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Our Contributors

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Sara L. Crawley is an assistant professor of sociology and affiliated faculty in women's studies at the University of South Florida. She has published in such feminist journals as *Gender & Society*, *Journal of Lesbian Studies*, and *Hypatia*, and she recently co-authored the book *Gendering Bodies* with Lara J. Foley and Constance L. Shehan.

Alesha Durfee is an assistant professor in the women and gender studies program at Arizona State University. Her research focuses on domestic violence, the social construction of victimization, and social policy. She has taught several courses in these areas, including "Women and Violence" and "Gender, Religion and Global Violence." Outside of academia, she has worked as a victim advocate in law enforcement and the criminal justice system.

Julie Ellefson is a professor of chemistry at William Rainey Harper College in Palatine, Illinois.

Abby L. Ferber is a professor of sociology, the director of women's studies, and the director of the Matrix Center for the Advancement of Social Equity and Inclusion at the University of Colorado at Colorado Springs. She is the author of *White Man Falling: Race, Gender, and White*

Supremacy; co-author of *Hate Crime in America: What Do We Know?* and *Making a Difference: University Students of Color Speak Out*; and co-editor (with Michael Kimmel) of *Privilege: A Reader*; and editor of *Home-Grown Hate: Gender and Organized Racism*. She has co-edited two new volumes: *The New Basics: Sex, Gender, and Sexuality* (Oxford University Press, 2008) and *The Matrix Reader: Examining the Dynamics of Privilege and Oppression* (McGraw-Hill, 2008), both designed for classroom use. She is a member of the Smart-Girl Board of Directors and chairs the Program Committee.

Patricia Gately is a professor of English at Truman State University, where she has taught interdisciplinary courses on the Bloomsbury group.

Kristina R. Knoll is a doctoral candidate in the Women Studies Department at the University of Washington, Seattle. Her dissertation, "Locating Feminist Disability Studies," reflects on some of the current conceptualizations in feminist disability studies arenas, as well as future goals, by incorporating interviews with more than ten scholars whose work spans both feminist and disability studies topics. Additional areas of inquiry for Knoll include sexual violence; psychopathology and stigma; bridging activism and theory; student mentoring and advising; and medical and psychological ethics and the ethics of care.

Jennifer E. Lewis is an associate professor in the Department of Chemistry at the University of South Florida. Her research interests focus on current trends in the teaching and learning of chemistry at the undergraduate level, including the evaluation of curricular reform implementations with an eye toward both effectiveness and equity. Her research publications have appeared in *Chemistry Education: Research and Practice*, *The Journal of Chemical Education*, and *The Journal of Research in Science Teaching*.

Kathryn E. Linder is a graduate student in feminist pedagogy at the Ohio State University.

Maralee Mayberry is currently the chairperson of the Department of Sociology at the University of South Florida. She has written and taught extensively in the areas of sociology of education, feminist science studies, and feminist pedagogy. A long-time advocate of interdisciplinary curriculum and innovative teaching approaches, Mayberry and her colleague Ellen Cronan Rose compiled an anthology, *Meeting the Challenge: Feminist Pedagogy in Action* (Routledge 1999), to illustrate how feminist pedagogy can be implemented in a variety of disciplinary settings. Her involvement in feminist science studies originated with a National Science Foundation grant to develop curricular programs linking the natural sciences to the social sciences and humanities. This work is reflected in a series of journal articles (appearing in *Transformations; Journal of Women and Minorities in Science and Engineering; Journal of Research on Science Teaching*; and the *National Women's Studies Association Journal*) and culminated in a co-edited

book, *Feminist Science Studies: A New Generation* (Routledge 2001). Mayberry is currently involved in a funded research project in four Pinellas County School District high schools. The purpose of the study is to identify the relationship between Gay-Straight Alliance activities and school patterns of action and inaction that either support or inhibit organization level change of importance to sexually-marginalized youth.

Catherine Hurt Middlecamp is a distinguished faculty associate at the University of Wisconsin-Madison, where she holds a joint appointment in chemistry and in integrated liberal studies. She is the editor-in-chief for *Chemistry in Context*, a project of the American Chemical Society. Her chemistry courses are organized around real-world topics such as air quality, ozone depletion, and global climate change, and her current work is on bringing the sustainable use of resources into the chemistry curriculum.

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Karen Rosenberg is a doctoral candidate in women studies at the University of Washington in Seattle. Prior to entering graduate school she worked as a legal advocate for a feminist anti-domestic violence agency. Her research interests include feminist pedagogy, feminist social movements, and legal mobilization by social movement actors.

Sally Sayles-Hannon is the A-Plus Project coordinator at Texas Women's University.

Georgann Cope Watson works as an administrative assistant, a teaching assistant, a part time instructor, and a researcher at Brock University. She is currently a graduate student in Educational Studies. Residing in that undefined space between staff and faculty gives her a unique perspective on educational organizations as sites of struggle for feminist pedagogies. Her research interests include feminist pedagogy in various contexts including adult education, online education and outdoor education.

Stacy Wenzel is a co-director of the Prairie Group at the University of Illinois at Chicago.

Rhonda L. Williams received her EdD degree from Kansas State University in 2003. She is currently an assistant professor in counseling and human services. As a school counseling practitioner of twenty years, Dr. Williams has received state and national school counseling awards. She has served on the Smart-Girl board and has been instrumental in the implementation and development of the Smart-Girl program in Colorado Springs. Currently, Dr. Williams is involved in expanding the Smart-Girl curriculum and training of program guides and coaches.

Donald J. Wink is a professor of chemistry and a member of the Learning Sciences Program faculty at the University of Illinois at Chicago.