

*W*omen's and gender studies
Over 40 years at Illinois State University

Faculty and program guide
2016–2017



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

Mission statement

A strong and viable Women's and Gender Studies (WGS) program is essential to the University's ongoing mission of providing a quality undergraduate and graduate education. The Women's and Gender Studies minor and graduate certificate programs prepare students to think, act, and write critically about contemporary issues through a variety of interdisciplinary and multicultural lenses. WGS students are encouraged to take leadership roles in their communities using these new insights and skills.

Vision statement

The Women's and Gender Studies Program is an interdisciplinary community of scholars committed to a transformative analysis of gender as it intersects with class/caste, sexuality, race, ethnicity, ability, age, coloniality, and transnationality. We are engaged in innovative and collaborative scholarship, teaching, and service that promote alternative expressions of knowledge and socially responsible activism.

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Women's and gender studies program

Phone: (309) 438-2947

WGS.IllinoisState.edu

Minor in women's and gender studies (WGS)

The women's and gender studies program offers an undergraduate minor (21 hours) and a graduate certificate (12 hours) with a curriculum of more than 40 courses in several academic departments. We also offer professional practice internships with local community organizations.

Value of the WGS minor

The minor in Women's and Gender Studies enhances any undergraduate major by offering students an interdisciplinary curriculum that focuses on the diverse experiences of women in national and transnational contexts. The program provides a wide range of electives that offer students the conceptual tools to critically examine the meanings of gender and its intersections with race, sex, sexuality, class/caste, coloniality, religion, and (dis)ability as they shape our ways of knowing, practices, and political identities. Curricular areas of emphasis include feminist theories and methodologies; social justice and activism; LGBT/queer studies; and women's histories, literatures, visual cultures, and politics.

How to apply

- Sign into My Illinois State.
- Go to the "Academics" tab.

12 hours of core courses (required)

WGS 120: Gender, Sex and Power
ENG 160: Introduction to Women's Writing
or
ENG 260: History of Literature by Women
or
ENG 261: Women's Literature in a Global Context
or
ENG 360: Studies in Women and Literature
PHI 246: Feminist Philosophy
or
POL 338: Gender and Political Theory
HIS 261: History of Women in the US to 1865
or HIS 262: History of Women in the US since 1865

Nine hours of additional elective courses

ANT 270: Cross-Cultural Perspectives on Women, Sex Roles, and Gender
ANT 376: Archaeology of Gender
CJS 307: Family Violence: Cross-Cultural Perspectives
CJS 339: Women in Criminal Justice
CJS 342: Victimology
COM/ENG/LAN 128: Gender in the Humanities
ENG/LAN 125.1: The Eighteenth Century on Film
ENG/LAN 206: Cultural Expressions in Social Contexts: Women of Asia, Latin America, and Africa
ENG 260: History of Literature by Women
ENG 261: Women's Literature in a Global Context
ENG 360: Studies in Women's Writing

HIS/SOC 112: American Family: Change and Diversity
HIS 261: History of Women in the United States to 1865 (if not chosen to fulfill requirement)
HIS 262: History of Women in the United States since 1865 (if not chosen to fulfill requirement)
HIS 264: History of Women in North America
HIS 330: The Family in History
HIS 350: Women and Sexuality in Ancient Greece and Rome
IDS 121.39: Women by Women: Women Playwrights
PHI 202: Sex, Values, and Human Nature
POL 225: Women in Politics
POL 337: Gay and Lesbian Politics and Theory
POL 338: Gender and Political Theory
POL 363: Political Theories of Nonviolence
PSY/SOC 123: Human Sexuality
PSY 305: Psychology of Women
SOC 264: Race, Gender, and Social Class Inequality
SOC 265: Personal Relationships
SOC 341: Sociology of Gender
SOC 342: Sociology of the Body
SOC 366: Contemporary Social Movements
WGS 292: Introduction to LGBTQ Studies
WGS 390: Interdisciplinary Research in Women's and Gender Studies
WGS 391: Women's and Gender Studies Seminar
WGS 392: Queer and Transgender Theory
WGS 398: Professional Practice: Internship in Women's and Gender Studies

NOTE: This program must be planned in consultation with the women's and gender studies program director or advisor. With approval of the director or advisor, courses other than those listed above may be counted toward the minor.

*G*raduate certificate in women's and gender studies

The graduate certificate program enhances any major by integrating with the student's field(s) of study a working analysis of gender as it intersects with class, sexuality, race, ethnicity, ability, age, nationality, and transnationality.

The certificate is an option for students whose interest in women's and gender issues leads them toward particular courses and thesis topics in their department/school and to seek further work in interdisciplinary feminist theory and methods.

It requires a 12-hour course of study. Students must complete WGS 490 or ENG 460 plus nine hours from the electives listed. With the approval of the academic advisor, the director, and the Graduate School, additional courses may count for the certificate. They should devote at least 50 percent of content to women's and gender issues.

The WGS program has formed a partnership with the School for Social Work. Students who want to enhance their education by pairing the WGS graduate certificate with their master's degree in social work can work with both academic advisors to complete the two areas of study.

Admission requirements

Students who seek the certificate in conjunction with a graduate degree must meet admission requirements for that degree and also be admitted for the certificate. Non-degree-seeking graduate students must meet the University graduate admission requirements and be admitted for the certificate. Non-degree-seeking graduate students desiring to apply for the graduate certificate should contact the women's and gender studies academic advisor. Degree-seeking graduate students should consult with their graduate program coordinator/advisor, as well as the women's and gender studies academic advisor. Admission for all certificate students is made upon the approval of the women's and gender studies program director and academic advisor.

How to apply

Your plan of study must be arranged with the WGS program director or advisor. With approval of the director, courses other than those listed for the graduate certificate may be counted toward the certificate. To make an advising appointment, go to WGS advisor at WGSadvisor@IllinoisState.edu or call (309) 438-2947. Visit WGS.IllinoisState.edu/Academics/Graduate/Apply for more information.

Required courses

WGS 490: Feminist Theories and
Methodological Issues
or

ENG 460: Feminist Literary Theories

Electives

ANT 376: Archaeology of Gender
CJS 307: Family Violence: Cross-Cultural
Perspectives
CJS 339: Women in Criminal Justice
CJS 342: Victimology
ENG 360: Studies in Women's Writing
ENG 460: Feminist Literary Theories
(if not chosen to fulfill a requirement)
HIS 330: The Family in History
HIS 350: Women and Sexuality in Ancient
Greece and Rome

POL 337: Gay and Lesbian Politics and Theory
POL 338: Gender and Political Theory
POL 363: Political Theories of Nonviolence
PSY 305: Psychology of Women
SOC 311: Issues in Gerontology
SOC 341: Sociology of Gender
SOC 342: Sociology of the Body
SOC 366: Contemporary Social Movements
SOC 469.03: Seminar in Sociology:
Minorities/Stratification
WGS 391: Women's and Gender Studies Seminar
WGS 392: Queer and Transgender Theory
WGS 400: Independent Study
WGS 498: Professional Practice: Internship in
Women's and Gender Studies

Women's and gender studies: over 40 years at Illinois State University

Women's and gender studies at Illinois State University, as at other colleges and universities, grew out of the resurgence of the women's movement in the late 1960s and early 1970s.

The first appearance of women's studies came in 1968 in the form of noncredit residence hall classes on self-defense, women's health, and career choices. By the early 1970s, students petitioned academic departments for courses. The May 1972 *Affirmative Action Plan for Women* called for the creation of a women's studies program. By fall 1972, courses were already in place in sociology, psychology, political science, history, and women's studies. In November 1974, women's studies became a sequence within the newly established ethnic and cultural studies minor.

Given a quarter of release time from the Department of Psychology, Patricia Chesboro served as coordinator of women's studies from its inception in 1973 until her retirement in 1987. Developing the curriculum was not always easy. Departments sometimes resisted using resources on courses dealing with women, and tenure-track faculty often felt that teaching women's studies courses would work to their disadvantage in departmental evaluations. Many courses were taught by nontenure-track faculty as well as tenured faculty. Financial resources were scarce. Nevertheless, a committed core of faculty—both tenure and nontenure track—developed the program, complete with cocurricular programming.

At the time of Chesboro's retirement, College of Arts and Sciences Dean Virginia Owen convened a Women's Studies Task Force chaired by Dorothy E. Lee of the Sociology Department to evaluate the program and make recommendations for its future. The task force resoundingly affirmed the continuation of the program but warned that the program needed administrative support including, as a beginning, a half-time director with a budget and support staff, and a "place of its own."

While the College of Arts and Sciences conducted a search for a new director, Beverly A. Smith from the Department of Criminal Justice Sciences in the College of Applied Sciences and Technology served as acting director for 1988–1989. With a quarter of release time for her assignment, she taught one class and administered the program. She received a graduate assistant and a faculty office in the Center for the Visual Arts for her women's studies work and began collecting what is today known as the Women's and Gender Studies Resource Center and Library. In 1988, feminist students began the Gender Issues Forum, a student organization that has since gone by several different names: Feminist Alliance, the Women's Coalition, Feminist Majority Leadership Alliance (FMLA), and now the Feminist Led Activist Movement to Empower (F.L.A.M.E.).

Cynthia Huff arrived on campus in fall 1989, as director of the women's studies program and assistant professor of English. With the assistance of her unpaid chief assistant and husband, Joel Haefner, and an undergraduate student worker, Huff ran the program from an upstairs room in a university house at 302 Normal Avenue. During her five-year tenure as director, Huff increased the staff to include a graduate assistant, oversaw the program

office's move to the first floor of a small house at 604 South Main Street, instituted a faculty/student-research/reading group, produced a semiannual newsletter, did community outreach, and organized extensive year-round cocurricular programming. In 1991, the Illinois Board of Higher Education approved her proposal for a free-standing minor. She negotiated with the Department of Philosophy for a yearly two-course buyout for newly hired feminist philosopher Alison Bailey in 1993, making Bailey the first faculty member, besides the director, hired specifically to teach in the women's studies program. Enrollment in the minor grew to nearly 50 students by 1995, a significant increase from 1989.

Huff moved to the English Department in 1995, and a search for a new director took place. Sandra D. Harmon, a nontenure-track professor of history and one of the founding faculty members of the program, served as acting director on a half-time basis from July 1995 through December 1996. During that time, a second graduate assistant and a half-time secretary joined the staff. The newsletter became a quarterly publication, and the first Women's Studies Symposium, in March 1996, showcased the work of undergraduate and graduate students and featured an invited women's studies scholar as keynote speaker.

Valentine Moghadam became the first full-time director in January 1997, holding associate professor rank in the Department of Sociology. The program moved into more spacious quarters in Rachel Cooper; a new full-time secretary, Rozel White, joined the staff; and Harmon filled a new half-time position as assistant director and academic advisor. A scholar who studies women in the Middle East and North Africa, Moghadam set about internationalizing the women's studies curriculum and cocurricular programming. Under her leadership, the women's studies program sponsored a conference on women and employment, joined with other units on campus to present a weekly international studies seminar series, and teamed with the School of Social Work to create the Women's Capabilities Initiative (WCI). This was an academic, training, and community outreach program that addressed the situation, needs, and prospects of low-income women in Central Illinois. The Women and Employment Conference Team won the University's 2001 Team Excellence Award. Along with the curriculum committee, Moghadam began planning a graduate certificate in women's studies.

When Moghadam was named a fellow at the Woodrow Wilson Center in Washington, D.C., for 2000–2001, and again when she received an educational leave in 2003, Harmon stepped in as acting director. Jill Josephson took the position of acting assistant director. The graduate certificate proposal received approval in fall 2001. WCI continued through the 2001–2002 school year but fell victim to budget cuts the following year. During the 2003–2004 school year, the women's studies program helped support a new program, the women's mentoring network, for nontraditional women students. The program also became the fiscal agent for the Dorothy E. Lee Endowment Fund for Nontraditional Women Students, which supports a scholarship and grants for female students 25 years of age or older. In this same year, the curriculum committee received a Scholarship in Teaching and Learning Grant from the Center for Advancement of Teaching to hold a series of four sessions on feminist pedagogy.

With the retirement of Harmon in July 2004, Alison Bailey became the acting director while Moghadam continued on leave. Becca Chase of the English Department became the acting assistant director and academic advisor. In the summer of 2005, Moghadam resigned

to take a position at UNESCO in Paris. Gary Olson, dean of the College of Arts and Sciences, appointed Bailey to become the new program director. Chase became the permanent assistant director and academic advisor. In spring 2006 the program hosted a series of retreats. The name of the program was changed to the women's and gender studies program and a new five-year strategic plan was drafted.

Tom Gerschick stepped in as acting advisor in 2013 and helped to grow the minor and certificate until Stacia Kock was hired as the new assistant director and advisor. During this time, a core group of WGS faculty and staff members began to explore the possibility of offering a queer studies certificate. As this guide goes to press, two courses are in place for the potential certificate.

As this guide goes to press, two courses are in place for the potential certificate, and a historic joint hire has been made. Erin Durban-Albrecht will join us in the fall as a joint hire between WGS and the Department of Sociology and Anthropology. Her work in WGS will focus on queer studies.

Today more than 69 Illinois State University faculty members from 21 departments/schools within five colleges are affiliated with the women's and gender studies program. They teach classes in the undergraduate and graduate curriculums, supervise independent study students, serve on committees, and participate in cocurricular programming. They continue the work of the small core of faculty members who envisioned a women's studies program more than 30 years ago and could only dream of the resources and support the program enjoys today.

Many of our alumni have gone on to graduate and professional schools. They are teachers, professors, social workers, counselors, attorneys, lobbyists, nurses, university administrators, librarians, Peace Corps volunteers, directors of women's centers, and stay-at-home mothers. They work as staff members and volunteers in restorative justice programs, shelters for battered women, residential facilities for senior citizens, peace organizations, rape crisis centers, reproductive rights organizations, and political campaigns. Many of them credit the women's and gender studies program with broadening their knowledge and horizons, challenging them to question and think critically, helping them become information producers and critics instead of consumers, and helping them grow as individuals.

Faculty biographies

School of Art

Lea Cline is an assistant professor of art history, with a specialization in ancient Roman art, architecture, and material culture in Italy. She received her B.A. from Trinity University in San Antonio, Texas, and her M.A. and Ph.D. degrees in art history at the University of Texas at Austin. She is an art historian and archaeologist, recently completing eight years of work at the site of Oplontis, an imperial villa located near the ancient city of Pompeii, where she studied and published a catalog of the villa's extensive mosaic pavements. Her academic work focuses on the kinesthetic experience of Roman domestic decoration, illusion and imitative surfaces, domestic religion, and the expression and reflection of imperial identity in the domestic arts. Cline has taught extensively overseas and with co-director Kathryn Jasper, (history) began a study abroad program for ISU students in Orvieto, Italy. Before coming to ISU, she held positions at the University of Florida, the University of Georgia, and the Yale University Art Gallery. At ISU, she teaches courses on Roman art and architecture, Greek art and architecture, and seminars on the representation of "the other" in Roman art, non-elite art, and domestic decoration.

Elisabeth Friedman is an assistant professor of art history, with a specialization in contemporary art and visual culture. Other areas of interest include cultural studies, museum studies, critical theory, Holocaust studies, psychoanalysis, aesthetics, and ethics. She holds a Ph.D. in social and political thought from York University in Toronto. Her publications include "The Anti-Archive:

Claude Lanzmann's Shoah and the Dilemmas of Holocaust Representation" in *English Language Notes* in spring/summer 2007; "The Virtual Archive and the Missing Trace: Charlotte Salomon on CD ROM" in *Invisible Culture 12* in spring 2008; and "Spiegelman's Magic Box: *MetaMaus* and the Archive of Representation" in *Studies in Comics* in winter 2013. Her current research focuses on the work of the Palestinian artist Dor Guez and on other representations of the Israeli-Palestinian conflict in contemporary art.

Melissa Johnson is associate professor of art history and visual culture. She teaches in the areas of modern art, the history of photography, and visual culture. Johnson's areas of research include the history of photography and photomontage; mass visual culture; the genre of artists' books; the history of collecting; and the archive, gender; and issues of memory. Her recent publications include "Souvenirs of Amerika: The Weimar Mass-Media Scrapbook of Hannah Höch" in *The Scrapbook in American Life* (Temple University Press, 2006) and "Weimar Cultural Production: Visual Pleasure and Radical Critique in the Work of Hannah Höch" in *Essays on Women's Artistic and Cultural Contributions 1919-1939; Expanded Social Roles for the New Woman Following the First World War* (The Edwin Mellen Press, 2009). She is working on an essay on Hannah Höch and a trip Höch took to Italy in 1920. Johnson is the area coordinator for art history in the School of Art and teaches in the M.A. in visual culture. With Ann Haugo (Theatre) and Will Dadarrio (Theatre) she coordinates the monthly colloquium series Visuality, Culture, Performance.

Jin Lee is a professor of art. Her photographs have been shown widely, including the Queens Museum of Art, Art Institute of Chicago, and Museum of Contemporary Photography. Her works are included in the permanent collections of the Los Angeles County Museum of Art, Art Institute of Chicago, Madison Art Center, and MacArthur Foundation. She received the John Simon Guggenheim Memorial Fellowship in 2005. She received her M.F.A. from the School of the Art Institute of Chicago and B.A. from Wellesley College. Her website is jinslee.net.

Melissa Oresky makes paintings and works on paper that are based in landscape and abstraction. She received a B.F.A. from the School of the Art Institute of Chicago and an M.F.A. from the University of Illinois at Chicago. She has shown her work nationally and internationally including solo exhibitions at the Hyde Park Art Center in Chicago, Elmhurst Art Museum in Elmhurst, and Museum of Contemporary Art Chicago. Her work has been shown at venues in Berlin, Germany; Wellington, New Zealand; Brooklyn, New York; Los Angeles; Chicago; San Francisco; Indianapolis; Boston; and elsewhere. She has also been an artist-in-residence at the Santa Fe Art Institute, Schloss Pluschow in Germany, Virginia Center for Creative Arts, and Skowhegan School of Painting and Sculpture.

Vanessa Schulman is a specialist in the history of American art and architecture. Her research primarily focuses around questions of national identity in U.S. visual culture. She recently completed her book manuscript, *Work Sights: Envisioning Industry and Technological Systems in Nineteenth-Century America*, which is under review, and is also working on a book about the art and literature of the American

Civil War. Her work has been published in peer-reviewed journals such as *American Periodicals* and *Invisible Culture*. A forthcoming article in *Early Popular Visual Culture* discusses representations of social control in the prisons and workhouses of 1870s New York. In addition to teaching general education courses on politics and the body in art, she also offers classes in American art, architectural history, and research methods.

Arts Technology

Shari Zeck is an associate dean in the College of Fine Arts and director of the Office for Research in arts technology. For nine years she directed the interdisciplinary degrees in arts technology before accepting her current position. She teaches one course a year for the School of Theatre and Dance and the arts technology program. Educated at Indiana University and the University of Iowa, Zeck's formal study has been in comparative literature with emphases on film, German and American literature, and feminist theory. Her research addresses the intersections of queer identities, emerging technologies, and popular culture. Her publications include essays on *Fried Green Tomatoes*, *The Bangles*, and *Cagney and Lacey*. She is working on a book about memory, small town America, and lesbian identity, one chapter of which has been published in *Midwestern Miscellany*.

Biological Sciences

Christopher Horvath teaches in the School of Biological Sciences and the Philosophy Department. He earned his Ph.D. from Duke University. His research topics are related to gender studies, philosophy of biology, feminist philosophy of science, and sexuality. He has published several articles in *Philosophy of Science*,

Biology and Philosophy, The Quarterly Review of Biology, and The Archives of Sexual Behavior.

Communication

K. Megan Hopper is an assistant professor in the School of Communication. Her research addresses the representation of the female body in popular media, journalists' experiences while reporting in the field, and the use and impact of new media. Her work on the impact of sexually objectified images of women has appeared in *Communication Research* (2013), *Journal of Broadcasting and Electronic Media* (2011), and *Communication Research Reports* (2009). Her current research addresses the impact of celebrity gossip magazine coverage of recently postpartum celebrities, the relationship between journalists and whistleblower sources, and the impact of Facebook use on one's current romantic relationship commitment.

Criminal Justice Sciences

Dawn Beichner is an associate professor and graduate coordinator in the Department of Criminal Justice Sciences. Her research interests include sexual assault case processing, victimization of women, and women offenders in the criminal justice system. Her current research projects focus on the role family reunification plays in formerly incarcerated women's successful re-entry into society. She teaches *Women and Criminal Justice*; *Individuals, Society, and Criminal Justice*; and *Issues in Justice*. She also serves as the faculty advisor to the Social Justice Project, a multidisciplinary student organization that promotes public awareness of social justice issues.

Shelly Clevenger received her Ph.D. from Indiana University of Pennsylvania in 2012. She currently teaches classes on Crime and

Behavior, and Victimology and Sex Offenders and the Criminal Justice System. Her research interests center around questions related to sex offenders, victims' rights, and victims' families and spouses. She has additional interests in pedagogical approaches to teaching these topics and regularly presents her work at teaching and learning conferences.

Jessie Krienert is a professor in the Department of Criminal Justice Sciences. Her research interests include prison subculture, family violence, and women's issues relating to prison, poverty, and gangs. Her current research focuses on the link between animal abuse and domestic violence, as well as innovative correctional programming. She teaches the course *Women and Criminal Justice*, as well as several corrections courses at the graduate and undergraduate levels. Krienert has authored or coauthored three books, more than 20 articles, and several book chapters. Her publications have appeared in *Homicide Studies*; *Journal of Interpersonal Violence*; *Violence and Victims*; *Journal of Elder Abuse & Neglect*; *Journal of Aggression*; *Maltreatment and Trauma*; and *the Journal of Family Violence*.

Cara Rabe-Hemp is an associate professor in the Department of Criminal Justice Sciences. She received her Ph.D. in criminal justice from the University of Illinois at Chicago in 2005. Her research interests include gender and policing, small and rural policing, citizen perceptions of the police, police deviance, and autonomous learning and student engagement in the online classroom. Her recent publications have appeared in *Women and Criminal Justice*, *Police Quarterly*, *Feminist Criminology*, *Journal of Criminal Justice*, and *Policing: An International Journal of Police Strategies and Management*. In 2010, Rabe-Hemp received the University Research Initiative Award.

Educational Administration and Foundations

Diane Dean is associate professor for higher education administration and policy. Her research applies organizational theory, social psychology, and policy analysis to address critical issues in college and university planning, policy, and governance. Dean is coeditor of *Public Policy and Higher Education* (second edition) and coeditor of the *Women in Academe* series. As coauthor of the recently-published *Generation on a Tightrope: A Portrait of Today's College Students* and director of the research underlying the book, Dean is currently examining sociological changes in today's generation of undergraduate college students, the forces shaping their experiences, and the implications for postsecondary education policy, planning, classroom practices, and the cocurriculum.

Venus Evans-Winters holds a doctorate in educational policy studies and a master's degree in school social work from the University of Illinois at Urbana-Champaign. Evans-Winters' research interests are the schooling of African-American female students, urban education, and critical race theory and feminism. She uses sociological and anthropological research methods to analyze problems, issues, and trends in education. Evans-Winters has taught courses in education, social work, sociology, and women studies. Her current research looks at black women's role in shaping pedagogy, curriculum, and policy in education through formal and informal networks. She is also examining the influence of globalization patterns on black girls' development across the African Diaspora. Evans-Winters is the author of *Teaching Black Girls: Resiliency in Urban Classrooms*, several articles, and book chapters.

English

Lee Brasseur earned a D.A. from the University of Michigan, specializing in technical communication. She teaches technical writing and communication with an emphasis on both visual and gender issues in technical communication. She published *Visualizing Technical Information: A Cultural Critique* (Baywood Press, 2004). She is currently writing a book that will explore the cultural, social, and communication effects of fetal ultrasounds on pregnant women and their families.

Christopher Breu is associate professor of English. He teaches classes in 20th- and 21st-century American literature, gender and sexuality, and cultural and critical theory. He is the author of *Hard-Boiled Masculinities* (University of Minnesota Press, 2005), and articles on a range of theoretical topics (including biopolitics, globalization, and political ontology), as well as gender and sexuality. He has also written autobiographically about being born with hypospadias, a form of intersex. Breu recently served as the Fulbright Visiting Chair in Globalization and Cultural Studies at the Center on Globalization and the Human Condition, McMaster University, Ontario, Canada. He is currently finishing work on his book *The Insistence of the Material: Literature in the Age of Biopolitics* (under contract with University of Minnesota Press).

Kass Fleisher teaches creative writing. She published her latest novel, *Dead Woman Hollow*, by SUNY Press (Excelsior Editions), in 2012. She also authored *Talking Out of School: Memoir of an Educated Woman* (Dalkey Archive Press, 2008); *The Adventurous* (experimental prose, Factory School, 2007); *Accidental Species: A Reproduction* (experimental prose, Chax Press, 2005); and *The Bear River Mas-*

sacre and the Making of History (nonfiction, SUNY Press, 2004). Her short work has appeared in *The Iowa Review*, *Denver Quarterly*, *Mandorla*, *Notre Dame Review*, *Postmodern Culture*, and *ζ Magazine*, and she writes plays and screenplays with Joe Amato.

Angela Haas earned her Ph.D. in rhetoric and writing, with concentrations in cultural rhetorics, digital rhetorics, and professional communication, from Michigan State University in 2008. Her scholarship and activist work is primarily concerned with investigating and facilitating the digital and visual composing practices of and about American Indians and women and the historical, social, cultural, and political contexts that shape those practices. She has taught a wide range of undergraduate and graduate composition, rhetoric, and technical communication courses. She won the 2009 Hugh Burns Best Dissertation Award in *Computers and Composition* for her dissertation titled “A Rhetoric of Alliance: What American Indians Can Tell Us About Digital and Visual Rhetoric.”

Kirstin Hotelling Zona is an associate professor of English. She is co-host of Poetry Radio (WGLT) and editor of *SRPR* (*Spoon River Poetry Review*). Zona teaches modern poetry and poetics, creative writing, ecocriticism, cultural theory, and literature. Her most recent book, *Drift* (Finishing Line Press, 2011), is a collection of poems. She is also the author of *Marianne Moore, Elizabeth Bishop, and May Swenson: The Feminist Poetics of Self-Restraint* (U Michigan Press, 2002), and editor of *Dear Elizabeth: Five Poems and Three Letters to Elizabeth Bishop from May Swenson* (Utah State University, 2000). Her poems and essays have appeared in a variety of magazines, journals, and anthologies. In 2005, she was awarded the Stover Prize from the *Southwest Review* for her poem “Riptide.” Her current research fields include new materialisms, ecocriticism and

environmental theory, modern poetics and contemporary poetry, and the intersections of mindfulness, mothering, and pedagogy.

Cynthia Huff received a Ph.D. in English and an M.A. in history from the University of Iowa, and a B.A. in English from the University of Oklahoma. She has written on women’s nontraditional literature, women’s childbirth narratives, and feminist theory. She is the author of *Inscribing the Daily: Critical Essays on Women’s Diaries*, which was co-edited; *British Women’s Diaries: A Descriptive Bibliography of Selected Nineteenth-Century Women’s Manuscript Diaries*; and *Women’s Life-Writing and Imagined Communities*, an edited collection of critical essays. Her research interests include women’s life writing, women’s 19th- and 20th-century literature, feminist theories, and post-humanism. She is a former director of the women’s and gender studies program.

Julie Jung is an associate professor of English. She teaches courses in rhetorical theory, composition theory, and writing, with an emphasis on theories and practices of revision. She is also the associate editor of *JAC*. Her book *Revisionary Rhetoric, Feminist Pedagogy, and Multigenre Texts* (Southern Illinois UP, 2005) won the 2005 W. Ross Winterrowd Award for most outstanding book in composition theory. Her current book project, *The Reflective Subject: Tropes, Emotions, Economies* critiques the ways in which reflective writing is conceptualized as a synecdochic representation of the “right” kind of worker subjectivity—an epistemological frame whereby institutional identity formation becomes problematically invested in an economy of emotion.

Tara Lyons is an assistant professor in English Studies. She completed her Ph.D. at the University of Illinois at Urbana-Champaign in 2011. Her research interests include early modern drama, book history, and gender

studies. She is working on a book project that constructs a history of the drama collection in the 100 years before the publication of Benjamin Jonson's *Works* (1616) and William Shakespeare's *First Folio* (1623). In her book, she aims to redefine the collection and show how the Jonson and Shakespeare folios are inscribed by earlier collections and their organizational frameworks. Lyons' research has been published in *Philological Quarterly* and two edited collections, *Locating the Queen's Men* (Ashgate 2011) and *Gender Matters* (Rodopi 2013). She teaches courses in British Literature, Early Modern Studies, Shakespeare, and Renaissance drama.

Krishna Manavalli is an assistant professor in the English Department. She completed her Ph.D. at Michigan State University. Her research focuses on regionalism and the cultural formations of South India in colonial and postcolonial history. Her areas of specialization include postcolonial studies, global literatures, and Third World women's writing. She is working on Dravidian women's writings in early 20th-century South India.

Rhonda Nicol is an instructional assistant professor of English. Her research interests center around exploring the ontological possibilities of the gendered subject within frameworks of popular and genre fictions. She is focusing on young adult fantasy fiction, particularly urban fantasy. Recent and forthcoming publications include "'When You Kiss Me, I Want to Die': Arrested Feminism in *Buffy the Vampire Slayer* and the *Twilight Series*" (*Bringing Light to Twilight: Perspectives on a Pop Culture Phenomenon*, 2011), "'How Is That Not Rape-y?': Dean as Anti-Bella and Feminism Without Women in *Supernatural*" (*On the Highway to Hell and Back: Essays on the Television Series Supernatural*, forthcoming), and "'Monstrosity will be Called for': Holly Black's and Melissa Marr's Urban Gothic

Fairy Tale Heroines" (*From Grimm to Gaiman: The Dark Fairy Tales of Children's and Young Adult Literature*, forthcoming). She teaches WGS 120: Women, Gender, and Society, and ENG 128: Gender in the Humanities.

Paula Ressler received her Ph.D. in English education and a certificate of attendance in women's studies from New York University. She teaches lesbian, gay, bisexual, transgender (LGBT), and queer literature; Holocaust and genocide studies; graduate pedagogy courses; and playwriting. Her publications include *Dramatic Changes: Talking about Sexual Orientation and Gender Diversity With High School Students Through Drama* (2002) and "Intersections of Race and Sexual Orientation in Multicultural Feminist Teacher Education" in *Troubling Intersections of Race and Sexuality* (2001). Ressler is the co-editor, with Becca Chase, of the March 2009 themed issue of *English Journal* on "Sexual Orientation and Gender Variance." On campus, she works with Illinois State University's LGBT/Queer Studies and Services Institute, of which she is a founding member; the Triangle Association of LGBTQ Faculty and Staff; and the Minorities in the Academic Workplace professional development group. She received the 2007 David Strand Diversity Achievement Award.

Rebecca Saunders holds a Ph.D. in comparative literature. She specializes in late-19th- and 20th-century European and African literatures, literary and cultural theory, human rights, and animal studies. Her books include *Lamentation and the Culture of Modernity* and *The Concept of the Foreign: An Interdisciplinary Dialogue*. She is working on two book manuscripts, *Scenes of Interrogation: Literature, Philosophy and the Challenge of Justice* and *Circa 1885: A Global Portrait of a Decade, Its Encounters, Expressions and Afterlives*. Links to a number of her publications can be found at tinyurl.com/rasaund.

Roberta Seelinger Trites served as acting dean of the College of Arts and Sciences and associate dean. She is a professor of English and teaches children's and adolescent literature. She earned her Ph.D. from Baylor University. She is the author of *Waking Sleeping Beauty: Feminist Voices in Children's Novels* (1997), *Disturbing the Universe: Power and Repression in Adolescent Literature* (2000), and *Twain, Alcott and the Birth of the Adolescent Reform Novel* (2007). With Betsy Hearne, she co-edited *A Narrative Compass: Stories That Guide Women's Lives* (2009). Her research interests include feminism, children's and adolescent literature, narrative theory, and women's literature.

Geography and Geology

Reecia Orzeck is assistant professor of geography in the Department of Geography-Geology. She is interested in representations and understandings of the body in academic and in geopolitical discourses. Her publications in this vein include an article in *Environment and Planning D: Society and Space* on the body within historical materialist thought, and a chapter on representations of the hunger-striking detainees at the Guantanamo Bay detention facility, "Hunger Strike: The Body as Resource," in *Body/State* (Ashgate, 2013). Orzeck teaches the courses Human Geography, and Social and Cultural Geography.

History

Kyle Ciani, an associate professor, teaches a variety of courses on the gendered and diverse histories of the Americas, two of which serve as core curriculum offerings for the WGS minor. Ciani's scholarship revolves around the histories of social justice in the Americas with a particular focus on parenting and child care in trans border communities. Her current research project is a study of cultural interactions in the 20th century on American Indian reservations as a window to understand

the development of intercultural exchange in communities bounded by federal law and public policy. Ciani's interests in women's labors and activism derive from her former position as associate director of the Child Abuse Prevention Foundation of San Diego County, an experience that prompted her to enter graduate school as a way to educate others about the importance of understanding the long-term effects of domestic violence. Before joining Illinois State's faculty in 2001, Ciani taught women's history at the University of San Diego and Michigan State University.

Linda Clemmons' scholarship on the United States' early national period and on Sauk, Mesquakie, and the Lakota people is nationally recognized. In 2001 she was awarded the library postdoctoral Spencer Foundation Fellowship in the History of Education. Her book *Dakotas and the ABCFM Missionaries* is under contract at the Minnesota Historical Society Press and will be published this year.

Sudipa Topdar received her Ph.D. from the University of Michigan in 2010. Subsequently she joined the Department of History at Illinois State University as an assistant professor in 2011. She is also affiliated with the women's and gender studies and children's studies programs at Illinois State. Topdar's research interests are in the field of South Asian history, particularly colonial knowledge production, schooling, childhood, children's literature, masculinity, body, and the British Raj. She is working on a book manuscript based on her dissertation titled *Knowledge and Governance: Political Socialization of the Indian Child within Colonial Schooling and Nationalist Contestations in India* (1870-1925). She offers courses on Gandhi, Popular Culture and the British Empire, and History of Modern South Asia, and a survey course on Indian civilization.

Georgia Tsouvala is an associate professor who specializes in ancient history and classics. She did her undergraduate work at Hunter College in New York and received her Ph.D. in classics from the Graduate Center of the City University of New York. Her research focuses on imperial Greece in the first and second centuries C.E. More specifically, she studies inscriptions and Plutarch, the first-century biographer and essayist, as primary sources in order to understand ethnic, cultural, and gender identities in the early Roman period in Greece. She teaches graduate and undergraduate courses on ancient women, sexuality, Western civilization (5000 B.C.E.–1500 C.E.), and ancient Greek and Roman history. She also coordinates and leads short-term study abroad trips to Greece and Rome in the summer.

Christine Varga-Harris specializes in postwar Soviet history. Her research focuses on the intersection of Nikita Khrushchev-era housing policy with official ideology, society, and identity. Her publications include a chapter in the volume *Divided Dreamworlds?* (University of Amsterdam Press, 2012); an article on the interplay of gender, social norms, and material culture during the Khrushchev era, published in the *Journal of Social History* (2008); and a chapter in the collection *The Dilemmas of De-Stalinization* (Routledge, 2006). She also edited a special issue of *Russian Studies in History* (2012) and is completing a book manuscript, tentatively titled *Constructing the Soviet Hearth: Home, Citizenship and Socialism During the Khrushchev Era*. In addition to teaching Modern Western Civilization and different periods of Russian history, she offers courses on postwar Eastern Europe, as well as on gender and imperialism.

Amy Wood received a B.A. from Wesleyan University, an M.A. in Southern studies from the University of Mississippi, and a Ph.D. from

Emory University in American studies. She specializes in American cultural history in the late 19th and early 20th centuries and the history of the U.S. South. She is author of *Lynching and Spectacle: Witnessing Racial Violence in America 1890–1940* (University of North Carolina Press, 2009). It won the Lillian Smith Book Award and was a finalist for the Los Angeles Times Book Award in History. She has guest edited a special issue of *Mississippi Quarterly* (winter–spring 2008) on lynching, representation, and memory, and edited the volume on violence for the *New Encyclopedia of Southern Culture* (University of North Carolina Press). She teaches courses in American cultural and intellectual history, in U.S. Southern history, and in U.S. visual culture.

Languages, Literatures, and Cultures

Jennifer Howell is an assistant professor of French. Her research focuses on the image-text, the relationship between history and memory in Francophone literatures of the African Diaspora, and on the articulation of “Third World” feminisms. Her work has appeared in the *French Review*, *Dalhousie French Studies*, the *Journal of European Studies*, *French Cultural Studies*, *Études francophones*, and *Contemporary French and Francophone Studies*. She is finishing a book manuscript, titled *Graphic War: The Algerian War in French-Language Comics*, for the University of Toronto Press.

Juliet Lynd earned a B.A. from Vassar College and her M.A. and Ph.D. from the University of Minnesota in Hispanic and Luso-Brazilian literatures and linguistics. Her research and teaching interests in literature, culture, and politics in Latin America focus on the cultural production of dictatorship and post-dictatorship societies. She has published articles on gender and power in a variety of contexts, including the

representation of women in Mexican cinema, the overlapping conventions of the romance novel and pornography in Spanish erotic literature, and the discourses of prostitution and market politics in novels by Chilean writer Diamela Eltit. Her work on the politics of gender and indigenous identity in poetry by Cecilia Vicuña earned the 2005 Florence Howe Award for Outstanding Contribution to Feminist Criticism. She is studying the intersections of marginalized identities and post-dictatorship politics in experimental Chilean literature.

James Pancrazio is an associate professor in the Department of Languages, Literatures, and Cultures. His work has appeared in *Bulletin of Hispanic Studies*, *Cuban Studies*, *Caribe*, *Hojas Universitarias*, and *Revista Iberoamericana*. His book *The Logic of Fetishism: Alejo Carpentier and the Cuban Tradition* (Bucknell University Press/Associated University Presses) is a study of the discourses that construct gender in Cuban culture. His areas of interest include psychoanalysis, gender and transgender performance, and Cuban historiography. He has also published *Enriqueta Faber: Travestismo, Documentos e Historia* (Madrid: Verbum, 2009) and co-edited, with Grace Piney Roche, *Cuba: Arte y Literatura en Exilio* (Madrid: Legua Editorial, 2011).

Milner Library

Vanette Schwartz earned an M.A. in library science from the University of Michigan and an M.A. in history from the University of Illinois at Urbana-Champaign. She is the women's and gender studies librarian, and the librarian for the Department of History, Department of Sociology and Anthropology, and School of Social Work. Her research interests are rural women in late-19th-century America and women reformers in the Progressive Era.

School of Music

Ama Oforiwaa Aduonum is an associate professor of music who teaches courses in Black Music, World Music, and Women in Music: An Interdisciplinary Perspective, and directs the African Drumming and Dance Ensemble. She has a bachelor's degree in vocal performance from Fisk University and her M.A. and Ph.D. in ethnomusicology from Florida State University. She won the Kirk Visiting Professor award at Agnes Scott College in Decatur, Georgia, in 1998 and 2003. Harrock Hall Music has published her book, *Rhythms and Stories for African Bell Ensembles*. Aduonum's research interests include the arts and social change, and using the arts to expand communities. She has also contributed several praise songs for women to the *Women Studies: Interdisciplinary Journal*.

Michelle Vought is a soprano professor who has performed and lectured internationally for the last 25 years in Slovakia, Austria, the Czech Republic, Italy, Switzerland, Canada, Ireland, and Brazil. She specializes in contemporary music and is active in the International Society for Music Education. She has nine recordings for the Vienna Modern Masters label; four were world premieres. Vought is also recognized as an excellent pedagogue and routinely gives master classes in and out of state. In 2006 she created her novel one-woman show entitled *Madame Monsieur* which she continues to perform throughout the country. Her next project includes a world premiere in Chicago in 2016 of *Cleopatra and the Plastic Surgeon*, a comedic monodrama. Vought is proud of her most recent publication *The Theatrical Vocal Music of Nancy Van de Vate: Volume I*.

Philosophy

Alison Bailey is a professor of philosophy and director of the women's and gender studies program. Her research addresses applied issues at the intersections of feminist theory, philosophy of race/whiteness studies, and epistemology. Her article "Reconceiving Surrogacy: Towards a Reproductive Justice account of Indian Surrogacy" recently appeared in *Hypatia: A Journal of Feminist Philosophy*. Her work on race/whiteness has appeared in *Race and Epistemologies of Ignorance* (2007), *The Center Must Not Hold: White Women Philosophers on the Whiteness of Philosophy* (2010), and *How Does it Feel to be a (White) Problem?* (2013). She is co-editor with Chris Cuomo of *The Feminist Philosophy Reader* (2008), and currently co-edits, with Ann Garry, "Feminist Philosophy" for *PhilPapers*, an online database. Her current research addresses how feminist philosophers might engage intersectionality in philosophical contexts.

Christopher Horvath, associate professor. See Biological Sciences.

Gina Schouten received her Ph.D. from the University of Wisconsin-Madison in 2013. She teaches courses in social/political philosophy, ethical theory, feminism, and the philosophy of education. Her research examines questions regarding the legitimacy of political interventions targeting families and workplaces that aim to bring about more gender egalitarian distributions of labor. Other research interests include educational justice and distributive justice more broadly. Her recent publications include "To Charter or Not to Charter: What Questions Should We Ask, and What Will the Answers Tell Us?" forthcoming in the *Harvard Educational Review*; "Restricting Justice: Political Interventions in the Home and Market" in *Philosophy and Public Affairs*; and "Redistributing Education Among the Less Advantaged: A Problem for

Principles of Justice?" forthcoming in *Social Philosophy and Policy*.

Politics and Government

Osaore Aideyan is an assistant professor of politics and government. His research and teaching interests are in comparative and African politics, international development, and globalization and poverty. He has written articles and book reviews for peer-reviewed journals, including most recently "The Social-Institutional Explanation of Success in Small-Scale Financial Programs" in the *Journal of Poverty and Public Policy*.

Ali Riaz earned his Ph.D. from the University of Hawaii under the East West Center Fellowship. He has taught at universities in England, South Carolina, and Bangladesh. He also worked as a broadcast journalist in the British Broadcasting Corporation (BBC) World Service in London. He has published more than 10 books in Bengali and five in English. His recent publications include *Unfolding State: The Transformation of Bangladesh* (2005) and *Paradise Lost? State Failure in Nepal* (2007). His primary research interests include South Asian politics, political Islam, state-society relationships, and community development. He received numerous awards including the Dean's Award for Outstanding Scholarship in 2004, Outstanding College Researcher Award in 2005 at Illinois State University, and 2006 Pi Sigma Alpha Teaching Award.

Jakeet Singh is an assistant professor in the Department of Politics and Government. His research interests include postcolonial thought, anti-imperial politics, feminist thought, social justice, and questions of violence/nonviolence. He is conducting a research project on civil disobedience and another project on religious feminisms. His work has appeared in *Theory, Culture & Society* and *Third World Quarterly*, and he is co-editor

of the forthcoming volume *Freedom and Democracy in an Imperial Context* (Routledge, 2013).

Julie Webber is an associate professor in the Department of Politics and Government and a core faculty member in the women's and gender studies program. Her areas of inquiry include international relations theory; feminist theory; violence against women; and gay, lesbian, bisexual, and transgender studies. Her work focuses on the intersection of politics and education. She published *Failure to Hold: The Politics of School Violence*, a co-authored book on American fundamentalism, and two edited volumes, *Expanding Curriculum Theory: Dispositions and Lines of Flight* (with William Reynolds) and *Charting Transnational Democracy: Beyond Global Arrogance* (with Janie Leatherman). She has also published numerous reviews and book chapters as well as articles in such journals as *Workplace*, *International Studies Perspectives*, and *Educational Theory*. She is working on a second monograph, *Beyond Columbine: Violence and the Virtual*, and has a new book out, *The Cultural Set Up of Comedy: Political Affect Post 9/11*, (Intellect/University of Chicago Press).

Psychology

John Pryor, professor of psychology, has taught at Illinois State University since 1985. He received his Ph.D. from Princeton University, where his training concentrated on social psychology. His primary research interests include sexual harassment and stigma. In addition to publishing basic and field research on sexual harassment, he has served as an expert witness for the Equal Employment Opportunity Commission and U.S. Department of Justice in sexual harassment cases. Some of his recent research projects have examined weight-related and HIV-related stigma.

Marla Reese-Weber, an associate professor, earned her Ph.D. from The Ohio State

University. Her teaching focuses on theories, research, and applications of developmental psychology. Her research interests are in the development of conflict resolution strategies during adolescence in family and peer relationships. She is currently conducting research on the rate of sibling and dating violence among adolescents.

Rocio Rivadeneyra received a Ph.D. from the University of Michigan. Her research interests include the effects of the media on adolescents, attitudes and expectations, and the social factors that lead to success and failure in the academic environment of Latino youth. She is also interested in how the media portray different groups, in particular, Latinos and Latinas, and how these images affect youth in terms of identity, self-esteem, academic achievement, gender-role attitudes, and sexuality. She is the co-author, with L.M. Ward, of "From *Ally McBeal* to *Sábado Gigante*: Contributions of Television Viewing to the Gender Role Attitudes of Latino Adolescents" (2004) in the *Journal of Adolescent Research*.

Kim Schneider received her Ph.D. from the University of Illinois at Urbana-Champaign. Her research interests include sexual and ethnic harassment in the workplace, women's experiences of job stress and their coping strategies, and work experiences of ethnic minority women. An additional research focus is on the job attitudes, motivators, and stressors of volunteers within nonprofit organizations.

Social Work

Cynthia Edmonds-Cady is an associate professor of social work with an expertise in the area of women and poverty, and women's social movement work. She received her Ph.D. from Michigan State University, and her M.S.W. from the University of Michigan-Ann Arbor. She teaches courses on diverse

populations, community practice, and child and family policy. Her scholarship focuses on the community engagement of young mothers living in low-income communities, the uses of maternalism in the history of poor women's social movements, and the intersectionality in poor women's access to reproductive rights during the Jim Crow era. Her research uses qualitative methods such as focused ethnography, participatory qualitative mapping/spatial analysis, oral history, and archival methods. She has presented and published papers on feminist standpoint theory, the history of the Welfare Rights Movement, race/class, women's reproductive control in the 1940s–1950s American South, and the use of feminist research methods.

Sociology and Anthropology

Erin Durban-Albrecht is an assistant professor of women's and gender studies and cultural anthropology. She received her Ph.D. in gender and women's studies from the University of Arizona in 2015, and her interdisciplinary research focuses on the gender and sexual politics of U.S. imperialism in Haiti. Durban-Albrecht's areas of specialization are transnational feminisms, LGBTQ studies, Caribbean and Latin American cultural studies, and social movements. Her course offerings will include ANT/WGS 270: The Anthropology of Gender and Sexuality, WGS 292: Introduction to LGBT/Queer Studies, WGS 392: LGBT/Queer Studies and Theory.

Tom Gerschick earned his Ph.D. from the University of Michigan. Most of the courses he teaches, such as Sociology of Gender and Sociology of the Body, address inequality. His research foci include the intersection of gender and disability and the body in social life. His most recent publication is "Disability Identity Intersections With Masculinities" in *Masculini-*

ties in Higher Education: Theoretical and Practical Considerations (Routledge, 2011). He has served as the acting academic advisor in the women's and gender studies program.

Gina Hunter received her doctorate in anthropology at the University of Illinois. She is a cultural anthropologist with a regional specialization in Brazil. She teaches courses in ethnology, ethnographic methods, Latin American ethnography, and gender studies. Her scholarship includes publications on women's health, foodways, the expansion of higher education in Brazil, and student learning through ethnographic research. She is a co-director of the Old Main Project at Illinois State University and is co-director of the Ethnography of the University Initiative (based at the University of Illinois at Urbana-Champaign).

Maria Schmeckle received her Ph.D. in sociology and her graduate certificate in gender studies from the University of Southern California in 2001. Her dissertation explored adult children's perceptions of family membership with stepfamily, former stepfamily, and biological family members. In 2007, she published "Gender Dynamics in Stepfamilies: Adult Stepchildren's Views" in the *Journal of Marriage and Family*. She is working on action agendas related to disadvantaged children in the U.S. and around the world.

Susan Sprecher earned her Ph.D. from the University of Wisconsin–Madison. She has written on interpersonal attraction, intimacy, and human sexuality, and has had articles published in the *Journal of Personal Relationships*. She teaches courses on social psychology, human sexuality, marriage and the family, and personal relationships.

Liv Stone received her Ph.D. in socio-cultural anthropology from Washington University in St. Louis. Her research interests include social movements, media, and Mexico. She has particular interests in social documentary film production and distribution in transnational, anticapitalist social movements. She teaches courses in visual anthropology, feminist theory, sociocultural theory, ethnography of Latin America, political anthropology, and economic anthropology. Her recent publications include “Romper el Cerco: An Ethnography of Transnational Collaborative Film,” and “We Made that Film, There is No Filmmaker.”

Richard Sullivan received his Ph.D. in sociology from the University of California–Santa Barbara in 2004. He teaches courses on Introductory Sociology, Social Movements, and Political Sociology. His current research focuses on the intersection of labor and new social movements in the current era of neoliberal globalization. He has also studied the organizing efforts of white-collar workers and immigrants working in garment industry sweatshops. His next research project will examine the political consciousness of workers in the United States.

Maura I. Toro-Morn is a Latina feminist sociologist. She is currently the director of the Latin American and Latino studies program. As a scholar in the fields of immigration and sociology, she has always been curious about why people move, how they move, and what are the consequences of their movements. She began to address the complexities of migration while researching the intersections of social class and gender dimensions of Puerto Rican migration to Chicago. Her publications have appeared in the *Advances for Gender Research*, *Handbook of World Families*, *Transnational Law and Contemporary Problems Journal*, *Journal of Comparative Family Studies*, *Journal of Developing Societ-*

ies, and *Gender & Society*. Her most recent book, *Immigrant Women in the Neoliberal Era* (University of Illinois Press, 2013), co-edited with Nilda Flores Gonzalez, Anna Guevarra, and Grace Chang, addresses the struggles and collective mobilizations of Latina and Asian immigrant women workers. In 2010, she was awarded the Outstanding Faculty Member Award.

Chris Wellin is a sociologist whose teaching and research interests focus on critical gerontology, the study of work and occupations, and qualitative/interpretive research methods. Wellin has done ethnographic studies in diverse settings including technical theatre, factory work, and paid caregiving, especially for older people facing chronic illness and disability. Drawing on firsthand experience as a careworker, as well as on field work, Wellin has sought to document and theorize the skill and implications of gendered carework, both for the quality of life available for disabled people, and for the careworkers themselves, who represent the largest and fastest-growing segment of the service economy in the U.S. His publications have appeared in *Current Research on Occupations and Professions*; *Qualitative Sociology*; the *Journal of Aging and Social Policy*; and the *Handbook of Ethnography*. A recent article on the method and contributions of narrative interviewing teaching about aging was published in *Gerontology and Geriatrics Education*, and a report summarizing ethnographic research on paid caregiving was commissioned by a committee of the National Academy of Sciences. After earning a B.A. in sociology at the University of Wisconsin–Milwaukee, Wellin earned graduate degrees from Northwestern University, and held postdoctoral fellowships at the University of California. He previously taught at Miami University.

Theatre and Dance

Ann Haugo received a Ph.D. in theatre history with a graduate minor in women's studies from the University of Illinois in 1999. She teaches courses in theater history, dramatic literature, and theory and criticism, and has taught specialized courses in gender, race, and nationalism in the American theater; gay and lesbian theater; and American Indian theater. Her publications on American Indian and First Nations theatre have appeared in *The Color of Theatre: A Critical Sourcebook in Race and Performance*, *American Indian Theatre: A Reader*, *The Cambridge Companion to Native American Literature*, and other academic journals. She served as project associate with Project HOOP (Honoring Our Origins and People) through native theater, education, and community development, as well as a consultant to the Native American Women Playwrights' Archive.

Janet Wilson is an associate professor and the director of the School of Theatre and Dance. While earning her M.F.A. from Virginia Commonwealth University, she developed a research interest in women playwrights. Her directing credits include *A Piece of My Heart* by Shirley Lauro for the AmeriCulture Arts Festival in Massachusetts, *Roosters* by Milcha Sanchez-Scott, *Hopeless Spinning* by Margaret E. Iha, and *In the Blood* by Suzan-Lori Parks at Illinois State. Wilson collaborated with

her colleagues to create a critically acclaimed production that has toured nationally for more than six years. During the summer of 2009, Wilson facilitated and directed incarcerated women writing and performing *A Theatrical Ritual for Incarcerated Women* at Lincoln Correctional Center. Her article about this experience, "Agency Through Collective Creation and Performance: Empowering Incarcerated Woman On and Off Stage," was published in the spring 2013 edition of *Making Connections: Interdisciplinary Approaches to Cultural Diversity*.

Women's and gender studies

Alison Bailey, director. See Philosophy.

Erin Durban-Albrecht, associate professor. See Sociology and Anthropology.

Stacia Kock received her Ph.D. in women's studies from The Ohio State University in 2011. Her research interests focus on gender, political economy, and social activism. Her teaching builds from these interests and recent course offerings include WGS 120 and WGS 391: Women and Poverty in the U.S. As assistant director for WGS, Kock provides professional development opportunities to ISU students interested in internships or jobs related to women's and gender issues. She also serves as the academic advisor for WGS.

Women's and Gender Studies program faculty and staff have received numerous awards for their scholarship, teaching and, service. Several Women's and Gender Studies faculty have received the Illinois State University Strand Diversity Award, including Alison Bailey, Maria Canabal, Kyle Ciani, Christopher Horvath, Louis Perez, Paula Ressler, Nancy Tolson, and Maura Toro-Morn. Rozel White received the Civil Service Award in 2002 and the Minority Recognition Outstanding Civil Service Award in 2003. Dr. Stacia Kock received the Commitment to Diversity Outstanding Staff Award in 2016. The Division of Student Affairs STAR Award for Promotion of Diversity was awarded to Mandy Dartt for her work on Lavender Graduation.

Faculty directory

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Continued on next page

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Scholarships and awards

Luellen Laurenti Scholarship

The Luellen Laurenti Scholarship Fund was established in 2001 by the women's studies program with the assistance of Joseph L. Laurenti in memory of Luellen Laurenti, a longtime stalwart in the women's movement in Illinois and lobbyist for women's rights, who passed away in June 2000. This scholarship will help preserve Luellen Laurenti's memory and legacy through the successes of the Illinois State University women's and gender studies program students who will be the recipients of the scholarship.

The scholarship, to be awarded annually or biannually, provides support in the amount of up to \$1,000 for an outstanding undergraduate minor.

Eligibility requirements

Each candidate should meet the following qualifications:

- Be enrolled as a full- or part-time student in good standing at Illinois State University
- Have declared or are in the process of declaring a minor in women's and gender studies
- Have completed or be enrolled in at least two courses in the women's and gender studies program
- Be in their sophomore or junior year
- Have a cumulative GPA of 3.0 or higher based on a 4.0 system at the time of the application

Application procedure

- Download the application form at WGS.IllinoisState.edu. Provide a statement addressing your interest in women's studies, career goals, and volunteer activities/community service.
- Enclose one letter of recommendation from a women's and gender studies program faculty member.

Dorothy E. Lee Scholarship and Grant

The Dorothy E. Lee Scholarship was established in 2004 by Dorothy E. Lee '59, former chair of the Department of Sociology, Anthropology, and Social Work, and one of the founders of the women's studies program, to assist women 25 years of age or older in beginning a college education or returning to college to continue studies toward a degree. Lee was a nontraditional student when she entered Illinois State Normal University as an undergraduate. Her decision to attend Illinois State changed her life, and she wanted the same for other nontraditional women students.

The scholarship, to be awarded annually, provides support beginning at \$500–\$1,200 for a qualified nontraditional woman student.

Eligibility requirements

Each candidate should meet the following qualifications:

- Be a full- or part-time female undergraduate student, 25 years of age or older, who is enrolled in a degree program, or has been admitted as an adult learner with the intention to enroll in a degree program at Illinois State University
- Be a student who is beginning her college education or returning to college education to resume studies to complete her degree at Illinois State University
- Have demonstrated financial need, as determined by the Financial Aid Office
- All things being equal, preference is to be given to a student from Montgomery County, south-central Illinois, and/or a nonmetropolitan area.

Application procedure

- Download the application form at WGS.IllinoisState.edu.
- Enclose an essay describing your desire to earn a college degree.

The recipient will be eligible to reapply for the scholarship providing that she is a continuing student and has demonstrated good academic achievement by maintaining a cumulative GPA of 3.0.

Women's and Gender Studies Achievement Award

The Women's and Gender Studies Achievement Award of \$250 is given to a women's and gender studies program graduating minor. Selection is based on academic standing overall and in the minor, as well as for service to the women's and gender studies program or on behalf of women's issues. The award, given since 1997, is presented in the spring of each year.

Anne M. Semlak Memorial Scholarship for Women's and Gender Studies

Anne Semlak '01 grew up and lived her young life in Bloomington-Normal where she attended Normal Community High School and Illinois State University. At Illinois State, Semlak was very active in the women's studies program and graduated with a degree in political science with minors in both women's studies and peace studies. Semlak did her summer internship with the Minneapolis Domestic Abuse Project in 2000, which provided aid to victims of domestic violence. In 2001, the year of her graduation, she won the Women's and Gender Studies Achievement Award. After graduation Semlak and her future husband, Mark Laken, traveled extensively throughout Europe and moved to Colorado where they lived the remainder of their lives together. Semlak worked as a restorative justice coordinator for Partners of Weld County, which provided juvenile offenders with an alternative to the court system through mediation. The project was very successful and was eventually moved to the District Attorney's Office of Weld County. Semlak moved on to oversee the Foothills Unitarian Church middle school and high school youth programs for several years. Semlak's work helping others truly defined her life. Her spirit will live on in all those who had the good fortune to know her.

In remembrance of Semlak, her family has established this scholarship to assist undergraduate and graduate students active in women's and gender studies at Illinois State University.

Eligibility requirements

Each candidate should meet the following qualifications:

- Be enrolled and in good standing at Illinois State University as an undergraduate or graduate student
- Have completed an average of 45 semester hours and be active in the women's and gender studies program
- Have demonstrated financial need

Application procedure

The Anne M. Semlak Memorial Scholarship shall be awarded annually as funds allow. Scholarship applications can be downloaded from the Scholarships section of the Illinois State University women's and gender studies website at WGS.IllinoisState.edu.

Donations

Please help us to endow this new scholarship and to honor Semlak's memory. Checks should be made to the Illinois State University Foundation. Donors should specify "Anne M. Semlak Memorial Scholarship" in the memo line of the check. Checks should be mailed to the Illinois State University Foundation, Campus Box 8000, Normal, IL 61790-8000.

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Revised June 2016