Jillian Kern

Email: jlkern@live.unc.edu

EDUCATION

| **Master of Studies**  Oxford University: Oxford, UK | **July 2017** |
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Course: English Literature (650-1550)

Dissertation: “Lai*,* Law, and Lineage:Evaluating Twelfth-Century Marriage and Genealogy in the *Lais* of Marie de France”

Supervisor: Dr. Laura Ashe, Professor of English Literature and David Woods Kemper Family Fellow in English, Worcester College

| **Bachelor of Arts**  University of California, Davis: Davis, CA | **June 2014** |
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Majors: English (Highest Honors); Medieval and Early Modern Studies (Honors)

Honors Thesis: “Performative Virginity in Marie de France’s *Guigemar*, *Yonec*, *Laüstic*, and *Milun”*

Advisor: Dr. Claire Waters, Professor of English

RESEARCH INTERESTS

* Medieval Romance
* Post-Conquest Assimilation and Identity
* Marie de France
* Gender, Sexuality, and Virginity Studies
* Paleography and Codicology, Material Culture, and Manuscript Transmission
* Medievalism(s)
* Medievalist Scholarship and Manuscript ‘Discovery’ in the Long 18th Century
* Digital Humanities: Natural Language Processing and Corpus Linguistics

RESEARCH EXPERIENCE AND RELEVANT COURSEWORK

*Examining dual modes of manuscript text and image transmission in Guillaume le Clerc’s* Bestiaire Divin*, Oxford, Bodleian Library, MS Douce 132.* Bibliography, Paleography and Theories of Text, Oxford University, March 2017.

This course paper was a paleographical and codicological analysis of the *Bestiaire* of MS Douce 132, arguing for distinct scribal and illustrative processes. By examining six physical bestiary manuscripts and nine more in facsimile, I demonstrated that the scribes and illustrators who copied the *Bestiaire* in MS Douce 132 were likely separate agents with different priorities. The copier of text deferred to Guillaume’s named authorial authority by closely duplicating the lexical content of his original. In contrast, the illustrations prioritized visual engagement through voyeuristically rendered sexual and violent excess and demonstrated familiarity with the larger bestiary tradition in the less-duplicative rendering of the miniatures, many of which resembled bestiaries in other groups more than other copies of the *Bestiaire Divin*. Under the supervision of Dr. Katherine Zieman.

*The Wandering Hypocrite: Antifraternalism and Movement in Fragment III of the Canterbury Tales.* Placing Chaucer, Oxford University, March 2017.

A course paper characterizing The Friar’s Tale, The Summoner’s Tale, and the Wife of Bath’s Tale as unified in the tale-tellers’ hypocritical web of opposition to the other characters and their threatening freedom of movement in their professions and as pilgrims. My research built on the work of Jill Mann and Penn Szittya to reject the categorization of the ‘marriage group’ and instead argue for a cohesive Fragment III organized around an exploration of the social and sexual threat represented by unchecked roaming and penetration of community. Under the supervision of Dr. Marion Turner.

*Noble Flesh: Embodiment of Kingship in Horn and Haveloc Tales.* After the Conquest: Reinventing Fiction and History, Oxford University, December 2016.

A course paper exploring the body as physical signifier of kingship in the King Horn tradition, represented by “Thomas’s” Anglo-Norman *Romance of Horn*, the Middle English *King Horn,* and the later Middle English *Horn Childe and Maiden Rimnild,* and the Haveloc tradition, as found in Geffrei Gaimar’s *Estoire des Engleis,* the Anglo-Norman *Lai d’Haveloc,* and the later Middle English *Havelok the Dane.* In this paper, I analyzed the texts in their original languages to parse their portrayal of the visibly noble body as an indicator of kingship that travels with the exile in exile-and-return romances. Under the supervision of Dr. Laura Ashe.

TEACHING AND RELATED WORK EXPERIENCE

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| **Substitute Teacher**  Shasta County Office of Education: Redding, CA.   * Deliver classroom instruction in variety of grade levels and settings * Taught as long-term substitute for unfilled instructor positions in secondary-level Spanish (January-March 2018) and secondary-level Art (August-September 2018). Without a permanent instructor, I researched curriculum and state standards, wrote course syllabi, developed and executed lesson plans, created relevant assignments and associated point rubrics, and graded student work. * Utilize education technology including Aeries, Frontline, Quizlet, Netop Vision, and Google Classroom to support student learning. | October 2017-June 2019 |
| **Career Pathways Coach/Tutor**  John Muir Charter School, Redding CCC: Redding, CA.   * Engaged with adult students of disadvantaged socioeconomic backgrounds via respectful, constructive pedagogical approaches. * Tutored test-preparation and ELA skills. * Coached students in appropriate professional delivery and formatting for items including cover letters and resumes. * Delivered curriculum including daily writing prompts and My Career and Education Pathway (MyCEP). * Guided students through completion of monthly writing prompt and provided feedback on completed essays. | June 2015-September 2016 |
| **College Writing Tutor**  Redding Rancheria Education Department: Redding, CA.   * Trained beginning post-secondary students in the grammar, conventions, and formatting of college-level writing. * Provided face-to-face instruction and brief homework assignments to reinforce skill acquisition. * Educated students on MLA formatting and citation to enable classroom success and compliance with university standards. * Taught research skills including keywords and search terms, database navigation, source evaluation, and academic citation. | August 2015-June 2016 |
| **Freelance Writing Tutor**  Self-Employed: Redding, CA; Davis, CA; and Sacramento, CA.   * Tutored clients’ essay writing, critical reading, vocabulary, and grammar abilities to enable classroom and university success. * Facilitated writing review via email and Microsoft Word’s “Track Changes” function to accommodate clients’ schedules. * Maintained regular communication to establish plan of action and tutoring strategy. * Provided feedback as secondary reader for high school English AP course essays. | October 2011-May 2015 |
| **Peer Educator**  UC Davis Health Education and Promotion: Davis, CA   * Conducted formative research in public health databases to ensure up-to-date information and appropriate project strategies. * Facilitated educational programs with student organizations. * Developed and wrote content for website and physical brochures. * Used effective methodology to conduct focus groups and research initiatives. * Served as media liaison for Alcohol, Tobacco, and Other Drug Health Education department, communicating with the public via blog posts, newspaper and radio interviews, and letters to the editor. | October 2013-June 2014 |

LEADERSHIP EXPERIENCES

| **Conference Organization Committee**  Medieval English Literature MSt Conference, Oxford University  As head of the MSt Conference planning committee, I led organization of the yearly conference for medieval literature master’s students, including securing a venue and catering, corresponding with faculty and staff, establishing a schedule, and securing research submissions from and presentation resources for all participants. | May 2017 |
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PROFESSIONAL TRAININGS AND CERTIFICATIONS

| **California Substitute Teaching Credential** | October 2017 |
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| **Digital Humanities at Oxford Summer School**  Strand: “From Text to Tech” | ­­­­June 2017 |
| **FIERCE Conversation and Leadership Training** | June 2016 |
| **SafeZone Training and Certification** | November 2013 |
| **California Paraprofessional Certification** | April 2011 |

LANGUAGES AND SKILLS

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| * Middle English: Full Proficiency * Spanish: Intermediate Proficiency * French: Elementary Proficiency * Anglo-Norman: Elementary Proficiency | * Python Programming: Intermediate Proficiency * Microsoft Office Suite * MLA, MHRA, and Chicago Style * RefWorks Citation Software |

**EXTRACURRICULAR AND VOLUNTEER EXPERIENCE**

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| **Shasta Lake Creative Community Board Member**  Shasta Lake, CA  I was a founding member of this local service organization to support growth and rebranding of my hometown. We have conducted fundraisers with local businesses, supported the revival of the Community Garden, overseen the development of a local certified farmer’s market, and organized a local art show as a healing and fundraising opportunity for those affected by the Carr Fire. | October 2017 - Present |
| **Heberdean Coin Room Volunteer** Ashmolean Museum: Oxford, UK  Assisted in the digitization of the medieval and modern division of the Heberdean numismatics collection by scanning coins and entering collection identification data into the system, and then tagging time-period, materials, and other data upon upload into the searchable online repository. | April 2017 - June 2017 |
| **Anglo-Norman Reading Group** Oxford University: Oxford, UK  Prepared translations of passages for fortnightly reading group, in which students and other academics read aloud, translated, and discussed various Anglo-Norman medieval texts including *Ipomedon* and the *Vie de Thomas Becket.* We also hosted talks from various speakers in Anglo-Norman studies. | November 2016 - May 2017 |
| **Middle English Reading Group**  Oxford University: Oxford, UK  Fortnightly reading/translation sessions of Middle English literary works, including selections from *The Book of Margery Kempe* and the *Canterbury Tales*. | November 2016 - May 2017 |
| **Oxford Bibliophiles’ Society**  Oxford University: Oxford, UK  Group activities included hosting talks from various librarians and historians, as well as library visits, all with a focus on the history of the book. | November 2016 – May 2017 |

**HONORS AND AWARDS**

| * UC Davis Citation for Outstanding Performance – English * UC Davis Citation for Outstanding Performance – Medieval and Early Modern Studies * UC Davis Dean’s List – College of Letters and Science | 2014  2014  Fall 2012, Winter 2013, Winter 2014, Spring 2014 |
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**MEMBERSHIPS**

* Phi Kappa Phi Honor Society

(Updated: 8-2019)