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SENIOR LECTURER FOR THE DEPARTMENT OF GENDER AND SEXUALITY STUDIES
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RESEARCH AND TEACHING CONCENTRATIONS

Twentieth and Twenty-First Century Fiction and Poetry; Performance Art; Film, Television, and Media; Critical Theory including Gender Studies, Masculinities Studies, Trans Studies, Queer Theory, Political Theory, Black Feminist Studies, and Critical Disability Studies

PROFESSIONAL APPOINTMENTS

Senior Lecturer, Department of Gender and Sexuality Studies, Vanderbilt University— 2017-

Instructor of Record, Department of English and Composition, Baruch College (City University of New York)— 2013-2017

EDUCATION

Ph.D. in English with a Certificate in Women's Studies

The Graduate Center of the City University of New York—Spring 2017

Dissertation: *Butch Between the Wars: A Pre-History of Butch Style in Literature, Music, and Film*

*Winner, The Monette Prize for Best Dissertation in Gay and Lesbian Studies, 2018

Committee: Wayne Koestenbaum (Chair), Nancy K. Miller, Steven Kruger

M.A. in English with a Minor in Women's and Gender Studies

University of Wyoming—Spring 2012

Thesis: *Revising Hegemonic Narratives of Nationhood and Citizenship Through Female Masculinity*

*Winner, Outstanding Master's Thesis of 2012, University-Wide

Committee: Jeanne Holland (Chair), Danielle Pafunda, Michelle Jarman

B.F.A., Interdisciplinary Visual Arts—video, photography, painting, drawing, and bookmaking

Tufts University/The School of the Museum of Fine Arts— Spring 1998

PUBLICATIONS

Monographs

- (Forthcoming, Fall 2023, University of Minnesota Press) Hammer, K. Allison. *Masculinity in Transition*.

Book Chapters

- (Forthcoming) Hammer, K. Allison. "Comic Relief: Graphic Approaches to Coming-of-Age, Then and Now." In *Queering Desire: Lesbians, Gender, and Subjectivity*, edited by Róisín Ryan-Flood and Amy Tooth-Murphy, University of Essex.
- Hammer, K. Allison. "Masculinity and Disability in the Franklin Delano Roosevelt Memorial." In *The Routledge Companion to Art and Disability*, edited by Keri W. Watson and Timothy W. (Timothy Wayne) Hiles, 264-282. New York, NY: Routledge, 2022. <https://www.routledge.com/The-Routledge-Companion-to-Art-and-Disability/Watson-Hiles/p/book/9780367444785>.

Articles (By Subject)

Fiction, Poetry, and Creative Non-Fiction

- (Forthcoming) Co-Editor with Trace Peterson, *Transnational Trans Cultural Production* edited collection. Developed from January 2022 MLA Trans Studies Working Group, co-facilitated with Peterson.
- Hammer, K. Allison. "'Jettisoned': Angelina Weld Grimké and the Banning of Social Justice in U.S. Classrooms." *Frontiers Augmented* (August 2021). <https://frontiers.utah.edu/black-performance/>.
- Hammer, K. Allison. "Blood at the Root: Cultural Abjection and Thwarted Desire in the Lynching Plays and Poetry of Angelina Weld Grimké." *Frontiers: A Journal of Women's Studies* 42, no. 2 (2021). <https://doi.org/10.1353/fro.2021.0005>.
- Hammer, K. Allison. "Epic Stone Butch: Transmasculinity in the Works of Willa Cather." *Transgender Studies Quarterly* 7, no. 1 (2020). <https://doi.org/10.1215/23289252-7914528>
- Hammer, K. Allison. "Plastic Inertia." *The Lifted Brow* 36 (2017). <https://search.informit.com.au/documentSummary;dn=258096675904049;res=IELLCC>
- Hammer, K. Allison. "Butch Life Writing: Private Desires and Public Demands in the Works of Gertrude Stein." *Feminist Formations* 27, no. 2 (2015): 27-45. <https://muse.jhu.edu/article/593531>
- Hammer, K. Allison. "A Scar Is More than a Wound: Rethinking Community and Intimacy Through Queer and Disability Theory." *Rocky Mountain Review of Language and Literature* 68, no. 2 (2014): 159-76. https://www.rmmla.org/assets/docs/Journal-Archives/2010-2019/article_3-KarenHammer.pdf
- Hammer, K. Allison. "Revising How the West Was Won in Emma Pérez's *Forgetting the Alamo, Or Blood Memory* (2008)." *Rocky Mountain Review of Language and Literature* 66, no. 2 (2012): 34-47. <https://www.rmmla.org/assets/docs/Journal-Archives/2010-2019/summer2012-Fielder.pdf>.

Film, Television, and Media

- (Forthcoming) Co-Editor with Trace Peterson, *Transnational Trans Cultural Production* edited collection. Developed from January 2022 MLA Trans Studies Working Group, co-facilitated with Peterson.
- (Forthcoming) Hammer, K. Allison. "Expanding the Possibilities of Female Phallicism: *Disclosure* (2020) and *The Crying Game* (1992)." *EOAGH, A Journal for the Arts* 10 (2022).
- Hammer, K. Allison. "Radical 'Boyhood' Futures for the Twenty-First Century, or Pinocchio (Finally) Gets his Phalloplasty." Symonds Prize issue, *Studies in Gender and Sexuality* (2019). <https://doi.org/10.1080/15240657.2019.1641944> .

- Hammer, K. Allison. "Relinquishing the Sacred Quest for Thin: Postwar Cinema and The Historical Reverberations of Roxane Gay's *Hunger*." *The Lifted Brow*, September 28, 2017. <https://www.theliftebrow.com/liftebrow/2017/9/28/relinquishing-the-sacred-quest-for-thin-the-historical-reverberations-of-roxane-gays-hunger-by-karen-allison-hammer>.
- Hammer, K. Allison. "Invited to Gaze: Butch Characters and the Trope of Mental Illness in American Postwar Film." *NORMA: International Journal for Masculinity Studies* 11, no. 4 (2017). <http://dx.doi.org/10.1080/18902138.2016.1260323>.

Music and Performance

- Hammer, K. Allison. "'Doing Josephine': The Radical Legacy of Josephine Baker's Bananas." Special issue, "Inheritance," *Women's Studies Quarterly* 48, nos. 1 & 2 (Spring/Summer 2020). Guest Editors: Maria Rice Bellamy, professor of English at The College of Staten Island, and Karen Weingarten, professor of English at Queens College. <https://doi.org/10.1353/wsq.2020.0010>.
- Hammer, K. Allison. "'Just like a Natural Man': The B.D. Styles of Gertrude 'Ma' Rainey and Bessie Smith." *The Journal of Lesbian Studies* 23, no. 2 (2019). <https://doi.org/10.1080/10894160.2019.1562284>.

Book Reviews

- (Forthcoming) "Andrea Gibson and Me: The Emergence of the Genderqueer Poet/Performer," Button Poetry/Exploding Pinecone Press.
- (Forthcoming) Review of *The Tragedy of Heterosexuality*, Jane Ward, *Hypatia*.
- (Forthcoming) Review of *Josephine Baker's Cinematic Prism*, Terri Simone Francis, *The Journal of African American History*.

Resources

- Writing Resource Guide produced for the Women's, Gender, and Sexuality Studies (GSSS) Program for the College of Staten Island (CUNY) in May 2017, in conversation with Dr. Matt Brim. <https://GSSwrite.commons.gc.cuny.edu/>.
- Encoded Archival Description (EAD) finding aid produced through Archivists' Toolkit for the collection of James G. Harbord's papers, housed at the New-York Historical Society and published online to the N-YHS library catalog. <http://dlib.nyu.edu/findingaids/html/nyhs/harbord/>.

MONOGRAPHS IN PROGRESS

A second book project will explore the relationship between masculinity and disability across embodiments, sexuality, and gender expression. Using a transnational archive of film, literature, and performance, the book will focus on the disabling conditions of racial capitalism and far-right ideologies, which reveal the fragility rather than the "natural" hegemony of white, "able-bodied" masculinity.

SELECTED CONFERENCE PRESENTATIONS

- "'When I Was a Boy': Boi/boyhood, Trans Poetics, and the Critical Un-Working of Masculinity"
Co-facilitator of the Trans Studies Working Group

Modern Language Association (MLA) Annual Convention
Washington, D.C.—January 2022

- “Masculinity and Disability in the Franklin Delano Roosevelt Memorial”
American Studies Association (ASA) Annual Meeting
Baltimore, Maryland—November 2020
- “How Graffiti Art and Mural Making Can Protest National Identity as White, Able-bodied, and Masculine”
National Women's Studies Association (NWSA) Annual Conference
Minneapolis, MN—November 2020
- "Invisibility and Excess: Resisting the 'The Poverty Gaze' and the Dehumanization of the Poor Through Storytelling"
With Kate Adler, Senior Reference Librarian at Metropolitan College, New York
Modern Language Association (MLA) Annual Convention
Seattle, Washington—January 2020
- “‘How Deep is Your Shaft?': *Godless*, *Westworld*, and the 'Not (Quite) Yet' of a New Collectivity”
National Women's Studies Association (NWSA) Annual Conference
San Francisco, California—November 2019
- “‘How Deep is Your Shaft?': *Godless*, *Westworld*, and the 'Not (Quite) Yet' of a New Collectivity”
American Studies Association (ASA) Annual Meeting
Honolulu, Hawaii—November 2019
- “Becoming a 'Real Boy' in the Twenty-First Century, or Pinocchio (finally) Gets His Phalloplasty”
10th European Feminist Research Conference
Georg-August-Universität, Göttingen, Germany—September 2018
- “Becoming a 'Real Boy' in the Twenty-First Century, or Pinocchio (finally) Gets His Phalloplasty”
The Annual Meeting of the American Studies Association
Atlanta, Georgia—November 2018
- “Radical 'Boyhood' Futures for the Twenty-First Century”
National Women's Studies Association Annual Conference
Atlanta, Georgia—November 2018
- “Who's Afraid of the Big, Bad Butch? Crip, Queer, and Feminist Discourses in Postwar American Film.”
Film and History Conference, sponsored by *Film and History: An Interdisciplinary Journal*
Milwaukee, Wisconsin—October 2016
- “Enormous: Learning from Butch Minor Characters of 1940s and '50s Cinema”
Doing the Body in the Twenty-First Century
Gender and Women's Studies at the University of Pittsburgh—April 2016

INVITED PRESENTATIONS

- (forthcoming) “John Corigliano's *Symphony No. 1* and the History of HIV/AIDS”
Featured Panelist on the History of HIV/AIDS and Cultural Production
Blair School of Music, Vanderbilt—Fall 2022

- “Masculinity, Disability, and Public Art: From Polio to HIV/AIDS and COVID-19.”
Featured Speaker, “Critical Perspectives on Sex, Gender, and Medical Research”
Vanderbilt Medical Center—Spring 2022
- “Masculinity, Sex, Disability: The Politics of Memory and Counter-Memory”
Invited Speaker, Department of Women’s and Gender Studies
Pace University—Spring 2022
- “Queer Genealogies”
Invited Speaker, Department of Media and Culture Studies, Graduate Gender Programme
Utrecht University, The Netherlands—Spring 2021
- “Caring Masculinities and AIDS Self-Writing of the 1980s and ’90s”
Invited Speaker, Vanderbilt Master’s Graduate Program for Genetic Counseling—Spring 2021
- “Caring Masculinities and AIDS Self-Writing of the 1980s and ’90s”
Invited Speaker, Vanderbilt School of Medicine—Fall 2020
- “Unruly Alliance: Recovering Queer Masculinities Through Film and Media”
Invited Speaker, Department of American Studies
Penn State-Harrisburg—Spring 2020
- “Twenty-first Century Conceptions of Masculinity: Reconciling the Past, Envisioning the Future”
Invited Speaker, Vanderbilt, Cole/Tolman Monthly Faculty Feature Dinners—Fall 2019
- “Legacies of Queer and Feminist Resistance: Josephine Baker ‘Doing Josephine’”
Invited Speaker, Department of Women’s Studies
San Diego State University—Spring 2019
- “Relinquishing the Sacred Quest for Thin: Historical Reverberations of Roxane Gay’s Hunger.”
Invited Speaker, LGBTQIA+ History Month, Faculty Talks
K.C. Potter Center Speaker Series, Vanderbilt University—Fall 2017
- “Music as Social Protest: Bessie Smith, Nina Simone, Beyoncé.”
Invited Speaker, “Conversations on Diversity and Social Justice”
Speaker Series, Marymount Manhattan College—Fall 2016

SERVICE ACTIVITIES

- Invited Participant, CUNY Graduate Center Faculty/Student/Alumni Mentoring Cluster—Fall 2022
- Featured panelist, Vanderbilt Student Government's Sexual Assault Awareness and Prevention Committee (VSAP), panel on intersectionality as it relates to power-based violence against BIPOC queer and trans subjects
Vanderbilt—Fall 2021
- Featured guest of the Assistant Provost for Immersion and Experiential learning, faculty salon to celebrate LGBT History month
Vanderbilt—Fall 2021
- Invited Panelist, Center for Teaching and Learning: Caring for and Supporting LGBTQ+ Students
Vanderbilt—Spring 2021
- Peer Reviewer, *Du Bois Review: Social Science Research on Race*—2022- present

- Peer Reviewer, *The Journal of African American History*—2021-present
- Peer Reviewer, *Journal of Lesbian Studies*—2021- present
- Peer Reviewer, *Hypatia: A Journal of Feminist Philosophy* —2016- present
- Sponsored LGBTQIA+ housing experiences through the Mayfield program—2019-2020
- Faculty Commentator, The Robert Penn Warren Center Graduate Summer Virtual Conference Vanderbilt—May/June 2020
- Speaker, Cole/Tolman Monthly faculty feature dinners, Vanderbilt—Fall 2019
- Faculty VUceptor (mentor) for Vanderbilt Visions, an extended orientation program for all first-year students that helps them to form strong connections and support networks with classmates across different houses, schools, perspectives, and geographical backgrounds—2017-2019
- Member of the Baruch College English Department Online Hybrid Instruction Faculty Cohort, Baruch College—2015- 2016
- Baruch College English Department Hybrid Instruction Faculty Cohort, Participant, Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty Baruch College—2016

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE

Coordinator and Moderator, Speaker Series, “Gender and Sexuality in a Time of Crisis: Meeting the Present Moment,” Department of Gender and Sexuality
Vanderbilt—Fall 2020

- Designed, coordinated, and moderated this timely speaker series, introducing GSS topics to the wider campus community through the lens of the COVID-19 crisis and the Black Lives Matter Movement.

Associate Director / Director of Undergraduate Studies, Department of Gender and Sexuality Studies
Vanderbilt—2017-2019

- Used professional contacts to book speaking engagements with nationally-renowned speakers; secured co-sponsors for these events: Dr. Robert McRuer, Professor of English at the George Washington University, specializing in queer and dis/ability theory—Spring 2018; Dr. Alexandre Baril, Assistant Professor at the School of Social Work at the University of Ottawa, specializing in dis/ability and transgender studies—Spring 2019.
- Designed, coordinated, and moderated the Gender/Sexuality Matters Seminar Series, introducing GSSS topics to the wider campus community (e.g., HIV/AIDS in the South; trans* activism; the effect of current immigration law on women, children, and families; transgender persons in the military; LGBT issues in Africa; Title IX; histories of sexual harassment before #MeToo).
- Various Administrative Activities: worked closely with the graduate and undergraduate student assistants and helped them to run and coordinate student associations and assist with event planning, advertising, and social media; established course schedules in the administrative system (CPI), in conjunction with program administrator; recruited numerous majors and minors; led staff meetings on curriculum development and pedagogy; planned interdepartmental mixers and events; networked with campus

partners to create interest and enthusiasm for our events; organized and moderated the annual Intersections Undergraduate Research conference.

Writing Across the Curriculum Fellow, College of Staten Island—2016-2017

- Faculty consultant for writing pedagogy across the college.
- Provided specific assistance with college-level assignment prompts, grading rubrics, writing intensive curricula, writing resource packets, and course specific websites to professors in the fields of anthropology, art, economics, history, literature, psychology, and sociology.
- Developed a signature project, a writing instruction blog: in conjunction with the Department of Women's, Gender, and Sexuality Studies to address the curricular needs of GSSS.

Professional Writing Consultant, Baruch College Writing Center—2012-2016

- Provided support for undergraduate and graduate students to improve their writing and English language skills and help them to become more independent, confident, and versatile writers.
- Worked individually, both face-to-face and online, with student writers, documented session outcomes, and conducted small group workshops.
- Engaged in extensive professional development and participated in pilot programs in collaboration with Baruch College faculty.
- Assisted in the establishment of a writing center facility in Newman Library at Baruch College and served as administrative liaison between the main writing center and the secondary facility.

HONORS AND GRANTS

Honors

- "Epic Stone Butch: Transmasculinity in the Work of Willa Cather," Honorable Mention for the 2021 David D. Anderson Award for Outstanding Essay in Midwestern Literary Studies—2021
- "Radical 'Boyhood' Futures for the Twenty-First Century, or Pinocchio (Finally) Gets his Phalloplasty," Honorable Mention for the Symonds Prize for best paper engaging the interface of psychoanalysis and social/cultural theory within the study of gender and sexuality, Studies in Gender and Sexuality—2019
- Winner, The Monette Prize for Best Dissertation in Gay and Lesbian Studies, the English Department at the Graduate Center of the City University of New York—2018
- Winner, University-Wide Outstanding Master's Thesis, University of Wyoming—2012
- Nanci and Sam Andrew Graduate Studies Award, University of Wyoming—2012

Grants

- Winner, The Vanderbilt LGBT Policy Lab Small Grants Program for LGBT Policy Research, part of TIPS (Trans-Institutional Programs), Vanderbilt—2019
- Futures of American Studies Institute at Dartmouth College, Department of English and Provost Fellowship, CUNY Graduate Center—2016
- The New-York Historical Society Archival Research Fellowship, New York, NY—2015-2016

- Office of the Vice President for Student Affairs Travel Grant, Graduate Center of the City University of New York—Fall 2013 and Spring 2016

COURSES - OVERVIEW

Graduate Courses at Vanderbilt

GSS 4970/6201: (Designed and Taught) Sexing the Archive: Research Methods in GSS
GSS 8301: Graduate Course, Feminist and Queer Theory Through a Transnational Lens.

Undergraduate Courses at Vanderbilt and Baruch College

GSS 3305: (Designed and Taught) Gender and Sexuality in Times of Pandemic, Vanderbilt
GSS 2614: (Designed and Taught) Cowboys, Gangsters, and Drag Kings, Vanderbilt
GSS 2615: (Designed and Taught) Transgender Lives in Literature and Film, Vanderbilt
GSS 2252: Sex and Scandals in Literature, Vanderbilt University
GSS 2249: Women and Humor in the Age of Television, Vanderbilt University
GSS 2612: LGBTQ+ Studies, Vanderbilt University
GSS 1150: Sex and Gender in Everyday Life, Vanderbilt University
GSS 1169: Sex and Society, Vanderbilt University
GSS 4960: Senior Seminar, Vanderbilt University
ENG 2100: Writing I, Baruch College (CUNY), New York, NY
ENG 2150 HYBRID: Writing II, Baruch College (CUNY), New York, NY
ENG 2150: Writing II, Baruch College, New York, NY

HONORS THESIS COMMITTEES AND INDEPENDENT STUDIES AT VANDERBILT

Dissertation Committees

- “‘Well-being’ and Communities of Affect: Experiences of Trans Latin Americans Living in LA,” Department of Anthropology, and Gender and Sexuality Studies

Undergraduate Honor’s Thesis Committees

- Chair, Honors Thesis, April 2021: “The Queer Turn in Children’s Animation: LGBTQ+ Representation and Fandom in *Steven Universe* and *The Owl House*”
- Chair, Honors Thesis, April 2020: “Examining transgender Tennesseans health outcomes and healthcare access”
- Key Reader, Honors Thesis, April 2020: “Improving persistence of undergraduate women and non-binary students of color in STEM at Vanderbilt University: The impact of effective and inclusive research opportunities and mentorship”
- Key Reader, Honors Thesis, April 2018: “Audre Lorde and Ecofeminism”

Independent Studies

- Spring 2021: Graduate Transnational Feminist and Queer Theory
- Fall 2020: Graduate Student in Cultural Anthropology, Transgender Studies, and Queer Theory
- Fall 2020: LGBTQ+ Representation in Children’s Television

- Spring 2019: Health Disparities & Gender
- Fall 2019: Women, Mental Health, and College Sports
- Fall 2018: Women, Comedy and Fat Studies

SELECTED COURSE DESCRIPTIONS

- **GSS 4970/6201: (Designed and Taught) Sexing the Archive: Research Methods in Women's and Gender Studies, Vanderbilt**

In a mixed graduate and undergraduate environment, students learn to conduct research through a feminist and queer lens, pursue archival research, and examine oral histories. Activities include explore online archives, searching for information to develop individual projects, which includes getting acquainted with the depth of resources that a university might hold. We ask questions about how information is organized in these archives. Written work deals with navigating databases, archiving, and developing research topics and questions in both the humanities and social sciences. Course culminates in a reflective annotated bibliography.

- **GSS 8301: Feminist and Queer Theory Through Transnational Lens, Vanderbilt**

Interdisciplinary introduction to the major debates, theoretical terms, and research methods in feminist, gender, sexuality, and queer studies. Provides graduate students from diverse disciplines with an overview of the historical lineage and contemporary developments for the different branches of feminist and queer theory. Students facilitate one week's discussion on a course topic, including Transnational/Global Feminism and Intersections of Queer and Feminist Thought. Course culminates in a reflective annotated bibliography and seminar paper based on the ways that feminist and/or queer theory can be applied to a specific discipline and area of interest. Students are encouraged to develop their seminar papers into publishable articles.

- **GSS 3305: (Designed and Taught) Gender and Sexuality in Times of Pandemic, Vanderbilt**

The twenty-first century continues to reveal the critical connections between literature, film, science, medicine, and society. In fact, over time, science and medicine have become integral to the development of cultural forms, interconnected with national security, economic growth and natural risks, sex, death, and illness. The COVID-19 pandemic has shown that one of the most powerful forces in human history and one of the most forbidding challenges to gender and sexual justice, and to civilization itself, is infectious disease. This course provides opportunities to analyze the historical and literary contexts of disease, pandemic, and epidemic.

- **GSS 2614: (Designed and Taught) Cowboys, Gangsters, and Drag Kings, Vanderbilt**

Examines the field of Masculinities Studies and its connections to feminist theory, transgender studies, Critical Race Theory, and queer studies. Explores how masculinities studies scholars, artists, and writers expand the boundaries of the study of gender by questioning the stability and coherence of "men" and "masculinity." Examines how terms like "toxic masculinity" currently exploding in popular culture are not innate but created over time, repeated through decades and generations. The course includes historical, sociological, literary, cinematic, and visual art analyses.

- **GSS 2615: (Designed and Taught) Transgender Lives in Literature and Film, Vanderbilt**

Investigates the history and current trends in the field of Transgender Studies, and asks how shifting understandings of sex, gender, identity, and the body are represented in literature and film in transnational contexts. Students read foundational texts in transgender, queer, and feminist studies, as well as look at recent cultural production. Course is organized by genre, and therefore asks, how does

genre affect the ways viewers/readers come to understand trans? Takes a cultural theory approach, utilizing work from the fields of transgender, queer, feminist, and disability studies.

- **GSS 2249: Women and Humor in the Age of Television, Vanderbilt**
Students examine the roles that “funny women” have played throughout the history of television, from early variety shows, to the golden age of the sitcom in the 1970s, to stand-up and contemporary cross-genre and streaming TV today.
- **GSS 2612: LGBTQ+ Studies, Vanderbilt**
Students consider historical and contemporary questions related to lesbian, gay, bisexual, transgender, and queer experience in a global context. Emphasis is placed on artistic production and representation in visual art, film, and Literature. Course is particularly attentive to how lesbian, gay, bisexual, transgender, and queer textures and identities have their own specific histories and deployments.
- **GSS 2252: Sex and Scandals in Literature, Vanderbilt**
Considers what constitutes “scandal” through a series of novels and cultural and literary criticism, paying particular attention to the historical and political context of “scandalous” sexualities and gender expressions. Investigates how sex and scandal intersect with race, ethnicity, nationality, religion, class, and ability. Course is broken up into four threads: social and political scandal, the bildungsroman, postcolonial contexts, and crimes of passion.
- **GSS 1150: Sex and Gender in Everyday Life, Vanderbilt**
Foundation course for the major/minor. Students ask what constitutes the everyday world of sex, sexuality, and gender? Do we make assumptions that the concept of “everyday” is the same for everyone in terms of sex/sexuality/gender? Do we unconsciously privilege an everyday that is white, male, and affluent? In answering these questions, students examine the “everyday” of BIPOC and people with disabilities in transnational contexts. Topics include sex and gender on television and film, health and medicine, YouTube (as a more and more common purveyor of the everyday), popular literature, work and career, subcultural discourses (new sexual terminology, BDSM), issues of sexual assault and the future(s) of these conversations.
- **ENG 2100: Writing I, Baruch College (CUNY), New York, NY**
Intensive course introducing students to academic writing as a means of discovery. Required for all undergraduate degrees granted by Baruch College. The goal is to prepare students not only for success in academic writing but also for effective participation in and critical understanding of the public and professional discourses of their respective fields.
- **Fall 2015—War and Its Discontents: Writing from the Periphery, Baruch**
Course readings and assignments addressed the writings and experiences throughout the history of war in the twentieth and twenty-first centuries. The class asked how the concept of war and nation has changed since World War I and how war reflects attitudes toward race, gender, sexuality, and ability. Begins with a creative nonfiction assignment, progressing through a critical analysis of two course texts, toward an extensive reflective annotated bibliography and research project on a current declared or undeclared war or armed conflict. Students were asked to analyze their own relationship to war as individuals coming from various countries across the globe.
- **Fall 2014—Family in the Twenty-First Century, Baruch**
Students explored the topic of family in the 21st century. Through this lens, students asked how current economic pressures affect family dynamics in contemporary America, how race, ethnicity, class, and religious upbringing affect how families form and develop, and how new family structures have emerged, while others have disappeared, particularly over the past 50 years. Students analyzed how these family

issues are currently represented and debated in the media. Through scaffolded assignments (close reading, compare and contrast essay, annotated bibliography, and research assignment), students joined these conversations to explore their family backgrounds.

- **Fall 2013—The Politics of Food and Food Production in the U.S., Baruch**

Students used the course theme of food politics, food production, and food literacy to engage with numerous articles and studies surrounding current food issues, including food knowledge and rhetoric, obesity, hunger, and the complicated role of technology in food production. As a class, we also watched films that deal with these nuanced issues to engage thoughtfully with a topic that often finds itself in the headlines of major newspapers on a weekly basis throughout the US. The course culminated in an extensive research project on current transnational issues of food and food production, as well the political and social contexts for these issues.

- **ENG 2150 HYBRID: Writing II, Baruch**

Writing II is an intensification of Writing I. This course encourages students to read, reflect on, write about, and synthesize ideas from a range of genres and literary forms. This course is required for all undergraduate degrees granted by Baruch College. Through a hybrid format (50% online), students engaged in online discussions, developed essay topics, researched questions at the end of term, and presented their research.

- **Spring 2016—Race in American Culture: Literature, Music, and Film, Baruch**

The readings for the course focused on issues of race throughout the history of literature, music, and film in the U.S. Students analyzed how artists of color have chosen to represent their experience in each medium, and how race is currently presented and discussed in popular culture. Course texts included Ralph Ellison's *Invisible Man* (1947), James Baldwin's *Notes of a Native Son* (1955), the music of Bessie Smith, Nina Simone and Beyoncé, and the films *Guess Who's Coming to Dinner* (1967) and *Blazing Saddles* (1974). Students were encouraged to explore their own relationship to racial identity through creative nonfiction assignments, critical analyses of course texts, and research projects.

- **ENG 2150: Writing II, Baruch**

- **Spring 2015—Parents and Children in Three Genres: The Graphic Novel, the Traditional Novel, and the Memoir**

Students engaged with the topic of parents and children through three different works of literature in three genres. As a class, we discussed representations of fathers and mothers and the concept of family inheritance in the following works: *To the Lighthouse* (1927) by Virginia Woolf, *Fun Home: A Family Tragicomic* (2006) by Alison Bechdel, and *What They Saved: Pieces of a Jewish Past* (2011) by Nancy K. Miller. In three units and three separate close reading assignments ("Reading the Father," "Reading the Mother," and "Life Writing and the Family History"), students explored how parent/child relationships are structured through race, class, gender, sexuality, and disability, as well as historical and political context.

- **Spring 2014—Representations of Addiction in Film, Literature, and Television, Baruch**

This course considered addictions to drugs, alcohol, sex, food, and gambling, as well as to technology and social media, and how these addictions are represented in a variety of cultural texts. Through writing, art, and film, students discovered our current and historical anxieties and preoccupations with the subject of addiction and "the addict." Students examined stories of celebrity addiction, and redemption, and the role of truth telling and life writing in these stories. Students responded to visual and written examples, developed original arguments, and supported their arguments with evidence from the texts.