midterm and final exams, I will ask students to write on the theme they choose at the beginning of the semester. This will hopefully make my large survey course feel more tailored to fit individual students' aspirations and inspire greater creativity and self-confidence.

Service

Since my reappointment, I have made notable contributions in service to the history profession, my department, the Women's and Gender Studies Program, the university, and the

² Ken Robinson, *Out of Our Minds: Learning to be Creative* (Hoboken, NJ: Capstone, 2011), 15.

local community in recognition that these efforts further advance my goals of promoting greater equality through fostering intellectual engagement. Editors for some of the prominent history journals have sought my professional help by inviting me to review scholarship for publication (see Appendix 3.1 for all professional activities). For example, in May 2013, I reviewed manuscripts for the *Journal of Family History* and the *Journal of Urban History*. I also evaluated a proposal for a special edition of the *Journal of Urban History* in May 2013. In addition, I accepted editors' offers to review a number of important new books authored by the leading scholars of the history of the Dutch Revolt and of political identity-formation in the Netherlands. These include Peter Arnade, *Beggars, Iconoclasts, and Civic Patriots: The Political Culture of the Dutch Revolt*, Robert Stein and Judith Pollmann, *Networks, Regions, and Nations: Shaping Identities in the Low Countries, 1300-1650*, and Pollmann, *Catholic Identity and the Revolt of the Netherlands 1520–1635*.

For the department of history, I have made a variety of service contributions (see Appendix 3.2). Most importantly, I have helped shape our department by assisting in the recruitment of two new history colleagues: a new assistant professor in the field of European history since 1945 in Fall 2010 and a lecturer of Ancient World History in Spring 2013. These are sizable contributions that required sifting through a total of 140 candidate files, interviewing 24 semi-finalists by phone, and selecting 6 finalists for on campus visits. I also served on the Graduate Committee 2012-2013 responsible for evaluating forty graduate applications and judging the David Patterson Prize for best graduate paper (May 2012). From 2010-2011, I was on the Undergraduate Committee, which evaluated all part-time lecturers in history and helped to reconsider the oral component of our history methods course (HIST 2600) as a part of our larger goal to standardize our course requirements for our majors. I am currently serving on our department's steering committee.

As an adjunct faculty member of the Women's and Gender Studies Program, I have worked to bolster its course offerings by cross-listing courses, serving on the WGST Merit Scholarship Selection Committee (2010 and 2012), teaching a class on seventeenth-century Dutch botanist Maria Sybilla Merian at a local-girls' school in support of a WGST partnership in 2011, and evaluating lecturers (see Appendix 3.3).

For the College of Liberal Arts and Sciences, I have served as an alternate (2011-2012) and member (2012-2013) of the Undergraduate Course and Curriculum Committee (see Appendix 3.4 for all correspondence pertaining to college activities). I am currently serving on the Faculty Advisory Library Committee (2013-2015) and am an alternate for the College Faculty Council Committee (2013-2014). In terms of professional service, I am a member and frequently attend the annual meetings of the American Historical Association, the Sixteenth-Century Society, and the Society for the Study of Early Modern Women. I am also a member of H Net: Low Countries and Pietas Online.

I have thoroughly enjoyed engaging with younger members of the Charlotte community in the hope of increasing interest in higher education and history within the Charlotte area (see Appendix 3.5 for all correspondence pertaining to community activities). I served as a Southwest Piedmont District National History Day Judge in March 2011 and 2013, an event in which local elementary and high school students present a project for the chance to compete for national recognition. This program builds student excitement in the creative aspects of historical inquiry. I have also served as a preliminary judge for The Charlotte Museum of History's women's history essay contest (March 2011) for which I considered approximately 14 tenth grade students' essays. For the Charlotte organization Friendship Trays, I am also part of a group who plants, tends, and harvests vegetables for those in need (2013).

I am also active in the preservation of the historic neighborhood of Dilworth, known as Charlotte's first suburb. I am a member of Preserve Historic Dilworth, a group dedicated to studying proposals that come before the Historic Commission and advising the commission as to their appropriateness based on their compliance with the guidelines set forth in the regulations governing historic districts. I am also a member of the Dilworth Land Use Committee, which advises city council on the appropriateness of commercial proposals for rezoning. In addition, I have been serving as a history consultant for Covenant Presbyterian Church on the digitization and the study of their stained-glass windows.

Goals for Future Service:

I plan to continue to serve the history profession, my department, and the university by playing an increasingly prominent role in reviewing other scholars' work, serving on the history department graduate committee, working more closely with the Women's and Gender Studies Program, and by serving as the history representative to College Faculty Council Committee for the 2014-2015 academic year (see Appendix 3.4). I also hope to inspire UNC Charlotte students to become more involved in recovering and publicizing local history and recognizing its global historical contexts. My work as a history consultant for Covenant Presbyterian Church's stained-glass window project and as a member of historic preservation associations in Dilworth has made me aware of a number of initiatives that would be interesting for students and welcomed by the Charlotte community. For instance, student engagement with the study of Covenant Presbyterian Church (a neo-Gothic cathedral built in the 1950s) could spark collaboration between the department of history, the College of Art and Architecture, and the local community, as well as provide students with the capacity to study medieval iconography, art, and architecture, modern production methods, women's post-war involvement in religious art and architecture, and the post-war movement of Protestants to recover some of the symbolic heritage shed by the sixteenth-century reform movement. By encouraging student interest in local initiatives we can steadily increase the visibility of UNC Charlotte and help students develop crucial analytic and communications skills needed for a variety of careers, foster their intellectual and professional skills, and encourage them to become engaged citizens of Charlotte.

Summarizing Research, Teaching, and Service

In conclusion, this narrative highlights my significant growth as a scholar, teacher, and colleague as evinced by the publication of my book, the complimentary peer and student evaluations of my teaching, and my record of service. By integrating my research into my courses and accepting several invitations to speak about the modern implications of rape scholarship, I have encouraged the students enrolled in my classes, those involved in various student groups on campus, and even a large group of Rutgers' University students to challenge social structures that perpetuate inequality. My new research project is motivated by a similar desire to study the way the seventeenth-century Dutch justified social hierarchy and the strategies literary Dutch women used to challenge certain aspects of their subordination. Moreover, it is this incentive that fuels my dedicated service to UNC Charlotte. Through both my teaching and service for the university, I play a vital role in offering our students the means to attain intellectual and professional skills, ethical principals, and the international perspective necessary to recognize and combat prejudice, poverty, and sexism wherever it may occur.

List of Appendices

1. Research

1.1 Book Publication

1. Book Flyer
2. Book Contract
3. *Rape in the Republic, 1609-1725: Formulating Dutch Identity*
4. Book Illustrations

1.2 Grants

1. Folger Shakespeare Library Grant in March 2011
2. Faculty Research Grant Award 2009-2010
3. Junior Faculty Development Award Fall 2011
4. CLAS Small Grants Awards in 2012
5. CLAS Small Grants Awards in 2013
6. Faculty Research Grant Award 2012-2013
7. CLAS Travel Grant, May 2013
8. Travel Grant, Office of International Programs, May 2013

1.3 Invited Talks/ Conferences

1. Invited lecturer –Rutgers University, History in the News, Feb. 2013
2. Program for International Women’s Day- UNC Charlotte – Sponsored by Association for India’s Development, Amnesty International, and Native American Student Association, April 2013
3. Program for the Berkshire Conference of Women’s Historians, June 2011
4. Program for the Sixteenth-Century Society Conference, October 2011
5. Presentations to the History Department Faculty Research Seminar, April 2011 and November 2011
6. Program for the Sixteenth Century Society Conference, October 2013
7. Program for the Reformation Research Consortium in Berlin, May 2013

1.4 Research Workshops

1. Publishing Workshop by Susan Ferber of Oxford University Press, February 2011
2. Publishing Workshop by Beth Luey, February 2011

1.5 Article

“‘They were not humans, but devils in human bodies’: Depictions of Sexual Violence and Spanish Tyranny as a Means of Fostering Identity in the Dutch Republic,” *Journal of Early Modern History* 13 (2009): 229-264.

1.6 Article

“Every Woman’s Fear: Stories of Rape and Dutch Identity in the Golden Age,” *Tijdschrift voor Geschiedenis* 122 (2009): 290-305.

2. Teaching

2.1 Syllabi

1. Fall 2010: HIST 1120 History of Europe 1660 to the Present
2. Fall 2010: HIST 3001 History of Witchcraft in Early Modern Europe
3. Spring 2011: HIST 1121 History of Europe since 1660
4. Spring 2011: HIST 3001 History of Witchcraft in Early Modern Europe
5. Fall 2012: HIST 1121 History of Europe since 1660 (Large Section)
6. Fall 2012: HIST 4600 History of Women and Gender in Early Modern Europe
7. Spring 2013: HIST 3001 History of Rape in Early European Literature and Art

8. Spring 2013: HIST 4600 Sex and Morality in Europe, 1400-1800
9. Fall 2013: HIST 6000 History of Gender
10. Fall 2013: HIST 1121 History of Europe since 1660 (Large Section)

2.2 Peer Evaluations

1. Classroom Observation Reports by Karen Flint (Spring 2013), Heather Perry (Spring 2011) and David Johnson (Fall 2010), along with reports by Mark Wilson (Spring 2010), Steve Sabol (Fall 2009), Peter Thorsheim (Spring 2009), and Cheryl Hicks (Fall 2008).

2.3. Student Evaluations

1. Quantitative Student Evaluations
2. Qualitative Student Evaluations Spring 2011
3. Qualitative Student Evaluations Fall 2012
4. Qualitative Student Evaluations Spring 2013

2.4. Student Advising

1. [REDACTED] Graduate Thesis (Spring 2011)
2. [REDACTED] Graduate Thesis Proposal (Spring 2011)
3. [REDACTED] undergraduate Senior Seminar Thesis (Spring 2011)
4. [REDACTED] graduate thesis proposal (May 2013)
5. [REDACTED] graduate thesis proposal (May 2013)

2.5 Student Recommendations

1. [REDACTED]: accepted to graduate programs at Mississippi State and Stephen F. Austin (Fall 2010)
2. [REDACTED]: accepted to position as boarding school teacher at Schloss-Schule Kirchberg in Germany (Spring 2011)
3. [REDACTED]: DAAD, Rosa Luxemburg, and accepted to the University of British Columbia (Spring 2013)
4. [REDACTED] (Spring 2010)
5. [REDACTED] (Spring 2010)
6. [REDACTED] hapelle (Spring 2010)
7. [REDACTED] dano (Fall 2010)
8. [REDACTED] (Spring 2011)
9. [REDACTED] (Spring 2013)

3. Service

3.1 Professional Activities

1. Correspondence pertaining to a review of an article for the *Journal of Family History*, June 2013
2. Correspondence pertaining to and the review of an article for the *Journal of Urban History*, May 2013
3. Correspondence pertaining to a review of a proposal for a special edition for the *Journal of Urban History*, May 2013
4. Book Review for *History: Review of New Books* – Peter Arnade and Kerry Ward (2011)
5. Book Review for *Journal of Urban History* – Derek Phillips, and Robert Stein and Judith Pollmann (2011)
6. Book Review for *Sixteenth-Century Journal* – Judith Pollmann, *Catholic Identity* (2012)
7. Book Review for *Sixteenth-Century Journal* – Konrad Eisenbichler (2013)
8. Book Review for *Journal of Early Modern History* – Marianna G. Muravyeva and Raisa Maria Toivo (2013)

3.2 History Department Activities

1. Search Committee for a successful tenure-track position as Assistant Professor in the field of European history (since 1945), Fall 2010
2. Search Committee for a lecturer position in the field of ancient world history, Spring 2013
3. Graduate Committee 2012-2013. Responsible for evaluating forty graduate applications and judging the David Patterson Prize for best graduate paper, May 2012
4. Undergraduate Committee, 2010-2011
5. Steering Committee, 2013-2014
6. Department representative for the May 2011 workshop “Speak Up” Communication Across the Curriculum Institute in conjunction with our department’s interest in improving the teaching of oral communications skills
7. Graduate History Forum – Roundtable Participant, Spring 2011
8. David Patterson Prize Judge for best undergraduate paper, May 2011
9. Roundtable for Christine Haynes History Honors undergraduate class – Topic to Thesis – October 22, 2012
10. CLAS Recruitment Seminar, September 2012
11. Advising History Majors – Year Round Advising Fall 2012, Spring 2012, Fall 2013
12. Alternate for UNC System Disciplinary Panel HIST 1121– CAA Review 2013

3.3 Women’s and Gender Studies Program Activities

1. Crosslisted HIST 3001 History of Witchcraft in the Early Modern Period in Fall 2010 and Spring 2011
2. Crosslisted HIST 6000 History of Gender as WGST 6050 Fall 2013
3. WGST Merit Scholarship Selection Committee, October 2010 and October 2012
4. Taught Charlotte Community Girls’ School February 2011
5. Evaluated lecturer Karen Cushing Fall 2012

3.4 College of Liberal Arts and Sciences Activities

1. Undergraduate Course and Curriculum Committee Alternate 2011-12
2. Undergraduate Course and Curriculum Committee 2012-2013
3. Faculty Advisory Library Committee 2013-2015
4. CLAS Faculty Council Committee Alternate 2013-2014 and CLAS Faculty Council Committee 2014-2015

3.5 Community Activities

1. National History Day Judge – Spring 2011
2. National History Day Judge – Spring 2013
3. Preliminary judge for The Charlotte Museum of History’s women’s history essay contest December 2010- March 2011 (10th grade applicants)
4. Volunteer for Friendship Trays 2013
5. Member of Preserve Historic Dilworth 2013
6. Member of Dilworth Land Use Committee 2013
7. History Consultant for Covenant Presbyterian – project to digitize and publicize their stained glass windows 2013

4. Miscellaneous

4.1 Additional Material

1. Appointment Letter and Contract
2. Reappointment Recommendations – Department Committee and Chair
3. Annual Reviews 2010, 2011, 2012
4. Departmental Guidelines for RPT