

**Katherine D. Harris, Assistant Professor**  
**Department of English & Comparative Literature**  
**4<sup>th</sup> Year Review**

**Candidate's Statement**

Since September 2005, San Jose State University has provided me with a foundation to explore both traditional and non-traditional venues for service, teaching and scholarship. Because we are situated in Silicon Valley, we have the unique opportunity to form industry partnerships with Google, Adobe, Microsoft, Hewlett Packard and others. As a literary scholar, this is perhaps a more difficult task than science or business faculty. Because I have received support from Dean Karl Toepfer (Section 6: I.B.6), Academic Technology (see Section 5: I.A.6), the English Department (Section 6: I.B.2) and the scholarly community at large (see External Reviews Section 7), I have been able to accomplish much as a literary scholar and a Digital Humanist, a field that relies on collaboration and interdisciplinarity. (For a definition of Digital Humanities, see Section 4: Guidelines.) With an underlying commitment to integrating, exploring and intellectualizing technology and its tools, my scholarship, teaching and service has allowed me to become part of a cutting-edge movement that is re-shaping the Humanities.

As an Assistant Professor of English Literature, I am privileged to teach not only literature but also all types of cultural texts that will prepare our students for their professional lives. Keeping this in mind as well as the goals and missions of San José State University, I always look for methods to better my teaching, including improving lectures, incorporating interesting assignments, providing historical and cultural background, inviting other faculty for guest lectures, proposing new courses or implementing new and varied types of technology. I consistently teach in Smart rooms using websites, PowerPoint presentations, movies and more, to bring literature to life. I have paid attention to peer reviewers' comments, students' informal and formal evaluations and colleagues' suggestions – the end result is that my courses have improved both for my students and myself.

Though I employ traditional lecture, writing, discussion and student-centered classroom activities, I also believe in integrating our students' quotidian knowledge to unpack texts. To this end, I speak to them through technology. Each course is accompanied by: an online course website which I design, code and update daily; a list of online resources which I have vetted; and a commitment to introducing relevant technology tools. There is a certain art to using technology in the classroom, and at times, it can overwhelm the content. At other times, it can empower students to the point where I can become a mediator of their discussions. (For an assessment of my experiments with technology in the classroom, see a letter from the Incubator Classroom's Instructional Designer Menko Johnson, Section 5: I.A.6 "Other Evaluations".) Students struggle with and appreciate the use of technology in the classroom; see two students' unsolicited letters (Section 5: I.A.6 "Other Evaluations"). For further guidelines to assess using technology in the classroom, see the Conference on College Composition and Communication's (CCCC) Guidelines for Work with Technology in the classroom (see Section 4: Guidelines). I continue to develop a relationship with Silicon Valley industry by using their tools in my classrooms; with these continued relationships, it is my hope that these industry partners will fiscally contribute and support our university.

Print publications in literary scholarship have always been lauded as the highest form of peer-review. However, with more online resources and publications being distributed through the Web, print and online publications are becoming equal in their status. The criteria for evaluation is evolving; however, the governing body for languages and literatures, the Modern Language Association, has already established a set of criteria to aid in assessing online journal publications and scholarly Websites (Section 4: Guidelines). I have published several articles in

online venues as well as maintain an online scholarly edition that has been used and lauded widely in literary scholarship. My online edition follows traditional editorial guidelines as well as conforming to technology-specific standards created by prominent Digital Humanities scholars and projects. In other words, my online scholarship is the result of specific attention to scholarly standards and is not a “vanity Website.” For a review of my Digital Humanities scholarship, see letters from External Reviewers (Section 7) as well as specific letters regarding the scholarly and pedagogical value of my scholarly edition (Section 7: II.A.1 Forget Me Not Archive sub-section). In addition, I continue to present at national and international conferences as well as publish in traditional venues. In essence, I continue to build my value as a Romantic-era literary scholar, editor and Digital Humanist.

Most recently, my enthusiasm for Digital Humanities has lead our university to participate in Project Bamboo, a Mellon Foundation-supported initiative to create a network of institutions whose Humanities faculty are engaged in Digital Humanities. Essentially, this project would allow SJSU faculty, technology staff and librarians to use the resources of, for example, UC Berkeley to engage in technologically-driven scholarly projects. During Spring 2007 and Fall 2008, I have voluntarily lead our SJSU Team in this project. Both Dean Toepfer and Provost Sigler support this initiative and have granted a course release to continue this work in Spring 2009. (For a full description of this work and support letters, see Section 6: I.B.6.) Prior to this service to the University, I contributed to many other committees at the department, college and university levels. However, my most significant contribution was the conversion of our Department's Website first to the university-mandated Content Management System and then to comply with the American Disabilities Act, as required by Provost Sigler. Since volunteering for this position in Spring 2006, I have received only one course release to accomplish approximately 80 hours of work per month during each semester. Because one person cannot possibly maintain this type of work, I created and chaired the Department Web Oversight Committee, created positions for and oversaw two students interns and a student assistant, created a workflow for updating information and created a web-like relationship with other Department committees – in other words, I put into place a governance system to maintain our Department's presence on the Web, something today's students appreciate. (For an overview of my work with the Website, see Section 6: I.B.2).

These are only highlights of what I have been able to achieve here at San Jose State University (At the outset of each dossier section, I have included a detailed statement of activities.) I revel in my mission as a teacher-scholar and would not be able to produce anything of relevance without the enthusiasm and dedication of our students. As a graduate of California State University, Los Angeles, I understand how much they have sacrificed to be here. I look forward to continuing my relationship with them and to connecting them with the world at-large.

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**I. EFFECTIVENESS IN ACADEMIC ASSIGNMENT**

**A. Teaching Effectiveness**

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1. List of Classes Taught (Fall 2006-Fall 2008)
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Engl. 149, TechnoRomanticism (Spring 2008)

Engl. 100W, Writing Workshop (Spring 2008)

Engl. 201, Methods & Materials of Research (Fall 2007)

Engl. 56B, British Literature Late 18<sup>th</sup> Century to Present (Fall 2007)

Engl. 101, Introduction to Literary Criticism (Spring 2007)

Engl. 113, Gothic Novel & Horror Fiction (Fall 2006)

Engl. 153B, Nineteenth-Century British Novel (Fall 2006)

## 3. Selected Course Materials

- a. Course Materials: The Nineteenth-Century British Novel (Engl 153B), Fall 2006
  - (1) Snapshots of Online Materials that Accompany the Course, including Home Page, Online Schedule of Readings & List of Online Resources specifically for this course
  - (2) Example of Essay or Out-of-Class Assignment Instructions
  - (3) Informational Handouts to Supplement Information about the Readings

*Please note that each set of Course Materials is as extensively documented as the above listing, including these and other types of documents.*

- b. Course Materials: Gothic Novel & Horror Fiction (Engl. 113), Fall 2006
- c. Course Materials: Introduction to Literary Criticism (Engl. 101), Fall 2006 & Spring 2007
- d. Course Materials: Methods & Materials of Literary Research (Engl. 201), Fall 2007
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Preface: Harris Statement on Student Evaluations

- a. Writing Workshop (Engl 100W), Spring 2008 - Statistical & Narrative Student Evaluations
- b. Materials & Methods of Literary Research (Engl 201), Fall 2007 – Statistical & Narrative Student Evaluations
- c. Introduction to Literary Criticism (Engl. 101), Spring 2007 – Statistical & Narrative Student Evaluations,
- d. Gothic Novel & Horror Fiction (Engl. 113), Fall 2006 – Statistical & Narrative Student Evaluations
- e. The Nineteenth-Century British Novel (Engl. 153B), Fall 2006 – Statistical & Narrative Student Evaluations
- f. Composition I (Engl. 1A), Fall 2005 – Statistical & Narrative Student Evaluations
- g. Introduction to Literary Criticism (Engl. 101), Fall 2005 – Statistical & Narrative Student Evaluations
- h. Romantic-Era Literature (Engl. 149), Fall 2005 – Statistical & Narrative Student Evaluations

## 5. Peer Evaluations

- a. Peer Evaluation by Professor John Engell of Gothic Novel & Horror Fiction (Engl. 113), Fall 2008
- b. Harris Response to Peer Evaluation Performed by Professor Nancy Stork; Peer Evaluation by Professor Nancy Stork of Writing Workshop (Engl. 100W), Spring 2008
- c. Peer Evaluation by Professor Scott Rice of British Literature 1800 to Present

(Engl. 2007), Fall 2007

- d. Peer Evaluation by Professor William Wilson of Introduction to Literary Criticism (Engl. 101), Spring 2007
  - e. Peer Evaluation by Professor Balance Chow of The Nineteenth-Century British Novel (Engl. 153B), Fall 2006
  - f. Peer Evaluation by Professor Don Keesey of Composition II (Engl. 1B), Spring 2006
  - g. Peer Evaluation by Professor David Mesher of Introduction to Literary Criticism (Engl. 101), Fall 2005
6. Other Evaluations
- a. Letter from Menko Johnson, Instructional Designer, Incubator Classroom, SJSU Academic Technology; Acceptance Email & Application to Teach in Incubator Classroom
  - b. Letter (March 19, 2008) from Arthur Stein, Student from Engl. 56B, 149 & 113
  - c. Email (April 22, 2008) from Zac Wagner, Student from Engl. 149
  - d. Mid-Term Course Evaluations, Engl. 101, Spring 2008
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  - b. Letter from Professor Paul Douglass, Coordinator of Curriculum
  - c. Letter from Professor John Engell, former Coordinator of Curriculum
  - d. Letter from Professor Noelle Brada-Williams, Coordinator of Graduate Committee & Program
  - e. Letter from Professor Bonnie Cox, Composition Coordinator
  - f. Open Access Task Force Membership Roster
  - g. Open Access Task Force Senate Resolution & Committee Description
  - h. Letter from Professor Paul Douglass, Director of the Center for Steinbeck Studies
  - i. Letter from Professor Kenneth Peter, Chair of University Library Board
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  - c. Charge of the Web Oversight Committee
  - d. List of Duties as Department Webmaster and Technology Liaison
  - e. List of Achievements as Department Webmaster
  - f. Letter from Professor John Engell assessing Web service
  - g. Sample Handout on Updates on Web & Technology
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      - Email Acceptance for Workshop 2 from Bamboo Organizers (Sept 2008)
      - Application for Workshop 2 from Bamboo Organizers (Sept 2008)
      - Email from Project Bamboo Organizers delineating further work after Workshop 1 (May 2008)
    - c. Letter from Professor David Mesher, SAIL Coordinator
    - d. Letter re Participation in Academic Technology Expo from Menko Johnson, Instructional Technologist, Incubator Classroom, Academic Technology
    - e. Letter from Professor Annette Nelling, Coordinator of Campus Reading Program

## II. SCHOLARLY OR PROFESSIONAL ACHIEVEMENT

### A. Scholarly Activities During the Period Under Review

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External Reviews: Harris Statement, Letters from External Reviewers & Accompanying Materials

1. Publications
  - a. List of Publications: Peer-Reviewed Publications & Grant Awards
  - b. Peer-Reviewed Publications
    - (1) *Forget Me Not: A Hypertextual Archive of Ackermann's 19<sup>th</sup>-Century Literary Annual* (a Digital Scholarly Edition)
      - (a) Progress, Grants, Relationship to Manuscript & Scholarly Impact
      - (b) **Review Letter from Professor Susan Wolfson, Princeton University assessing the Archive**

- (c) **Review Letter from Professor Kathryn Ledbetter, Texas State University assessing the Archive**
  - (d) Letter from Wanda Winch, Captone Press acknowledging use of Archive's images for book publication
  - (e) Letter from Professor Neil Fraistat, Co-Editor of *Romantic Circles*, University of Maryland
  - (f) **Evaluation of the Archive's Technical Details, Center for Digital Research in the Humanities, University of Nebraska-Lincoln**
  - (g) **NEH Panelists' Evaluations about the Archive & the *Poetess Archive* on an unsuccessful NEH Preservation & Access grant**
  - (h) **NEH Panelists' Evaluations about the Archive on an unsuccessful NEH Scholarly Editions grant**
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  - (m) Sample Page: Index of Volumes
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  - (p) Classroom Use of the Archive: Assignment from Professor Ann Hawkins, Texas Tech University
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  - (r) Listing in MLA International Bibliography
  - (s) Library Catalog Records from Humbul Humanities Hub, University of Oxford; Intute, University of Oxford; Virgo, University of Virginia; and SJSU King Library
  - (t) Confirmation of Inclusion of Archive in Modern Language Association's International Online Bibliography (6/26/06)
- (2) "A. Bristow and *The Maniac*: A Bio-Critical Essay." *Irish Women Poets of the Romantic Period*. Ed. Stephen Behrendt (funded by ACLS Fellowship). Alexander Street Press. Subscription Database. 2008.
- (a) Letter from Editor, Professor Stephen Behrendt
  - (b) Article
- (3) British Literature Survey Syllabus. Online Resources accompanying *Electronic Literature: New Horizons for the Literary*. Eds. N. Katherine Hayles, Chris Mott & Jacob Burch. U Notre Dame P, 2008. Online Resources: <http://newhorizons.eliterature.org>.
- (a) Letter from Editor, Professor N. Katherine Hayles
  - (b) Peer Review from Professor Teresa Mangum
  - (c) Description & Reviews of Entire Project
  - (d) Online Table of Contents & Description
  - (e) Harris Contribution

- (4) Review Article of *The Scholar's Art: Literary Studies in a Managed World* by Jerome McGann, University of Chicago Press, 2006. *Style* (Winter 2007): 451-57.
- (a) *Style* Journal Details
  - (b) Letter from Editor, Professor William Baker
  - (c) Article
- (5) "Masculinity and Femininity Unbound: Revising Gender Studies (Again) in British Romanticism." Review of *Borderlines: The Shiftings of Gender in British Romanticism* by Susan Wolfson, Stanford UP, 2006. *Nineteenth-Century Gender Studies* 3.1 (Spring 2007).  
<[www.ncgsjournal.com/issue31/harris.htm](http://www.ncgsjournal.com/issue31/harris.htm)>
- (a) *Nineteenth-Century Gender Studies* Journal Details
  - (b) Article
- (6) "Borrowing, Altering and Perfecting the Literary Annual Form – or What It is Not: Emblems, Almanacs, Pocket-books, Albums, Scrapbooks and Gifts Books" *The Poetess Archive Journal* 1.1 (2007)  
<[unixgen.muohio.edu/~poetess/PAJournal/index.html](http://unixgen.muohio.edu/~poetess/PAJournal/index.html)>
- (a) *Poetess Archive Journal* details
  - (b) Peer Reviewer's Comments
  - (c) Table of Contents
  - (d) Article
- (7) "Infusing Bibliography and Book History with Hyper-Textuality: A Course for Undergraduates," an online article accompanying *Teaching Bibliography and Book History*. Ed. Ann Hawkins. Pickering & Chatto, July 2006.  
<<http://www.pickeringchatto.com/thob-harris-supplementary.pdf>>
- (a) Description of Peer-Reviewed Collection and List of Supplementary Essays
  - (b) Book Review from *The Library Quarterly*
  - (c) Article
- (8) Book Review of "*Colour'd Shadows*": *Contexts in Publishing, Printing and Reading Nineteenth-Century British Women Writers* by Terence Hoagwood and Kathryn Ledbetter, Palgrave, 2005. *The Wordsworth Circle*, Autumn 2005.
- (a) Article
  - (b) Journal Statistics, *The Wordsworth Circle*
- (9) "Feminizing the Textual Body: Female Readers Consuming the Literary Annual." *Papers of the Bibliographical Society of America* 99:4 (Dec 2005): 573-622.
- (a) Article
  - (b) Journal Statistics, *Papers of the Bibliography Society*

- c. Grant Awards & Substantial Grant Applications
- (1) Bibliographical Society (England) Research Grant for further research on literary annuals at the British Library, etc., London, April 2007: Award Letter & Application
  - (2) Alternate, AAUW American Fellowships-Publication Summer Stipend for 2007 to prepare for publication the British literary annuals manuscript, April 2007: Award Letter & Application
  - (3) Tuition Scholarship, Rare Book School, University of Virginia, November 2006: Award Letter & Application
  - (4) College of Arts & Humanities Release Time, San Jose State University, one course release for Fall 2008 to draft and present two conference papers and continue adding content to the “*Forget Me Not* Archive,” awarded April 2008: Award Letter & Application
  - (5) Student Success Grant, San Jose State University, one course release in Fall 2007 to create a General Education Digital Literature course, complete a Digital Humanities Center proposal and discover best pedagogical practices for a technology-rich classroom environment, April 2007: Final Report, Award Letter & Application
  - (6) Jr. Faculty Professional Development Grant, San Jose State University, to fund a student assistant’s work on an edition of gothic short stories, April 2007: Final Report, Award Letter, Application
  - (7) Grant Development Program, San Jose State University, one course release in Spring 2007 to prepare an NEH Scholarly Editions grant for submission in Nov. 2007, awarded Dec. 2006: Award Letter & Applications
  - (8) College of Arts & Humanities Release Time, San Jose State University, one course release for Spring 2007 to conduct research and continue drafting articles and a book manuscript in Spring 2007, awarded Dec. 2006: Final Report, Award Letter & Application
  - (9) California State University Research Grant to continue research and assembly of *Forget Me Not! The Popular Phenomenon of Literary Annuals* book manuscript, awarded Nov. 2006: Final Report, Award Letter & Application
  - (10) SJSU Jr. Faculty NEH Summer Stipend Nominee (only 1 Jr. & 1 Sr. Faculty member are nominated each year). NEH Summer Stipend application submitted but not funded: Award Letter & Application

## 2. Scholarly Work Forthcoming

- a. List of Scholarly Work Forthcoming
  - b. *Gothic Short Stories in British Literary Annuals*, an edition of 19<sup>th</sup> century gothic short stories. Under contract with Zittaw Press/Franz Potter. Proposed publication Spring 2009.
    - (1) Abstract
    - (2) Draft of Introduction
    - (3) Publisher's contract
    - (4) Spreadsheet of Work-in-Progress
  - c. "Fantasies of Containment: Archiving Moments in Cyber- and Real-Life." *Metaphors of Cyberspace*. Ed. Caroline Maun. East Michigan State University Press. Forthcoming Spring 2009.
    - (1) Letter from Pamela MacFarland Holway, Managing Editor
    - (2) Latest Draft of Article
3. Scholarly Work in Progress
- a. List of Scholarly Work in Progress
  - b. Book Project: "Forget Me Not! The 'Unmasculine & UnBawdy Age' of British Literary Annuals," a literary and cultural history of early British literary annuals
    - (1) NEH Panelists' Comments
    - (2) Communication with Cambridge UP Editor, Linda Bree
    - (3) Book Proposal
  - c. Invitation from Kivmars Bowling to report on SHARP 2008 conference for Literature Compass blog
  - d. Editor: Co-editor, with Maura Ives, for special journal cluster on pedagogy and textual studies for *Pedagogy*
    - (1) Proposal to *Pedagogy*
    - (2) Acceptance by *Pedagogy*
    - (3) Sample of Co-Editor Duties
  - e. Article: on "Literary annual" and "Rudolph Ackermann" entries for *The Blackwell Encyclopedia of Romantic Genre*
    - (1) Invitation from editor Diane Hoeveler
    - (2) List of Contributors
4. Scholarly Presentations at Professional Conferences
- a. List of Scholarly Presentations at Professional Conferences
  - b. "Selling 'Englishness' with German Translations: *Mimili*, Rudolph Ackermann and the Literary Annual," on the panel "Adaptations and Transformations in the

Work of British Romantic Women Writers,” Rocky Mountain Modern Language Association, October 2008.

- (1) Acceptance email
- (2) Proposal

- c. “TechnoRomantic Anxieties: Our Hideous Progeny,” North American Society for the Study of Romanticism International Conference, University of Toronto, August 2008.

- (1) Program
- (2) Acceptance email
- (3) Proposal

- d. “Undoing the Good: The Uncivilizing Nature of Gothic Short Stories in Early Literary Annuals,” Presenter & Session Organizer on the panel, “Unruly Ladies & Civilizing Media: Using Periodicals & Annuals to Educate Nineteenth-Century Women,” Society for the History of Authorship, Reading and Publishing International Conference, Oxford, England, June 2008.

- (1) Program
- (2) Acceptance Email
- (3) Paper
- (4) Session Proposal

- e. Two Panels on “Digital Projects Poster Session,” Society for the History of Authorship, Reading and Publishing International Conference, Oxford, England, June 2008.

- (1) Participant’s Letter
- (2) Program
- (3) Acceptance Email
- (4) Proposal

- f. “Using Digital Archives in the Classroom” Panel, Society for the History of Authorship, Reading and Publishing International Conference, July 2007.

- (1) Program
- (2) Review of panel
- (3) Acceptance letter
- (4) Proposal

- g. “Technophobia and Misogyny,” with Laura Mandell, on the panel “Agora.Techno.Phobia.Philia: Gender, Knowledge Building, and Digital Media,” Digital Humanities Conference, June 2007.

- (1) Program
- (2) Peer reviewers’ comments about panelists’ papers
- (3) Paper

- h. “The Promise of Digital Humanities: Progressive Exposure or Overwhelming Contamination? or 15,330 Days Later: Has the Contamination Killed Off Humanities?” for One-Day Symposium, “Digital Humanities: Practice,

Methodology, & Pedagogy,” Centre for Studies in Print and Media Cultures, Simon Fraser University, May 2007.

- (1) Invitation from Professor Margaret Linley
- (2) Paper

- i. “Sneaking It In: Teaching Textual Studies without Teaching Textual Studies,” presented on the “Pedagogy & Textual Studies Roundtable,” Society for Textual Scholarship Conference, New York University, March 2007.

- (1) Program
- (2) Acceptance emails
- (3) Paper

- j. "Diseased Hypertextuality: Revising the Canon with an Epidemic of Annuals,” presented on panel “Queer Editing I,” Society for Textual Scholarship Conference, New York Univ., March 2007.

- (1) Acceptance email
- (2) Paper

- k. “New Gothicism Infects Literary Annuals! Maniacs, Smugglers, Benshees and Elves in the 1831 *Forget Me Not*,” presented on the panel “The Gothic II,” South Central Society for Eighteenth-Century Studies Annual Conference, Tulsa, OK, February 2007.

- (1) Acceptance email
- (2) Paper

- l. *Invited Speaker*, “Hypertextuality and Literary Study: Demonstrating the ‘*Forget Me Not* Hypertextual Archive,” invited by Professor David Greetham, Textual/Digital Studies Seminar, The Graduate Center CUNY, January 2007.

- (1) Letter of invitation

- m. “Demonstrating the *Poetess Archive*” with Laura Mandell, presented at the Digital Textual Studies: Past, Present and Future Conference, Texas A&M University, October 2006. Peer-reviewed proposal.

- (1) Program
- (2) Acceptance email
- (3) Original proposal

- n. “Replicating the Original: Representations of the *Forget Me Not* in a Hypertextual Archive” for Nebraska Digital Workshop, Center for Digital Research in the Humanities, University of Nebraska-Lincoln, September 2006.

- (1) Workshop schedule
- (2) Invitation
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- o. "Recounting Gender" Panel, North American Society for the Study of Romanticism National Conference, September 2006.

- (1) Program

5. Other Scholarly or Professional Activities
  - a. List of Other Scholarly or Professional Activities
  - b. Letter from Dr. Sydney Shep, Editor *SHARP News*
  - c. Letter from Laura Mandell, General Editor of *The Poetess Archive*, describing & evaluating my role as Editor for *The Poetess Archive*, *Forget Me Not Archive* and British Literary Annuals Collection
  - d. List of Responsibilities for Editors of *The Poetess Archive*

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  - a. "Outside the Canon; Inside the BWWC." *A Newsletter for the 18<sup>th</sup>-and 19<sup>th</sup>-Century British Women Writers Association* 8:1 (Spring 2007): 1-2.
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  - b. Letter from Professor Geoffrey C. Bowker, Executive Director of Center for Science, Technology & Society
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