

Jessica Bilhartz Betik

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EDUCATION

- University of Aberdeen** Aberdeen, UK July 2014
Ph.D. History *Dissertation:* "Powerful Mediatrix, Popish Planet or La Reine Malheureuse? A Re-evaluation of Henrietta Maria"
Referees: Professor Peter Davidson, Chair of Renaissance Studies, Department of History of Art & Professor William G. Naphy, FrHistS, Department of History
Examiners: Professor Susan Bassnett, FRSL, English and Comparative Literature at the University of Warwick & Dr. Helen Pierce, Department of History at the University of Aberdeen
- Texas A&M University** College Station, TX May 2006
M.A. History, minor in Anthropology *Thesis:* "Madness and the Financial Institution: Bethlem in the Age of Revolution and the Republic"
Referee: Dr. James Rosenheim, Department of History
Examiners: Dr. Leah DeVun, Department of History, Dr. Sylvia Grider, Department of Anthropology
- Texas A&M University** College Station, TX May 2004
B.S. Psychology
- Texas A&M University** College Station, TX May 2004
B.A. History

WORK EXPERIENCE

- Texas Christian University** Fort Worth, TX 2009- 2010
Adjunct Professor of History
Supervisor: Dr. Peter Worthing, department chair
Courses Taught:
HI10213: The World Expanded: Europe 1348-1789: This course will explore the history of Europe in the early modern period, bracketed by the Black Death and the French Revolution. Principal themes include the artistic achievements of the Renaissance, the expansion of education and literacy, the invention of the printing press, the religious conflicts of the Reformation, the growth of centralized nation-states, the dramatic discoveries of the Scientific Revolution, and the creation of a global framework for the European experience.¹
HI10223: Modernization and its Discontents: Europe 1789-Present: This course examines the history of Europe in the nineteenth and twentieth centuries, and will identify, explore, and define the developments of modern European history. The course will focus on the

¹ Texas Christian University, *Texas Christian University: 2009-10 Academic Catalog*, 2009, <http://www.catalog.tcu.edu/undergraduate/TCUCatalog2009-2010.pdf> , accessed 26 Jan. 2014.

common heritage and themes that make it possible to speak of 'European' history, while at the same time developing an appreciation for regional and cultural variations.²

University of Aberdeen Aberdeen, UK 2007- 2009

History Tutor/TA: As part of the official course, mandatory student tutorial sessions were held once to twice a week. I led those sessions as the 'tutor'. In these sessions the students would ask questions that they had from the week's lectures, as questions were not typically permitted during the professors' lectures. I supervised and directed student discussions, gave weekly quizzes, assigned projects, primary and secondary source readings, and essay topics. I also instructed the students in the basics of library research, writing history essays and creating Chicago Style citations. In addition, as these students were typically from British educational backgrounds and were not particularly aware of North and South American history, I would include lessons on histories of the Americas as part of my tutorial sessions when we discussed exploration and trade. I also held office hours for students and graded essays and exams.

Supervisors: Dr. Joyce Walker, Dr. Karen Friedrich, Dr. Christoph Dartmann

Courses:

HI 1011: Europe in the 20th Century: Major events in European history and structures in European societies will be examined thematically. Topics covered include war and peace, democratic and totalitarian regimes, including the rise and fall of communism in Eastern Europe; the Holocaust and ethnic cleansings; the comparative role of women and the family in European societies; the World Depression; social policies and the emergence of welfare states and consumer societies.³

HI 1521: Renaissance and Reformations, c. 1450 – c. 1750: The course provides a broad overview of the changes which the Renaissance and Reformations introduced to European culture, politics, religion, society and people's understanding of their role in the world. It traces these developments in a comparative way, from Europe's Atlantic coast to East Central Europe and Russia, throughout the time of unrest brought on by the European Reformations, radicalism, the scientific revolution, the growth of monarchies and republics, and the wars of religion of the sixteenth and seventeenth centuries.⁴

HI 1016/1516: Scotland, Ireland and British History in the 20th Century: The course begins by examining the standpoint of Scotland and Ireland within Britain in the early 20th century. Lowland Scotland, with the bulk of the population, had a mature industrial economy, and was predominantly an urban society, while Scotland as a whole played a key role within the British Empire. Ireland, apart from the NE, had an agricultural economy and largely rural society, while relations with the Empire were mediated through bitter internal divisions over political and constitutional attitudes towards Union. The first five weeks deal with the main social, political and cultural developments in the two countries throughout the subsequent century. Turning to the wider British economy and society, the course examines a number of themes. These include how industrial and economic power declined after 1914, the impact of the two world wars, international economic depressions, the consequences of urban growth, the changing nature of poverty, and the

² *Ibid.*

³ University of Aberdeen, *Catalogue of Courses 2007/2008 – Undergraduate*, <http://www.abdn.ac.uk/registry/courses07/display.php?Subject=HI>, accessed 26 Jan. 2014.

⁴ University of Aberdeen, *Catalogue of Courses 2008/2009 – Undergraduate*, <http://www.abdn.ac.uk/registry/courses08/display.php?Subject=HI>, accessed 26 Jan. 2014.

emergence of the mass market for consumer goods and leisure. The course lays the foundations for more advanced courses in Scottish, Irish and British history.⁵

University of Aberdeen Aberdeen, UK 2006- 2009

Non-Medical Personal Assistant: Note-taker and Amanuensis: Attended classes and provided accurate, detailed notes from lectures and tutorial sessions for disabled students. Supervised, read aloud exam questions and then wrote or typed students' dictated answers under exam conditions.

Invigilator/Exam Proctor: Supervised and administered final examinations and ensured that students followed proper examination procedures. Collected, sealed and delivered completed examination booklets to the campus Security Control Room.

Texas A&M University College Station, TX Autumn 2004-2005

Office Manager, Dr. David Ruesink, Department of Rural Sociology: Served as an administrative assistant to Dr. David Ruesink, Professor and Extension Sociologist Emeritus, then working under the auspices of the Department of Recreation, Park & Tourism Sciences. Collated information and produced materials for Dr. Ruesink concerning rural church networks.

AWARDS RECEIVED

University of Aberdeen:

Divinity, History and Philosophy Bursary – 2008/9 academic year

Divinity, History and Philosophy Bursary – 2007/8 academic year

Divinity, History and Philosophy Bursary for First Year Students– 2006/7 academic year

Texas A&M University:

Distinguished Student Certificate – Texas A&M College of Liberal Arts

Texas Christian University:

Dean's Scholarship – 2000/2001 academic year

MEMBERSHIPS

Member – Royal Historical Society

Member – Phi Alpha Theta (History Honour Society)

Member – American Historical Society

Member - MENSA

DISSERTATION

Title: "Powerful Mediatrix, Popish Planet or La Reine Malheureuse? A Re-evaluation of Henrietta Maria"

Abstract: She is known casually to most historians as the domineering harpy who drove her weak husband into some of the most disastrous missteps in British history with no concern for anyone but herself. This forms the 'traditional' image of Queen Henrietta Maria and is almost as much a cliché among the scholarly community as it is to the average person. And yet bizarrely, some historians frequently dismiss Henrietta Maria as an important historical figure and choose to ignore or downplay the people and the events which she directed.

This attitude suggests an almost wilful disregard (perhaps based on gender bias?) of the queen. While a handful of scholarly books have been published which have Henrietta as their exclusive subject, most are biographical, offering little, if any, analysis of her life and actions within a wider context of the Stuart world

⁵ University of Aberdeen, *Catalogue of Courses 2007/2008 – Undergraduate*, <http://www.abdn.ac.uk/registry/courses07/display.php?Subject=HI>, accessed 26 Jan. 2014.

before the Civil Wars.⁶ Just as detrimentally, attempts to ‘rescue’ the Queen have done so by stripping her of all power and importance in an effort to ‘prove’ she could not have done such things even if she were so inclined. A figure of frightening power behind the throne is, thereby, reduced to the cipher of a frivolous consort. The two possible images then of the Queen as powerful intriguer and vain dilettante recall nothing more than the scurrilous image of Marie-Antoinette during the French Revolution.

These two contrasting yet often combined images of the Queen are misleading and do a great disservice to the history of the three kingdoms. Henrietta Maria was indeed a queen who possessed great power and accomplished much both for ‘good’ and ‘ill’. To ignore the role of such a figure in the events which surrounded the Civil Wars and the Personal Rule would be to ignore a key element in the history of that period.

GRADUATE TRAINING

University of Aberdeen:

Vernacular Palaeography – 2006

Critical Perspectives in Art History – 2006

Texas A&M University:

Cultural Resource Management – 2005

Special Topics in Anthropology – 2005

History of British Material World – 2005

Historiography – 2004

Modern Britain – 2004

American Colonial Institutions – 2004

Directed Studies (History of Medicine) – 2004

RESEARCH PERMISSION

- British Library
- Archivio Segreto Vaticano (Vatican Secret Archives)
- The National Archives (United Kingdom)
- National Library of Scotland

CONFERENCES

- The 26th Annual Newberry Library Center for Renaissance Studies Graduate Student Conference, ‘Education: Forming and Deforming the Premodern Mind’, Chicago, IL, 23 January 2009, presented paper: “The Mis-education of Henrietta Maria”.
- The Universities of St Andrews and Aberdeen Annual Postgraduate Conference, Aberdeen, 10 May 2008, organised event for University of Aberdeen.
- Women’s History Scotland –Spring Workshop, Dundee, 15 March 2008, presented paper.
- The Universities of St Andrews and Aberdeen Annual Postgraduate Conference, St Andrews, 5 May 2007, organised event for University of Aberdeen, presented paper: “The Favours of the Ladies Percy and the Queen’s Court: A Re-examination of Caroline Court Clientage and Sexual Politics”
- Historical Perspectives Postgraduate Conference, ‘Perception, Depiction and Description: Writing History’, Glasgow, 18-19 May 2007, presented paper: “Lucy Percy Hay, Countess of Carlisle and Sexual Politics”.

⁶ Examples include biographies by Hamilton and Plowden.