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## Happy 10<sup>th</sup> Anniversary CCS!

By Judy Clemens-Smucker and Dr. Rainey-Smithback

Ten years ago, after years of discussions and deliberations, the School of Critical and Cultural Studies came into being, bringing together American Culture Studies, Ethnic Studies, Popular Culture, and Women's, Gender, and Sexuality Studies. On this anniversary, we are excited to celebrate this decade of collaboration with a look back on how we got here and what we've gained as a community.

### Creating the School of Cultural and Critical Studies

Although discussions about forming a School started partially in response to external pressures, many of the units' faculty members had already been working together and they saw the possibility for growth through collaboration. Faculty identified ways they could build on existing program strengths. The School structure provided numerous benefits to the individual units, including the ability to request tenure track faculty lines (programs like WGSS and ACS were not able to do this alone), share administrative staff, and build courses that could cross multiple units.

Despite enthusiasm for the School, the formation process was long and tedious. A committee of School faculty worked with their programs/departments and with the administration from 2008-2011. The faculty tried to find ways for all the programs to collaborate while maintaining each program's unique history and defining features. Decisions had to be made about what would be kept, discarded, or modified to create a School where all four units shared common curricula and milestones for students.



One of the most successful ideas of this stage was the creation of capstone thesis projects—completed in a School-wide course for undergraduate students. These projects show how the students engage with not only their major but the other areas, as they are completed in dialogue with students and faculty from across the School, informed by our wide and diverse perspectives. The capstone class is the last course in a four-course, School-level sequence all majors complete. The other three courses focus on theory, community engagement and professional development, and research methods. Our students tell us the cohort community created through taking these courses together is one of the best parts of being a major in American Culture Studies, Ethnic Studies, Popular Culture, and Women's, Gender, and Sexuality Studies.



*CCS 2016 Undergraduate Cohort gathered together for their capstone presentations with Dr. Rebecca Kinney.*

Once drafted, the proposal for the new School had to receive approvals from all levels of the University. Dr. Susana Peña, who served on this committee, remembers large flowcharts depicting the approval process required to move this proposal forward. In addition to demonstrating that this new configuration would not require additional resources, committee members had to convince various audiences, including Faculty Senate and the

Board of Trustees, of the worth of this new academic unit.

Once the School was approved, all was not finished. Although the proposal included detailed plans for a new undergraduate curriculum and a governance structure, the School did not yet have any policy documents, beyond the Charter. Because the School's creation coincided with the unionization of BGSU faculty, CCS needed to develop a wide range of policies for things like merit, tenure, and promotion that fit into templates the University was developing. While other departments had the benefit of earlier drafts of the documents, the School was basically starting from scratch. Dr. Peña, the first CCS director (2012-2020) said this was the most challenging part of her position because the University templates kept evolving as CCS was trying to finalize their policies. The reappointment, tenure, and promotion policy was not approved until Peña's final year as director in 2021!

## Positive Growth

Becoming a school has served students in many ways. Dr. Angela Nelson, the current director of CCS (2020-present), says the quality of experience we give undergraduate majors throughout the School improved greatly with **interdisciplinarity** across the four programs. It creates a sense of cohort, which becomes apparent at capstone presentations; an engagement with the wider sense of cultural and critical studies weaves its way through the students' projects. Nelson says this was, and continues to be, rewarding to see, and it happened quickly after the formation of the School; faculty saw these payoffs right away.

**Efficiencies in scheduling** have been tremendous. To be able to coordinate and spread classes out by looking at the global picture and avoiding scheduling conflicts has created an environment where required classes don't overlap. This allows the School to serve many more students with limited resources.

The ability to **use staff much more effectively** is a boon. This change allows our already excellent staff members to collaborate in a way that their expertise benefits the whole school, rather than just one unit. For example, Beka Patterson can concentrate on graduate student particulars, DeeDee Wentland on scheduling, and Amy Davidson on budgets. This helps staff use their time more efficiently and have the ability to serve the School in specific ways.

Since 2012 we have also been able to hire four tenure track faculty in the school, including Rebecca Kinney (ACS), Sarah Rainey-Smithback (WGSS), Kimberly Stanley (ETHN), and Michaela Walsh (ETHN). Although each has a core affiliation in one department/program, their appointments are in the School and they all teach courses across units in the School. We have also added several qualified rank faculty since becoming a School, and these instructors often work across more than one unit. Instructors who have joined us since becoming a School include Jess Birch, Tiffany Knoell, Luis Moreno, and Michelle Stokely.

## Why does the School matter?

Drs. Nelson and Peña look back at these ten years and see much growth and many ways the School has enriched the lives of students and faculty. Besides the reorganization of undergraduate curriculum, as mentioned above, Dr. Peña sees great growth in the

ability to help Ph.D. students work toward diverse careers after graduation. The classes required for the Ph.D. have evolved so students can look forward to success in academia or other sectors like cultural institutions and non-profits. With fewer tenure track jobs being offered at universities, it is important for students to see the possibilities in other work; the reality is that students can be happy and successful in a much more diverse field than just tenure track faculty. Dr. Peña is excited to see these curriculum improvements expanded, benefiting master's students in POPC and ACS, helping them find successful and fulfilling careers.

Dr. Nelson sees the School's greatest strength in its position on campus as a space of diversity, equity, and inclusion. "After what has happened in our nation – how race has been dealt with, how women have been treated – our programs give us the opportunity to look at power in everyday life, at oppression and privilege along the lines of gender and sexuality, and privilege along the lines of race. It is incredibly valuable how we are looking at how power really works, how gender and sexuality really work, how everyday life is a part of our society, how folklore is a part of how people live their lives. We're looking at issues that really, really matter, but that politics says doesn't matter, that sometimes the University says doesn't matter."



*Learning Community members enjoying a game of cards with Faculty Director Dr. Jess Birch. CCS established the [Finding Your Voice in Social Justice Learning Community](#) to help student's **connect** classes with social issues, meet fellow student-activists, and work with BGSU faculty and community leaders.*

When our program was reviewed in 2021, we learned that our programs help foster a sense of belonging at BGSU. Because many of our classes focus on marginalized identities, students explained they felt seen by our curriculum. Our classes also contribute greatly to the University's general education curriculum, especially courses related to cultural diversity.

### Where are we going?

While the School offers many opportunities not afforded previously, there are still, of course, ways in which we keep pushing forward. There are more faculty opportunities to be pursued, including

collaborative teaching, which offers its own bureaucratic challenges, as well as expanded research. Curriculum continues to evolve as our nation changes and as the structure of higher education shifts. Both undergraduate and graduate students look to the school for support in these changing times.

Stronger together, we share a multidisciplinary approach to critical thinking and community engagement, and we are working to create an environment where students and faculty feel supported and affirmed. We look forward to many more CCS anniversaries. **Happy Anniversary, CCS!**

The Ray Browne Conference for **POPULAR CULTURE STUDIES**  
Collections, Curation, and Collectors:  
An Exploration of Gathering

BATMAN IN POPULAR CULTURE CONFERENCE  
COMMENTATING ON THE 50TH ANNIVERSARY OF Batman  
**BAT-MAN**  
April 12-13, 2019

ASSOCIATION FOR **ETHNIC STUDIES**  
2021 CONFERENCE  
Hosted by the Department of Ethnic Studies  
Celebrating 50 Years at BGSU.

BGSU CULTURE CLUB: CULTURAL STUDIES SCHOLARS' ASSOCIATION  
**CULTURES IN CONVERSATION**  
Environments, Landscapes, and Ecologies

BOWLING GREEN STATE UNIVERSITY  
Department of Ethnic Studies and the School of Cultural and Critical Studies  
present  
**IMMIGRANT OHIO 2018**  
LIVING IN THE SHADOWS:  
UNDOCUMENTED LIVES AND LABOR  
A SYMPOSIUM

LOST DREAMS, LOST HOPES,  
LOST LOVES, LOST LIVES  
An exhibition of quilts made by the Migrant Quilt Project, Tucson, Arizona.

TWENTY-THIRD LATINO/A/X ISSUES CONFERENCE  
FEATURING THE 46TBLLA RESEARCH CONFERENCE  
**LIBERTAD JUSTICA VOIX POWER**

BOWLING GREEN STATE UNIVERSITY  
Women's, Gender, and Sexuality Studies  
PRESENTS  
**SELF-CARE AS RESISTANCE:  
WOMEN'S HEALTH**  
featuring Ari Henry  
Co-Founder of "Queer and Trans" Yoga Sydney and Radial Wear  
and Tessa Hayes,  
Clinical Art Therapist  
March 29, 2019 | 10 a.m. - 2 p.m.  
201 Bowen-Thompson Student Union

CCS has co-sponsored events that contribute to a multidisciplinary approach, eclectic methodologies, a commitment to critical thinking and engagement, and an emphasis on how differences – cultural, national, economic, racial, sexual, etc. – are constructed and expressed. These are examples of just a few over the years.

## WGSS and CWGE Faculty Reception



On October 4, 2022, Women's, Gender, and Sexuality Studies co-hosted the CWGE & WGSS New and Newly Promoted Faculty Reception. The annual Reception honors all new and newly promoted faculty (at all levels) that identify as cis\* or trans women faculty, as well as non-binary people who are comfortable in a space that centers the experience of women.

This year Dr. Glenn Davis (Vice Provost for Academic Affairs), Jennifer McCary (Chief Diversity and Belonging Officer), and our three new female Deans (Jennifer Waldron, Ellen Schendel, and Jennifer Percival) were the speakers.

At the event we honored four women promoted to full Professor, seven to Teaching Professor, one to Clinical Professor, eleven to Associate Professor, ten to Associate Teaching Professor (including our own Tiffany Knoell and Jess Birch), and one to Associate Clinical Professor. We also welcomed 47 new women/nonbinary faculty, including our own Kimberly Stanley!

## Graduating Student Profiles

### Uzo Nwauwa

B.A. in Ethnic Studies

#### **What is your favorite BGSU memory?**

Presenting my capstone in front of the entire School of CCS. Although it was nerve-wracking, it was also very rewarding after I was finished and got some great feedback on my project.

#### **What was your favorite class for your major?**

Women of Color

#### **Who is your favorite professor?**

Jess Birch

#### **What are you planning to do after graduation?**

Relax and make some money during my semester off before grad school starts next August!



## CCS Welcomes New Faculty

Dr. Kimberly Stanley  
Assistant Professor of Ethnic Studies

“It’s never too late. You have to remember you’re always where you’re supposed to be.”

This mantra is something Dr. Stanley has told herself for many years, all along the winding path that brought her now, finally, to BGSU. Stanley began her academic journey at Gannon University in Erie, Pennsylvania, where she majored in communication arts, studying radio and television, after starting out as biology major. It quickly became clear biology was not her path. During her first year she took an English class, and the professor gave Stanley’s class the option to submit a paper early if they wanted to be part of a symposium being held at Penn State Behrend. Stanley decided, “Why not?” and wrote about Black women and double jeopardy. This was her first time venturing into intersectionality, and the paper got accepted. Here she was, eighteen and presenting at her first conference. Because of this experience her parents agreed she could switch majors since, Stanley says now, laughing, “I clearly sucked at biology. ‘You might be able to do something in humanities,’ my parents said.”

Changing majors in itself did not bring success. “I was a horrible undergrad,” Stanley says. She barely finished college and felt like she was stuck in a deep rut, even though she was working at a job she enjoyed, at an inpatient facility for people with developmental disabilities. Feeling aimless, Stanley went to visit her sister, who was serving in the Air Force in Albuquerque, New Mexico. The first thing Stanley saw when she stepped off the plane was a



tumbleweed, and she was hooked. She went home, packed up her possessions, and moved to New Mexico on a Greyhound bus. The University of New Mexico hospital hired her to work in child psychology, and one of the perks was that she could take classes for free. She discovered classes in Black women’s literature, and they kind of “blew out a wall” in her mind. She racked up tons of credits and eventually applied to the American studies program. She did not get in. This was discouraging; by this time Stanley was a single mother and wanted to move forward with her career. But hope was not lost; there was a new Black professor coming to the University, and she was encouraged to connect with him and see what she could learn. Gerald Davis became the mentor she needed; the Black films classes he taught opened up her research interests and his mentorship showed her what it meant to believe in herself.

By this time, she was still interested in American studies, but also passionate about psychology. She was working with a diverse population at the hospital; patients were Latinx, Native American, and Chicano, and she found that the psychoanalytic theory and Western medicine being used by the white medical community was destroying these patients' culture. She applied for grad school again, this time in sociology and American studies, and was accepted to both programs. After originally deciding, "I can do both!," she realized she really couldn't, and chose American studies, where Davis would be one of her professors. A few weeks after making this decision Davis passed away, and Stanley was devastated. Fortunately, she had a group of women who rallied around her and helped her get through this loss.

After completing her master's, she returned to psychology. She missed American studies, but it wasn't until other mentors expressed their confidence in her that she decided to go for a PhD. Minrose Gwin, David Leeming (a close friend of James Baldwin), and Celia Naylor wrote reference letters and supported her through the process. She applied to several schools and only one rejected her – BGSU. "You're where you're supposed to be," Stanley says now. "If I had gotten into BGSU then, I probably wouldn't be here now." She decided on Indiana University, which allowed her to earn a dual degree in history and American studies; two comps, two degrees, but only one dissertation. It took her a long time to graduate, being a single mother of a child with epilepsy and other health considerations, plus money was an issue, since she wasn't working at IU like she had been at UNM, where she received free tuition. She graduated in 2015 and has worked at several institutions since – the University of

Memphis, Rutgers, and Indiana State. And now she's here, at BGSU!

Stanley's research interests center around concepts of citizenship and belonging. Her dissertation, *Pulling Down the House, and Tearing up the Yard: Constructing, Policing, and Containing Black Masculinity, 1920-1960*, examines the perception of Black masculinity; how we understand it, especially through the Black press, and how it is contested and challenged by everyday folks. She also finds value in looking at how Black women are gatekeepers of masculinity. Her main span of research is the 1920s through the 1960s, when so much transformation of Black manhood took place in our larger culture – the power movement and other events and communities that helped shape ideas about what it means to be a Black man. A large part of this understanding is through identity, how people understand themselves and their belonging within the country.

This semester Stanley is teaching undergraduate courses of Intro to Ethnic studies and Intro to African American studies. Next semester she will take on Intro to African American Cultural Traditions, which explores concepts like religion, funeral practices, protest movements, and foodways, especially thorough literature and the importance of narrative.

One class she built and taught in the past is Cancer in America: a Cultural History, and she would love the chance to teach it again. After seeing her grandmother and aunt living with cancer in very opposite ways, she was fascinated with how cancer is viewed by different people. The course looks at things we don't often think about: intersections of cancer and trans people, cancer and geographical

region, cancer as part of language, infantilizing women by forcing them to wear pink, and who is deserving of cancer. She is very proud of the class and hopes it can be a part of School curriculum in the future.

Dr. Stanley knows how hard it is to overcome imposter syndrome and the critics in your own head. When she was struggling, wondering if she even should be going to school as a single mother, Gerry Davis asked her, "What do you want? You have to do what you want to do, because there is always going to be someone to tell you what you can or cannot do." Stanley took this to heart. "You have to know who you are and act on it," she says, "even if you have to fake it. Your champions will come. You must decide for yourself what you want, and things will happen."

Part of being true to yourself is not allowing silences in academia to keep you down. Stanley is the guardian of both her daughter and her grandchild, which could keep opportunities at bay if she let them, but she has found that being silent about needs will only cause problems. If you need help, you won't get it unless you ask. Fortunately, CCS is a school where silence is not necessary or expected, and adjustments can be figured out. "This is what it means to accept diversity in all dimensions," Stanley says.

We are so glad to welcome Dr. Stanley to CCS. Her passion and dedication to concepts of society, citizenship, and belonging offer excitement and passion to our faculty and to the school. We look forward to seeing and experiencing her contributions to our programs and the environment on campus. Welcome, Dr. Stanley!

## Alumni Spotlight

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By Judy Clemens-Smucker and Jacqueline Hudson

**Jacqueline Hudson** is a 2021 PhD graduate of the American Culture Studies program. She also received a graduate certificate in Public History, which she is using in her career as a museum professional. We were glad to catch up with her about her work and the way her education has allowed her to follow her dreams.

**Please tell us about your brand new job! What do you do there, and how was it a good transition from what you were doing last year?**

I am the Curator for the National Blues Museum in St. Louis, Missouri. As Curator, I will propose exhibits, gallery rotations, and reinstallations. To





support these initiatives, I will write grants and create other development proposals. I will design, organize, and implement exhibits, workshops, and educational programs. I will oversee the process of exhibits and special collections, including writing labels, preparing gallery spaces, installing and reinstalling temporary rotating exhibits. With these exhibits, I will conduct research, interpret, and produce content for temporary gallery spaces, touring exhibits, and publishing content. I will assist with identifying and acquiring or borrowing appropriate objects. I will recruit, train, supervise, evaluate, and mentor interns and volunteers working with exhibits in addition to training NBM staff, volunteers and interns on new and existing exhibits.



I will present collections materials through public and professional presentations, tours, workshops, and programs. I will bring the exhibits to life through programming and by identifying and telling compelling stories. I will serve as a representative of the museum in various professional organizations and events and maintain a strong and effective relationship with curators and scholars in the field

with the purpose of creating opportunities for interdisciplinary collaborations, especially those at peer institutions.

It was a perfect (and easy) transition from what I was doing last year. I was the Exhibitions Content Developer at the National Underground Freedom Center in Cincinnati, Ohio. Part of my job description there overlapped the duties of a Curator; the only difference was subject matter. As part of my position, I also worked with the Curator at the Freedom Center in developing exhibits. So, I was able to learn what they did and understand the general expectations of what a Curator does.

**Can you tell us about the steps you took to find placement in your dream job? What have you done, throughout school and post-school that have helped make you an attractive candidate for these positions?**

Like I have mentioned in numerous conversations with colleagues, students, and family/friends, I started with informational interviews, networking, and creating individual avenues of fieldwork in the museum industry. Informational interviews are great because they allow an inside view of what that individual does on a day-to-day basis. I conducted them not only with individuals who occupied the position, but other careers in the industry. You never know what might happen because of that interaction. That individual might know someone else who might have a more direct connection to someone who might change that career trajectory. (That is exactly what happened to me. A chance informational interview led to an internship at a music museum for two summers!) Networking is

key in this industry. Like informational interviews, networking is where you will develop relationships that will become collaborations in the long run. Networking for me opened a lot of doors for professional opportunities. I believed networking was a key element of getting both jobs at the Freedom Center and at the Blues Museum, respectively. I feel that creating my own avenues of fieldwork gave me an edge because employers see that I took initiative to provide experience in addition to the education. Lastly, attending conferences and providing services on different committees is another way to expand your professional CV to attract employers. That's what I did. I attended (and sometimes presented) at various conferences to create a presence for myself for other museum professionals. One thing that I did is that I volunteered (when asked) to be part of a special committee to help in creating an updated strategic plan for a statewide museum professional organization. I truly believe these steps (plus a little more) helped me to where I am today. Even though I am in the position I worked so hard for, I will continue the practice of informational interviews, networking, and creating individual avenues of fieldwork.

### **How did your education at BGSU prepare you for the positions you have held so far?**

Whew, that's a loaded question. It prepared me so much. In addition to studying the theoretical aspects of American culture, the program supported my desire to work at a non-academic setting. It is

great to apply the theories in my work to create discussions about Black culture at both the Freedom Center and now at the Blues Museum. The Professional Development/Publishing class with Dr. Susana Peña was an eye-opener because I was able to see previous ACS graduates succeed in similar fields that I wanted to pursue. The Public History program was instrumental in helping me understand the practicum of applying public history from the classroom into the real world. (Shout out to Holly Kirkendall at the Wood County Museum in Bowling Green, OH, for the invaluable guidance, advice, and push outside of my comfort zone!) The dissertation process was an eye opener, but it allowed me to sharpen my research skills with the support of an incredible dissertation committee. After seeing the finished product of my dissertation, I want to make a conscious effort to publish more work, including a book!

### **Where do you see yourself going in the next years? Do you want to stay in this position, or do you have other dreams you would like to chase at some point?**

First, I have recently achieved my dream job as a curator at a music museum, so I will stay in this position for a while. I want to continue to work in a music curatorial space in more of a senior role with a long-term goal of becoming either an Executive Director or a CEO/COO. Lastly, I shamelessly want to win a Grammy and/or an Academy Award for a documentary based on Black music.

## Accolades and Accomplishments

If you would like your achievements to be shared in our newsletter, please email [ccs@bgsu.edu](mailto:ccs@bgsu.edu) with the details!

### Faculty Accomplishments

#### Angela Nelson

Popular Culture Studies Faculty; Director, School of Cultural and Critical Studies



National Association of African American Studies  
National Association of Hispanic and Latino Studies  
National Association of Native American Studies  
International Association of Asian Studies

Dr. Nelson presented four papers on the 1970s Black-oriented television situation comedy, *Good Times* (CBS, 1974-1979), at the annual meetings of the Far West Popular Culture Association, International Conference on Humanities, Social and Education Sciences, National Association of African American Studies, and Popular Culture Association/American Culture Association. The papers, “Good Times as TV Milestone,” “Black Culture and Community in Good Times,” “Esther Rolle, Good Times, and the Politics of the Referent,” and “Whiteness and White Characters in Good Times,” are part of a larger project interpreting *Good Times* as a television milestone. She argues that *Good Times* served as a nexus between historical and emergent representations of family, race, class, and gender in 1970s American culture.

Also, the *Religions* journal published her article



*religions*

“Shirley Caesar and the Politics of Validating Sexual Agency” in June 2022.

#### Jeremy Wallach

Popular Culture Studies Faculty

Dr. Wallach had two book chapters published. The first is “By Way of an Epilogue: The Joys of Resistance,” in *We'll Play Till We Die: Journeys across a Decade of Revolutionary Music in the Muslim World*, edited by Mark LeVine and published by the University of California Press. The second is “Reformasi-Era Popular Music Studies: Reflections of an Anti-Anti-Essentialist,” in *Sounding Out the State of Indonesian Music*, edited by Andrew McGraw and Christopher J. Miller. It was published by Southeast Asia Program Publications at Cornell University Press.

Dr. Wallach also gave three recent presentations: “After the Revolution: Recent Developments in Indonesian Popular Music.” Presented at the Center for Southeast Asian Studies, Northern Illinois University; “Asian Metal as Decolonial Defiance” at the Fifth Biennial Meeting of the International Society for Metal Music Studies; and a presentation at the Asian Studies Forum here at BGSU.



## Charles Coletta

Popular Culture Studies Faculty

Dr. Coletta has been elected to the Executive Board of the Midwest Popular Culture Association as an "At-Large" member. The 2023 MPCA conference is scheduled to be held in Chicago (October 2023).

## Matthew Donahue

Popular Culture Studies Faculty

Dr. Donahue's presentation "Pop Culture in the Context of 1972" was part of the commemoration activities of the Armstrong Air & Space Museum's 50th Anniversary. He also presented at the Bryan Public Library; the Williams County Public Library system invited him to speak about "Blues Down the Road: The Hines Farm Blues Club."

Dr. Donahue's popular culture inspired artwork was exhibited by invitation at the Martin Porter Gallery at the Toledo School for the Arts as part of the Undisclosed Art Exhibition, and also showed at the 15th Annual NOWOH Exhibit at the BGSU Galleries.

Dr. Donahue also served as a judge for the Emmys for several regional chapters of the National Academy of Television and Arts & Sciences.



## Sarah Rainey-Smithback

Women's, Gender, and Sexuality Studies Program Director and Faculty; CCS Director of Undergraduate Studies

Dr. Rainey-Smithback's article "Performing consanguinity: Lesbian family photography practices" was published in the *Journal of Lesbian Studies* this year.



## Michaela Django Walsh

Ethnic Studies Faculty

Dr. Walsh has several articles with upcoming publication dates: "Diablas por Siempre" (forthcoming *The Iowa Review*), "Between Skin and Stone: A Letter to my Son Lienzo" (forthcoming *Meridians*), and "Cuentos y Consejos: Migrant Agency in the FM4 Paso Libre" (forthcoming *Latino Studies*)

As an ICS faculty fellow, delivered a talk entitled: "Navigating Crisis Across Borders: A Mexican Indigenous Community During COVID" in November.

## Radihika Gajjala

American Culture Studies / Media & Communication Faculty

Dr. Gajjala has an upcoming article called "The persistence of the housewife ideology: Shifts in women's roles in production of Sumbanese handwoven cloth" in the *European Journal of Cultural Studies*. She wrote this with several ACS PhD students: Rustina Untari, Muhammad Taufiq al Makmun, Ololade Faniyi, and Sarah Ford.

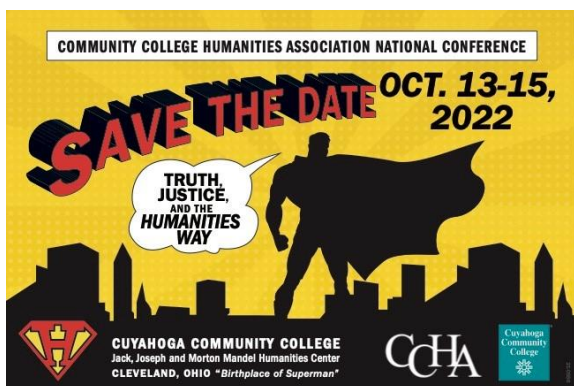


## Student Accomplishments

### Brandon Alva

Popular Culture, Master's student

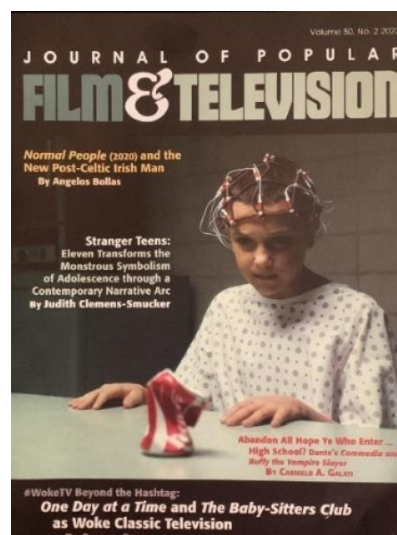
Brandon presented at the Community College Humanities Association's National Conference in Cleveland. His presentation "The Slap Seen on Every Smartphone: Rupture or Spectacle?" is part of an on-going research project looking at the now-infamous Oscar slap through the critical lenses of Guy DeBord's *The Society of the Spectacle* and Richard Schickel's *Intimate Strangers*.



### Judy Clemens-Smucker

American Culture Studies, PhD candidate

Judy published her article "Stranger Teens: Eleven Transforms the Monstrous symbolism of Adolescence through a Contemporary Narrative Arc" in the *Journal of Popular Film and Television* in July 2022.



## Trisha Bonham

American Culture Studies, 2<sup>nd</sup> year PhD student

Trisha participated in two conferences during the month of September. She presented "The Marie I Know: Haunting Leveau Through the Contradictions of the Otherworld" at the 14<sup>th</sup> Annual Louisiana Studies Conference: Supernatural Louisiana, at Northwestern State University in Natchitoches, LA. and "Exposing the Boogeyman: Exhuming Racism in America" at the American Awakening: Interdisciplinary Interrogations in the 21<sup>st</sup> Century Conference at the University of Alabama in Tuscaloosa, AL.



## Hali Kivari

American Culture Studies, 3<sup>rd</sup> year PhD student

In October Hali led a Breathing Yoga Event for graduate students. This was coordinated by the Graduate Student Senate (GSS) and Multicultural Initiatives for Graduate Student Success (MIGSS). Hali is a certified yoga instructor and led the group through breathing exercises to reduce anxiety.



## Ben Thomason

American Culture Studies, 3<sup>rd</sup> year PhD student

Ben's first peer-reviewed article, "Save the Children, Launch the Bombs: Propaganda Agents Behind *The White Helmets* (2016) Documentary and Media Imperialism in the Syrian Civil War," was published in *The Projector*, Summer 2022, Volume 22, no. 2.



## Jinx Mylo

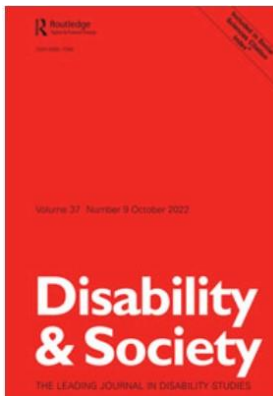
WGSS Grad Certificate; Media & Communication, PhD candidate

Jinx's paper "Everything's Gonna Be Kinda Queer: Autistic Gender & Sexuality in *Everything's Gonna Be Okay*," was published in *Ought: The Journal of Autistic Culture*: Vol. 4: Iss. 1, Article 7

## Val Erwin

WGSS Graduate Certificate; Higher Education, PhD candidate

Val's article "Specific learning difficulty tutors: direct supports for navigating disabilities and the university environment" was published in *Disability and Society* in August 2022.



## Amanda Anastasia Paniagua

WGSS Grad Certificate; 2<sup>nd</sup> year Higher Education Administration, PhD student

On October 20 Amanda spoke at the Maryland Commission for Civil Rights about building inclusive spaces in organizations. The webinar was attended by 60 community members with varying roles and responsibilities.



## Staff Accomplishments

### Rebekah Patterson, DeeDee Wentland, and Amy Davidson

#### Classified Staff Team Award

The School of Cultural & Critical Studies team was nominated for their work in bringing the campus and community together for two important conferences in addition to their regular duties. They coordinated the nationally recognized organizational conference for the Association for Ethnic Studies which included a dinner to honor the BGSU Department of Ethnic Studies' 50th anniversary. They also coordinated the Latino/a/x conference on campus. Both conferences worked with internal and external partners to create resources, support speakers and organizers, and create a smooth, enjoyable experience for all attendees. In addition to this work, the team in the School of C&CS continued to support students by finding resources for students and solving any concern that came their way.

Congratulations to this year's Team Award winners: Rebekah Patterson, DeeDee Wentland, and Amy Davidson in the School of Cultural and Critical Studies.



## Upcoming Events

### Action/Reaction Conference

February 23, 2023

Culture as Action/Reaction is presented by the Bowling Green State University graduate student organization Culture Club.

Culture is a series of actions and reactions between people, places, and ideas. As cultures and ideas continue to collide in various ways across the globe, we consider the impacts of such collisions.

BGSU students are especially encouraged to apply. We invite scholars to present their work via PowerPoint presentation, with the option of submitting creative works related to the theme/issue/topic, such as art, film, poetry. Abstract submissions from all fields, and beyond,

## ACTION/REACTION

are welcome. Abstract submissions from undergraduates, graduates, established scholars, and professionals/enthusiasts are also welcome.

Interested scholars are asked to submit an abstract of no more than 250 words to [cultureclub@bgsu.edu](mailto:cultureclub@bgsu.edu). Submissions should include: the name(s), affiliation(s), and title(s) of the presenter(s), the presentation title, and professional contact information. Abstracts are due by December 31, 2022. [Conference Website](#)

### A Conference on Class Consciousness and Popular Culture

April 14th & 15th, 2023



The main areas of the conference include (but are not limited to) the following:

- Class Representations in Popular Culture
- Class Issues in Academia
- Social Outreach and Activism

Interested parties and individuals are encouraged to submit their proposals by January 1<sup>st</sup>, 2023 to [classcon@bgsu.edu](mailto:classcon@bgsu.edu) | [Conference Website](#)

Supported by the Stoddard and O'Neill School of Critical and Cultural Studies Fund, BGSU University Libraries, and PCSA.





## Latino/a/x Issues Conference

March 15, 2023

The eStrella Latin American & Latino/a/x Studies Student Research Conference is an annual forum featuring original scholarship (in the form of research papers or poster presentations) and creative work (such as painting, ceramics, photography, movement, media installations, and spoken word). BGSU undergraduate and graduate students are particularly encouraged to apply.

We invite proposals for presentations on all topics related to Latin America and Latino/a/x Studies especially those related to our theme “We are Multitudes.” Representations of Latinx populations in popular culture and scholarly literature have often focused on the largest national origins groups, reproduced narrow stereotypes, and implied that all Latinxs share particular traits such as skin color and language.

## In Memoriam

### Dr. Winifred Stone

The Department of Ethnic Studies mourns the loss of Dr. Winifred Stone. Dr. Stone was Associate Professor of Ethnic Studies. In 1985, Dr. Stone served on the Minority Task Force at BGSU, the committee that promoted the university-wide Cultural Diversity in the U.S. requirement.

The faculty of Ethnic Studies that had the pleasure of meeting Dr. Stone remember his generosity to our students and his support of our programs and events.



We seek to expand beyond these limited representations by showcasing that Latinx populations are not homogenous, we are multitudes.

The Latino/a/x Issues Conference (LIC) organizing committee also invites you to nominate a faculty, staff, students, and community members for an award.

[Call for Presentations](#) | [Call for Award Nominations](#)

[Conference Website](#)

During his career at BGSU, Dr. Stone also served as Associate Dean of Graduate Admissions. After his retirement, BGSU established Winifred O. Stone Graduate Development Fund and Winifred O. Stone Graduate Student Award.

[Dr. Winifred Stone's Obituary published in the Toledo Blade](#)

[Dr. Winifred Stone's Obituary from Newcomer Toledo](#)

## Dr. Esther Clinton

Esther Ann Clinton 1971–2022



Dr. Esther Clinton received her M.A. and Ph.D. in Folklore at Indiana University with a focus on narrative, proverbs, comparative mythology and Old Norse and Old English literature. She taught in the Department of Popular Culture in the School of Cultural and Critical Studies for sixteen years on a wide range of subjects, including heroes, villains, and tricksters; folktales, popular literature; world religions; and advanced cultural theory.

Esther's classes were known for their intellectual rigor. She encouraged students to question taken-for-granted assumptions and to grapple with the burning issues of existence. Esther was a favorite among SCCS graduate students and served on over sixty thesis and dissertation committees. Yet for all her academic, pedagogical, and creative accomplishments, Esther is primarily remembered for her great kindness and almost superhuman

powers of empathy. She had the rare ability to make people feel better about themselves because she herself was so unselfish.

Esther presented at academic conferences around the world and published widely. Her scholarship, like her teaching, was remarkably eclectic, in areas ranging from proverb use in the *Lord of the Rings* trilogy, to tracking folk beliefs about lung cancer, to trickster figures in world mythology. Her work has appeared in *Asian Music*, *Journal of the National Medical Association*, *Proverbium*, *Journal of World Popular Music*, *Metal Music Studies*, and in the books *Archetypes and Motifs in Folk Literature*, *The Palgrave Handbook of Leisure Theory*, *Theory for Ethnomusicology*, *The Oxford Handbook of the Phenomenology of Music Cultures*, *Modern Heavy Metal*, *Heavy Metal and the Communal Experience*, and *Connecting Metal to Culture*.



Dr. Clinton researched heavy metal music extensively and was one of the organizers of the BGSU Heavy Metal and Popular Culture International Conference in 2013. Her other research interests included popular literature (particularly mystery, fantasy, and science fiction), folk religion, folktales and legends, tricksters, monsters, and Southeast Asia. She was particularly proud of her intellectually ambitious essays on music and phenomenology, co-written with her ethnomusicologist husband and fellow SCCS faculty member, Jeremy Wallach.

from Popular Culture, American Cultural Studies, English, Ethnomusicology, History, Asian Studies, and numerous other fields. [Esther's Obituary](#)



*POPC MA Grad Class Group - back row left to right: Joyce Okango, Amira Hassnaoui, and Courtney Bliss; front row left to right: Trinidad Linares, Esther Clinton, Jeremy Wallach, and Martin Muthee*

Esther is profoundly missed by a global community of friends, colleagues and students from Brazil to New Zealand, Finland to Indonesia. She is remembered for her kindness to all, unswerving dedication to her students and moral convictions, her infectious laughter, penetrating intellect, and commitment to nurturing a new generation of scholars. Her legacy is carried on by her students



*Esther Clinton at the Academy of Natural Sciences in Philadelphia*



*Esther Clinton with Jeremy Wallach and POPC MA Alum Amira Hassnaoui at the CCS Recognition Event.*