GRADUATE STUDENT COMMITTEE
NEWSLETTER

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Chair’s Message

Dear friends and colleagues,

The interruption imposed on us by the COVID-19 pandemic has been an opportunity for me to reflect on the future of medieval studies and what we can do to bring about the meaningful change that will inform and shape our field in the years to come. No matter what the future may hold, we in the GSC unanimously agreed that we would like to work towards a field that is more actively committed and accessible to the world beyond the academy.

For the past year, we have worked vigorously towards this goal by organizing panels for major medievalist conferences that directly speak to these issues, so be on the lookout for GSC-sponsored sessions at IMC Leeds, ICMS Kalamazoo, and the annual meeting of the MAA. And to demonstrate our commitment to bridging the gap between the academy and the community between the conference-setting, we are excited to announce the launch of the GSC’s podcast series, *The Multicultural Middle Ages*, during the Annual Meeting of the MAA in March 2022. This platform is meant to be a space from which to issue culturally responsible material that allows us to rectify misinformed narratives about the Middle Ages in circulation.

We truly hope that this will be a platform for many of you as you consider alternative forms of output for the knowledge you are producing. As part of this initiative, we arranged a series of free podcasting workshops led by the wonderful Hayley Bowman (University of Michigan). And lastly, to celebrate you and whatever initiatives you might have that align with our goal for the year, we are offering a special award this year, the GSC Grant for Innovation in Community Building and Professionalization (details below).

It has truly been a pleasure and an honor to serve as the Chair for this wonderful committee of the MAA. And words cannot express the gratitude I feel for you, fellow students, who have been so supportive and eager to attend and/or participate in our events.

Sincerely,

Jonathan F. Correa Reyes

Chair, Graduate Student Committee
Series on Innovations in Dissertation Research

The MAA-GSC is pleased to introduce a new series this year that focuses on graduate students and scholars who have developed creative ways to conduct and share their dissertation research. We are excited for this opportunity to highlight the growing number of excellent online resources developed by (and often for) graduate students. In this installment, Angelica Verduci reflects on her experiences writing about and relating to medieval fears of plague and death amidst our ongoing pandemic.

Writing a Dissertation on the Triumph of Death in a Time of “Plague”

By Angelica Verduci

When I applied to the Art History PhD program at Case Western Reserve University (CWRU) five years ago, I mentioned to my advisor Professor Elina Gertsman (an inspiring lover of medieval weirdness) that I wanted to focus my dissertation on the Triumph of Death iconography. I explained to Professor Gertsman that I was interested in investigating what depictions of the Triumph of Death could tell us about late medieval Italian society’s ways of coping with fear of death and of pandemics. At the time, I had no idea this topic would have been so pertinent today.
In the past four years, I have mapped up to twenty *Mors triumphans* wall paintings scattered across Italy. In summer 2020, I moved back to my hometown in Italy from Cleveland in order to see these murals in person. Researching and writing a dissertation on the *Triumph of Death* during the Covid-19 “plague” is certainly fitting and timely, but it comes with its own set of difficulties. My country imposed several internal travel restrictions. It was very discouraging finding out that most of the sites I needed to visit were closed, as were libraries and archives. However, despite these limitations, I was still able to continue my research thanks to digitization projects and to my university library’s efficient lending program.

I am now a fifth-year PhD student at CWRU in the process of writing my dissertation on Italian *Triumph of Death* mural paintings produced between approximately the 1300s and 1500s. Depictions of *Mors Triumphans* always feature a personification of Death who threatens or, more often, actively kills a distressed crowd of people from all walks of life—rich and poor, young and old, clergy and laity. This iconography originated in Italy shortly before the Black Death’s arrival in 1347 but proliferated throughout the fifteenth century in response to the trauma inflicted by subsequent waves of plague. Images of Death in triumph are remarkably prevalent in wall paintings, but they sometimes appear in other media. For instance, Francesco Petrarch’s allegorical poem “I Trionfi” (*Triumphs*, 1351-74) prompted the production of *Mors Triumphans* manuscript illuminations and early prints. Around the 1460s, tiny *Triumph of Death* skeletons also appeared in a few *contra pestem gonfaloni* (plague banners) from the central Italian region of Umbria.

Although there are several instances of the *Triumph of Death*, this imagery is woefully unexplored. To date, there is no comprehensive study on such a topic. Liliane Brion-Guerry’s “Le thème du ‘Triomphe de la Mort’ dans la peinture italienne” is the only work on Italian *Triumph of Death* paintings available to scholars. Brion-Guerry’s book was certainly groundbreaking when it was first published in 1950. However, her research lacks an in-depth analysis on several *Triumph of Death* mural paintings and proper photographic documentation, and it remains untranslated from French. There is as of yet no census of frescoes of the Death triumphant. Scholarly gaps in the identification of the origins and in the discussion of the taxonomy of such images persist. In a nutshell, there is still so much that needs to be scrutinized about the *Triumph of Death*. In my dissertation, I am attempting to fill these gaps in scholarship, and to study this imagery through the lenses of reception and performance theories.
Depictions of *Mors triumphans*, gruesome and spellbinding, invite inquiry on how late medieval society understood and interacted with them. At the end of this summer, Italian cultural sites officially reopened their doors to the public. Armed with cameras and comfortable sneakers, I started travelling extensively to gather photographic documentation of *Triumph of Death* murals in their local context. Art historians know that seeing artworks in person and *in situ* is vital for their research. For much of this time, I was lucky to be in contact with extremely kind caretakers willing to let me in churches when the lighting was at its best so that I could get the clearest photographs possible. As many art history students are also aware, travelling can be expensive, especially if your dissertation project involves crossing an entire country. My research would have been impossible without the invaluable support of the International Center for Medieval Art (ICMA) Student Travel Grant, which I was awarded in 2019. My next step is to delve into writing and to dust off my archival degree to do documentary research.

In the wake of the current crisis, the term “plague” has been resurrected to become synonymous with Covid-19, which is regularly compared to medieval epidemics. In fact, the
parallels are striking. As before, we have seen and heard of people dying every day and everywhere; as before, we have faced a time of great uncertainty, when social bonds were stressed to the limits by enforced, long-term isolation; as before, our travel routes and our trade have been impacted. Representations of the *Triumph of Death*, which especially burgeoned in times of plague, were meant to elicit meditation on the transience of existence and the fragility of human life. While standing in front of these impressive frescoes of *Mors triumphans*, I think I experienced what a late medieval person did, too: I felt tiny and helpless compared to the majestic figure of *Death in Triumph*. The fears and anxieties expressed in these images have urgently come to the surface again. Maybe now, at a time when widespread disease has once again ravaged the world, we could once again turn to these depictions of *Mors Triumphans* to learn something from them?

Angelica Verduci is a PhD candidate in medieval art history working with Professor Elina Gertsman at Case Western Reserve University. Her research interests lie at the intersections of macabre and eschatological imagery, performance, pastoral theology, and vernacular culture. She is currently in Italy, writing her dissertation entitled: “Mors Triumphans in Medieval Italian Murals: From Allegory to Performance.”

**Series on Career Alternatives to Academia and the Tenure Track**

For the past few issues, the GSC Newsletter has featured a series on career alternatives to tenure-track teaching. The series draws on the varied perspectives of medievalists who are pursuing a variety of careers outside the tenure-track. It offers insights into the nature of work in positions outside academia, what unique skills a background in medieval studies can bring to these careers, and what medievalist graduate students can do to prepare themselves to enter these fields. In this installment, Danielle Griego offers advice to medievalists preparing to navigate the job market, whether inside or outside the walls of academia.

**Medievalists and Careers Outside of Academia**

By Danielle Griego

Once I started graduate school as a student of medieval history, I was frequently asked: *What can/will you do with that type of degree? You’re going to teach at a college, right?* For many graduate students, these questions can be daunting, especially with the increasingly precarious job market and the immense pressure placed on students to secure tenure-track (or college teaching) positions after graduation.

Although I had always been interested in pursuing a career in public history after completing my doctorate, I was often met with surprised reactions from other scholars when expressing
my desire to apply to jobs outside of academia. While navigating graduate school, I have found that, many times, the term “alt-ac” is used in a negative sense, suggesting that a career outside of academia is unfulfilling or an indication of failure. For many medievalists like myself, however, jobs in museums, historical societies, and libraries are neither unfulfilling nor alternative. Through my current work in the public history field, it is clear that these types of careers are rewarding and can provide a platform to teach, research, and remain active in medieval studies.

My Background

My upbringing in New Mexico influenced my decision to look into public history and challenged me to think about the ways in which I could contribute to the historical field. Growing up next to native pueblos and Spanish landmarks drove my desire to learn more about the historical material record. I went on to receive a B.A. in Anthropology and Archaeology with a minor in medieval studies at the University of New Mexico and an MPhil in Medieval History at the University of Cambridge. I spent the summers before entering a Ph.D. program interning at museums and cultural centers in New Mexico, and in 2012, I entered the Medieval History doctoral program at The University of Missouri-Columbia, where I TA’d courses in Western Civilization and American History and worked on freelance historical preservation projects through a cultural resource management organization based out of South Dakota.

My Work

After graduation, I came across a part-time job opening for an education programming assistant at The State Historical Society of Missouri in Columbia. The position called for someone who could assist in conference organization, exhibit design and research, and educational outreach. I didn’t think that I would qualify for the position because I did not study Missouri history, but I decided to apply for the job anyway, since I did have experience writing, researching, organizing history conferences, and planning history outreach events. In my cover letter and resume, I emphasized my written and verbal skills by listing my publications, language knowledge, participation in medieval conferences, and graduate committees. To demonstrate my familiarity with research and public history, I also discussed my dissertation topic, my work on historical preservation, and experience working with manuscripts and the material record, both at local university libraries and at places like The British Library and The Museum of London. Furthermore, to highlight my experience organizing both small and large-scale events, I gave examples of outreach that I had done as a graduate student, such as coordinating graduate student receptions, a mentorship program, and history panels at conferences.

I was offered the position and less than a year later, it turned into a full-time role. Through my job at the Society, I am able to combine my love of history and archaeology and teach diverse audiences about the value of historical study and preservation. I research and design exhibits about Missouri history based on local collections and implement outreach programs. I also serve as the coordinator for the National History Day in Missouri program and organize the
Society’s annual conference, *The Missouri Conference on History*, which encourages the participation of all scholars, including medievalists. In 2021, I also worked on the bicentennial team at the Society, a team dedicated to overseeing Missouri’s 200th anniversary of statehood day celebrations across the state and providing resources to learn about and preserve the state’s history.

Working at an organization like The State Historical Society of Missouri has given me the opportunity to continue teaching people about history. Even though I’m no longer in a university classroom, I’m able to reach wide audiences through educational programs geared towards youth, adult learners, faculty, and students. Through the National History Day in Missouri program and the *Missouri Conference on History*, I’m also able to work with younger scholars interested in history, including those interested in the Middle Ages. Moreover, my work offers the opportunity to remain active in medieval studies. I am encouraged to participate in medieval conferences, work on publications, and practice language skills.

My advice to medievalists who are interested in careers outside of academia or to those getting ready to navigate the job market is as follows:

1) While searching for jobs can be overwhelming, don’t lose hope!

2) Careers beyond academia can be just as rewarding as university teaching jobs, AND

3) Medievalists have the necessary skills to qualify for these types of jobs!

As graduate students in medieval studies, we sometimes don’t realize how marketable and transferable our skillsets are to a variety of careers. But in reality, we collect data, meet deadlines (sometimes), organize paperwork, use various technological platforms, work with students and faculty, and develop verbal, analytical, and written skills. If you are interested in a career outside of academia, I suggest highlighting these skills as much as possible on your CV or resume. H-Net, the Chronicle of Higher Education, and LinkedIn are great job-search resources. The sites include listings for jobs and fellowships both inside and outside of academia. Furthermore, if it is possible, intern or volunteer at museums, libraries, or historical societies. These experiences will help you decide what career path you might be interested in, will be great to add to a resume, and might lead to unexpected opportunities!

*Danielle Griego received her Ph.D. from the University of Missouri-Columbia in 2018. Her research focuses on community responses to child accidents in high- and late-medieval England. Griego currently works at The State Historical Society of Missouri on the bicentennial commemoration team, as well as on educational outreach for the organization.*

*Series on Professionalization in a Virtualizing World*
The MAA-GSC is excited to introduce a new series focusing on the unique professional challenges graduate students face in our ever-virtualizing world. From our 2020-induced leap into virtual conferencing and coursework to the mounting importance of maintaining a professional portfolio online, today’s graduate students are asked to dedicate a great deal of attention to balancing these newer virtual aspects of their professional lives alongside their in-person commitments and professional goals. In this installment, Gregory J. Tolliver considers his experiences with professionalization and preparation for a life after graduate school.

“You’re Gonna Make It After All”: Finding Confidence and Community through Nonacademic Professionalization

By Gregory J. Tolliver

In the early days of the Covid-19 pandemic, I found myself insisting again and again that I was enjoying my life as a recluse, that everything was fine, that I could happily live and study in this newfound solitude. I even joked about the resonances between Julian of Norwich and myself. In truth, I needed to make that joke to feel alright about my new reclusive life. The anxiety of living several hours from my family and being suddenly separated from my professional and personal communities at Indiana University–Bloomington was intense. Later, in the months between passing my qualifying exams in fall 2020 and defending my prospectus in spring 2021, I felt burnt out, depressed, exhausted, angry, hopeless.

Amazing as studying for and passing my oral exam via Zoom during a global pandemic seemed, I felt defeated. After my committee congratulated me, I sat in the bedroom that now doubled as my home office, gym, and storage space and languished in the post-Zoom silence. A friend and colleague left gifts at my door, and several close friends and colleagues sent congratulatory texts, but I was overwhelmed by the isolation of my new professional and personal reality. In that silence, I came to doubt myself and my performance on the exam. A chasm opened between Medieval Studies and me as I sat with that doubt for months, chiseling away at my prospectus in my quiet house.

Forgive me for dwelling on my pandemic experiences and my own self-doubt—this piece really is about professionalization for a career outside the academy; it just seems impossible to describe my experiences professionalizing for nonacademic career paths without setting the stage with the anxieties that drove me to consider these options in the first place. I also think it’s important to acknowledge that I, like so many of my colleagues, experience anxieties about the pandemic that are directly linked to anxieties about my preparedness for precarious job markets. Discussing this with my behavioral health therapist led me to seek out a career coach at IUB as a way to cope and strategize for the future.
Over the eight years I had already spent in graduate school, I had heard plenty about the “transferrable” and “marketable” skills I had gained, but I had never really been able to put them into clear terms. Enter Trevor Verrot, IUB’s Graduate Career Coach. During a series of personal coaching sessions with Trevor, I came to see the nonacademic job market less as a back-up to which I was resigned as much as a constellation of potential, livable futures. Trevor showed me a variety of resources for evaluating my professional and personal interests, assessing the skills I have developed in graduate school, and connecting with professionals and IUB alumni/ae working in career fields that interest me.

One of the most valuable pieces of homework Trevor gave me was the cold outreach for an informational interview. At first, I was hesitant and skeptical: I felt awkward about reaching out to strangers and asking for something. Trevor encouraged me to see this process differently. Rather than merely asking for something, by having an informational interview I was offering someone the potential to educate a good future colleague in their field. From this angle, I sent out several messages to people in the IUB Alum LinkedIn network as well as a few loose acquaintances. After a couple of informational interviews, I began to narrow down some of my interests and even got an offer for some freelance work as a technical writer. I went into the experience with an open mind about trying out a kind of work I had never considered, and I fell in love with it. The company I worked with provides consulting and professional writing and editing services for healthcare systems and hospitals. I gained experience in professional editing and writing by reviewing accreditation materials for a variety of clients, and I felt that the work I was doing actually made a difference in patient care services.

Although this work has been far afield from either literary or medieval studies, it has been enriching and fulfilling. I have received coaching and writing feedback from professionals in the field, gained experience in a new career, and ignited a passion for work outside the narrow discipline in which I’ve trained for several years. This experience also gave me a great deal of confidence in my academic work. I returned to my prospectus with renewed confidence in my writing and my ability to think about complex problems and documents. Visiting my career coach and strategizing for nonacademic futures gave me new ways to dream about my life after graduate school. I have begun to feel less constrained and resigned and more open and excited about my potential to pursue any of a variety of career paths.

I’d like to conclude with an easy sentiment like, “Everything works out just fine,” or toss my hat in the air to the tune of “You’re gonna make it after all!” I believe you will, and I believe we all will be able to make lives that fulfill us and find work that meets our needs. However, I also know that it’s impossible to feel reassured by someone who says, “Look! I did all this work, and you can too!” My path to professionalization is no template, and I am still exploring my options and looking for ways to sharpen some of those “marketable skills” I’ve been developing. I have
no idea whether I’ll actually wind up in, outside of, or beside academia somehow. What I think is important in all of this is that I’ve been thinking about and developing some of the professional skills we rarely talk about explicitly in grad school. My career coach made this possible for me by breaking the professionalization process into manageable pieces, checking in with me at every step, and helping me make my own professional community outside of my academic circles.

Perhaps the best place to conclude is with a piece of advice Trevor shared with a group of Medieval Studies graduate students in spring 2021. At the end of a virtual professionalization workshop, a student shared their concern that finishing the PhD would be a waste of time and money if getting a tenured academic job was a near-impossibility. Trevor listened and recognized this participant’s worry as one that we all shared, and he shared his own experience with the same worries. However, he added that finishing the PhD and pursuing a career outside academia is a positive outcome, especially because it creates a more informed citizenship outside of universities and takes our care and passion for knowledge and learning out of our ivory towers and into the world. These words resonated with many of the graduate students, and I’ve certainly held onto them as I have continued working on my dissertation and pursuing technical editing and writing experience. While it has been incredibly difficult work, it has rewarded me with newfound confidence, demonstrable skills, new ways to imagine my professional future, and a nonacademic community.

**Gregory is a doctoral candidate and associate instructor in English at Indiana University–Bloomington. His dissertation explores connections between “kynde,” nature, and sexuality in Late Middle English poetry. Gregory’s research interests also include courtly and devotional literature, ecocriticism, queer theory, and literary space/time.**

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**Event and Deadline Announcements**

**13 December, 2021: MAA-GSC Workshop on Podcasting Post-Production**

In this day and age, the writing is on the wall: podcasts are king. If you’ve ever thought about starting your own podcast or wondered how they come together, join the MAA-GSC for our second podcasting workshop of the year! This Zoom workshop, led by the University of Michigan’s Hayley R. Bowman, will focus on the post-production process, including (but not limited to!) editing, mixing, and advertising. To register, follow this link. If you missed the first installment of this workshop series, you can find the recording here.
15 January, 2022: Application Deadlines

**MAA Graduate Student Committee Self-Nomination:** All graduate student members of the Academy are invited and encouraged to apply to serve as members of the Graduate Student Committee (three vacancies serving two-year terms, beginning at the close of the Annual Meeting). This opportunity is open to all graduate students worldwide who are members of the Medieval Academy and have at least two years remaining in their programs of study. If you are interested, follow this link for more information. The application is due January 15.

**MAA Summer Research Program:** The MAA is excited to announce the launch of a new Summer Research Program designed to mentor early graduate students in fields intersecting with medieval studies by providing sustained mentorship to better help graduate students succeed in their doctoral programs and establish promising careers. The 2022 Summer Research Program will convene over Zoom, with a hybrid culminating event. Over the course of six weeks in July and August, students will attend a series of skills development panels that will showcase the various careers available to medievalists (e.g. academic research, publishing, museums, libraries, auction houses), as well as the skills necessary to succeed in these different careers. For more information, follow this link. The application is due January 15.

17 January, 2022: MAA-GSC Community Building Award Deadline

During the 2021-2022 term, the MAA-GSC has been committed to thinking creatively about increasing accessibility of the wider public to the knowledge that we, as scholars of the Middle Ages, are producing. We would also like to recognize initiatives of other graduate students that aim to do the same. Thus, we are offering the Community Building Award: three graduate students will be awarded $400 to begin or support ongoing projects that creatively seek to close the gap between the academy and the community. Projects may include (but are not limited to) creation or compilation of open educational resources, podcasting initiatives, community workshops, performances, free access video lectures, maps (such as StoryMaps), databases, blogs/newsletters, art talks, gallery walks, digital exhibitions, and collaborations with K-12 students. We invite applications from individuals as well as groups. Be on the lookout soon for instructions on how to submit your materials for this award on the GSC's social media.

31 January, 2022: Ninth Annual Medieval Studies Colloquium CFP Deadline

The Ninth Annual Medieval Studies Colloquium, “False Dichotomy: Sacred & Secular in the Middle Ages,” will take place Friday, April 8th and Saturday, April 9th, 2022, in-person at the University of Wisconsin–Madison. The Graduate Associations of Medieval Studies (GAMS) at UW–Madison invites abstracts from graduate students on topics relating to the dichotomy or
lack thereof between the secular and the sacred in medieval studies. All abstracts on any topic of medieval interest will be seriously considered. Please submit abstracts of no more than 300 words to gams@rso.wisc.edu by January 31st, 2022.

15 February, 2022: Grant Deadlines

Schallek Awards: The Schallek awards support graduate students conducting doctoral research in any relevant discipline dealing with late-medieval Britain (ca. 1350-1500). The $2,000 awards help defray research expenses such as the cost of travel to research collections and the cost of photographs, photocopies, microfilms, and other research materials. The cost of books or equipment (e.g., computers) is not included. The annual application deadline is 15 February.

MAA-GSC Grant for Innovation in Community Building and Professionalization: The purpose of this grant is to stimulate new and innovative efforts that support pre-professionalization, encourage communication and collaboration across diverse groups of graduate students, and build communities amongst graduate student medievalists. Examples of such projects include: a graduate student conference; an online journal; a lecture or workshop series; a collective excursion to an archive, museum, architectural or archaeological site; performances (of medieval music, medieval drama, etc.); or the creation of collaborative digital humanities projects, to name but several possibilities. This grant is therefore intended to support a wide range of activities by investing in the merits of innovative new approaches that simultaneously build professional communities and promote research, publication, and teaching.

MAA Dissertation Grant: MAA dissertation grants support advanced graduate students who are writing Ph.D. dissertations on medieval topics. These $2,000 grants help defray research expenses such as the cost of travel to research collections and the cost of photographs, photocopies, microfilms, and other research materials. The cost of books or equipment (e.g., computers) is not included. All graduate students whose primary research focuses on an aspect of medieval studies are eligible but if your topic deals with late-medieval Britain (ca. 1350 - 1500), you should apply for a Schallek Award.

25 February, 2022: MAA-GSC Workshop on Writing Grants

So you’re interested in applying for grants but aren’t sure where to start? Come join the MAA-GSC in February and learn how to competitively apply for money at our upcoming grant-writing workshop. Employers will fight over you for your impressive ability to find and win money! Keep your eye out for an invitation in early 2022 to register for this workshop.

March, 2022: Medievalists Beyond the Academy Roundtable Discussion
Look out for an invitation to Medievalists Beyond the Academy, a roundtable discussion that will give graduate students a chance to hear from medievalists employed in a variety of non-academic careers. This event will take place remotely over Zoom in March and there will be a chance to submit questions beforehand as well as ask questions live. Email kerstifrancis@ucla.edu with any questions or for more information!

March, 2022: The Multicultural Middle Ages Podcast

Keep your eyes peeled for the March 2022 launch of the MAA-GSC’s new podcast series, “The Multicultural Middle Ages.” Each episode is written, produced, and narrated by a different author or authors and will offer insights into the multicultural reality of the Middle Ages. Beginning in March 2022, download these episodes wherever you get your podcasts!

Resource Announcements

CFP Hubs

Looking for a home for your latest seminar paper? Maybe you need an excuse to travel, especially during these summer months? Check out the Call for Papers Archives at Medievalists.net, the Medieval Studies Calls for Papers Facebook Group, and of course the Call for Papers section of the MAA’s very own Medieval Academy Blog. If you have a favorite CFP resource that we haven’t listed here, get in touch and we’ll include it in our next issue!

MAA Graduate Student Group

To receive the GSC News and other information particularly aimed at graduate students, MAA graduate student members should join the Graduate Student Group. Group features include a comprehensive calendar of upcoming CFPs, conferences and other events; multiple discussion forums for everything from grant writing and job interview advice to housing arrangements and research abroad tips; as well as an internal message interface and chat system for group members.

Podcasting Workshop: Production & Technical Development

This workshop, hosted by the MAA-GSC and led by Hayley R. Bowman, addresses the most common obstacles faced by both new and experienced podcasters and offers tips for planning, writing, and recording your podcast. Check out our web page here for a recording of the workshop and a link to register for our second installment in the series, which will be hosted on Monday, Dec. 13, 2021.
An Invitation from the Editors

In response to the diverse needs and interests of graduate students in Medieval Studies, the GSC plans to continue expanding the variety of content offered in the newsletter. We hope to feature more narratives spotlighting the diverse experiences in which graduate students participate in their higher-ed journeys (conferences, events, workshops, travels, organizations, etc.) and when beginning their forays into the job market, whether on traditional routes, in alternative academic positions, or compatible careers.

If you have an interest in sharing your experiences and ideas as a graduate student, independent researcher, or early career scholar, please send queries and contributions to GSC newsletter editors Logan Quigley (lquigle1@nd.edu) and Reed O’Mara (rao44@case.edu).

Follow the GSC on Social Media!

Get the latest news and information from the GSC on Facebook (facebook.com/GSCMAA) and Twitter (@GSC_MAA).