

Tenured Faculty Enhancement Leave Program
Application and Letter of Understanding

Name: Katarina Gephardt Rank/Title: Professor

College: CHSS Department: English

Period of Leave Requested (select only one): Fall Semester Spring Semester

Date of Initial Appointment at KSU: 2004 Rank at Initial Appointment: Assistant Professor

Effective Date of Tenure: 2010

Previous Leaves: _____ Date: _____

_____ Date: _____

Project Title: : Gender, Genre, and Geography: British Women on the Frontiers of Europe, 1880-1914

Replacement Budget Funding Statement of Understanding

We understand and agree to the following stipulations with respect to replacement funding for this faculty member's Leave:

- The faculty member will not receive additional funds during the semester of the leave, but they will continue to draw their usual salary.
- The department will hire part-time instructors to cover the faculty member's courses. The associated instructional replacement costs will come from the part-time faculty pool.
- If unique departmental circumstances necessitate a different financial arrangement (for instance, a limited-term full time hire) the chair should provide a justification in the box below. The financial request will be reviewed by Fiscal Affairs in addition to the selection committee substantive review, and it might impact the applicant's chances.

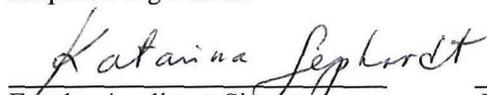
Chair financial request and justification (only if part-time replacements are deemed inadequate):

Tenured Faculty Enhancement Leave Program
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I agree to all terms and conditions outlined below:

1. I agree to return to KSU as a full-time faculty member for twelve months after completion of this Leave. If I resign or retire from KSU before the end of that year, I agree to reimburse KSU for the amount of compensation I received while on leave, as well as any other expenses paid for my benefit by KSU or its affiliated entities during the leave, including all benefit costs.
2. I will complete the Leave project goals and activities as accepted by the selection committee in the time frame specified in the proposal.
3. I will submit a comprehensive final report to the Executive Director for Faculty Development, Recognition, and CETL no later than 6 months after the completion of the Leave. The report will delineate:
 - a. All work and activities completed during the Leave.
 - b. How the goals and outcomes of the Leave have been met.
 - c. Any dissemination of results (e.g., publications, presentations, grant proposals submitted, seminars or workshops, materials developed for classroom instruction, etc). Attach one copy of submitted, published, or presented papers (or other disseminated products).
 - d. Ongoing activities and follow-up.
4. I will conduct a workshop or seminar for colleagues on the outcomes of my Leave within 6 months of the end of the Leave.
5. I understand that the purpose of the Leave is to provide me time or the opportunity to work on the project full time and agree to suspend all KSU-related responsibilities and activities unrelated to the project during the term in which the Leave is taken, except as allowed by the Enhancement Leave Guidelines.
6. I understand that my successful application will be published on the CETL faculty development website as a model for future applicants.
7. I understand that if any of the above conditions are violated, I will not be eligible for funding from any KSU Funding Award program for a 5-year period.

Required Signatures:

 _____ Faculty Applicant Signature	KATARINA GEPHARDT _____ Print Name	1/9/2020 _____ Date
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I have read the proposal, approve of its implementation, and agree to provide course releases as funded and scheduled.

 _____ Department Head Signature	Letizia Guglielmo _____ Print Name	1/8/2020 _____ Date
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_____ Sharing Department Head Signature (for jointly appointed faculty)	_____ Print Name	_____ Date
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 _____ Dean Signature	Shawn Long _____ Print Name	1/9/2020 _____ Date
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_____ Sharing Dean signature (for jointly appointed faculty)	_____ Print Name	_____ Date
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Abstract: My book project focuses on British women travel writers who explored Central and Eastern Europe at the turn of the twentieth century. I argue that the region, which was relatively uncharted by tourists, provided spaces for the women writers to explore their gender identities as well as opportunities for experimentation with travel writing. The relative underrepresentation of the region in British travel writing allowed women writers to test the limits of the genre, which was transitioning from relatively objective imperialist mapping of the world to more subjective responses to people and places that challenged tourist ways of seeing.

Project Description: The ultimate objective of my research project is the publication of a monograph entitled *Gender, Genre, and Geography: British Women Travel Writers on the Frontiers of Europe, 1880–1914*. In recent years, both nineteenth-century British and travel writing studies, my fields of specialization, have shifted their focus from thematic aspects of representation to the study of genre. My project extends this work and examines how the contexts of gender and place shape the production (process of writing and publication), reception (readers' responses), and generic conventions (form and style) of travel narratives.

In their path-breaking anthology of women's travel writing, Shirley Foster and Sara Mills suggest that instead of viewing women's travel writing as fundamentally different from men's, we need to strive for a more nuanced understanding of how gender interacts with other factors including race, class, and historical period. In my project, I consider the specific features of the destination as a key factor that contributes to the distinctive features of women's travel writing. Existing studies have mapped how women travel writers respond to the power dynamics of colonial settings and the scholarly authority associated with popular tourist destinations in Western Europe. I focus on the period of 1880–1914 in order to consider the connections among several key contemporary developments: 1. The so-called New Woman movement provided models for emancipation and mobility that inspired women travelers. 2. Expanding railway networks and emerging tourist infrastructure made it possible for British women travelers to explore Central and Eastern Europe. 3. A shift from realist (relatively objective) to Modernist (subjective) modes of representation reshaped literary genres, including travel writing, during this time. 4. At the turn of the twentieth century, Central and Eastern Europe still appeared as an uncharted space to Western travelers, leading British women travel writers to experiment both with gender roles and generic conventions.

My methodology will include textual analysis of published travel books as well as examination of the production and reception of travel writers' work through archival research in the United Kingdom, especially at the British Library and the Royal Anthropological Institute (see timeline for details). The archives provide access to women's periodicals and materials such as journals, drawings, photographs, and scrapbooks, which will help me reconstruct how the published books were produced and received by readers. In the individual chapters, I plan to zoom in on in-depth case studies of particular British women writers: Nina Mazzuchelli, Mérie Muriel Dowie, Kate Marsden, and Mary Edith Durham. Even brief descriptions of the four women travel writers reveal their individuality as well as common patterns in their work. Mazzuchelli's two-volume *Magyarland* (1881), which maps the highlands and the lowlands of Hungary, was one of the key sources for Bram Stoker's *Dracula* (1897). Mazzuchelli was a seasoned traveler who had previously published a travelogue on India. Her narrative on Hungary initially applies the strategies of colonial discourse in an attempt to describe its inhabitants as alien, but finds the Hungarians whom she meets resistant to such perceptions and knowledgeable enough to engage in probing dialogue on English culture. Dowie was inspired by the New Woman movement, which pushed against rigid Victorian codes of femininity by promoting "rational dress," exercise, and employment opportunities for women. She wrote an account of her travels in the Carpathian Mountains, *A Girl in the Karpathians* (1890), which became a bestseller on both sides of the Atlantic and catapulted Dowie, now virtually forgotten, to celebrity status. Marsden was a late Victorian nurse and an exceptionally energetic traveler who was on a mission to investigate and alleviate the condition of people suffering from leprosy in far-flung regions of Siberia. She was also a target of a media smear campaign that falsely accused her of misusing funds that she had raised for her mission. The book on her travels, *On*

Sledge and Horseback to the Outcast Siberian Lepers (1892), combines Christian and gendered rhetoric to continually emphasize the traveler's strong spirit and feeble body. Mary Edith Durham, a single woman seeking health and adventure through travel in the Balkans, became the champion of the Albanians, who were dominated by the Turks, threatened by the neighboring Slavs, and neglected by British politicians and the public. Her work reflects an unusual combination of the objective and subjective modes of travel writing: ethnographic detachment and sympathetic, passionate identification with Albanians. Some of the shared distinctive features of these women's travel writing include increased preoccupation with the self, poetic language, focus on the body, awareness of the limits of visual perception, and interest in dialogue. In addition to offering instructive examples of the evolution of travel writing at the turn of the twentieth century, the stories of these women travel writers' lives, which have received relatively little scholarly attention so far, are fascinating and can help me engage not just academic but also general readers.

The impact of the book project also extends to my teaching. I have already developed a very successful course on travel writing entitled "Mobility and Place in U.S. Culture" that introduces students to the genre and develops their awareness of how their lives are situated in local and global contexts. At a time when it is challenging to convince students that humanities courses are valuable, interdisciplinary courses on travel writing have the potential to attract students from across disciplines and allow them to pursue their own areas of interest through research. My active research agenda in this field will provide opportunities and inspiration to develop new courses that draw on travel writing, including a general education composition course that introduces students to academic writing across disciplines and an interdisciplinary course on women's travel writing.

Since the publication of my earlier book, *The Idea of Europe in British Travel Narratives, 1789–1914* (Ashgate/Routledge, 2014), I have further developed my expertise and presence as a teacher and scholar in travel writing studies. I delivered a series of conference presentations on the women travel writers included in the book project (See CV). I also served as the Executive Committee Chair of the Modern Language Association Forum on Travel Literature and organized a special session on travel writing focused on genre in 2016. (MLA is the most prestigious national organization for the fields of English and modern language studies.) I plan to apply the insights that I gained through these professional development opportunities in my work on the proposed book. The publication of a monograph with a respected press, which is the most highly valued form of publication in the humanities, along with my professional service activities will help increase the visibility of Kennesaw State University as an R2 institution and contribute to its goal to produce “noteworthy, innovative, and interdisciplinary” scholarship.¹ My project provides valuable lessons on how travel writing shapes our perceptions of other cultures. The application of my research for this project in teaching and service will also contribute to my college’s mission to “empower [students] to understand the human condition, to meet the challenges of the twenty-first century, and to become contributing citizens in a global society.”²

I plan to dedicate the entire semester to research and writing, so I will not receive any compensation in addition to my Kennesaw State University salary. I plan to use my annual travel allowance from the Department of English to conduct archival research in the UK. Since my promotion to full professor in 2016, I have dedicated substantial time and effort to service (see CV), so a semester-long leave would help me lay the foundations for this substantial project.

¹ “The KSU R2 Roadmap To Success,”

<https://admincouncil.kennesaw.edu/R2%20Roadmap.final.pdf>

² CHSS Mission Statement, <https://chss.kennesaw.edu/about/mission.php>

Sustainability: The faculty leave will provide valuable time for conducting archival research and drafting two chapters. Once I have established this foundational framework for the book, it will be feasible to draft the remaining chapters while teaching a regular course load. The work that I complete during the faculty leave will also make my applications for external grants more competitive. I plan to apply for the National Endowment for the Humanities and American Council of Learned Societies fellowships. In the final stages of the project, I will also apply for the CHSS Manuscript Completion Program Award, which provides a course reassignment and support from a writing group of faculty from the College. My project is not collaboratively authored, but I will receive ongoing feedback from my writing group colleagues. My track record of completing work funded by grants, including a twelve-month fellowship from the American Association of University Women (2008/09), and previous experience with the academic publishing process will help me achieve the long-term goals outlined in my timeline.

Dissemination: The ultimate goal of this project is the publication of a monograph. My close examination of the production and reception of travel narratives is relevant to scholars and students of travel writing, as well as scholars from other disciplines and non-specialist readers interesting in Central and Eastern Europe or travel writing. Potential publishers include Palgrave Macmillan, Routledge, the Ohio State University Press, and Anthem Press. An essay related to the materials in the proposed book is forthcoming (see CV). I do not plan to publish additional articles related to the project because it could interfere with the publication of the material in book form. I will present my work at the North American Victorian Studies Association and Interdisciplinary Nineteenth-Century Studies conferences, prestigious international conferences in my field, and prepare a work-in-progress presentation on my research for Kennesaw State University colleagues and students.

References (Selected Titles)

- Anderson, Monica. *Women and the Politics of Travel, 1870-1914*. Farleigh Dickinson University Press, 2006.
- Browning, M. Ellen. *A Girl's Wanderings in Hungary*. Longmans, Green, and Co., 1896.
- Buzard, James. *The Beaten Track: European Tourism Literature, and the Ways to 'Culture' 1800–1918*. Clarendon Press, 1993.
- Dabrowski, Patrice. “‘Discovering’ the Galician Borderlands: The Case of the Eastern Carpathians.” *Slavic Review*, 64.2 (2015): 380-402.
- Dowie, M^énie Muriel. *A Girl in the Karpathians*. 1st edition. Cassell Publishing Company, 1891.
- Durham, Mary Edith. *The Burden of the Balkans*. Edward Arnold, 1905. Print.
- . *High Albania* (1909). Beacon Press, 1985.
- Ford, Lily. “Relocating an Idyll: British Travel Writers Presented the Carpathians, 1862-1912.” *Journeys* 2.2 (2001) 50–78.
- Foster, Shirley and Sarah Mills, Eds. *An Anthology of Women's Travel Writing*. Manchester University Press, 2002.
- Gerard, Emily. *The Land beyond the Forest: Facts, Figures and Fancies from Transylvania*. Harper & Brothers, Franklin Square, 1888.
- Marsden, Kate. *On Sledge and Horseback to the Outcast Siberian Lepers*. Cassell Publishing Company, 1892.
- Mazzuchelli, Nina. *Magyarland*. 2 Vols. Sampson Low, Marston, Searle & Rivington, 1881.
- Middleton, Dorothy. *Victorian Lady Travellers*. Chicago Review Press, 2005.
- Mills, Sara. *Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism*. Routledge, 1991.
- Rogers, Beth. 2015. “M^énie Muriel Dowie's A Girl in the Karpathians (1891): Girlhood and the Spirit of Adventure.” *Victorian Literature and Culture* 43.4 (2015): 841–856.
- Rose, Gillian. *Feminism and Geography: The Limits of Geographical Knowledge*. University of Minnesota Press, 1993.
- Spurr, David. *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration*. Durham, London: Duke University Press, 1993.
- Thompson, Carl. *Travel Writing*. Routledge, 2011.

Timeline

Prior to Leave Period:

2012-2017: Presented a series of short papers on individual British woman travel writers who are the focus of the proposed book project at national and international conferences (see CV)

2014-2015: Researched and wrote an essay on Méné Dowie: “Gender, Genre, and Geography in Méné Dowie’s *A Girl in the Karpathians*.” (forthcoming – see CV). This essay will serve as the basis for one of the chapters of the proposed book.

Fall 2019: Spent three days at the British Library and a day at the Royal Anthropological Institute as a part of a combined conference and research trip to London to make an inventory of possible research sources related to the women travel writers covered in the book.

Spring 2020: Research and draft Chapter Two, on Nina Mazzuchelli.

During the Leave Period (August–December, 2020):

August and September: Complete textual analysis of Marsden’s and Durham’s published books, conduct research on recent genre theory related to travel writing that frames the project.

October: Travel to the UK to conduct archival research for Chapter Four on Kate Marsden and Chapter Five on Mary Edith Durham. The institutions that I plan to visit during my trip include The Royal Anthropological Institute (Durham collection), the British Library (coverage of Marsden and the other women travelers in women’s periodicals including *The Girl’s Own Paper*, *The Queen*, and *Woman’s Herald*), Bankfield Museum in Halifax (journals and artefacts related to Durham’s travel), and the Bodleian Library in Oxford (Durham’s correspondence).

Draft the analysis of the archival materials for chapters on Marsden and Durham.

November: Draft Chapter Four on Marsden.

December: Draft Chapter Five on Durham.

After the Leave Period:

Spring 2021:

- Research and draft Chapter Three on Dowie (expanding the published essay – see CV)
- Present on Durham at the Interdisciplinary Nineteenth-Century Studies conference and at the English Department Works-in-Progress presentations series.
- Apply for external grants (National Endowment for the Humanities and American Council of Learned Societies) – funding would accelerate completion of the book.

Fall 2021:

- Revise Chapter Five on Durham, (sample chapter for publishers).
- Present on Marsden at the North American Victorian Studies Association conference.

Spring 2022:

- Draft an introduction and a book proposal; send book proposal to publishers along with the sample chapter on Durham.

Fall 2022:

- Revise all chapters, finalize, and submit the manuscript to publisher. Potential publishers include Palgrave Macmillan, Routledge, the Ohio State University Press, and Anthem Press.

CURRICULUM VITAE

Katarina Gephardt

Professor

January 13, 2020

Department of English
English Department, EB155
Kennesaw State University
450 Bartow Avenue
Kennesaw, Georgia 30144-5591
Phone: 578-470-4358

EDUCATION

1999–2003 Ph.D., Ohio State University, Columbus, Ohio, English

1995–1997 M.A., Ohio State University, Columbus, Ohio, English

1991–1995 B.A. John Carroll University, Cleveland, Ohio, English

PROFESSIONAL EXPERIENCE

2016 – Present Professor, Department of English, Kennesaw State University

2010–2015 Associate Professor, Department of English, Kennesaw State University

2004–2009 Assistant Professor, Department of English, Kennesaw State University

HONORS, AWARDS, AND FELLOWSHIPS (HIGHLIGHTS)

English Department Teaching Award, 2014–2015, Kennesaw State University. (Teaching)

Global Engagement Award, 2012–2013, College of Humanities and Social Sciences, Kennesaw State University. (Research)

Postdoctoral American Fellowship, 2008–2009, American Association of University Women, Washington, D.C. (Research)

Incentive Funds for Scholarship Award, 2006–2007, Kennesaw State University, Kennesaw, Georgia. (Research)

PUBLICATIONS

Works in Progress:

Gender, Genre, and Geography: British Women Travelers on the Frontiers of Europe, 1880-1914 (book project)

“Neo-Victorian Meta-Realism and Medical Discourse in Sheri Holman’s *The Dress Lodger*” (essay for *Journal of Neo-Victorian Studies*)

Books:

The Idea of Europe in British Travel Narratives, 1789–1914. Ashgate, 2014; Routledge, 2016.

Refereed Journal Articles:

“Productive Nostalgia in the Contemporary Slovak Novel: Veronika Šikulová’s and Maroš Krajňak’s Experiments with Generational Memory.” *Canadian Slavonic Papers* 60.3–4 (2018): 548–570.

Gephardt, Katarina and Mária Kostelníková. “English Across Cultures: Fostering Intercultural Competence through Telecollaboration.” *Studies in Foreign Language Education* 4 (2012): 23–44.

“Hybrid Gardens: Travel and the Nationalization of Taste in Ann Radcliffe’s Continental Landscapes.” *European Romantic Review*. 21.1 (2010): 3–27.

“‘The Enchanted Garden’ or ‘the Red Flag’: Eastern Europe in Late Nineteenth–Century British Travel Writing.” *Journal of Narrative Theory* 35.3 (2005): 292–306.

Refereed Chapters in Books:

“Gender, Genre, and Geography in Ménie Dowie’s *A Girl in the Karpathians*.” *Continental Exploration: Tourism and Travel Writing, 1815–1915*. Eds. Benjamin Colbert and Lucy Morrison. Palgrave Macmillan (forthcoming).

“Dervla Murphy.” *Handbook of British Travel Writing*. Ed. Barbara Schaff. De Gruyter (forthcoming)

“Eastern Europe and Victorian Literature.” *The Encyclopedia of Victorian Literature*. Eds. Dino Franco Felluga, Linda K. Hughes, and Pamela K. Gilbert. Wiley-Blackwell, 2015 (3,500–word article).

“Digesting Dickens: Serial Reading of *Little Dorrit* in an Online Community.” *Teachers as Avatars: English Studies in the Digital Age*. Eds. Laura Davis and Linda Stewart. New York: Hampton Press, 2011. 101–114.

“Professing in a Foreign Tongue: A Central European Perspective on English Studies.” *Bridging Cultures: International Faculty Transforming the U.S. Academy*. Eds. Sabine H. Smith, Federica Santini, and Sarah Robbins. Lanham, Maryland: University Press of America, 2011. 3–22.

Invited Chapters:

“Tales of Other Realms: Collected During a Late Tour Through Europe.” *The Cambridge Guide to the Eighteenth-Century Novel, 1660–1820*, ed. April London. (forthcoming at Cambridge University Press)

Invited Book Reviews:

“Stationary Journeys: A Cure for Wanderlust?” Review of *Traveling in Place: A History of Armchair Travel* by Bernd Stiegler. Trans. Peter Filkins. Chicago: Chicago University Press, 2010. *Transfers* 6:2 (2016).

Review of *The Other East and Nineteenth-Century British Literature: Imaging Poland and the Russian Empire*, by Thomas McLean. New York: Palgrave MacMillan, 2012. *Nineteenth-Century Contexts* 37:3 (2015): 269–272.

Review of *Travel Writing and Tourism in Britain and Ireland*, ed. Benjamin Colbert. *Prose Studies* 35:3 (2013): 296–299.

Review of *Through Another Europe: An Anthology of Travel Writing on the Balkans*, ed. Andrew Hammond; *Orientations: An Anthology of East European Travel Writing, ca. 1550–2000*, ed. Wendy Bracewell. 15:3 (2011): 327–333.

Review of *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, ed. Tim Youngs. London; New York: Anthem Press, 2006. *Prose Studies* 30.2 (2008): 201–219.

Review of *English Travel Writing: From Pilgrimages to Postcolonial Explorations*, by Barbara Korte. New York: St. Martin’s Press, 2000. *Prose Studies*. 2.24 (2001): 115–118.

SELECTED PRESENTATIONS (recent)

“Medical Discourse and Neo-Victorian Meta-Realism in Sheri Holman’s *The Dress Lodger*.” North American Victorian Studies Association Conference, Columbus, Ohio, October 2019. (International)

“Jane Austen and Millennial Students: Hybrid Experiments.” Interdisciplinary Nineteenth-Century Studies Conference, San Francisco, California, March 2018. (International)

“Traveling Champion: Mary Edith Durham and the Albanians.” Interdisciplinary Nineteenth-Century Studies Conference, Philadelphia, Pennsylvania, March 2017. (International)

“‘I Feel as if I am there:’ Neo-Victorian ‘Meta-Realism’ in Sheri Holman’s *The Dress Lodger* (2000).” Interdisciplinary Nineteenth-Century Studies Conference, Asheville, North Carolina, March 2016. (International)

“Girls in the Carpathians: British Women Travel Writers on the Frontiers of Central Europe,” Interdisciplinary Nineteenth-Century Studies Conference, Atlanta, Georgia, April 2015. (International)

“Moved by the Spirit but Feeble in Body: The Thermodynamics of Travel in Kate Marsden’s Journey through Siberia.” Interdisciplinary Nineteenth-Century Studies Conference Houston, Texas, April 2014. (International)

“English across Cultures: Fostering Intercultural Competence through a Telecollaboration between Classes of Slovak EFL and U.S. L1 Students of English.” Humanistic Foreign Language Teaching and Learning Conference, Nitra, Slovakia, September 2012. (International)

“Gender, Genre, and Geography in Mélie Dowie’s *A Girl in the Karpathians*,” Moving Dangerously: Women and Travel, 1850–1950, Newcastle, United Kingdom, April 2012. (International)

PROFESSIONAL SERVICE (recent)

Promotion and Tenure Committee, Department of English, 2019–Present.

Committee for Curriculum Revision, Department of English, Spring 2019.

Interdisciplinary Nineteenth-Century Studies Board Member, 2017–Present. Participated in board meetings, conference planning, and helped select candidates for the Susan Morgan graduate student essay prize.

Bentley Faculty Advisory Committee, Kennesaw State University, August 2018–Present. Advises Bentley Rare Book Museum staff on pedagogical and scholarly uses of Museum materials and on the planning of Museum events and activities.

Reader for *Canadian Slavonic Papers*, *European Romantic Review* and *Nineteenth–Century Contexts*, 2015–Present.

Workload Committee Member, Department of English, Kennesaw State University, 2018–2019.
Reviewed all available information regarding the proposed faculty workload document, participated in drafting and revisiting of the English Department workload document.

Search Committee for Assistant Professor of Eighteenth-Century British Literature, 2017–2018.
Screened, interviewed, and selected candidates.

English Department Assessment Committee, August 2013–present. Participated in the assessment of the undergraduate English Major, scored student essays, developed assessment instruments, rubrics, and capstone course guidelines.

Search Committee for Assistant Professor of African American Literature, 2016–2017. Screened, interviewed, and selected candidates.

English Department Curriculum Committee, Chair and Co-Chair, August 2015–December 2017.
Provided leadership during the process of curriculum consolidation, organized committee meetings, and assisted faculty during the process of curriculum review and approval.

Executive Committee Chair, Modern Language Association Forum on Travel Literature, 2014–2015 (member since 2012). Participated in and organized planning meetings and annual special session. Proposed a topic, prepared a call for papers, and selected presenters (4 out of 30 submissions) for the forum’s special session for the MLA in Austin, Texas, January 2016.



College of Humanities
and Social Sciences
Department of English

8 January 2020

Dear award committee members:

I write to express my strong support of Dr. Katarina Gephardt's application for the Tenured Faculty Enhancement Leave Program. Dr. Gephardt's proposed project, *Gender, Genre, and Geography: British Women Travel Writers on the Frontiers of Europe, 1880–1914*, will add substantively to our understanding of the evolution of travel writing at the turn of the twentieth century and specifically, to public engagement with four women travel writers whose lives have been relatively unexplored in current scholarship. The research leave will enable Dr. Gephardt to complete a significant scholarly work that has the potential to reach a wide, interdisciplinary audience comprised of scholars and students as well as general interest readers and that contributes to KSU's vision for excellence in teaching and research.

The impact that this work will have cannot be understated. As Dr. Gephardt notes in her project overview, "In recent years, both nineteenth-century British and travel writing studies . . . have shifted their focus from ideological dimensions of representation to the study of genre. My project extends this work and examines how the contexts of gender and place shape the production, reception, and generic conventions of travel narratives." The work also draws from and will inform Dr. Gephardt's teaching, most visibly in the course she developed and will continue to refine entitled "Mobility and Place in U.S. Culture," and her future contributions to potential interdisciplinary courses and curriculum development. These teaching goals clearly align with a move toward interdisciplinary collaboration within the College of Humanities and Social Sciences and the university's R2 Roadmap goal of "research with relevance that creates and refines knowledge that is aligned to real-world applications."

I have no doubt that *Gender, Genre, and Geography* will have a significant impact on current and future scholarship and on work within nineteenth-century studies, travel writing, and gender and women's studies, among other disciplines. Dr. Gephardt's substantive record of scholarship as well as her engagement as a recognized expert in her areas of expertise clearly indicate that she has the ability and experience to complete this project successfully and to reach a wide audience of readers who will, in turn, contribute to the conversations this work foregrounds and the new territory it charts. She also has taken on a consistently heavy service load within the department since promotion to full professor. This service has been essential to the department's success and growth and has included curriculum and tenure and promotion reviews among other leadership roles. The Tenured Faculty Enhancement Leave will enable Dr. Gephardt to complete a significant part of this important scholarly work at a critical juncture within her project timeline. I offer my full support of her work without reservation and hope that you will review her application favorably. Please do not hesitate to contact me if I may provide additional information during the review process.

Sincerely,

A handwritten signature in black ink, appearing to read "Letizia Guglielmo".

Letizia Guglielmo, Ph.D.
Interim Department Chair and Professor of English
lgugliel@kennesaw.edu

440 Bartow Ave., 2701 • MD 2701 • EB • Rm. 155 • Kennesaw, GA 30144-5591

Dear Members of the Faculty Success Committee:

I am writing in support of Dr. Katarina Gephardt's application for a Tenured Faculty Enhancement Leave. Dr. Gephardt is a gifted scholar whose work in the emerging field of travel writing has received national and international recognition: I hope you will support her research and teaching by awarding her the release time needed for her second monograph.

Her new project turns to lesser-known but increasingly studied works by women travel writers and explores the intersections of gender and genre in these texts. I have just started hearing conference presentations on several of these writers: it is clear that Dr. Gephardt is on the cutting edge of this growing area of interest and the timely publication of her book will place her at the forefront of this emerging field of study. Her invited book chapters on several of these authors and her service as chair of the Modern Language Association discussion group on travel writing also confirm her as a leading scholar in this field, and particularly on the representation of Eastern Europe in travel writing. Her new project extends the argument of her first book, *The Idea of Europe in British Travel Narratives, 1789-1914* (Routledge 2014), while narrowing her focus to the work of women writers traveling in Eastern Europe. In addition to her publications on nineteenth-century literature and travel writing, Dr. Gephardt has also – impressively – built on her personal knowledge of Slovakian literature and her childhood experiences in socialist Czechoslovakia as both a teacher and scholar, with an article on contemporary Slovak literature published in the leading journal in this field, and with other articles on her experiences as a teacher in an American classroom and her work to internationalize the experience of American students.

Dr. Gephardt and I first met while graduate students at The Ohio State University; I was impressed by her kindness to younger graduate students and by her professional mien – it was no surprise to me when she was awarded a highly competitive Presidential Fellowship to complete her dissertation, which was in turn given the prize for best English dissertation that year. After reconnecting at the Interdisciplinary Nineteenth-Century Studies (INCS) conference in 2009, we have exchanged work with two other Victorian literature colleagues as part of a writing group that Dr. Gephardt suggested and coordinated. Our workshop takes the form of monthly video chat meetings following the exchange of drafts and comments via e-mail. Through our writing group, I've benefited from Dr. Gephardt's broad knowledge of Victorian literature and criticism: the members of our group are all Victorianists, albeit with diverse research interests, and Dr. Gephardt regularly suggests relevant primary and secondary materials. I'm continuously impressed by the scope of her knowledge and her ability to imagine multiple ways of theorizing a project, especially when I've shared work with our group that is in its very early stages. In this way, I have a sense of what a wonderful teacher Dr. Gephardt is: in her detailed and constructive written feedback as well as in her encouraging and helpful verbal feedback during our meetings, Dr. Gephardt is particularly skilled at articulating potential theoretical frameworks, no matter how rough the draft.

Dr. Gephardt's research also informs her teaching in terms of content and style: her interest in visual rhetorics is visible in the wonderful images featured in her first book and in the variety of images she makes available to her students on-line and in class as supplementary materials. When I was asked to develop an on-line only course at my institution, I turned to Dr. Gephardt for advice. The quality of her on-line course was far superior to other courses I reviewed: she includes short lectures on historical context, a diverse array of images and textual supplementary materials, and a variety of assignments which ensure that students engage with the material in formal and informal ways. It was clear that she had put a significant amount of work and thought into developing the course, and the richness of the on-line materials was impressive. I know that she brings this same contextual richness to her face-to-face classes, which are usually themed around topics linked to her research or other issues of moment in the field. I'm particularly impressed by the ways Dr. Gephardt makes Victorian literature accessible to students both by revealing the ways in which Victorian literature is already part of popular culture, as she did by using the graphic novel *The League of Extraordinary Gentlemen*, and by making Victorian habits of mind familiar to students, as she did by having students read *Little Dorrit* as a serial, as Dickens's initial readers would have encountered the text. In this way, Dr. Gephardt engages students with the material culture of the nineteenth-century.

This research leave will allow her to work with primary sources only available at the British Library and the Royal Anthropological Society, and to bring the experience of working with those sources home to students in her future courses. It is often difficult for students to conduct archival research: while digital technology has made it possible to access sources online, most are packaged as part of expensive subscription services; travel to the holding libraries is often equally cost-prohibitive. Receiving this research leave would enable Dr. Gephardt to photograph the materials and thus continue her research once she returns to the United States, as well as develop a course that allows students access to the same materials she viewed on site.

I hope you will recognize her excellent work as a teacher and scholar by granting her this research leave to work on her second monograph: it promises to be an important publication in the field and offers new avenues to engage students. Please feel free to contact me with any additional questions: I can be reached via e-mail at jcamden@uindy.edu, or at 513.290.7776.

Best,

Dr. Jennifer Camden
Professor and Assistant Chair of the Department of English
Beverly J. Pitts Distinguished Professor of the Ron and Laura Strain Honors College
University of Indianapolis



A MEMBER OF THE CLAREMONT COLLEGES

1050 NORTH MILLS AVENUE · CLAREMONT, CA 91711-6101

January 12, 2020

Dear Selection Committee:

It is with great pleasure that I write to support Professor Katarina Gephardt's application for a Faculty Leave Award under Kennesaw State University's Tenured Enhancement Leave Program. Professor Gephardt's new project, *Gender, Genre, and Geography: British Women Travel Writers on the Frontiers of Europe, 1880–1914* promises to be a significant intervention in the scholarship on Victorian travel literature. Such a study is also especially timely. Professor Gephardt's research probes the ambivalent relationship of late nineteenth- and early-twentieth-century Britain to the Continent – an ambivalence that is once again apparent in the news regarding Brexit and European populism. Additionally, Professor Gephardt's focus on the distinctive perspectives of women travel writers offers particular relevance in the #MeToo era.

Let me begin with a brief introduction. I am a Professor of British Literature at Pitzer College, a member of the Claremont Colleges in Claremont, California. My specialization is in Victorian studies, with research and teaching interests on issues of gender, imperialism, the Gothic, and the law. I have published essays on these areas, and I am currently working on a book project on Victorian migration. I am also a California Bar licensed attorney.

Victorian travel-writing is a robust and growing area of research within Victorian studies. However, scholarship on Victorian women travellers generally treat women's texts as equivalent to those by their male counterparts. Differences in perspectives arising from gendered experiences are subsumed in the scholarship in favor of analyses of ideologies of race, class, and imperialism. Refreshingly, Professor Gephardt's study promises to direct much-needed attention to the ways in which women writers experimented with gender roles and genres, at a time when women were starting to gain greater freedom and mobility. As Professor Gephardt's study contends, the selected women writers benefitted from the expansion of women's rights at home, yet they still had to contend with gendered identities and experiences during their travel abroad. Their British identities marked their differences from local women, but these women nevertheless occupied liminal positions as females abroad.

Each of the women that Professor Gephardt selects for her study navigated the tightrope between gender and national identity in their travels and their writing. These tensions led to nuanced analyses of local culture that point up the ambivalence of British involvement in Europe, especially in the Central and Eastern regions that many in Britain still regarded as

uncharted territory. Nina Mazzucelli's colonial description breaks down as she engages more deeply with Hungarians who have their own critiques of English culture. Mémie Dowie, a New Woman who believed that *mens sana in corpore sano* should extend to women, promoted fearless women's adventuring in the hinterlands of the Carpathians. Mary Durham promoted greater British involvement in Albanian politics through her sympathetic observations of the Turkish and Slavic pressures on Albanians. Kate Marsden, a nurse interested in alleviating the condition of lepers in remote areas of Siberia, drew attention to the embodied aspects of travel through contrasts between the traveler's strong spirit and weak body, tropes that were both religious and gendered.

These texts illustrate the different ideologies and engagements that were at play in women's experience of travel, in contrast to masculine travel. The nuanced observations and focus on everyday embodied experience in these texts offer distinctive contrasts to the militant adventurism of texts by many male travel writers. While the women writers could not escape being products of their times, their gendered experiences provide nuanced observations of what it means to be a stranger in a strange land. As travel and tourism expands in the present time, with more tourists seeking "off-the-beaten-path" destinations, the experiences of these Victorian women travellers can provide important insights into issues of power and gender undergirding leisure travel.

As a Victorianist interested in gender, imperialism, and the law, I am fascinated by what I have learned about these women writers. It is astonishing that such dynamic and intriguing works have been neglected by scholars for so long. I am thrilled that Professor Gephardt's scholarship offers the prospect of learning more about these women writers and their works, and their contribution to Victorian culture. I believe that scholars and students alike will benefit from a larger study of these texts and authors.

I know Professor Gephardt to be an active scholar. I have had the pleasure of hearing Dr. Gephardt present on these and similar texts at the annual conferences of the Interdisciplinary Nineteenth-Century Studies (INCS). She is on the Board of INCS, and is active in the Travel Literature section of the Modern Language Association (MLA). She has been invited to contribute to edited collections on travel writing, and has organized a travel literature panel at the MLA. I also have the pleasure of being a member of Victorian studies writing group organized by Professor Gephardt, in which several of us meet about once a month to exchange research and receive feedback. I am familiar with the potential of Professor Gephardt's work from her conference presentations and from our group discussions.

While conferences and writing group meetings help generate ideas, a substantive work of scholarship requires focused attention and time. A grant of a faculty leave would be vital in helping Professor Gephardt develop her ideas into a cohesive argument for a monograph, a treatment that the subject richly deserves. Such a monograph will be a significant contribution to the field of Victorian studies. Her previous monograph, *The Idea of Europe*, was an important study delineating the relation of nineteenth-century Britain to Europe in the work of Byron, Stoker, and similar figures. This new work will provide equal or even more valuable insights, as

experienced through the filter of gender differences, into the ambivalent relations of nineteenth-century Britain and Europe.

I hope you will grant her application serious consideration. Please do not hesitate to contact me if I can provide further information or assistance.

Sincerely,

A handwritten signature in cursive script, reading "Sumangala Bhattacharya.", is displayed on a light gray rectangular background.

Sumangala Bhattacharya, Esq., Ph.D., J.D.
Professor of British Literature
English and World Literature
Sumangala_bhattacharya@pitzer.edu

Previous Kennesaw State University Funding (2015-2019)

- one course reassignment funded the CHSS Student Success Initiative for developing a new online course (ENGL 2145) (awarded during Spring 2019, used during Spring 2020).
- supplemental travel funding for a research and conference trip in London from CHSS (English Department) -- \$1,000 (Fall 2019)
- Skills Update Workshop, CHSS – professional development for online instructors, compensation of \$1,500 for the completion of the workshop and course development.