

I believe, like Nietzsche, there is a relationship between truth and interpretation. The study of literature, for me, has always been a means to explore the interactions of culturally constructed ideologies and how they legitimate the interests of some groups over others. In my continuing scholarship, it has fascinated me that it is through interpretation of the depictions of marginalized groups that we may have the ability to expose the difficult truths of any given culture.

While I find every literary period engaging, I have always been most interested in the Victorian portrayal of identity, and particularly in the interplay of power between the dominant and subordinate groups in society. In the 19th century issues of race, class, and gender became more pointed as these groups began to resist the limitations imposed upon them. For instance, in my research I have found works like *Frankenstein* underscore the Victorian fear of their own monstrous creations of colonial slavery and the working class rebellions against their masters. Power, in this case, is a culturally bestowed gift, but one that must be jealously guarded. In the Victorians we also see the introduction of the New Woman. Unlike the Evelinas and Clarissas of an earlier generation, whose only form of independence was the resolute protection of their bourgeois virtue, in the 19th century we see women of all classes search for independence. Characters like Lucy Snowe and Sue Bridehead reject the traditional representation of domestic femininity as they endeavor to maneuver the world independently and on their own terms. These are the kinds of ideas that I hope to develop in IUSB's Master's Program.

Since I hope to eventually teach English at the college level, I also relish the opportunity to learn more about composition instruction and to gain some experience in your Freshman Writing Program. As a student, I was very fortunate to become a tutor at the campus Writing Center early in my academic career. This experience has enabled me to learn first-hand how to engage with students and to help them overcome some of the challenges of college writing. Interacting with the students one-on-one helped me to understand how best to explain to a struggling student the vital importance of a strong thesis, or why the argument of an essay should position itself within an ongoing conversation. I was also able to participate in the U100 program as a peer mentor and through that I was able to assist and teach in a W130 class. I believe these experiences have prepared me for the next level of teaching.

While I am excited to take classes and to teach at IUSB, I learned as an undergraduate that some of the best learning experiences actually take place outside of the classroom, as students share work with each other and continue discussions that started in class. This is why I served as president of my university's English Club and as an editor for the campus literary journal. I hope to commit the same energy to my participation in your graduate student community.

In sum, I think that my background in literature and my commitment to intellectual life generally show that I am prepared for the next step in my academic career. Please do not hesitate to contact me if you would like more information about my undergraduate record or experiences.