Rhiannon Hein

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**EDUCATION**

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| **University of Illinois at Urbana-Champaign** | | *2018—Present* |
| PhD Student in History  Fields: Modern Europe, Nationalism (with distinction), Global History, Gender and Sexuality (unexamined) | | GPA: 4.0 |
| Advisor: Peter Fritzsche |  | |
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| **The University of Alabama, Tuscaloosa** | *2014—2018* | |
| Bachelor of Arts in English and History, summa cum laude | GPA: 4.0 | |
| Minor: Blount Scholars Program, Creative Writing |  | |
| honors thesis: *Nationalism in the Franco-Prussian War* |  | |
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**AWARDS**

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| Gerda Henkel Stiftung Research Scholarship | *2021-2023* |
| Fulbright Research Award (declined), Germany | *2021* |
| Special Prize for Creativity and Impact in History Teaching | *2021* |
| Honorable Mention, HRI Prizes for Research in the Humanities, “Empire’s Middleman? Alexander von Humboldt’s South America and the Global Enlightenment” | *2021* |
| Foreign Language and Area Studies Fellowship | *2020-2021* |
| Joseph Ward Swain Prize for outstanding seminar paper, “‘In a Queer Time and  Place:’ Rahel Varnhagen’s Life and Letters” | *2020* |
| Spring 2020, Fall 2019 UIUC Teachers Ranked as Excellent | *2019-2020* |
| Foreign Language and Area Studies Fellowship | *2019* |
| Charles Grayson Summersell Memorial Scholarship Award | *2018* |
| Office of Student Media Chairman’s Award | *2018* |
| First place in Undergraduate Humanities Research Conference | *2018* |
| Capstone International Research Grant | *2017* |
| Chenault Research Scholarship | *2017* |
| President’s List, consecutively | *2015-2018* |
| Presidential Scholar | *2014* |

**CONFERENCE AND WORKSHOP PRESENTATIONS**

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| Queering the German Enlightenment, Southeast German Studies Workshop | *2022* |
| “Empire’s Middleman? Alexander von Humboldt’s South America and the Global Enlightenment,” Travel in a Modernizing World (1700-1840): Materiality, Transformation and Representation | *2021* |
| “In a Queer Time and Place,” Berlin Program for Advanced German and European Studies Summer Workshop | *2021* |
| “Nationalism, Alienation, and Agency,” Indiana State Women’s History Month Colloquium (postponed, COVID-19) | *2020* |
| “The Tourist and the Ruin,” Berlin Program for Advanced German and European Studies Summer Workshop | *2019* |
| “Nationalism in the Franco-Prussian War,” Undergraduate Humanities Research Conference | *2018* |

**LANGUAGES**

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| English, native; German, B2 proficiency; French, reading |

**PROFESSIONAL EXPERIENCE**

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| **SourceLab Editorial Board Member** | *2018-Present* |
| *University of Illinois at Urbana-Champaign* |  |
| * Oversees logistical operations of editions of *Source Lab*, an online publication of undergraduate students’ analyses of digitized sources * Reviews proposals of primary sources, provides feedback on all edition drafts, works with peer reviewers, and manages specific editions throughout the publication process * Plans and executes SourceLab forum series with guest panelists * Uses Scalar and other digital humanities tools to publish online editions |  |
| **History Graduate Student Association President**  *University of Illinois at Urbana-Champaign*   * Built a digital archive of past preliminary exams reading lists * Updated and amended the organization’s constitutions and bylaws * Addresses graduate concerns with Director of Graduate Studies, attends monthly faculty meetings * Plans monthly panels, workshops, and membership meetings to foster academic success and professionalization | *2020-2021* |
| **University Archives Intern** (interrupted, COVID-19) | *2020* |
| *University of Illinois at Urbana-Champaign*   * Assists director of Faculty Papers with acquisitions * Completes data entry for unprocessed sources * Sorts, processes, and outlines pre-existing order or self-imposed order of unprocessed materials |  |

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| **AAU Education Initiative Committee Member** | *2019-2020* |
| *University of Illinois at Urbana-Champaign* |  |
| * Worked with interdisciplinary committee and DGS to institutionalize career diversity initiatives within graduate program * Developed surveys regarding graduate students’ expectations and outcomes, disaggregates responses and categorizes them for sharing * Organized town hall meetings for students to respond to survey answers, institutes working group to set concrete goals for reform |  |

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| **Teaching Assistant** | *2019-2020* |
| *University of Illinois at Urbana-Champaign, “Western Civilization from Antiquity to 1660”* |  |
| * Instructor of survey course for three sections of 25 undergraduates * Created weekly lesson plans based in discussion of primary sources, using multimedia to address diverse learning methods * Provided writing instruction through office hours and essay feedback |  |

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| **History Peer Mentor** | *2016-2018* |
| *University of Alabama, Tuscaloosa, AL* |  |
| * Met weekly with undergraduate students in lower-division courses * Provided strategies for exam-study, note taking, and active reading * Created essay outlines with students, refined theses, and provided feedback for essay revision |  |

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| **Outlet Poetry Initiative Volunteer** | *2015-2018* |
| *University of Alabama, Pickens County, AL* |  |
| * Taught spoken word poetry once per week for 60 minutes to 9-12 graders in Pickens County, AL * Planned weekly lessons, commented on student homework, provided feedback for in class exercises * Organized and executed an end-of-year workshop and performance series on the university campus for high schoolers to read their poetry to a live audience |  |

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| **Marr’s Field Journal Editor in Chief** | *2014-2018* |
| *University of Alabama, Tuscaloosa, AL* |  |
| * Used Wordpress to transition the University of Alabama’s undergraduate literary and art magazine’s to a digital publication * Selected a staff of 15 undergraduates and led bi-weekly meetings in which the staff reviewed over 300 submissions, recorded interviews with approved authors, and designed the layout and theme of the publication. |  |