

*From the Director's Desk*



**DR. BONNIE MORADI**  
DIRECTOR, CWSGR

We have had a very productive year in the CWSGR, both in terms of our research and academic program and in terms of our leadership and service for the campus and community.

We continue to advance research, teaching, and leadership along core strengths and principles in women's studies that centralize feminist intersectional analysis and interdisciplinarity, transnational perspectives, socially engaged

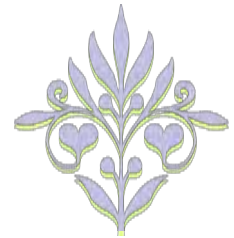
scholarship, and experiential learning and critical thinking. Grounded in this core, we are strengthening our distinctive emphases and national profile in the areas of (a) health equity and justice and (b) cultural, literary, and media studies; we are also poised to advance a third distinctive emphasis in diversity and inclusion in STEM and leadership.

Consistent with these strengths and emphases, one of our top accomplishments this year was the successful recruitment of Dr. Manoucheka Celeste, whose rich expertise on the intersections of gender, race, and sexuality in culture and media, further establishes our national leadership in feminist intersectional cultural and media studies. We are grateful to all of you who participated in

Dr. Celeste's visit and helped us bring her and her outstanding scholarship to UF. We are delighted to have Dr. Celeste join the core faculty of the CWSGR and African American Studies Program this fall!

In addition to the talks and events for our faculty search, we sponsored or co-sponsored over 30 campus and community programs this year (see page 4). For example, we brought numerous leading scholars to UF to give lectures and seminars, providing stimulating analyses of social movements for LGBT equality (Dr. Suzanna Walters), the construction of gender identity and trans mental health (Dr. Stephanie Budge), women and children seeking refuge in the U.S. (Jennifer Podkul, J.D.), and the

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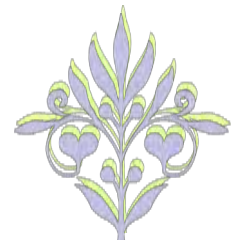
*Fall Reception Date Set for September 21st*

Please mark your calendars for Thursday, September 21st for the Center for Women's Studies and Gender Research's Fall Reception in Ustler Hall where you will meet the Center's newest faculty member,

Dr. Manoucheka Celeste. The reception begins at 3:30 p.m. with opening remarks by Dr. Moradi, followed by the presentation of awards and refreshments.

The reception is free and

open to the public; members of the community are encouraged to attend. For an invitation or to discover more upcoming events, please visit our website at [www.wst.ufl.edu](http://www.wst.ufl.edu).



*From the Director's Desk, continued.*

(Continued from page 1)

intersections of racism and sexism in shaping colorism and the experiences of Black women (Dr. JeffriAnne Wilder). The two latter events, and the launch of feminist movie nights, were organized by our new Yeomans' Chair, Dr. Alyssa Zucker. Dr. Zucker finished her first year here at UF and has been a wonderful addition to our core faculty, enriching our distinctive emphasis on health equity and justice.

Our core faculty also had an excellent year of garnering prestigious honors for research and teaching in the areas of health equity and justice, cultural and media studies, and diversity and inclusion in leadership (see page 10). Also consistent with these core strengths and emphases, this year we added seven new courses to our permanent course offerings that integrate feminist intersectional

analysis in teaching students about health and healthcare, film theory and analysis, research methods, transnational food politics, and organizational leadership and diversity.

We are also proud of our students' accomplishments and contributions. Our new graduate student affiliate group organized professional development events this year that were open to all at UF. These events included a discussion titled "Exploring Future Career Paths" and a panel that featured our core and affiliate faculty and was titled "Integrating Feminist Intersectionality and Social Justice into Research and Scholarship" (in collaboration with the psychology department's diversity committee). In the community, our graduate and undergraduate students are serving in over 30 practicum

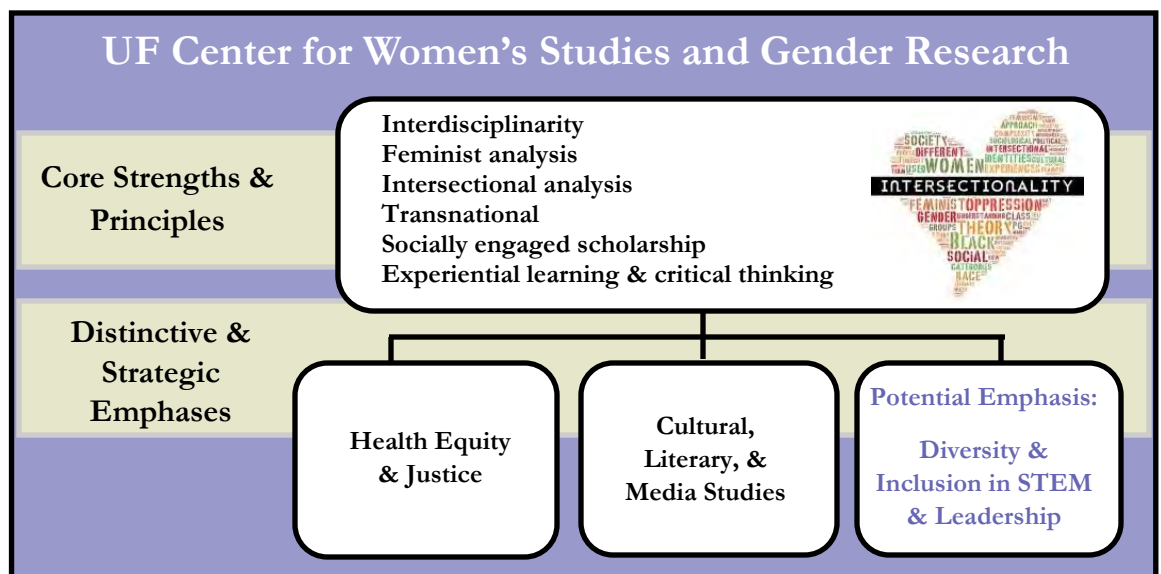
and internship sites that address such pressing needs as violence prevention, poverty, campus diversity, and health equity and justice. Our graduating cohort of MA students have completed innovative projects on gendered bias in domestic violence and family law, LGBTQ+ youth's experiences in rural communities, and the construction of Asian American masculinities in American television. They are going on to continue their research and advocacy in doctoral study or legal practice.

The coming year promises to be another full and productive one. We look forward to seeing all of you at our events, including the launch of the academic year with the fall reception!



*"We continue to advance research, teaching, and leadership along core strengths and principles in women's studies that centralize feminist intersectional analysis and interdisciplinarity, transnational perspectives, socially engaged scholarship, and experiential learning and critical thinking."*

-Bonnie Moradi



## Creating Change, Reenergizing Your Activist Spirit



**DIAMOND DELANCY**  
UF CLASS OF 2016

Alumni Spotlight:  
Diamond Delancy,  
Public Relations  
Major/Women's  
Studies Minor,  
Executive Director of  
Pride Awareness  
Month 2015-16 and  
Former Vice  
President of the

Women's Student Association, was one of several Gators to attend this winter's Creating Change Conference in Chicago. She brings us this report.

*As cliché as it sounds, my week in Chicago at Creating Change 2016 was one of the best weeks of my life. Where else can you go to the club with Darkmatter Poetry Collective and the next day attend their workshop on what decolonizing desires looks like for Queer and Trans People of Color (QTPOC)? Creating Change was an intersection of activism, solidarity, learning, and challenge—and it was beautiful.*

*Creating Change included over 350 social justice workshops, covering areas such as racial justice, community organizing, criminal justice, professional development, gender and identity and*

*much more. As great as the conference was, I do admit that it was not perfect. Despite wonderful things like panels for Black Feminism and the Movement for Black Lives, Creating Change also sometimes invites racist, imperialist and problematic entities. For example, conference organizers invited Immigration and Customs Enforcement to participate (problematic for undocumented attendees, and ICE was later uninvited).*

*Despite its flaws, the community at Creating Change is incredible. The amount of knowledge you gain and the affirmation you feel is incredible. I firmly believe that education must come from more than a textbook and encompass the actual narratives of the people affected by the theories and ideologies that textbooks feed us. As one of the presenters said "some people are going into cages for the politics that entrap us all" and it's important to give those stories just as much weight and merit as the stories that we pay hundreds of dollars in tuition to hear. Personally speaking as a Queer Woman of Color at a Predominately White Institution, I understand how hard it is to find the topics that QTPOC want to talk about together, and Creating*

*Change offers that. Many QTPOC spoke to me about how they go to Creating Change every year just to meet more like-minded people.*

*A panelist told me that through their activism as a QTPOC in Ferguson, one of the most important things that they learned was that their black rage was just as important as their black joy and I promise you all that when I heard that, I had never been more radicalized. I had never been more proud and I had never felt more community than in that moment. That's what Creating Change did for me and I believe will do for anyone who goes. It will reenergize your activist spirit and it will show you that there is so much more to fight for. There is so much more worth fighting for.*

*I understand that capitalism is a thing and I was extremely privileged to able to afford an opportunity like this. I highly suggest looking into scholarships—as a student at UF, you are more than likely to get one if you apply—and finding programs that will help reduce costs. Pride Student Union and LGBT Affairs offer different avenues for partial reimbursements. It's difficult to have to work so hard to find community but if you are able, I highly recommend it.*

*"Racial justice involves collective movements, not individual empowerments"* -From Creating Change Workshop, 2016

## Graduation Celebration

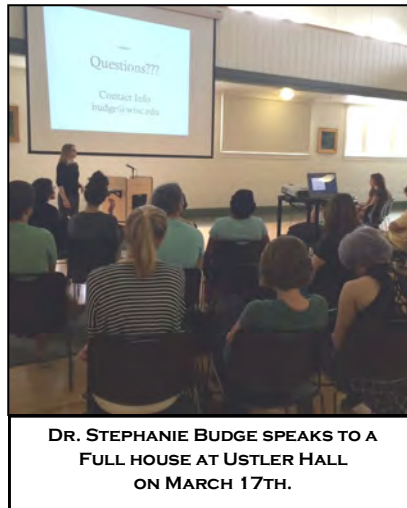
On Friday, April 29th, the Atrium at Ustler Hall filled with faculty, affiliate faculty, Women's Studies graduate and undergraduate students and their families, as we celebrated the graduating class of 2016.

Pictured on the right are graduates **Robert Baez, M.A.**, **J. Dayton King, M.A./J.D.**, and **Yukai Chen, M.A.**



## Center Events Bring Scholars, Collaborators, and Guests to UF

- **The Center for Women's Studies and Gender Research Annual "Fall Reception"** was held on September 17th. **Robin Lewy**, Director of Education for the Rural Women's Health Project, was among the award winners as this year's "Uppity Woman Award" recipient.
- **A Feminist Film Screening: *Pink Ribbons, Inc.***, a critical analysis of breast cancer marketing, was held on October 15<sup>th</sup>, 2015 and organized by Yeomans' Chair, **Dr. Alyssa Zucker**.
- **"The Tolerance Trap: How God, Genes, and Good Intentions are Sabotaging Gay Equality,"** a lecture by Northeastern University Professor, **Dr. Suzanna Walters** (Editor of *SIGNS: Journal of Women in Culture and Society*), was held on October 20<sup>th</sup>, 2015.
- **Forced From Home: Women and Children Seeking Refuge in the U.S.**, a lecture by **Jennifer Podkul, J.D.**, Senior Program Officer, Migrant Rights and Justice Program, Women's Refugee Commission, was held on March 30<sup>th</sup>, 2016, and organized by Yeomans' Chair, **Dr. Alyssa Zucker**.
- **"The Construction of Gender Identity as "Disordered:" A Critical Examination of Mental Health Using Trans Narratives,"** a lecture by UW Madison Visiting Assistant Professor **Dr. Stephanie Budge** was held on March 17<sup>th</sup>, 2016.
- **Color Stories: Black Women and Colorism in the 21st Century**, a lecture by UF Alumna **Dr. JeffriAnne Wilder**, Associate Professor of Sociology and founding Director, Institute for the Study of Race and Ethnic Relations at the University of North Florida, was held on April 4<sup>th</sup>, 2016, and organized by the Yeomans' Chair, **Dr. Alyssa Zucker**.



DR. STEPHANIE BUDGE SPEAKS TO A FULL HOUSE AT USTLER HALL ON MARCH 17TH.

- The Center also co-sponsored many UF and community events including the following:
- **Pushing Boundaries: Extending Reach and Amplifying Voice**, a lecture by Dr. Patricia Hill Collins, organized by the Florida Society of the Social Sciences.
  - **UF Social Justice Summit: For the Gator Good**, organized by the UF Counseling and Wellness Center/ASPIRE and Black Student Leadership Conference.
  - **Understanding Sexual Orientations and Gender Identities: A Healthcare Perspective**, conference organized by Suwannee River Area Health Education Center.
  - **Pride Awareness Month and PAM Opening Ceremony**, with established social activist **Alicia Garza**, organized by Multicultural and Diversity Affairs.
  - **Women's Entrepreneurship Symposium**, with the UF Center for Entrepreneurship & Innovation.
  - **The Florida Writer's Festival**, organized by MFA@FLA and the Department of English.
  - Annual Conference of the **Gainesville Commission on the Status of Women**.
  - **Women's Equality Day** organized by the Friends of Susan B. Anthony.
  - **Ilyasah Shabazz**, a lecture by the youngest daughter of Malcolm X and author of *Growing Up X*, organized by the African American Studies Program.
  - **"Queer Cinema and the Spaces of Europe"** with Karl Schoonover (University of Warwick) and Rosalind Galt (King's College London), organized by the Department of English.
  - The Center also sponsors regular events held by the **Women's Student Association, the Association for Academic Women, LGBT Affairs, and the UF Pride Student Union.**



## Finding Your Writing Voice: Classes on Intersectionality and Writing

By Dr. Carolyn A. Kelley



Carolyn A. Kelley is a Lecturer in the University Writing Program and an Adjunct Lecturer in the CWSGR.

She earned a PhD in English with concentrations in Film Studies and Feminist Theory from the University of Florida. She has taught in the CWSGR since Summer 2010, when she was a PhD candidate. She designed and instructs the four courses discussed in this article.

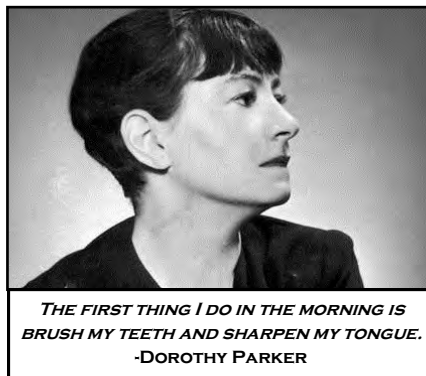
*One of my favorite writers is Dorothy Parker. She possessed a dazzling wit and wrote emotionally powerful, award-winning poetry and short fiction. Despite her talent, she was haunted by heartbreaking self-hatred. She often typed out one sentence before she started any of her daily writing: "Dear God, please make me stop writing like a woman."*

*Parker's pitiable mantra connects to a subtle message that women often receive in relation to their writing voices or their ability to write with confidence: The world pays more attention to men's voices, and if you aren't a man – be silent. Furthermore, gender isn't the only factor that affects students' voices being silenced. The "woman" in Parker's statement could be replaced with other marginalized groups, such as "person of color," "LGBTQ community member," or "working-class person," for example.*

*As a lecturer in the UF Writing Program and an Adjunct Lecturer for CWSGR, I spend a lot of my energy helping students find their voices as writers, and I've discovered*

*that students' intersectionalities, such as gender, race, sexual orientation, and class can pressure students into silence. Is this problem insurmountable? Happily, no. While it is too late for the lovely Parker (she passed on in 1967), our students have ample opportunity to cultivate their voices and their writing in women's studies.*

*Inspired by Parker, I have been committed to creating precisely these kinds of opportunities. Over the last few years, I have developed a number of courses to help our students engage the intersectionalities shaping their own voices and improve their writing. First, in my class ENC 3254: Writing for Women's Studies, we examine critical essays and works of art to learn how women's voices are silenced or muted. The last few weeks of the class are particularly exciting and focus on allowing students to celebrate their voices. The class works together on a group anthology project in which each student picks her/his best essay of the semester to include in the anthology along with a brief explanation for the reasons for picking this piece. Students can be proud of the progress made during the semester and share their best work in a collaborative project.*



**THE FIRST THING I DO IN THE MORNING IS  
BRUSH MY TEETH AND SHARPEN MY TONGUE.  
-DOROTHY PARKER**

*I offer a similar writing course for graduate students, ENC 5319: Scholarly Writing for Publication - Writing for Intersectional and Social Justice Research. This class focuses on*

*producing a polished piece of writing as part of the student's dissertation or master's thesis. We also engage in honest, detailed discussions about how writing relates to privilege. Students participate in exercises that highlight intersectionality-based writing issues. This course also has several inspiring guest speakers who offer eye-opening lectures about cis, straight, and gender privilege. I also work one-on-one with the students on their individual projects. Helping these talented scholars figure out how to best present their work is gratifying for me and the students. Students also do extensive peer reviewing, which they enjoy, because they learn about their fellow students' research interests and get the opportunity to help their peers produce their best work. Overall, this course fosters a collaborative and supportive environment in which graduate students are encouraged to write with confidence.*

*My other two classes, WST 2611: Humanities Perspectives on Gender and Sexuality and WST 3335: Gender Analysis through American Film (1950 – Present), focus on close readings of humanities texts, such as poems, short stories, plays, and films, through the lenses of gender and sexuality with added focus on how these identities intersect with race, class, and sexual orientation. The film course also introduces feminist film theory and looks at films through both second and third-wave feminisms. The students enjoy learning about Mulvey's theory of the male gaze and how to read films through formal as well as narrative analysis. Many students never have approached films from a formal perspective, and they find this approach exciting and edifying. In both courses, students dig into their analysis essay with enthusiasm and a*

*(Continued on page 6)*

## Women's Studies Graduate finds her Mission and Passion



SHEILA LAMARRE  
 BA, WOMEN'S STUDIES,  
 2008

"MY WOMEN'S  
 STUDIES ACADEMIC  
 TRAINING HELPS ME  
 EXPERIENCE THE  
 INTERCONNECTEDNESS  
 OF THE MIND AND  
 BODY, AS WELL AS THE  
 EFFECTS THE  
 ENVIRONMENT HAS ON  
 THE WHOLE SOCIAL  
 STRUCTURE."  
 — SHEILA LAMARRE

Alumni Spotlight: Ft. Lauderdale native Sheila LaMarre graduated in 2008. She brings her Women's Studies perspective to community service work in the spirit of James Baldwin's observation that "not everything that is faced can be changed but nothing can be changed until it is faced."

After graduating from the University of Florida with a degree in Women's Studies, my adventure began. I explored different career options, working with children, locally and globally, on several mission trips. My mother's deteriorating illness brought me home. I took time off to be with her and volunteer in the community of North Lauderdale. I joined AmeriCorps and worked at Women in Distress, an advocacy organization in Broward County, as a violence prevention coordinator. I was able to travel to different schools teaching violence prevention at all grade levels. Prevention is the key to success.

Knowing I wanted to impact the lives of women and children, I also volunteered with Guardian Ad Litem and Hope Women's Center.

I started volunteering with the Boys & Girls Club—it was a learning process—and now have been with them approximately five years. It's another opportunity for me to give back and grow in diversity while working with children and families. First I was offered an opportunity to be a part-time education coordinator. I was excited to work in the area of academic success, and I then became a full-time staff member as a social and recreational coordinator. This position is exciting because it requires proactive work to bridge the gap between the Club and the community, focusing on different core areas such as academic success, good character and citizenship, and healthy lifestyle. In this position I was exposed to a world that changed the youths' perception of themselves.

My work with youth prompted me to earn a Master's in Conflict Analysis & Resolution from Nova Southeastern University, and I am currently completing a Master's in Public Administration.

My Women's Studies academic training helps me experience the interconnectedness of the mind and body as well as the effects that the environment has on the whole social structure. Daily I am deconstructing and reconstructing a new whole body, mind, and society. My work is my mission, and every experience at the Boys & Girls Club has made my mission work possible.

I am a gap closer and a community builder. I have always wanted to serve women and children, and I have found a place where I can reach a multitude of people and serve them. I love the joy that it brings me to work with this population.

*"There is no such thing as a single-issue struggle because we do not live single issue lives."* -Audre Lorde

## Finding Your Writing Voice

(Continued from page 5)

new understanding of the power of literature and its profound connection to our intersectionalities.

All of these four courses focus on increasing students' writing skills and confidence by examining how personal intersectionalities affect the discovery of

finding their writing voices. Across these courses, my goal is to eliminate the anxiety present in Parker's sad refrain. I never want my students to think, "Please, make me stop writing like a woman/person of color/lesbian/gay man/transgender person/bisexual/non-rich person." I am committed to helping students flex their voices

as writers in a stress-reduced, non-judgmental, and encouraging environment. I find it incredibly rewarding to see students find their voices as writers and celebrate their personal intersectionalities.



## *With an Attitude of Gratitude*

Thanks to everyone whose generosity helps the Center continue to thrive, including the following donors:

- ♥ Ms. Kathryn Chicone Ustler
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- ♥ Ms. Jean Chalmers & Dr. David M. Chalmers
- ♥ Ms. Tatjana Chenoweth and Mr. John R. Chenoweth
- ♥ Ms. Susan F. Delegal
- ♥ Dr. Sheila Dickison
- ♥ Ms. Polly French Doughty and Dr. Paul L. Doughty
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- ♥ Dr. Sno E. White & Dr. Michael E. Mahla
- ♥ Mr. Robert Wilder
- ♥ Mr. John H. Williams, Jr.

Donations to the Center are used to fund conferences, symposia, educational travel for graduate students, scholarship funds, speaker honoraria, and exhibit support.



## — [ USTLER HALL ] —

### Center for Women's Studies and Gender Research

Offers an interdisciplinary forum for the study of gender, its function in cultures and societies, and its intersection with race, class and other dimensions

## *Opportunities for Giving to the UF Center for Women's Studies and Gender Research*

We appreciate the generosity of our donors at all levels. For those thinking of a significant gift to the Center, we have some suggestions:

- \$250 Garden walk pavers for the Yardley Garden (honor a recent graduate or teacher)
- \$500-\$1000 Send a student to a regional or national meeting, or fund a student's research trip
- \$1000 Garden enhancement and plants for the Yardley Garden:  
Name a section of the garden for a friend or loved one (a plaque will indicate contribution)
- \$1000 Inscription for an existing bench in Yardley Garden in honor of a friend or loved one
- \$2000 A bench in Ustler Hall in honor of a friend or loved one, with an inscribed plaque
- \$5000 Sponsor a major named lecture (one time event)
- \$1000-5000 Help us to purchase new furniture or audio-visual equipment for the Atrium (a plaque will indicate contribution)
- \$5000 Support faculty research for the summer (Faculty Summer Research Fellowship)
- \$5000 Course development (New Course Development Grant)
- \$10,000 Inscription on the Yardley Wall

For majors gifts and other naming opportunities, please contact  
Christy Popwell, Director of Development, CLAS: (352) 392-1964 or [cpopwell@ufl.edu](mailto:cpopwell@ufl.edu).

*Preceptor Profile: Trish White*



*"AT THE SHELTER, I  
 LEARNED ABOUT  
 SOCIAL AND HEALTH  
 ISSUES THAT I DID NOT  
 FULLY UNDERSTAND  
 FROM CLASSROOM  
 LECTURES AND  
 SEMINARS. THE  
 PRACTICUM AT  
 PEACEFUL PATHS  
 PRESENTED BOTH  
 INTERNAL AND  
 EXTERNAL CONFLICTS  
 AND TAUGHT ME  
 VALUABLE LESSONS  
 ABOUT DIVERSITY."*

**RYNETH SOK, B.S.**  
 HEALTH DISPARITIES MINOR,  
 PRACTICUM STUDENT

Since 1974, the Peaceful Paths Domestic Abuse Network has provided programs, services and shelter to survivors of relationship violence in Alachua, Bradford and Union Counties. The CWSGR is fortunate to count Peaceful Paths among the community partners that provide experiential learning internships and practicum experiences for students in the Center's academic program, including the women's studies MA, major, and minors.

This newsletter shines the Preceptor Spotlight on **Trish White**, Residential Advocacy Coordinator, Financial Educator and Coach at Peaceful Paths. White started as a volunteer in 2002 and after a few years, joined the staff as Case Manager and Residential Advocacy Coordinator. She is an active mentor and influential preceptor for undergraduate and graduate students who comment frequently about her ability to respond (with ease) to the most difficult situations.

Before joining Peaceful Paths, White was a preschool teacher and at one point, directed a day care facility. At the day care, she saw families who were struggling and her position afforded opportunities to connect them to community services. As a preceptor, she continues in her teaching role to

influence the next generation of professionals.

White notes that she is "blessed to be able to do her work and to keep growing as she learns from students and their different personalities and situations." She finds that their immersion in the activities at Peaceful Paths provides opportunities for students to contribute to programs using their talents and interests. Some of the recent student-led projects include the development of a monthly newsletter, community resource guide and affordable housing guide. These valuable tools are widely used by staff and program participants.

To better prepare for medical school, **Ryneth Sok** B.S., a CWSGR health disparities minor student, completed his practicum experience at Peaceful Paths. Originally from Cambodia, Ryneth initially struggled to fulfill his responsibilities because of cultural and personal bias. He noted, *"before moving to the U.S. in 2008, I was raised in a moderately conservative, patriarchal culture where the husband is the breadwinner or head figure of the family and wife is the caretaker of the children, husband and family as a whole. At the shelter, I learned about social and health issues that I did not fully understand from classroom lectures and seminars. The practicum at Peaceful Paths*

*presented both internal and external conflicts and taught me valuable lessons about diversity."*

**Whitney Shadowens**, a UF Women's Studies MA graduate, volunteered at Peaceful Paths before starting her master's degree in the Center. The experience was so meaningful that she used Peaceful Paths as a learning site in her graduate program. Following graduation, Whitney joined the staff as the Adult Outreach Coordinator. Whitney is grateful for the autonomy, access to resources and support that White provided as her preceptor. White taught Whitney how to be realistic while maintaining her hope and passion. Whitney notes that she owes her ability to be an advocate to White's guidance and constructive feedback.

In north Florida, it is difficult for residents of rural communities to find the support needed when they experience relationship violence. Our community is fortunate to have Peaceful Paths and **Trish White** available to offer refuge, a safe living environment and the tools needed to construct safe and empowering relationships.





## Feminism and Music: Girls' Rock Camp

Interview conducted and edited by **Dr. Trysh Travis**



Gainesville native **Chelsea Carnes** was once on track to be a Women's Studies major. She changed her plans—and that

may be a good thing. She found her way back to her passions for feminism and music.

### You took WST3015 with me in fall of 2006. Then what happened?

*I was volunteering often at Wild Iris Books and The Civic Media Center and getting involved in local protest movements and activist culture. I felt useless at marches and overwhelmed reading the news, and school felt utterly pointless. I didn't fit in at UF and was disappointed by how conservative most of the university was. I dropped out and for five years, I criss-crossed the US and Europe, touring with bands and hitchhiking. I also worked a boatload of restaurant jobs, and eventually got bored. I took an Americorps job, working for the National Coalition for the Homeless, and realized how great it was to actually get paid (although meagerly) for activism. Americorps offered me scholarship money and I took a couple classes at Santa Fe College—just for mental stimulation. To my surprise, I enjoyed them tremendously and decided to re-enroll at UF as a history major. I graduated with highest honors in May 2015. I now work part time at the Samuel Proctor Oral History Program, archiving Poarch Creek Indian history, and part-time as a community organizer at The Repurpose Project, a local non-profit arts center.*

**Where did the idea for Girls Rock Camp come from?** *As far as I know, the concept was born in the Portland area around 2000 (there's actually a great documentary called [Girls Rock: The Movie](#) if you want to learn more) and came to Gainesville about six years ago. A friend who was organizing Jacksonville's first Girls Rock Camp described the concept to me and asked if I would teach a workshop and perform some songs during their lunchtime concert series. It was so amazing to see these girls light up when they were handed drum sticks or an electric bass—to see them screaming poetry they'd written into a microphone, much of which was about how difficult it is to be a girl dealing with inequality. The camp combined two of my passions, music and feminism. I rushed back to Gainesville to recruit volunteers and the rest is history. Gainesville has been incredibly supportive: 2016 will be our 4th year of camp.*

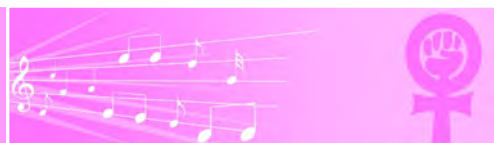


**What is a typical day at Camp like, and what's the takeaway for the campers?** *Camp is entirely run by woman-identified and gender-queer volunteers. Each day, a girl takes lessons on her instrument (electric guitar, electric bass, drums, or keys), spends time in band practice (writing an original song with their band-mates), and attends workshops on topics ranging from*

*women's history to self-defense. We provide lunch, instruments and other materials, and offer scholarships to keep the camp diverse and inclusive. Every lunchtime, a local woman-fronted band performs and a head-banging rock & roll dance party often ensues. Every element of camp promotes self-esteem and self-expression. At the end of the week we move to a venue downtown where the bands perform the original songs they wrote on a real stage for their friends and family. It is difficult to describe how powerful it is to see girls—who came in on Day 1 too shy to say their names at an audible decibel level—by Day 5 screaming feminist poetry into a microphone and asking me to turn up the P.A. Our volunteers are some of the coolest people in Gainesville. Many take time off from work and give up precious vacation days to be involved. It is a really loving, smart, and talented group, and we are always recruiting.*

**What can the Women's Studies community do to support Girls Rock Camp?** *Our ability to expand correlates directly to our number of volunteers. Last year we doubled our size to two weeks, with 25 girls at each session and more than 40 volunteers involved through the summer. You don't have to be a musician to volunteer at Girls Rock Camp! Many roles require no musical background. We also host a series of fundraisers throughout the year and the money we raise helps keep camp affordable for the girls and their families. Our next benefit show is a tribute show featuring local feminist bands covering pop stars and girl bands of the 1990s, 9pm, May 20th, at Loosey's Pub. We also invite others to organize benefits for us. If your students want to organize a fundraiser just let us know, or if a person wants to donate directly, just get in touch. We also accept musical gear.*

To get involved check out [the website \(www.gainesvillegirlsrockcamp.com\)](http://www.gainesvillegirlsrockcamp.com) and [facebook page \(www.facebook.com/rockandrollcampforgirlsgainesville\)](https://www.facebook.com/rockandrollcampforgirlsgainesville) or write Chelsea directly at [gainesvillegirlsrockcamp@gmail.com](mailto:gainesvillegirlsrockcamp@gmail.com).





# CWSGR Faculty News

**Anita Anantharam** developed and taught a new online class titled, “Women and Leadership in the Global Environment” for which she received a UF Online Excellence in Teaching Award (photo, page 9). As a result of her MBA (April 2016), Dr. Anantharam has extended her research and service activities to bridging the gap in women’s leadership in executive positions in the workplace. Towards that end, she was invited to give two presentations on “Women, Leadership and Professional Development Opportunities, (Princeton, NJ, 9, November 2015 & Philadelphia, PA, 10, November 2015).” Her most recent collaborations include developing a platform to help college students showcase their co-curricular activities in terms that are marketable to potential employers. She was recently named an Entrepreneurship Faculty Fellow by the Warrington College of Business.

**Kendal Broad** has been on sabbatical this year, working on a book manuscript based on research with and about a group of gay men in the 1980s and how they constructed themselves and their work as anti-racist. In addition, she had a book review published in *Contemporary Sociology* (based on *Gay Voluntary Associations in New York Public Sharing and Private Lives* by Moshe Shokeid. University of Pennsylvania Press. 2015) and has an article under review “Social Movement Intersectionality,” at a feminist journal.



WELCOME  
DR. MANOUCHEKA  
CELESTE

We are delighted to have **Manoucheka Celeste** join the core faculty of the CWSGR and African American Studies Program this fall! With a Ph.D. in Communications from the University of Washington and

an MA in Journalism from UF, she brings rich expertise on the intersections of gender, race, and sexuality, strengthening our national leadership in feminist intersectional cultural and media studies.

**Laura Guyer** was invited to moderate the panel discussion “Mental Health, Substance Abuse & Intimate Partner Violence in the LGBTQ&T Community” in the conference, *Understanding Sexual Orientations and Gender Identities: A Healthcare Perspective* (March 2016). For her work in the Gainesville community, Dr. Guyer received the Faculty Leadership and Service Advocate UF Impact Award and the UF LGBT Affairs Community Impact Award for Outstanding Faculty Member. Dr. Guyer also received the UF Faculty Advisor/Mentor of the Year Award and the CLAS Faculty Undergraduate Advisor/Mentor of the Year Award.

**Tace Hedrick** is working on her third book manuscript titled *Queering the Cosmic Race: New Age Spirituality, Sexuality and Race in Gloria Anzaldúa, Ana Mendieta, and Walter Mercado, 1968-2012*. Her recent publications include “History is What Hurts: Queer Temporalities and Alien Feelings in Gloria Anzaldúa” in a special issue of *Cultural History*, and “Evelio Grillo” in the Oxford University Press’ *Dictionary of Caribbean and Afro-Latin American Biography*, edited by Henry L. Gates, Jr.



DR. GUYER (CENTER) RECEIVES THE UF LGBT AFFAIRS COMMUNITY IMPACT AWARD FOR OUTSTANDING FACULTY MEMBER AT LAVENDER GRADUATION.



(Continued from page 10)

**Bonnie Moradi** received the Distinguished Scientific Contribution Award from the American Psychological Association Society for the Psychological Study of LGBT Issues. She also received a UF Opportunity Seed Fund grant, with CWSGR affiliate **David Hanh**, to study and improve retention of undergraduate women in STEM fields. Her recent publications include “Self-objectification and condom use self-efficacy in women university students” in *Archives of Sexual Behavior* and “Relations of sexual objectification and racist discrimination with Latina women’s body image and mental health” in *The Counseling Psychologist*.

**Connie Shehan** edited the four volume *Wiley Blackwell Encyclopedia of Family Studies* (February, 2016) which takes an interdisciplinary, international, and intersectional approach to the study of “families” and intimate relationships. Dr. Shehan continues as Editor of the *Journal of Family Issues*, is editing an anthology of scholarly articles on families and intimate relationships through an intersectional lens, and is a Series Editor for two sets of Sociology text books (*Social Institutions and Social Control* and *Social Inequalities and Social Change*) that will be published by Cengage. Dr. Shehan continues her research project on the impact of embodiment on workers in gender-typed occupations.

**Trysh Travis** continued to pursue her research on the gendered dimensions of addiction and recovery, presenting work on early feminist substance abuse treatment at Vanderbilt University’s Colloquium on Medicine, Health, and Society and at SUNY Buffalo’s “Gender and the Drug War” conference. In addition, she received a National Endowment for the Humanities fellowship to support research on her second book, *Reading Matters: Books, Bookmen, and the American Century, 1930-1980*.



**DR. TRYSH TRAVIS RECEIVED AN NEH FELLOWSHIP FOR RESEARCH ON HER SECOND BOOK.**

**Alyssa N. Zucker** had a successful first year as a member of the Gator Nation. She sponsored several Center events, including Feminist Movie Night and two invited speakers. Her recent publications include “Reverberations of racism and sexism through the subjective sexualities of undergraduate women of color,” in *The Journal of Sex Research*. She organized and led a structured discussion on “Feminists flourishing in the academy” at the annual meeting of the Association for Women in Psychology in Pittsburgh, PA in March. Dr. Zucker is enjoying building research collaborations with faculty and graduate students across UF and teaching new courses on Gender, Bodies, and Health, and Discrimination and Health to UF students who are passionate about social justice and health issues.

**Mallory Szymanski**, Ph.D. candidate in history and Graduate Teaching Assistant in the Center for Women’s Studies and Gender Research, received the 2016 Ruth O. McQuown award. The award recognizes students whose work fuses academic pursuits with social justice objectives. She recently gave a talk at Miami-Dade Community College, “Reinvigorating the Curriculum.”

**Dr. Carolyn Kelley**, lecturer at the Center for Women’s Studies and Gender Research and the University Writing Program, received the College of Liberal Arts and Sciences Student Council (CLASSC) Teaching Award. This award recognizes the importance of outstanding teaching for the student experience.



**UF PRESIDENT FUCHS PRESENTS DR. ANANTHARAM AND INSTRUCTIONAL DESIGNER HEATHER MANESS WITH A UF ONLINE TEACHING AWARD**

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THE HEART  
OF THE UF  
CAMPUS.**



## *Celebrating Milestones*

**Robert Baez** (MA, 2016) graduated with his MA in Women's Studies this Spring term, 2016. Robert recently defended his thesis titled "Living Unapologetically: LGBTQ+ Youth Navigating Rural Communities." He will be continuing his studies as a Ph.D. student in UF's Department of Sociology and Criminology & Law.

**Yukai Chen** (MA, 2016) successfully defended his thesis, "The Othered Gender: Asian American men and masculinities in recent American television (2014-2015)," on March 7<sup>th</sup>, 2016 and will continue his Ph.D. studies in the area of Media studies at the University of Colorado at Boulder.

**Dayton King** (MA, JD, 2016) completed his master's project titled "A Call for Limiting Absolute Privilege: How Victims of Domestic Violence, Suffering with Post-Traumatic Stress Disorder, are Discriminated Against by the U.S. Judicial System." He plans to submit the project for publication following graduation. Next year, he

plans to work as an attorney in his own start up law firm with his wife, tentatively called "King & King, PA." Dayton sends his extended appreciation to the staff and faculty at CWSGR for making this possible and for providing him with a significant, life-changing, Women's Studies education. He says, "I am forever changed."

Continuing MA student **Peggy Dellinger** will explore the radical psychiatry and anti-psychiatry movements in the United States during the 1960s and 1970s, focusing especially on race and gender, with her MA thesis. Over the summer -- in between moving to a new home, working, taking a brief vacation, and spending time with her children -- Peggy plans to compile and annotate sources and write a draft of her first chapter.

**Devan Johnson's** non-thesis master's project has taken on the form of a podcast, tentatively titled "Discourse of Desire." The podcast will examine the relationship between sex education

received in adolescence and quality of sexual debut. Her summer plans involve determining what exactly goes into hosting a podcast while also working as a content editor/writer for an international marketing company.

**Alexandra Weis** will continue research on her thesis titled "Internalized Oppression: Culture to Consequences." Her research focuses on the potential mechanisms by which oppressive attitudes are internalized and the negative outcomes that can result. She intends to conduct additional research on this project this summer.

Congratulations to Gender and Development Graduate Certificate students **Jessica-Jean Casler** (PhD, Anthropology) and **Whitney Turientine** (MA, MDP) and to Women's Studies Graduate Certificate students **Laura Chilcoat** (PhD, English) and **Sabrina Gilchrist** (PhD, English) for graduating this Spring!