

WGS news



WGS Faculty & Staff:

Diane Price Herndl

Jennifer Ellerman-Queen

Coordinator, & Office Manager

Kim Golombisky

Michelle Hughes Miller

Sarah Jünke

David Rubin

Tangela Serls

Milton Wendland

WGS Academic Programs

Undergraduate:

Major in Women's & Gender

Second Major in Women's &

Minor in Women's & Gender

Minor in Queer & Sexuality

Graduate:

MA in Women's & Gender

Graduate Certificate in Women's &

* Funding is available for MA

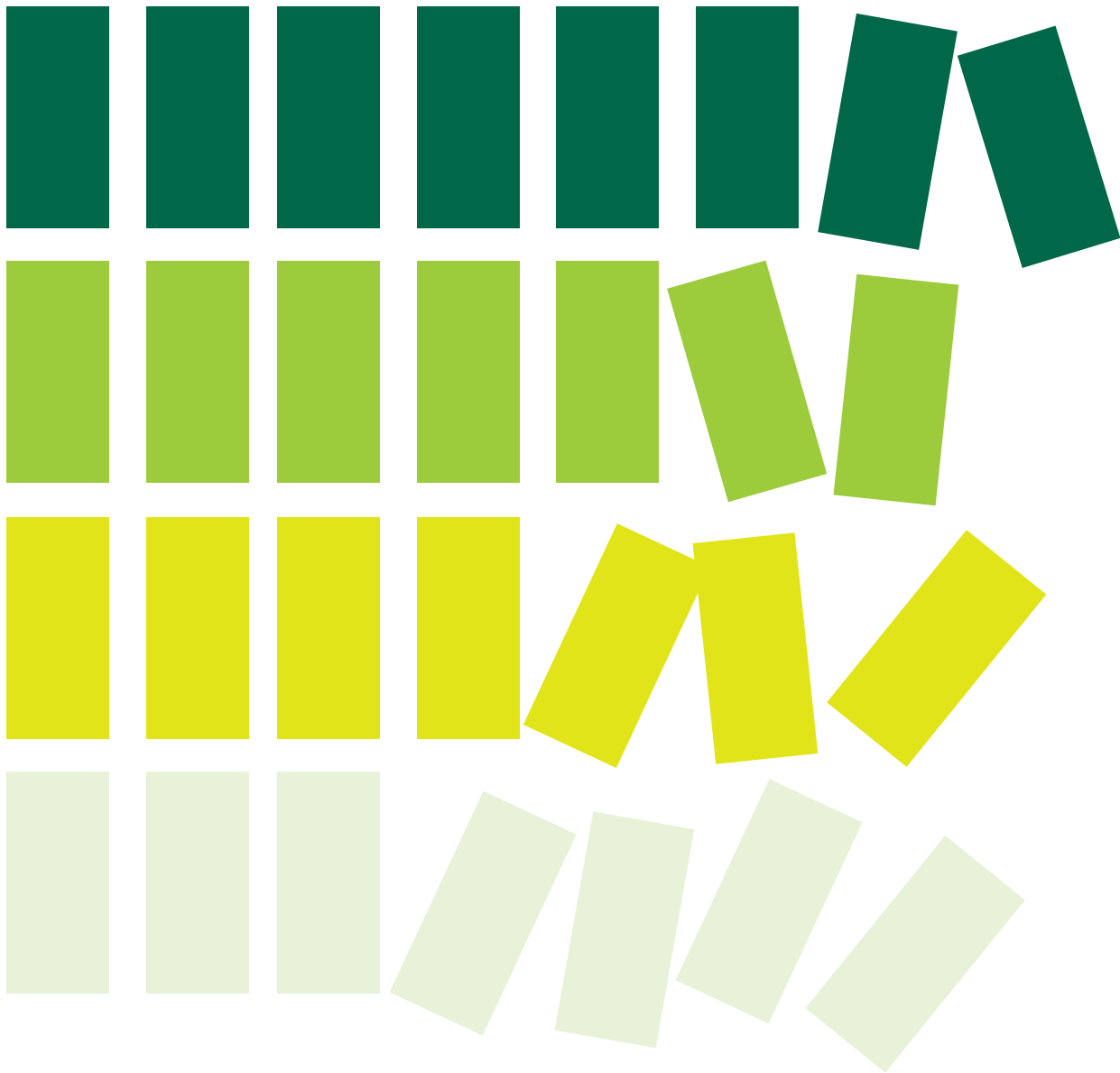
Contact Info:

4202 East Fowler Avenue, CMC 202

Spring Newsletter

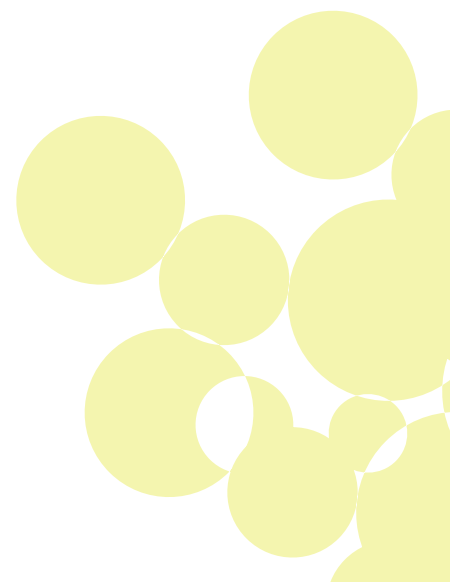
Contents:

Dr. Michelle Hughes Miller.....	6
Dr. Milton Wendland.....	9
WGS Grad Student Reflections.....	8
Open House & Art Exhibit.....	14
Social Media.....	18
Spring Happenings.....	19



We're starting a fund-raising campaign to help our students present their research at conferences.

Every year WGS celebrates our graduating MA students with "Talk and Toast," a chance for our grads to share their research portfolio to the whole department and then to be toasted by us all. I never



research focuses on discursive constructions of within law and policy, systemic responses to , and she has recently also been involved with grant-funded research projects that address questions of

In 2018, she was awarded USF's

for her research activities in 2017, including co-editing two books: *Bad Mothers: Representations, Regulations, and Resistance* and *Addressing Violence Against Women on College Campuses*, as well as her work on two successful STEM-related National Science Foundation (NSF) grants that totaled more than \$500,000.

Dr. Hughes Miller's co-edited volume, *Bad Mothers: Regulations, Representations, and Resistance* (2017), addresses a gap in the literature on motherhood. Motherhood studies had previously looked at the idea of the "good mother" and treated everything outside of this idea as an "other." The essays in *Bad Mothers* argue that there also exists an idea of the "bad mother," and that this has become a that is used to regulate and control the lives of mothers, particularly their interaction with state agencies and international aid societies.

Her second co-edited volume from 2017, *Addressing Violence Against*



D. M. H. M.

Women on College Campuses, includes contributions from scholars examining how college campuses understand , how they respond to it, and best practices they should implement to better handle it. The book offers an interdisciplinary approach, including the voices of researchers, activists, practitioners, and administrators.

Dr. Hughes Miller's NSF grant, "Broadening Participation of STEM Faculty Through Work Design," tests work design theory and its applicability. She worked with Dr. Tammy Allen of the USF Department of Psychology and a team of graduate students to gather data on the negotiated by STEM faculty and chairs. This multi-year grant is in the data analysis stage, and Dr. Hughes Miller is particularly interested in the that have emerged in faculty members' ability to negotiate work/life balance, and how and why women have less leverage in these negotiations.

Her 2017 NSF grant, "Measuring the Effects of Academic Climate and Social Networks on Persistence of STEM Undergraduates," is an exploratory grant that is investigating the academic climate and networks within STEM programs, and how these factors affect the of LGBTQPIA+ students in STEM. Through interviews, Dr. Hughes Miller and her co-investigator are building a dataset of LGBTQPIA+ experiences within STEM, which will inform the development of an inclusive survey that can be used by educators to increase student success.

Dr. Hughes Miller is continuing her work on her two in-progress NSF grants, has co-authored another NSF grant proposal for \$600,000 to create "enhanced engineering internships" through the integration of ethics training. She recently submitted a chapter on the "Governance of Motherhood" to a Routledge compendium on motherhood, and has coordinated a panel on "Regulating Motherhood" for the 2019 American Society of Criminology conference.

Undergrad: Gender, Crime and Justice; Women and Social Justice; and Introduction to WGS
Graduate: Gender, Crime and Justice; Politics of Motherhood; Feminist Pedagogy; and Feminist Research Methods

WGS Master's students
, and
presented their research on April 26th
at the event. Talk
& Toast gives soon-to-be graduates an
opportunity to share their work with
colleagues and celebrate their success.

studies social issues that
impact Black LGTB+ and Black
womxn. The research she presented
at Talk & Toast examined the concept
of , and how Black
cisgender women (and women in gen-
eral) perpetuate violence against Black
transgender women. Sunahtah argues

“WGS is so interdisciplinary that even is what you do in the future doesn’t directly relate, the skills you gain certainly will.”

We asked graduating MA students and time in the WGS graduate program. Here are their thoughts:

The way that women’s and gender studies in particular taught me how to approach the real problems of the world is that anyone will ever experience.

My time in the WGS department has truly been a . I’ve learned to challenge myself and challenge different concepts.

The last two years have been such an exceptional period of growth and development for me just as a human being. I feel like I’m a than I was even just literally two years ago entering the program.

One thing that I enjoyed the most about the department is that you are constantly encouraged to

If you have an idea that you are not completely sure about pursuing, professors will work with you to hash it out and encourage you to continue working with concepts that are new to you.

Probably the biggest thing that drives me is my passion for helping people. In our world, which focuses so much on difference, I think of women’s & gender studies as a kind of learning which aims to . This skill is so, so important for my future

Education in WGS has helped me grow as a , becoming well versed in so many topics, some of which were foreign to me prior to enrolling in a Master’s program.

My education in WGS taught me a lot about the inner-workings of the world, the structures that cause privilege and inequality, and, more generally, deepened my own abilities to and understand problems from a social/global perspective.



S J



C S

WGS's _____ and _____ attended the Sunshine State Teaching and Learning Conference in Daytona Beach this spring to deepen their teaching skills. The conference brought together faculty members and administrators from colleges and universities throughout Florida and other states to discuss current challenges and opportunities in college teaching, and to share pedagogical techniques.



D. T. S.



D. M. W.

Teaching is something I feel called to do. It's something I've wanted to do ever since I was a child. To me, teaching means inspiring and encouraging students to think critically about the content they consume and to value marginalized knowledges as much as they value knowledges produced within the academy. I encourage students to use both marginalized and scholarly knowledges to deepen their understanding of the real-world implications.

For me, teaching means preparing our students to be leaders inside and outside of the classroom and helping them reach their individual vision of student success.

At the conference some of the sessions that were the most useful for me were a session on building community and solidarity among marginalized students, a session on maximizing class participation, and a session on implementing lateral thinking activities to add to students' critical thinking skill-set. I'm sure the strategies I learned

in these sessions will contribute to my future teaching.

I want all of my students to graduate and enter successful careers but more than that, I want them to see the world and the people in it from a stance that favors equity and inclusion. I want them to be able to blend theory and advanced research with 'on the ground' understandings of daily life, popular culture, and the everyday world.

Sometimes I'm so busy actually teaching that I don't have the time to _____ teaching. More than anything the conference helped me remember why I love teaching and that some of the frustrations I face are common to the profession – no matter what classes you teach or how many students you have. I felt so energized after the conference, full of ideas to tweak my course designs with a list of new ways to approach class assignments and assessments.

I left the conference feeling excited that I teach in Women's & Gender Studies. I was a little surprised by how many teaching colleagues in other _____ equity and inclusion – especially when _____ students of color, and LGBTQ students. In WGS those issues are foundational to what we do as scholars, teachers, and everyday people!

Dr. Serls teaches Intro to Women's Studies, Literature by Women of Color, Black Feminisms, WGS Capstone, and Interdisciplinary Approaches to Disability Studies.

Dr. Wendland teaches Intro to Women's Studies, Intro to LGBTQ+ Cultures, Sexualities Studies, Queer Film & Television, Careers & Professionalism in WGS, and Internship in WGS

For more information about these courses, visit:

“Having a major in WGS has helped me prepare for my future in so many ways that I could have never imagined.”

is majoring in Women’s & Gender Studies and will be graduating this spring! She is currently in the process of applying to to start in fall of 2020, and plans to eventually specialize in both cardiology and women’s health.



teaching the online Introduction to Women’s Studies course to help me make that decision. I felt as if having this

major would not only make me from the rest of the applicants but would also allow me to grow as a person and have something to offer to the rest of my community.

Having a major in WGS has helped me in so many ways that I could have never imagined. The way the courses were structured allowed me to step out of my comfort zone and learn what it is like to speak up and talk about things that people normally don’t bring up in conversation. It taught me how important it was to look at a situation in every possible perspective; it taught me how to think of things in an intersectional manner.

year of high school and I fell in love with it. Every time that I would go to class, I would feel safe to express who I was as a person as well as my beliefs.

summer of 2016, I was majoring in Biomedical Sciences and on the pre-med track. It is now 2019, and I am majoring in Woman’s and Gender Studies with a minor in Psychology and still . After I did some research and came across many articles that said I did not need to have a science degree in order to apply to medical school.

After having learned that information, I decided to change my major to something that I was passionate about. However, before switching my major, I decided to take the Intro to Women’s Studies course just to see if I would be making the right decision. It only really took two weeks with

Being a means willing to see things with an open mind. It’s about building connections and bonds with everyone that you come into contact with. My time spent in every WGS course allowed me to learn just that. It has prepared me to handle

If you are interested in the WGS major or minor, or the minor in Queer & Sexuality Studies, visit:

Dr. Aisha Durham is an Associate Professor in the Department of Communication and a member of the Department of Women's & Gender Studies. Using the lens of her research, her research examines the ways that race, class, and gender have intersected and shaped the experiences of the post-1964 "hip hop generation."

American Americans to have come of age after the Civil Rights Act of 1964, which on paper, implied political, social, and economic equality. For many of this generation though, that equality never materialized and the resulting disconnect between the promises of 1964 and the reality of life for many black Americans afterwards led to a disillusionment that was expressed through the new artistic and cultural form of hip hop.

Dr. Durham is part of this generation and her interest in hip hop feminism derives from her own experiences as a black woman growing up in public housing in Norfolk, Virginia. Since she was young, class has been one of the most "salient" parts of her identity, and this drew her to hip hop because of its roots in working-class communities. She is particularly interested in how hip hop has functioned as a vehicle for working-class women, and her research focuses in particular on black women and women of color.

These issues are explored by Dr. Durham in her 2014 book *Home*



D. A. Durham

with *Hip Hop Feminism: Performances in Communication and Culture*, which uses graphic techniques to examine the relationship between "home" – the memory of the experiences she had growing up in public housing in Norfolk, and her work in the present as an academic.

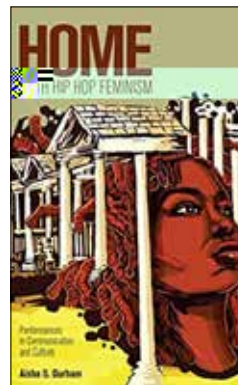
On April 5th, Dr. Durham performed "Between Us: A Bio-Poem," from her book *Home with Hip Hop Feminism* during the event, "I Matter: Autoethnography as Method." The event was centered on doing work that is democratizing, brings people to social change.

Last semester, Dr. Durham was in the news for organizing a protest against the November, 2018 performance of R. Kelly at USF because of the ongoing sexual abuse accusations

against him. Dr. Durham had hoped to stop the planned performance but despite community support for the protest, Kelly's performance went on as scheduled.

Recently, Dr. Durham published an article about Beyoncé and critiques of her performances of class over the course of career. The article traces how Beyoncé has moved from an assumed working class identity that was based in ideas of individual mobility and freedom, to a working class identity that embraces collectivity.

Another recent article by Dr. Durham addresses the concept of intersectionality and reasserts its original meaning, which went beyond just multiple identities and instead was focused on the differential impact of power within matrices of domination.



Upcoming projects for Dr. Durham include research on Missy Elliott; a study of Afro-Brazilian women and hip hop, which she will complete in Brazil as a Fulbright recipient this summer; and an American Studies Conference retrospective panel with scholars Robin D.G. Kelley and Mark Anthony Neal on Tricia Rose's 1994 book, *Black Noise: Rap Music and Black Culture in Contemporary America*. This cultural studies text to take hip hop seriously as a cultural form. The panel will take place at the American Studies Association annual conference in Hawaii in November, 2019.



G B B L L F D M W &K G WGSO H A 3 .

K; Gk YWā YXgī XblgZUJUYZW/hñ and friends of the department to an event on April 3rd. Guests had a great time catching up with one another and meeting new friends, while diving into the spread of seven types of cheeses, fresh falafel and hummus, chips, veggies, and fancy desserts!

During the Open House, WGS also hosted an art exhibit featuring “MYAFRIKA-ART,” a series of paintings by Dr. Lemons is a Professor in the USF De- dlfra YbhcZ9b[]gZbXUbUZJUYZW/hñ member of WGS.



A D. G L WGS.

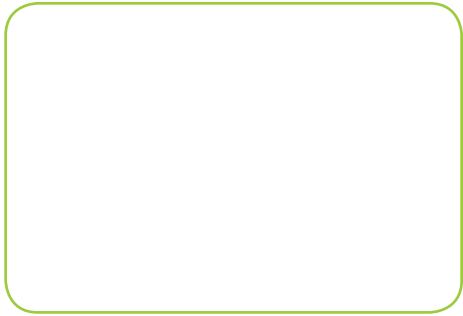
Dr. Lemons’ art incorporates “colors, patterns, and shapes found in African creative expression. A unifying theme in his paintings is the power of movement materialized hfcī [\ ` Yca Yf]WwBÚi fUhcbg’@Yā cbg also includes mirrors in many of his paintings, as well as other two-dimensional forms. Purposefully, he visually employs mirrors to entreat viewers to see themselves in the creative multi-dimensionality.”

If you missed the event, Dr. Lemons’ art will be on display in the department until the summer semester, and one piece, *Afrikan Queen*, will stay on-loan in the department.



S D M K V ,C G &S M WGSO H A 3 .

I Am Evidence



The USF Department of Women's
& Gender Studies is the host of the

WGS hosted its [second annual Feminist Research Methods seminar](#) on April 22nd. This two-hour event gives graduate students in the WGS Feminist Research Methods seminar an opportunity to present their research to the USF community.

[Haley Yeh](#) from English presented “Revising Our Approach: Rethinking How Revision is Taught in Creative Writing Classes.” [Kaitlyn](#) from Humanities & Cultural Studies presented “Interviews with Women who suffer from Eating Disorders.” [Kaitlyn](#) from Women’s & Gender Studies presented “Training Frontline Individuals to Improve

Outcomes for Child Sexual Assault Survivors.”

The second panel examined *Social Movements & Positionalities Past, Present, & Absent*. [Kaitlyn](#) from Sociology presented “Fragmented Masculinities, Marginalized Femininities, & Subordinated Sexualities: A Literature Review of Gender & Sexuality Among Asian Americans.” [Kaitlyn](#) from Humanities & Cultural Studies presented “Illuminations in the Book of Hours: Environmentalism in the Middle Ages.” [Kaitlyn](#) from Sociology presented “Seeing New Social Movement Theories in Contemporary Social Movements.”

[Haley Yeh](#) from Mass Communications presented “Gendered News Frames from the 2019 Los Angeles Teacher Strike.” [Kaitlyn](#) from Africana Studies presented “‘My Son Didn’t Deserve to Go Like This.’ India Clarke & the News Production of Transmisogynoir.” [Kaitlyn](#) from Women’s & Gender Studies presented “Mixed-Up Aspects: How Barack Obama’s Four Newspapers across the United States When He Announced his Presidential Candidacy in 2007.”

On April 11th, the Triota Honor Society held a [panel discussion](#) that had roughly 15 attendees and pizza, including vegan pizza.

Triota President Julianne Dressler read passages from book *Living a Feminist Life* (Duke University Press, 2017). In her book, Ahmed argues that “how we care for ourselves becomes an expression of feminist care” (237). She then quotes Audre Lorde’s famous claim: “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare” (1988, 131). The group discussed their interpretations of these powerful arguments.

[5gUgYZjXbhUXI Za j|gh_`-joy](#),” Ahmed encourages readers to construct their own “feminist killjoy survival kits.” Attendees went around in a circle and shared items they would include in their own self-care [_jg|bWX|b|. g|W|Wcc_gfh WUg](#) Sister Outsider, by Audre Lorde), the music of Nina Simone, spending time in nature, allowing oneself the right to feel angry and also to let go of anger, dancing, laughter, and spending time with loved ones.

Triota is considering organizing a similar event for the fall. If you are interested in learning more, visit: [https://www.usf.edu/triota](#)



C O S A K T S - C E



WGS is pleased to announce that we will be getting a new website this summer! This is something that the department has been wanting for a long time!

Check out many undergraduate and graduate opportunities WGS offers, including:

- Women's & Gender Studies
- Queer and Sexuality Studies
- in Women's & Gender Studies
- in Women's & Gender Studies.

Look for our announcement this summer when the new website is unveiled.



WGS has a Facebook page that you should follow! We regularly post information to Facebook about courses, faculty and student achievements, department events, as well as news and pop culture stories that are of interest to WGS scholars and friends.

www.facebook.com/WGSUSF



WGS has a LinkedIn page that you should follow too! We are adding more content to our LinkedIn page starting this summer. We will be using it to keep in touch with our alumni, and to also share job postings and career information relevant to WGS students and graduates.

www.linkedin.com/school/usfwgs

The Department of Women's & Gender Studies wants to hear from you!

Take our short survey (link below) about your education and career.

Using the survey, you can also indicate your interest in being a subject of our newsletter Spotlights, or being featured on the Alumni section of our website. We are also planning an alumni panel event for the fall semester - if you are interested in being on the panel, please let us know through the survey.

<https://bit.ly/2V4JsMz>

WGS Associate Professor *Dr. Kim Colombisky* was named interim director of the Zimmerman School of Advertising and Mass Communications.

Dr. David Rubin organized the WGS spring semester *Brown Bag Colloquium Series*.

WGS hosted *Dr. Omotayo Jolaosho's* presentation of "Why Self-Care is Not Enough" on 1/24 as part of the department's *Brown Bag Colloquium Series*.

Dr. Milton Wendland did a poster presentation, "It's in the Syllabus," at the Sunshine State Teaching & Learning Conference in Daytona Beach Shores, FL.

Dr. Milton Wendland was invited to present: "Beyond Alphabet Soup: An LGTBQ+ Primer," at the monthly meeting of the Pasco County LGTBTA Democrats in Lutz, FL.

Dr. Michelle Hughes Miller was the guest speaker for Jobsite Theatre's *Other People's* at the Lutz, FL.

Golombisky, Kim, ed. *Feminist perspec-*

Undergraduate Courses:

Offered completely online (Fall: CRN 83571)

Face to face on MWF 2:30-4:50 PM (Summer B: CRN 50698)

Face to face on MW 3:30-4:45 PM (Fall: CRN 83570)

Offered completely online (Summer B: CRN 52265)

Face to face on MW 9:30 AM-10:35 AM (Fall: CRN 95010)

Face to face on MW 2:00-3:15 PM (Fall: CRN 80572)

Face to face on TR 12:30-1:45 PM (Fall: CRN 93542)

Offered completely online (Fall: CRN 85079)

Offered completely online (Summer C: CRN 53231)

Offered completely online (Fall: CRN 87110)

Face to face on MW 9:30 AM-10:45 AM (Fall: CRN 81292)

Offered completely online (Fall: CRN 89212)

Face to face on MW 12:30 PM-1:45 PM (Fall: CRN 95011)

Offered completely online (Summer B: CRN 58137)

Offered completely online (Summer B: CRN 58097)

Face to face on TR 2 PM-3:15 PM (Fall: CRN 95012)

Face to face on MW 2:00 PM-3:15 PM (Fall: CRN 84453)

Face to face on TR 11 AM-12:15 PM (Fall: CRN 85402)

Face to face on MWF 9:30 AM-11:50 AM (Summer A: CRN 58098)

Face to face on MW 11:00 AM-12:15 PM (Fall: CRN 87120)

For undergrad course descriptions, visit: bit.ly/ufa2019ug

Graduate Courses:

Face to face on T 3:30 PM-6:00 PM (Fall: CRN 87462)

For more info: <http://bit.ly/2019ped>

Face to face R 3:30 PM-6:00 PM (Fall: CRN 86267)

For more info: <http://bit.ly/2019theory>

Face to face W 5:30 PM-8:15 PM (Fall: CRN 88240)

For more info: <http://bit.ly/2019mother>

Face to face MWF 9:30 AM-11:50 AM (Summer A: CRN 58279)

