

# WGS news



## WGS Faculty & Staff:

Diane Price Herndl

Jennifer Ellerman-Queen

Kim Golombisky

Michelle Hughes Miller

Sarah Jünke

David Rubin

Tangela Serls

Milton Wendland

## WGS Academic Programs

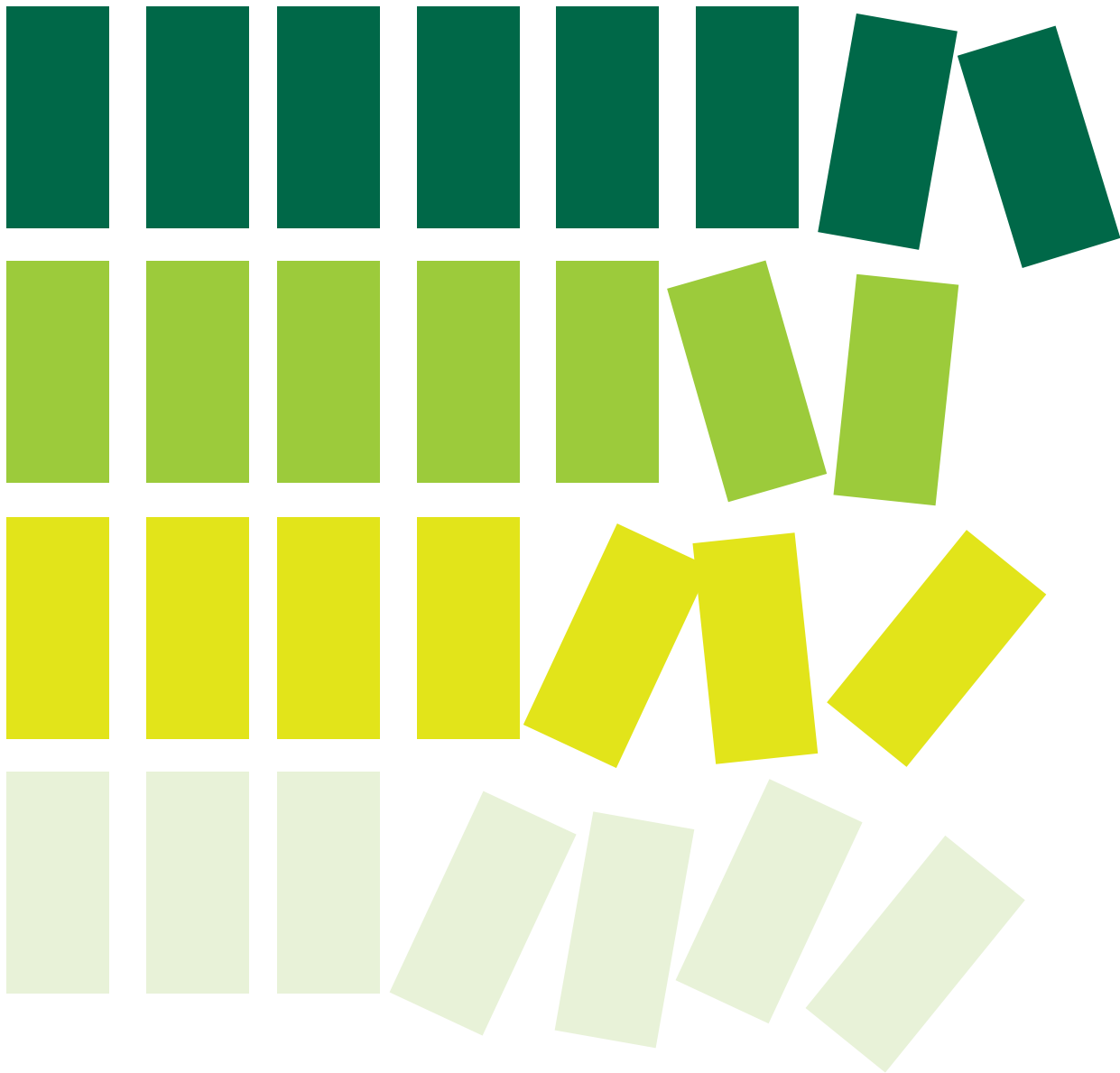
*Undergraduate:*

*Graduate:*

Contact Info:

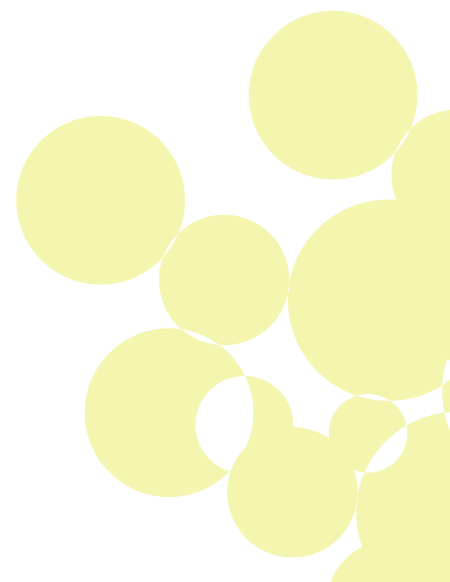
# Spring Newsletter

Contents:



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



**Dr. Michelle Hughes Miller's** research focuses on discursive constructions of **motherhood** within law and policy, systemic responses to **violence against women**, and she has recently also been involved with grant-funded research projects that address questions of **diversity**

In 2018, she was awarded USF's **Faculty Outstanding Research Achievement Award** 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 **trope of punishment** that

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

**Sunahtah** studies social issues that impact Black LGTB+ and Black womxn. The research she presented at Talk & Toast examined the concept of **toxic femininity**, and how Black cisgender women (and women in general) 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 **Sunahtah Jones**, **Cera Shain**, and **Leah Turner** to share their thoughts on their time in the WGS graduate program. Here are their thoughts:

**Sunahtah:**

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

One thing that I enjoyed the most about the department is that you are constantly encouraged to **go outside of your comfort zones**.

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.

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

**Cera:**

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 **think critically** and understand problems from a social/global perspective.

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

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 **more informed thoughtful, discerning, citizen** than I was even just literally two years ago entering the program.

**Leah:**

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 **unify people**. This skill is so, so important for my future



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WGS's **Dr. Tangela Serls** and **Dr. Milton Wendland** 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 of teaching.

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.

**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 think about my 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 disciplines care about equity and inclusion – especially when it comes to students of color, and LGBTQ students. In WGS those issues are foundational to what we do as scholars, teachers, and everyday people!

**Courses They Teach:**

*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: [bit.ly/ufa2019ug](https://bit.ly/ufa2019ug).

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

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



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

**on Majoring in WGS:**

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 **on the pre-med track**. 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 **Dr.**

major would not only make me **stand out** 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 **prepare for my future** 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.

Being a **physician** 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: **wgs.usf.edu**.





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

For many 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.

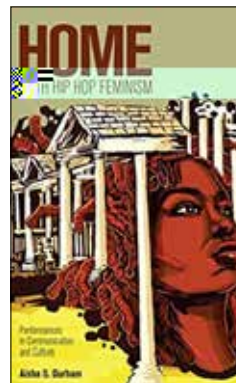
On April 5th, Dr. Durham performed "Between Us: A Bio-Poem," from her book *Home with Hip Hop Feminism* during the event, "I Matter: Autoethnography as Method." The event was centered on doing work that is democratizing, brings people together for social change.

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*. She is also working on a 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.



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K; Gk YWa YXgi XblgZU]UYZW/hñ and friends of the department to an **Open House** 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. Gary Lemons**. Dr. Lemons is a Professor in the USF De- dUfa YbhcZ9b[ 'lgzUbXUbUZ]UYZW/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 hñci [\`Yca Yf]WwÚi fUhcbg’@Ya 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.”

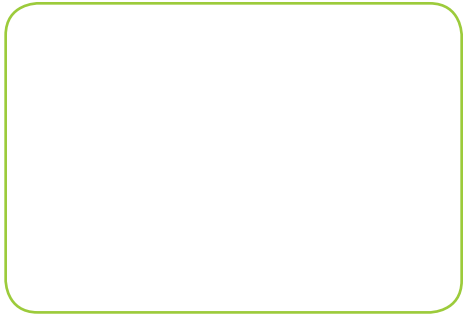
If you missed the event, Dr. Lemons’ art will be on display in the department until the summer semester, and one piece, *Afrikan Queen*, will stay on-loan in the department. **Come by CMC 202 to see it!**



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# *I Am Evidence*

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



WGS hosted its **8th Annual Feminist Research Colloquium** 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.

The event focused on *Writing and Revising Stories*. **Colleen Kolba** from English presented “Revising Our Approach: Rethinking How Revision is Taught in Creative Writing Classes.” **Elise Hummel** from Humanities & Cultural Studies presented “Interviews with Women who suffer from Eating Disorders.” **Jessie Assay** 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*. **Toria Kwan** from Sociology presented “Fragmented Masculinities, Marginalized Femininities, & Subordinated Sexualities: A Literature Review of Gender & Sexuality Among Asian Americans.” **Kendra Spaulding** from Humanities & Cultural Studies presented “Illuminations in the Book of Hours: Environmentalism in the Middle Ages.” **Charlotte A. “Cat” Archer** from Sociology presented “Seeing New Social Movement Theories in Contemporary Social Movements.”

The event was *Framed by the Media*. **Berit Van Neste** from Mass Communications presented “Gendered News Frames from the 2019 Los Angeles Teacher Strike.” **Amber Klee** from Africana Studies presented “‘My Son Didn’t Deserve to Go Like This.’ India Clarke & the News Production of Transmisogynoir.” **Breanna L. Carter** 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 **Self-Care Event** that had roughly 15 attendees and pizza, including vegan pizza.

Triota President Julianne Dressler read passages from **Sara Ahmed’s** 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.

“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 kits. Attendees shared items like 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: [www.facebook.com/pg/triotausf](https://www.facebook.com/pg/triotausf).



COURTESY OF TRIOTA HONOR SOCIETY



WGS is **very excited** 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!

Many undergraduate and graduate opportunities WGS offers, including:

- Women's & Gender Studies **major or minor**
- Queer and Sexuality Studies **minor**
- MA** 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.

**To follow WGS on Facebook, go to:**  
[www.facebook.com/WGSUSF](http://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.

**To follow WGS on LinkedIn, go to:**  
[www.linkedin.com/school/usfwgs](http://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.

**WGS Survey:** <https://bit.ly/2V4JsMz>

~~January~~

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.

**February:**

*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 Side* at the Pasco County Democrat Association (PCDA) Lutz, FL.

**Dr. Kim Golombisky:**  
Golombisky, Kim, ed. *Feminist perspec-*

*Undergraduate Courses:*

**WST 2250: The Female Experience in America**

Offered completely online (Fall: CRN 83571)

**WST 2600: Human Sexual Behavior**

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)

**WST 3015: Intro to Women's Studies**

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)

**WST 3324: Women, Environment, and Gender**

Offered completely online (Summer C: CRN 53231)

Offered completely online (Fall: CRN 87110)

**WST 3311: Issues in Feminism**

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

**WST 3412: Women in the Developing World**

Offered completely online (Fall: CRN 89212)

**WST 3370: Women & Social Action**

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

**ISS 3420: Interdisciplinary Approaches to Disability Studies**

Offered completely online (Summer B: CRN 58137)

**WST 3602: Intro to LGBTQ Cultures**

Offered completely online (Summer B: CRN 58097)

**WST 4106: Global and Transnational Feminisms**

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

**WST 4262: Literature by Women of Color**

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

**WST 4565: Queer Theory**

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

**WST 4930: Gender and Science Fiction**

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

**WST 4935: Capstone**

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

*For undergrad course descriptions, visit:* [bit.ly/ufa2019ug](http://bit.ly/ufa2019ug)

*Graduate Courses:*

**WST 6003: Scholarship and Pedagogy**

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

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

**WST 6560: Advanced Feminist Theory**

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

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

**WST 6936: Politics of Motherhood**

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

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

**WST 6936: Gender and Science Fiction**

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