APPLICATION FOR FALL 2015/SPRING 2016
SCHOLARS AND ARTISTS IN RESIDENCE

(please type)

Name: MONTANA MILLER

Department/Program: Popular Culture

Academic Rank: Associate Professor

Office Phone: 372-0184
Home Phone: 310-963-5960

Cell: 310-963-5960
E-mail: montann@bgsu.edu

Title of Proposed Project: Blue Skies, Black Death: Belief and Ritual in Skydivers' Relationships with Mortality

Please indicate your availability for residency:

Fall term: X Spring Term: ________ Either term: ________

THE ATTACHED APPLICATION MATERIALS MUST INCLUDE:
- Abstract of Project (350-word limit)
- Description of Project (8-10 double-spaced pages)
- Current Curriculum Vitae
- Budget, if relevant

SIGNATURES

Applicant: MONTANA MILLER
Date: 10/28/14

Department Chair: 
Date: 10/28/14

College Dean:
Date: 10/28/14

APPLICATION DEADLINE
Monday, October 28, 2014, by 5:00 pm. Please submit one print and one electronic copy (email) of the application packet to: Ellen Berry, Director, ICS, 230 East Hall, eberry@bgsu.edu. Please include ICS Graduate Assistant, Tori Arthur, tarthur@bgsu.edu, on the email submission of the electronic copy.

230 East Hall
Bowling Green, OH 43403-0023
419-372-0585 – voice
419-372-9399 - fax
www.bgsu.edu/offices/ics
BLUE SKIES, BLACK DEATH:
BELIEF AND RITUAL IN SKYDIVERS' RELATIONSHIPS WITH MORTALITY

Abstract, 350 words

I am applying for an ICS fellowship in order to have the crucial research and writing time needed to complete the manuscript of my book in progress, an ethnographic study of beliefs and attitudes regarding death among experienced skydivers. Building on the interviews I conducted during my FIL in Fall 2013, this award will support the time-consuming process of coding, interpreting, and analyzing the wealth of qualitative data gathered through in-depth conversations with over 200 participants of diverse ages, nationalities, roles and specialties within the skydiving community.

Skydivers form a tightly-knit, exclusive subculture that incorporates profound and esoteric traditions of storytelling, humor, mourning, and ritual surrounding the inescapable presence of death. My research explores these customs and attitudes, jumpers' own senses and perceptions of mortality, and how they function collectively and as individuals in the aftermath of a fatality. How do skydivers honor their dead while dissecting fatal mistakes in order to improve their
own chances of survival? How do they cope with emotions, finding support and motivation to continue jumping in spite of repeated experiences of trauma at the drop zone? How do they decide when it's time to stop?

"Every time you jump out of that plane, you're dead until you do something about it," experienced skydivers declare. Yet the larger culture's assumptions about skydivers as extreme daredevils are off base. Stereotypes about "adrenaline junkies" and "desperadoes" are perpetuated through media and popular generalizations, but the reality is far more complicated. My research illuminates the complexity and variety among insiders of this sport, those with thousands of jumps and years of experience. Careful, respectful, and valid research into this subject matter must embrace the idiosyncrasies and inconsistencies within this subculture as much as its shared lessons and idioms. My work promises to deepen cultural and scholarly understandings of risk-taking and death, expanding the assumptions of insiders and outsiders alike. By examining the personal and collective belief systems, the diverse personal histories and motivations, and the delicate balance of trust and fear that skydivers share, "Blue Skies, Black Death" will make an essential contribution to the literature in cultural studies.
BLUE SKIES, BLACK DEATH:

BELIEF AND RITUAL IN SKYDIVERS’ RELATIONSHIPS WITH MORTALITY

Description of Project

I am applying for an ICS fellowship in order to have the crucial research and writing time needed to complete the manuscript of my book in progress, an ethnographic study of beliefs and attitudes regarding death among experienced skydivers. Allowing me to build on the interviews I conducted during (and since) my Faculty Improvement Leave in Fall 2013, this award will support the time-consuming process of coding, interpreting, and analyzing the wealth of qualitative data gathered through in-depth conversations with over 200 participants of diverse ages, nationalities, roles and specialties within the skydiving community.

I designed the particular methodology for this project, informed by the principles and fieldwork methods of anthropology and folklore as well as “trauma-informed” ethnography. I refer to my subjects as “consultants”; they include jumpers, riggers, pilots, and other drop zone employees. During my FIL, I immersed myself in the process of conducting in-depth (two hours on average) interviews with these men and women, traveling throughout the country and abroad.

I examine the norms and methods of verbal and physical communication in a variety of places: under the tents where parachutes are packed, in the plane on the way to altitude, within the aerial formations connecting skydivers in freefall, around
the bonfire (each drop zone has one every night), in the discussion threads of DropZone.com (skydivers' universal online forum), and during memorial "ash dives" for the dead.

A key focus of my investigation involves the way members of this subculture react and interact in the aftermath of a fatality—endlessly discussing (in person and online) the technical details of what went wrong, trying to learn from it. It often comes down to blaming the dead for reacting badly to the emergency. Yet the uncomfortable mystery remains: one cannot know why someone didn't react correctly—what went on in their head at that moment when they looked death in the face. Was it "brain block," or "ground rush," both dreaded skydiver killers? How do skydivers avoid confronting those demons themselves? (I have been intrigued to hear jumpers and riggers speak of the "cumulative grief" of losing friends one after another, until an ineffable personal limit is reached and they need to walk away from the sport.)

As a folklorist, I have been struck by the apparent absence of superstition or supernatural belief among skydivers as a group. While routines, even rituals, are ubiquitous, they do not seem to be invested with magical power; concepts of luck and fate are not a part of the discourse. Rather, vigilance, care (for their equipment, and their companions), and control are paramount. Most skydivers seem to have little room for magic—they are too focused on gear checks, dive plans, and on building and sharpening the strength of will and mind to overcome risk, fear, and grief. This represents an important distinction from many other high-risk cultures that I have studied (and participated in) in my academic and performance career.
Significance of Project

Skydivers form a tightly-knit, exclusive subculture that incorporates profound and esoteric traditions of storytelling, humor, mourning, and ritual surrounding the inescapable presence of death. My research explores these customs and attitudes, jumpers’ own senses and perceptions of mortality, and how they function collectively and as individuals in the aftermath of a fatality. How do skydivers honor their dead while dissecting fatal mistakes in order to improve their own chances of survival? How do they cope with emotions, finding support and motivation to continue jumping in spite of repeated experiences of trauma at the drop zone? How do they decide when it’s time to stop?

“Every time you jump out of that plane, you’re dead until you do something about it,” experienced skydivers declare. Yet the larger culture’s assumptions about skydivers as extreme daredevils are off base. Stereotypes about “adrenaline junkies” and “desperadoes” are perpetuated through media and popular generalizations, but the reality is far more complicated. My research illuminates the complexity and variety among insiders of this sport, those with thousands of jumps and years of experience. Careful, respectful, and valid research into this subject matter must embrace the idiosyncrasies and inconsistencies within this subculture as much as its shared lessons and idioms. My work promises to deepen cultural and scholarly understandings of risk-taking and death, expanding the assumptions of insiders and outsiders alike. By examining the personal and collective belief systems, the diverse personal histories and motivations, and the delicate balance of trust and fear that
skydivers share, “Blue Skies, Black Death” will make an essential contribution to the literature in cultural studies.

**Methodology**

I spent the fall semester of 2013 (on FIL) visiting numerous drop zones across the country and abroad, arranging and conducting interviews, and I have continued this research as much as time permitted in 2014. I have attended reunion gatherings and memorials where I observed the public ceremonies, speeches, commemorative jumps, and storytelling that occurs at these events, documented the oral histories of former jumpers, and interviewed both veteran tradition-bearers and young hotshots about the meanings and implications of the questions I am exploring. Specifically, I have interviewed skydivers at the famous Perris and Elsinore drop zones in Southern California, the Parachute Center near Sacramento, CA, Skydive City in Zephyrhills, Florida, Skydive Arizona in Eloy, AZ, Skydive Chicago, Blue Sky Ranch in New York, and Hibaldstow and Wild Geese Drop Zones in England and Ireland respectively. I attended significant events in the sport—the US National Championships in Chicago, the Thanksgiving reunion gathering of old-timers at Skydive City, and four attempts (two of them successful) at World Records in Sequential Formation Skydiving, where the most experienced skydivers in the sport gathered to attempt dangerous formations of hundreds linked together in midair. Many of these men and women are already world record holders who have been in the sport since its beginnings over 30 years ago.
My approach has been particularly influenced by the “trauma-informed ethnography” methodology of folklorists and social workers Amy Bauman and Glenn Hinson. I have a list of open-ended interview questions, but I encourage my consultants to take the discussion in any direction they feel significant (they may ignore the list completely). This is an excerpt from my information sheet/list of questions:

Here are some questions you may find useful in generating thoughts; you are welcome to expand on and modify the questions, or ignore them completely.

- How do you handle fear, or thoughts about death, so that it doesn’t interfere with your performance... or does it sometimes interfere with your performance? How so?

- Would you like to talk about your experiences with witnessing others’ deaths or losing your own friends through skydiving... how you and your community reacted to the fatality, how you coped with the trauma and the loss, how it changed your perspective?

- What beliefs, whether spiritual, philosophical, or superstitious, do you personally have that affect your relationship with mortality? What have you observed about others in our sport?
• If you have had a close brush with death (or more than one) that stands out in your memory, would you tell me about it? How did it affect or change you, if at all?

• Have you seen humor as a way of dealing with the risk and fear of death in skydiving? Can you talk about how, when, and why such humor occurs?

• What rituals have you taken part in, in the aftermath of a fatality at the drop zone? Can you describe them to me?

Once we have finished the interview, I send the typed transcript by email to my consultant within 24 hours—this gives him or her the chance to add comments and memories that have come to mind after my departure. (With some skydivers who are unable to meet in person for interviews, I am corresponding through email, sending questions and follow-ups back and forth; a few consultants prefer this method, wanting to take more time to think through their responses.) As a member of the skydiving community and with sensitivity to the traumatic nature of this topic, I treat my consultants as collaborators who have control over their own contributions to this study. They have the opportunity to edit their transcripts during the coming months until I am in the final writing stages, and they may choose whether to be quoted by name or remain anonymous up until the point where the book goes to the publisher. So far, almost all of my consultants have preferred to have their real names included in the published book. As Hinson and Bauman have recommended, I have found this approach of offering extraordinary control of the
transcript to my interviewees has been effective at reinforcing the trust and rapport that we already share as members of a connected community.

This methodology I devised and employed has underscored the importance of listening and improvising during the course of interviews that can unexpectedly shift in tenor from humor to grief. Many of my consultants have experienced intimate losses—teammates, friends, spouses—in the sport. Talking about their coping mechanisms (past and present) and the impact on their skydiving careers evokes powerful emotion sometimes without warning. A “trauma-informed” interviewer must discern when to be silent, how to respond supportively, and what (if any) follow-up questions are appropriate. Respect and empathy for the participant, flexibility within the interview conversation, and transparency in the transcribing process; these elements are, I believe, essential to the goal of producing a responsible, authentic, and illuminating ethnography of skydivers’ relationship to death. This methodology itself constitutes a significant contribution to fields of scholarship that rely on first-hand qualitative investigation.

Goals of the Project

As a folklorist who sees a certain poetry and beauty to this culture, I have suggested that skydivers might be said to “perform” folklore surrounding death. Jumpers must focus not only on the consistent performance of technical skills and in-group roles and responsibilities on the next skydive but also on the performance and practice of belief—and of emotional control and release—learned through time and experience in a sport where death visits regularly.
When one sees people continuing to jump out of a plane right after losing a fellow flyer, one wonders, *What is going on here?* And there is great pressure to generalize about the mentality and psychology of the sport—about personality types and attitudes about risk and death. But it’s more messy and complicated than that, and that also is why this phenomenon is so well suited for study through ethnographic and folkloristic methods and principles. As I state in my consent/information sheet for the people I talk with, “My goal is to represent authentically the views of skydivers (as well as riggers and other drop zone employees) who may be very different from each other. The purpose of this project is to create better understanding of the complexity and variety of experiences and perspectives that skydivers have.”

**Timeline**

I propose to undertake this fellowship during the fall semester of 2015, having had a chance to wrap up the last of my interviews over the coming months. I will continue to present my work on this topic at national conferences; specifically, the American Folklore Society has its annual meeting in October. I will use the time afforded by the fellowship to focus exclusively on the finishing and polishing of my manuscript so that it can be submitted to my publisher, Utah State University Press (whose editors have expressed great excitement about the book), and sent out for peer review before 2016. I would be honored by the chance to join the ICS intellectual community through this project, and to present my research to the BGSU community in a public lecture. After a semester of intensive fieldwork and
interviewing, and a year of continuing to pursue this project while teaching and
advising full-time, I feel strongly that this book needs several months of
uninterrupted time to take its final shape, based on this remarkable material. Thank
you for your consideration of my application as I plunge forward through this
deeply meaningful, important, and engrossing project.
MONTANA MILLER
Associate Professor
Department of Popular Culture
Bowling Green State University
Bowling Green, Ohio 43403-0190
Tel: (419) 372-0184
email: montanm@bgsu.edu

Curriculum Vitae

I. Academic Degrees

2003

1999
Master of Arts in Folklore and Mythology, University of California, Los Angeles.

1996
Bachelor of Arts cum laude, Harvard University, Cambridge, Massachusetts. Concentration in Folklore and Mythology.

II. Academic Positions

Fall 2005-present
Assistant Professor, Department of Popular Culture
Bowling Green State University

III. Non-academic Positions

Not Applicable

IV. Teaching Experiences

A. Teaching Experiences

1. BGSU Undergraduate Courses (and number of courses taught)

POPC 4240/2310: Health, Illness, Addiction, & Popular Culture (4)
POPC 3650: Youth and Popular Culture (11)
POPC 4600/3450: Internet Communities (10)
POPC 1600: Introduction to Popular Culture, BGeX (4)
POPC 3210: Folklore and Material Culture (2)
POPC 325: Occupational Folklore (2)
POPC 426: Popular Entertainments (1)
POPC 460: Emerging Traditions in American Youth Culture (1)
POPC 460: Summer Camp Ethnography (2)

Independent Studies (taught individually):

Honors Program Independent Study in International Culture (Summer 2011)
Honors Program Independent Study in Internet Culture (Spring 2011)
Black Student Athlete Experience (Fall 2010)
Girls Gymnastics Culture (Spring 2010)
International Sport Ethnography (Fall 2009)
Music Festivals and Culture (Fall 2009)
“Celebreality” & Sport (Fall 2009)
Girls’ Sport Culture (Spring 2009)
Popular Tradition & New Media (Spring 2009)
Occupational Aesthetics (Spring 2009)
Culture, Childhood & Youth (Summer 2008)
Health, Habit, & Culture (Fall 2007)
Fieldwork in Folklore (Spring 2007, Spring 2013)
Internet Ethnography (Fall 2006)
Virtual Mourning (Fall 2006)

2. BGSU Graduate Courses (and number of courses taught)

POPC 6600: Folklore and Folklife (5)
POPC 680: Childhood Culture (1)
POPC 680: International Youth Culture (1)
POPC 680: Internet Communities (1)

Independent Studies, Graduate Level:
Women’s Studies Capstone project (Spring 2009)
Internet Communities (Summer 2007)

3. Other Teaching

a. Guest Lectures at BGSU

Guest lectures for BGSU Honors documentary film screening program (“Promises”
and “Hell House”), Instructor Heath Diehl, September and November 2010.

Guest speaker, “The Emergence of a New Generation in Circus Arts,” for BGSU
Arts Village community, April 7, 2010.

Guest lecture, “Internet Research Ethics and IRB Review,” for Department of
Communications, Catherine Cassara-Jemai’s graduate course in humanistic research
methods, COMS 6400, October 28, 2009.

Guest lecture, “Internet Research Ethics and IRB Review,” for Department of
Rhetoric and Writing, Lee Nickson-Massey’s doctoral seminar, English 7260,
October 27, 2009.
Guest lecturer, “Children’s Folk Narrative and Performance,” for Department of Theatre and Film, THFM 360 (Treehouse Troupe), January 29, 2009

Guest lecturer, “Ethnography and Performance Cultures,” for Dr. Lesa Lockford’s Theatre and Film Graduate Seminar, THFM 695, December 4, 2008


b. Teaching Experience Elsewhere

2000–01
Teaching Assistant
Folklore and Mythology Program
University of California, Los Angeles

2000
Teaching Assistant, Writing for Social Sciences
English Department
University of California, Los Angeles

2000-2004
Essay-writing seminars for high school seniors
Co-taught with Kathleen Cushman; Harvard MA

4. Thesis and Dissertation Students (Chair)

a. Theses

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
<th>University</th>
</tr>
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<tbody>
<tr>
<td>Rachael Cobb</td>
<td>M.A.</td>
<td>expected 2012</td>
<td>BGSU</td>
</tr>
<tr>
<td>Ted Freeseeman</td>
<td>M.A.</td>
<td>expected 2012</td>
<td>BGSU</td>
</tr>
<tr>
<td>Nicholas Porter</td>
<td>M.A.</td>
<td>2011</td>
<td>BGSU</td>
</tr>
<tr>
<td>Julie Rowse</td>
<td>M.A.</td>
<td>2008</td>
<td>BGSU</td>
</tr>
<tr>
<td>Kristen Moore</td>
<td>M.A.</td>
<td>2006</td>
<td>BGSU</td>
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</tbody>
</table>

b. Dissertations

| Joanne Joys        | Ph.D.  | 2011       | BGSU       |

4. Membership on Dissertation Committees

| Wesley Dempster    | Ph.D.  | expected 2015 | BGSU       |
| Jason Drummond     | Ph.D.  | expected 2013 | BGSU       |
| Kelly Lister       | Ph.D.  | 2010         | BGSU       |

d. Membership on Thesis Committees
Nick Reinhard  M.A. (non-thesis)  2010  BGSU
Sean Watkins  M.A.  2009  BGSU
Iva Docekalovala  M.A.  2008  BGSU
Ashley Baker  M.A.  2007  BGSU
Michelle Cordone  M.A.  2007  BGSU
Callie Clare  M.A.  2007  BGSU
James Paasche  M.A.  2007  BGSU
Tony McCosham  M.A.  2007  BGSU
Jennifer Brandt  M.A.  2007  BGSU
Rick Claypool  M.A.  2006  BGSU
Sarah Gothie  M.A.  2006  BGSU

VI. Professional Development

“Pedagogy and Second Life” Faculty Learning Community, core member, BGSU, 2007-2010.


VII. Academic Advising

2009-2011: Undergraduate advisor, Department of Popular Culture (45 majors, 50 minors)

VIII. Research Interests

Emerging traditions and symbolic expression in youth culture
Internet communities including adolescent social networks, support groups, and sites of mourning
Adolescent sport culture
American cheerleading, its evolution and international spread
Dramatic drunk driving prevention programs and abstinence programs targeting adolescent audiences
Perceptions of risk and perspectives on mortality among skydivers

X. Publications

1. Journal Articles

a. Refereed Articles

Miller, Montana. “Face-to-Face with the Digital Folk: The Ethics of Fieldwork on Facebook.” (Folk Culture in the Digital Age, ed. Trevor Blank, Utah State University Press, 2012)

Miller, Montana. “Gymnastics Commentary as Traditional Heroic Narrative.” (forthcoming, Girlhood Studies)


Miller, Montana. “Vernacular Abstinence: Teenagers, Purity Rings, and Rites of (Blocked) Passage.” Practical Matters, Issue 2 (Fall 2009): 100-127 (approximate; online journal)

b. Refereed Articles Under Review

Miller, Montana. “Sense, Secrets, and Sanctimonies: Women's Folk Community and Fluid Identity in an Internet Chat Room.” (undergoing peer review for New Directions in Folklore)


c. Non-refereed Articles


2. Encyclopedia Entries


3. Book

"Playing Dead: Mock Trauma and Folk Drama in Staged High School Drunk Driving Tragedies." (Utah State University Press, October 2012)

XI. Papers Read to Professional Societies

A. Invited Papers

2010. Keynote speaker, Performance Studies Research Conference ("It's Getting All Performative in Here"), organized by Professor Scott Magelssen, Bowling Green State University. (June 3)


B. Refereed Papers


2013. "NSTDWITWGD: No Shit There I Was Thought I Was Gonna Die Stories Among Skydivers." Western States Folklore Society Annual Meeting, San Diego, CA (April 18-20)


2012. "Death and the Drop Zone: The Esoteric and Exoteric Folklore of Skydiving." Western States Folklore Society Annual Meeting, California State University at Sacramento (April 19-21)


2011. "Going In: Folklore and the Discovery Process in Ethnography and Skydiving." Western States Folklore Society Annual Conference, University of Southern California, Los Angeles, CA. (April 14-16)

2010. "'Better Spray the Walls Down': STD Rumors, Contagious Belief, and a University's Reputation." Western States Folklore Society Annual Conference, Willamette University, Salem, Oregon. (April 15-17)

2010. "Ethical Issues in Researching Internet Mourning and Memorials." 40th Popular Culture Association national meeting, St. Louis, Missouri. (March 31-April 3)

2009. "Facebook, Faculty-Student 'Friendship,' and the Erosion of Traditional Boundaries in Academic Culture." American Folklore Society Annual Meeting, Boise, Idaho. (October 21-25)


2009. "Your Brain on Steroids: How Academic Professionals Consider Cognitive-Enhancing Drugs." Fifth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (May 20-23)


2007. “With This Ring: Symbols of Sexual Purity and Teenagers' Interpretations of Abstinence.” American Folklore Society Annual Meeting, Quebec City, Canada. (October 17-21)


2007. “Authenticity in Internet Research.” Third International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (May 3-7)


2006. “Ethnographic Research in Internet Communities: What’s Public, What’s Private?” Second International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (May 4-6)


2006. “Virtually Popular.” 36th Popular Culture Association national meeting, Atlanta, Georgia. (April 12-15)


2005. “Candid, Confidential, Contagious? Teenagers and Eating Disorders on the Internet.” American Folklore Society Annual Meeting, Atlanta, Georgia. (October)


2002. “‘Every 15 Minutes Someone Dies’: How People Play in a Staged Drunk Driving Tragedy.” Conference on Holiday, Ritual, Festival, Celebration, and Public Display, Center for Popular Culture Studies, Bowling Green, Ohio. (June)


2000. “Another Every 15 Minutes: High Schools’ Versions of a Narrative Text About Drunk Driving and Death.” American Folklore Society Annual Meeting, Columbus, Ohio.


C. Non-refereed Papers

2008. “‘My School Rocks!’ in India: Local Aesthetics and Adaptations Take the Stage as ‘High School Musical!’ Crosses Borders and Boundaries.” Folklore Symposium: Folklore and Nationalism, Harvard University, Cambridge, Massachusetts. (February 8-9)

2008. “‘This Is a Female Athlete’: Middle School Girls’ Perceptions of Photographic Images.” BGSU Women’s Center Research Network, (September 12)

2007. “This Is a Female Athlete.” Presentation of research (with Vikki Krane, Sally R. Ross, & Kristy Ganoe) at Popular Culture Colloquium Series, Department of Popular Culture. (October 11)


XIII. Service

A. Department

Initiation and maintenance of department Twitter feed, 2009-present.


Proctor and grader, MA Comprehensive Exam, Department of Popular Culture, Fall 2005; question writer (Folklore) and grader, Fall 2006, Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012.

Student evaluations (IDEA pilot) task force committee, 2007.

Search committee, Tenure-Track Faculty Position in International Popular Culture, Spring 2007.

B. University

Human Subjects Review Board member, Bowling Green State University, Spring 2006-present

Search Committee member, Research Compliance Officer, Spring 2009

Faculty Senate, Department representative, Spring 2008-Spring 2011

Arts and Humanities Curriculum Committee, BGSU, 2005-present; Committee Chair, 2010-present

Affiliated Faculty Member, American Culture Studies Program, BGSU, Fall 2006-present

Advisor, BGSU Gymnastics Club, 2008-present

Advisor, BGSU Juggling Club, 2010-present

Judge, Charles E. Shanklin Award for Research Excellence, Graduate Student Senate, Spring 2007, Spring 2010

Judge, Distinguished Thesis Award competition, Bowling Green State University, 2007, 2008, & 2009


Speaker, UPAS program, September 11, 2007

Performance/lecture on women in the aerial arts, Women’s History Month, March 2007


Co-Researcher and Focus Group Facilitator (with George Agich and William Knight), Peer Facilitator Focus Group Report, BGSU BGeXperience Program, November 2006. (Final Report released December 2006.)

Guest speaker, La Maison Francaise, Bowling Green State University, March 24, 2006

Departmental representative, BGSU Graduate Commencement, December 2005; Undergraduate Commencement, Summer 2006; Graduate Commencement, May 2008

Speaker, “Pop Goes the Towers” Popular Culture Lecture Series for undergraduates, October 2005

C. Professional

Secretary, Western States Folklore Society Executive Committee, 2011-2012

Member of judging panel, PCA Electronic Reference Awards, Popular Culture Association, 2011-present

Editorial board member, peer reviewer, New Directions in Folklore, 2010-present

Area Chair, Internet Culture, Popular Culture Association, July 2007-2012

Advisory board member, Pop Culture Universe (online database), Greenwood Publishing Group, July 2007-present.

D. Community Engagement


Lectures and aerial storytelling performances at schools in New England and California, 1993-2005.


XIII. Research or Professional Consultancies

A. Application of Research to Training Professional Groups

2011. Guest speaker/facilitator, “Ethical Recruitment of Research Participants Using Social Media,” workshop for research community and IRB members, Case Western Reserve University, Cleveland, Ohio. (October 28)

2011. Guest speaker/facilitator, “Ethical Research in the Internet Age,” workshop for IRB members, University of Missouri-Columbia. (September 20)
2011. Guest speaker/facilitator, “Wrangling with New Ethical Ropes in the Internet Age.” IRB Summit Meeting, hosted by St. Catherine University, Minneapolis, Minnesota. (April 1)

2010. Faculty member and organizing committee, Public Responsibility in Medicine & Research (PRIM&R). Led full-day pre-conference workshop, as well as three conference sessions: 1) “Special Topics in Online Qualitative Research”; 2) “Wrangling with New Ethical Ropes as Internet Research Gallops Forward”; 3) “Virtually Human: The Human Element in Online Qualitative Research.” National conference on Advancing Ethical Research, San Diego, CA. (December 5-8)

2010. Speaker and facilitator, workshops on Internet safety and social networking, Calgary Women’s Emergency Shelter, Calgary, Alberta, Canada. (November 22-23)

2010. Guest speaker, Perrysburg High School in-service day, “Facebook and Its Cloudy Effect on School Climate: How to See Clearly in a Time of Blurring Boundaries.” (May 4)


2010. DML (Digital Media and Learning) Collaborative: meetups in Irvine, CA (May 21) and Palo Alto, CA (August 9); co-investigator on grant proposed to National Science Foundation for project on Community Protocol Database for researchers and IRB members.


2009. “Internet Communities of Illness and Addiction: Candor and Confidentiality (Ethical Questions for Researchers).” Association of Internet Researchers, Internet: Critical, Pre-Conference Workshop on Critical Issues and Perspectives in Internet Research Methods and Ethics, University of Wisconsin at Milwaukee. (October 7)


2007. Guest speaker/leader of professional development seminar for educators, “Youth Culture and Internet Usage,” Clinton County, Ohio. (March 30)


B. Content and Editorial Consulting


XIV. Membership in Professional Organizations

<table>
<thead>
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<th>Year</th>
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<tr>
<td>2006-present</td>
<td>PRIM&amp;R (Public Responsibility in Medicine &amp; Research)</td>
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<td>1999-present</td>
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XV. Honors and Awards

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<tr>
<th>Year</th>
<th>Award Description</th>
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| 2002-2003 | Dissertation Year Fellowship  
University of California, Los Angeles |
| 2000    | Graduate Summer Research Mentorship Program Fellowship  
University of California, Los Angeles |
| 2000    | Matina S. Horner Summer Fellowship in medical anthropology  
Harvard University School of Medicine |
| 2000    | Doctoral Fellowship, “Putting Children First”  
Teachers College, Columbia University  
New York, New York |
| 1994    | Radcliffe Summer Traveling Fellowship  
Harvard University |