

# KRISTIN MAPEL BLOOMBERG

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Search Committee  
For Department Head, Gender, Women and Sexuality Studies Program  
Kansas State University  
Manhattan, KS 66506

January 2, 2018

Dear members of the Search Committee,

I'm pleased to write to you today to apply for the position of Department Head for the Gender, Women, and Sexuality Studies Department. I believe my record of able program administration; my focus on student education, development, and achievement; and my service to college, community, and discipline demonstrate that I am an excellent fit for your open position. Your open position appealed to me because I savor the challenges of program growth and enjoy fostering collaboration—and I am passionate about the transformative possibilities found in Gender, Women, and Sexuality Studies learning.

## **Professional Background**

I've been fortunate to “grow up” with the discipline of Gender, Women, and Sexuality Studies as it has developed into a robust academic specialty. Since 2001, I've been a faculty member in women's studies at Hamline University, where I've served as chair for many years. My passion for professional work in GWSS was ignited during my undergraduate years, and my graduate education at the University of Nebraska-Lincoln (UNL) provided flexibility for interdisciplinary study and offered a depth of experience in Gender, Women, and Sexuality Studies. There, I served as one of the first graduate assistants for the UNL Women's and Gender Studies program, and was among the group who founded the regional *No Limits* conference for undergraduate and graduate students in GWSS—this conference remains active today.

Additionally, I've been fortunate to build my academic career in a variety of collaborative leadership positions as a faculty member, department chair, and program coordinator. As a result, my experience with the field of GWSS is both broad and deep: I am a successful program administrator, I have taught both introductory and upper-level courses in Gender, Women, and Sexuality Studies, and I maintain a strong record of research and university service. Additionally, I have facility for navigating academic systems, always apply a collaborative approach to leadership, and am committed to networking among colleagues across campus in an effort to best serve the needs of my students and their faculty.

I've held leadership positions at many levels, including helping to establish the Center for Writing and Reading at Bethany College, serving as chair of the Hamline University women's studies department, directing the Hamline University Women's Resource Center, and chairing the four-college Women's Studies Program of the Associated Colleges of the Twin Cities. In addition to leading my own department's program assessment review multiple times, I've served as an external program reviewer for Gender, Women, and Sexuality Studies at other colleges. I am an active

member of a number of national and regional organizations including the National Women's Studies Association, the Midwestern History Association, the Western History Association, the Women's History Interest Group of the Northern Great Plains History Conference, the Coalition for Western Women's History, and the Rural Women's Studies Association. Through these experiences, I've added breadth and depth to my institutional and program development expertise, and I believe the skills I have acquired can benefit Gender, Women, and Sexuality Studies at Kansas State University.

### **Administrative Leadership and Service**

*"In terms of service, Professor Mapel Bloomberg has established herself as a challenging and deeply engaged voice. . . . She is bold, agile, curious and willing to take on challenging assignments."*

*Fernando Delgado, CLA Dean; Promotion recommendation, 2008.*

#### ***What I can bring to Kansas State University:***

*A well-rounded, contemporary, and informed vision for intersectional, interdisciplinary Learning that accounts for the needs of students and faculty, college and community.*

#### ***Chair, Hamline University Women's Studies***

As chair of women's studies, I lead the work of the department, including administering the program budget, supervising relevant staff, writing colleague review letters, and leading collaborative curriculum review, assessment, and regular program review tasks, including three major program review or program prioritization initiatives. As chair, I created a robust interdisciplinary program that reflected best practices in the field and grew its network of affiliated faculty. Because I lead by developing a culture of collective accomplishment, trust, and accountability, I spent my first year meeting faculty, students, and staff for coffee—just to listen. I learned the community believed in women's studies and were proud of the university's new commitment to the program, but were burned out after years of advocacy that had ultimately resulted in the creation of the new position into which I was hired. After determining the best collaborative partners, I moved forward with a supported plan to grow the program. I initiated an external review of the women's studies program, then worked to regularize and sequence our core curriculum, foster community service-learning and internship opportunities, and recruit cross-listed course electives from a variety of interdisciplinary departments. To build supportive relationships among interdisciplinary faculty, I convened the Faculty Feminist Seminar—a monthly reading group designed to develop relationships among affiliated faculty and staff interested in supporting women's studies and learning more about contemporary academic issues relating to women, gender, and intersectionality. I also established a formal affiliate faculty program based on national best practices.

In addition, I created programs, activities, and student organizations designed to nurture current students, including a new chapter of *Iota, Iota, Iota*, the women's studies academic honor society, which provides important honors recognition especially for our first-generation and other underrepresented students. Later, I worked with the legal studies program to create a unique joint program combining liberal arts learning with pre-professional studies that allows students to earn a double major in women's studies and legal studies, as well as an ABA-approved paralegal certificate in fourteen courses instead of the usual twenty—this launched in AY13. Through these and other efforts, I grew Hamline's program from a low of 5 enrolled majors when I began my position in AY01 to a high of 37 enrolled majors and minors in AY15 and AY18—this past fall we counted 25 enrolled majors (10 of them are enrolled in our joint program with Legal Studies) and 12 enrolled minors.

Building community and institutional relationships are key components of my work as chair. In my current position, I've worked diligently to create pathways to service-learning and internship opportunities for students. These community experiences outside the academy help build pre-professional networks for our graduates, enrich their classroom learning, emphasize a social justice approach to vocation and community, and link their academics with careers. Additionally, I regularly participate in community engagement and outreach in order to continue nurturing those relationships: I've served as a post-show discussant for local theater groups, and speak regularly to community service and volunteer groups. Institutional relationships with my department bring women's studies expertise to a variety of campus-wide initiatives; thus, my college and university service has allowed me to lead and participate in committees and other initiatives relating to co-curricular student learning experiences, strategic planning, curriculum and program review, policy assessment and writing, shared governance, new faculty hires, campus diversity, and campus violence prevention.

As chair, I believe a relationship with the National Women's Studies Association provides a vital disciplinary link to our national organization that helps foster best practices in program administration and student learning. I am a member of NWSA, and attend the annual conference as often as I can. I have also participated in the NWSA Curriculum Institute (Cincinnati), served as a graduate student mentor, and subscribe to and regularly monitor the discussion on the Program Administrators and Directors email list.

***Chair, Four-College Women's Studies Program  
of the Associated Colleges of the Twin Cities (ACTC)***

The ACTC Women's Studies Program was housed within the consortium of four private colleges in the Twin Cities: Hamline University, Augsburg College, the University of St. Thomas, and St. Catherine University (which is one of the largest women's colleges in the United States). Prior to the ACTC's dissolution at the end of AY15, the four-college women's studies program nurtured a joint curriculum that fostered cross-campus enrollment, shared resources, and offered collaborative faculty development opportunities. The ACTC provided the program budget, and the Women's Studies Standing Committee governed the program and functioned as a type of cross-institution "super-department." I was a member of this committee for thirteen years, chaired the ACTC Women's Studies Program for six years, and co-chaired it for two. My work as ACTC WS chair was similar to what one would expect of a typical large department chair or assistant academic Dean and paralleled my work at Hamline (schedule coordination, curriculum, assessment, budget maintenance, report generation, etc.); however, the ACTC collaborative tasks required a high level of institutional coordination and political savvy because interdisciplinary affiliated faculty from a variety of interdisciplinary programs at four college campuses also participated in these processes.

My service to the ACTC Women's Studies Program included my leadership on a number of successful key initiatives. These included strategic planning that resulted in a complete assessment and overhaul of our shared program curriculum, whereby we created a new philosophical framework and course sequence for courses in the shared women's studies major. We then began creating guidelines to govern each course element for the major, including all core and cross-listed women's studies courses offered at each campus. Another initiative focused on offering regular faculty development and networking opportunities for four-college affiliated faculty. Students—the *raison d'être* for our program—received particular focus. Program initiatives for students aimed to develop relationships among our four-campus undergraduate population in order to expose them to the diverse campus cultures offered at each school (including women's single-sex education, co-educational secular and religious campuses; all with significant populations of LGBTQ, first generation, and religious and culturally diverse students including Muslim, Hmong, Somali, Latinx,

and African/American students). Thus we worked to support student-initiated programs unique to each campus while simultaneously providing signature shared experiences for majors and minors, such as developing courses that were team-taught by faculty from two different institutions that enrolled students from all participating institutions. Of note was the establishment of the yearly ACTC Women's Studies Undergraduate Conference where students showcased their scholarly and artistic achievements. Under my leadership, we also developed a program for undergraduate majors to attend the annual conference of the National Women's Studies Association, which students report was among the transformational moments in their academic-activist lives.

***Faculty Director, Hamline University Women's Resource Center***

From 2001-2014, I also served as Faculty Director of the Hamline University Women's Resource Center. When I was hired in 2001, I relaunched the WRC as a vital co-curricular partner to the academic women's studies program, by using a hybrid liberal arts model to bridge academic and student affairs, following best practices outlined by the CAS Professional Standards in Higher Education and the National Women's Studies Association. Following these guidelines, I established the WRC as an important companion to university programs and activities supporting the social development and co-curricular learning of students in underrepresented groups. I established undergraduate work-study positions associated with the WRC, fostered connections with the Dean of Students office, developed student-driven campus programming, and secured a desirable office location and student gathering space for the WRC. My years of advocacy for the WRC ultimately bore fruit, and resulted in securing a one-course release for the incoming WRC Faculty Director as well as additional budget to support the hire of a WRC Graduate Assistant.

***Hamline University Endowed Chair in the Humanities***

My work as the Hamline University Endowed Chair in the Humanities constitutes part of my service to the College of Liberal Arts, for which I receive a two-course release. The charge to my Chair is to ensure a heightened visibility and strengthened commitment to interdisciplinary Humanities initiatives. It neither supports my research, nor funds chairholder expenses beyond the Chair's service programs. In 2001, I was hired as the second chairholder (the first occupied it only briefly), and it fell to me to develop a program of activities that reflected the Chair's donor intent. I have done that robustly. Each year I organize and run the Hamline University Symposium on the Humanities, which features scholars speaking on a variety of topics ranging from racial justice, to art and architecture, to poetry and literature, to women's history. Notably, in 2012, I used the symposium to host the international conference "Women's Organizations and Female Activists in the Aftermath of the First World War: Moving Across Borders," which was a working conference of international scholars from the United Kingdom, Europe, and America. As chairholder I am responsible for completing all aspects of these events with little or no administrative support. So that means I do everything from writing and coordinating publicity to operating as a local arrangements committee of one. As a result, I am an excellent academic event planner and project manager.

I'm deeply concerned about scholarship and creative activity, so I've created programs through my Chair to support scholarship and creative activity for both faculty and students. These have variously included faculty workshops on publishing one's scholarly manuscript in the humanities or faculty scholarship colloquia. I also successfully created an internal summer grants program drawn from my Chair funds to support faculty scholarship and creative activity related to the humanities. In addition, I have used the Chair to nurture new student initiatives such as the student literary journal *Fulcrum*, and the Hamline University Poetry Slam Team.

***What I can bring to Kansas State University:***

*An interdisciplinary, liberal arts-oriented administrative perspective focused on forging campus coalitions and aligning institutional elements to best serve the academic and co-curricular needs of students and their faculty.*

**Scholarship**

In spite of my heavy administrative load, I maintain an active program of scholarship that focuses on the history of nineteenth century women's rights, culture, and social movement in the trans-Mississippi west, Great Plains, and Pacific Northwest. I've regularly presented my work at regional, national, and international conferences, and I've published a monograph, an edited volume, and a number of refereed journal articles on subjects relating to American women writers and journalists; nineteenth-century women's civic, study, and self-improvement clubs; and mid-nineteenth century women and coeducation. My current research projects examine the gendered intersectionality of women's lives in the long nineteenth century. My work has a three-fold purpose: to recover the stories of women's lives in history; interpret the importance of their actions in historical context by using intersectional categories of analysis; and reflect on how their life-work informs our contemporary social locations. My smaller project examines how five graduates of three early coeducational colleges in the United States established prior to the Civil War used their college education in pursuit of equity and justice for women and children, and for Chinese and Latina residents in the American west. My larger ongoing research focus—for which I've secured a pre-publication contract from the University of Nebraska Press—is a biography on the subject of Nebraska woman's rights advocate Clara Bewick Colby (1846-1916), a white adoptive mother to her Lakota daughter and proprietor of *The Woman's Tribune*, which was the second-longest-running woman's rights journal in the United States. In light of the upcoming suffrage anniversaries moving us toward the centennial of the nineteenth amendment, I've had the opportunity to participate in discussions among researchers working on similar topics, and we're excited about how we can use the renewed interest in nineteenth century women's rights and social justice activism bring our scholarship to a wider audience.

***What I can bring to Kansas State University:***

*A relevant and engaged feminist scholar who builds bridges from the past to the present, and between the Ivory Tower and Main Street.*

**Teaching and Advising**

My passion for social justice led to my career as a professor. Like the nineteenth-century activist women who populate my research, I believe higher education is key to developing compassionate, ethical, citizen-leaders who—to paraphrase John Wesley, as we often do at my current institution—will “do all the good they can, in all the places they can.” As a result, I encourage my students to “claim their educations,” just as Adrienne Rich urges. In addition to regularly teaching the core sequence in the women's studies major (“Foundations of Women's Studies,” “Feminist Theory,” and “Senior Research Seminar”) I teach a variety of elective interdisciplinary courses that are grounded in intersectional feminist pedagogy and simultaneously serve the needs of not only women's studies majors and minors, but also majors and minors in other programs, such as social justice, history, English, legal studies, public health sciences, communication studies, sociology, and prior to its dissolution, the Master of Arts in Liberal Studies. My courses additionally serve non-majors seeking to fulfill general education credits. In other words, our small program has required that I teach where I'm needed.

Over the course of the semester, my instructional plan unfolds following Charlotte Bunch's model for theory. First, we use the evidence set before us in course materials to accurately describe what

exists. Next, we work to analyze why it exists by using intersectional intellectual tools to analyze our subject from a variety of diverse social locations and theoretical perspectives. I always push my students to include, but also move beyond, the “big three” perspectives of race, class, and gender to explore, for example, perspectives based on LGBTQ lives, dis/ability, age, economic location, and religion. From there, we use what we learned and analyzed to develop a vision about what should exist and why. The last step is developing a feminist strategy for change—and in courses where I add a service-learning component, students implement a portion of that strategy in direct action. Importantly, my teaching challenges student assumptions, makes space for them to rigorously examine subjects that aren’t usually discussed in college classrooms, and asks them to think about how those who hold social power have shaped our historical and cultural knowledge—and what might be missing as a result. In the end, my intersectional feminist pedagogical approach results in learning that allows students to flourish in a diverse and constantly changing world, and empowers them to enter that world and shape the larger social conversation.

I was proud to recently be named Hamline’s Faculty Advisor of the Year, and my philosophy of advising directly informs my administrative leadership philosophy. My advising sessions are often quite lengthy, because I believe it’s important to learn who my students and colleagues are: What are their hopes and dreams? What problems need to be solved today? How can I help them process through what’s happening right now? What’s going well in their lives? I am especially adept at working with students on the social margins, so it is through these conversations that I can support them in their discovery of new paths they might like to take and, when able, help remove obstacles in their way—and this also informs my administrative perspective. What is more, my work as a faculty member who works frequently with students in underrepresented and marginalized groups has allowed me to serve as a key institutional ally for these students. For example, when speaking to one of my transgender men students, I learned he experienced difficulties in class because his feminine birth name, and not his preferred masculine name, showed on official class rosters and the online course management system, causing needless confusion and his distress at having to constantly explain or correct his teachers and classmates. It took me five weeks, but after numerous discussions with the Provost’s office, the Dean of Students, and IT, my university implemented a new “preferred name” policy that eliminated one of the barriers to full student inclusion. I engage in similar advocacy for students occupying other non-dominant social locations: I continue to offer support and allyship to students working to make our community better regarding issues of diversity and race relations—or class and food insecurity—or gender violence on campus. I’ve thus earned the respect of my students for my no-nonsense approach to advising which is governed by this precept: I might not have had the same experiences as the student in front of me, but I can listen, and acknowledge, and be the best ally and advocate I can. As a result, I’ve earned the reputation as a fierce advocate for students and “the one who can get it done.”

***What I can bring to Kansas State University:***

*A professor and chair who is a fierce advocate for students and their faculty, and a dedicated, rigorous, and passionate leader devoted to cultivating their best.*

**A Final Word**

My experiences as a faculty member in Gender, Women, and Sexuality Studies have given me the opportunity to establish a wide variety of department head skills relating to program development, implementation, assessment, and maintenance. In addition, they’ve given me strong interpersonal skills and the ability to effectively communicate with a wide range of constituencies in a diverse community. As a result of the several roles I’ve had the opportunity to fulfill, I am an excellent

project manager who is able to have her eye on several complex projects at once and navigate complex university systems. I enjoy and excel at analyzing institutional relationships from all angles in order to find creative and collaborative solutions to the many problems that plague students, faculty, and staff. What's more, I've learned to understand when long-term goals are appropriate over short-term ones—and to always keep my focus on what's best for our students and community. And because of my non-traditional service to the academy as both a program coordinator and faculty member, I've had the equal good fortune to establish baseline experiences relating to building community and donor relationships as well as grantwriting and grants administration.

My passion for high-touch, interdisciplinary, student-centered inquiry has informed my teaching and administrative perspectives; thus, I strive to foster opportunities and programs that will allow students and their faculty to flourish in a diverse and constantly changing world, and empower them to engage that world and shape the larger social conversation. What is more, I believe Gender, Women, and Sexuality Studies programs are a vital and unique component of the higher education project of educating the whole person—designed to connect students and faculty to ideas, to each other, and to their large and small local and global communities. I've spent the majority of my career as a builder focused on developing relationships and creating institutional structures that best serve the needs of students, faculty colleagues, and the institution. And as I continue to grow as a department chair, scholar, and teacher, I'm seeking a position where I can practice the things I love best in an academic environment that allows those skills to flourish.

I would be pleased to speak with you about my qualifications for your position, and am available by telephone, Skype, or in person. I can be reached via email at [kristin.bloomberg@gmail.com](mailto:kristin.bloomberg@gmail.com) or on my cellphone at 763-245-2871.

All best,

*Kristin*

Kristin Mapel Bloomberg, PhD  
Professor of Women's Studies  
Hamline University Endowed Chair in the Humanities

**Confidential References****Aida Audeh, PhD**

Professor of Art History  
Department of Studio Arts & Art History  
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**Angela High-Pippert, PhD**

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Associated Faculty in Women's Studies  
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**Mary François Rockcastle, MFA**

Founding Dean, Hamline Graduate School of Liberal Studies (now dissolved)  
Chair, Creative Writing Programs  
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**Katharine Bjork, PhD**

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**Patti Klein, MS**

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# **Kristin Mapel Bloomberg, Ph.D.**

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## **Current Appointments**

### **Professor of Women's Studies**

***Hamline University, St. Paul, Minnesota, 2001-present***  
**Professor, 2008-present; Associate Professor 2001-2008**

### ***Service Chairships***

#### **Chair, Hamline University Women's Studies**

**Fall 2001-Spring 2014; Spring 2016-present**

**(pre- & post- sabbatical leave from chair Fall 2014-fall 2015)**

◆ Lead all aspects of the department's work including ◆ Manage interdisciplinary undergraduate major and minor curriculum ◆ Lead regular program review and assessment activities ◆ Recruit, coordinate, and mentor core and affiliate faculty ◆ Author faculty personnel reviews ◆ Generate annual and other departmental reports ◆ Manage program budget and relevant alumni gift accounts ◆ Advise program students ◆ Supervise internship and service-learning experiences ◆ Hire, train, and supervise work-study students ◆ Collaborate with interdisciplinary curriculum partners ◆ Liaise with Administrative Head and Dean's Office

#### **Hamline University Endowed Chair in the Humanities**

**2001-present**

◆ Charge to chair: "Raise the visibility of the Humanities on campus." ◆ Established the Hamline University Symposium on the Humanities - A yearly series featuring national and international guest lecturers on a variety of interdisciplinary humanities topics. ◆ Program development ◆ Speaker recruitment & hospitality ◆ Event, conference, and banquet planning ◆ Oversee and coordinate event publicity design and multimedia release ◆ Coordinate & execute all program activities ◆ Founded Hamline Humanities Grants Program ◆ Administer internal faculty development & research grants awarded competitively from Endowed Chair funds ◆ Grant coordination ◆ RFP development ◆ Project & budget tracking (endowment capitalized ~\$1m) ◆ Organize and sponsor opportunities for community development in the humanities ◆ Organize staff and faculty development discussion groups ◆ Convene "Publishing your scholarly manuscript" workshop ◆ Established Faculty research colloquium ◆ Support relevant student-initiated activities and organizations such as the Hamline University Poetry Slam Team, or publication of *The Fulcrum*, the undergraduate literary and arts journal

## **Education**

***PhD, University of Nebraska-Lincoln.*** 1998. English. Emphasis: women's studies and American studies.

***MA, St. Cloud State University,*** St. Cloud Minnesota. 1992. English.

***BA, Hamline University,*** St. Paul, Minnesota. 1989. Philosophy and English.

## Previous Positions - Highlighted Administrative and Leadership Expertise

### Women's Studies Program of the Associated Colleges of the Twin Cities

**Chair: 2003-2004, 2004-2005, 2005-2006,  
2009-2010, 2010-2011, 2013-2014,**

**Co-chair: 2011-2012, 2012-2013**

The ACTC Women's Studies Program (1990-2015) was an innovative collaboration of four liberal arts universities (Augsburg, Hamline, St. Catherine, and St. Thomas) who shared undergraduate curriculum, budget, and associated faculty and student activities.

- ◆ Led all aspects of the four-college Women's Studies Standing Committee
- ◆ Curriculum development and assessment
- ◆ Coordinated undergraduate enrollment
- ◆ Established and coordinated faculty development and program assessment activities
- ◆ Established and coordinated undergraduate student programming
- ◆ Secured and administered program budget
- ◆ Implemented an overhaul of program core curriculum
- ◆ Established a cross-campus undergraduate research conference
- ◆ Authored annual report presented to participating Deans and University Presidents
- ◆ Wrote and published program newsletters and brochures
- ◆ Established content-rich assessment template designed to showcase the program's majors and minors enrollment, graduate patterns, courses offered and seats filled, co-curricular opportunities for students, and faculty development experiences
- ◆ Positively represented the Program in all interactions with the public and with participating higher education administrators

### Faculty Director, Hamline University Women's Resource Center 2001-2014

- ◆ Established a hybrid organizational model blending academics and student affairs
- ◆ Emphasized learner-centered co-curricular organization serving a variety of undergraduate majors and minors
- ◆ Secured program and work-study budget, ensured a one-course release for the faculty director, and negotiated funding for a half-time graduate assistant
- ◆ Established work-study and student volunteer program; selected, trained, & mentored WRC students
- ◆ Generated long-range planning using CAS Academic Standards and National Women's Studies Association best practices for campus women's centers
- ◆ Developed the WRC as an on-campus site for internships & service-learning experiences
- ◆ Secured permanent office space and funding through the Dean of Students Office
- ◆ Organized robust co-curricular campus programming and student leadership development opportunities
- ◆ Developed partner relationships with Women's Studies, Counseling & Health, Student Affairs, Peer Educators Program, and other student organizations
- ◆ Instituted a social media presence
- ◆ Liaised with and contributed service to relevant college & campus committees

Fort Hays State University, Kansas 1999-2001  
Assistant Professor of English

Bethany College (ELCA), Lindsborg, Kansas 1998-1999  
Director of the Center for Writing and Reading  
Adjunct Assistant Professor English

UNL Arts & Sciences Humanities Center 1998  
Web Design & Internet Research Specialist

Teaching Assistant 1996-1998  
University of Nebraska-Lincoln

Administrative Assistant (GA) 1993-1996  
UNL Women's Studies Program

**Executive Director, YWCA of Beatrice, Nebraska 1992-1993**

◆ Volunteer management ◆ Supervise part-time employees ◆ Program development, including girls leadership development, teen pregnancy prevention, safe sitter certification, rural child food security/in-house hot lunch program for secondary students ◆ Maintain and administer budget ◆ Manage inventory, order supplies and materials ◆ Write and publish newsletter and other communications ◆ Liaise with and build relationships to community partner organizations ◆ Collaborate with the Board of Directors, support the Board's implementation of the YWCA's vision and mission ◆ Positively represent the YWCA of Beatrice in all interactions with the public

Teaching Assistant 1991-1992  
St. Cloud State University

**Awards and Honors**

2017 Minnesota Campus Compact Presidents' Civic Engagement Steward Award, for the Hamline University Sexual Violence Prevention Task Force.  
2014 Faculty Major Advisor of the Year, Hamline University.  
2010 Minnesota Women's Consortium Award, "Coalition Champion."  
2009 Minnesota Women's Consortium Award, "Women & Girls, Hearts & Minds: Excellence in Education."  
2007 Nominee, "Catherine L. Covert Award," History Division of the Association for Education in Journalism and Mass Communication's for the best mass communication history article or essay published in 2006. For "Cultural Critique and Consciousness Raising: Clara Bewick Colby's *Woman's Tribune* and Late-Nineteenth-Century Radical Feminism," published in *Women in Print: Authors, Publishers, Readers, and More since 1876* (Madison: Wisconsin Historical Society Press, 2006), nominated by press.  
2003 Cynthia A. Cone Award for Outstanding Faculty Internship Supervisor. For supervision of Amanda Hanson's Casa Amiga educational and fund-raising internship project. Hamline University.  
2002 Nominee, Lora Romero First Book Publication Prize in American Studies, for *Tracing Arachne's Web: Myth and Feminist Fiction*, nominated by press.  
1999 Finalist, Folsom Distinguished Doctoral Dissertation Award. University of Nebraska-Lincoln Graduate College  
1999 Outstanding Doctoral Dissertation; University of Nebraska-Lincoln Women's Studies Program and Department of English.

**Publications**

**Books**

*150 Lives that Make a Difference*. Eds. Kristin Mapel Bloomberg, Thelma Boeder, Linda Gesling, Margot Galt, Phyllis Mauch Messenger, Mary Rockcastle and George Vane, (St. Paul: Hamline University Press, 2005).  
*Tracing Arachne's Web: Myth and Feminist Fiction* (Gainesville: University Press of Florida, 2001).

**Refereed Articles**

"Women and rural Social Reform in the 1870s and 1880s: Clara Bewick Colby's 'Farmers' Wives.'" *Agricultural History*, 89.3 (2015): 402-425.  
"How Shall We Make Beatrice Grow!': Clara Bewick Colby and the Beatrice Public Library Association in the 1870s." *Nebraska History* 92.4 (2011): 170-183.  
"The Violet Study Club of Minneapolis." Kristin Mapel Bloomberg and Johnanna Ganz. *Hennepin History* 70.1 (Winter 2011): 4-17.  
"Part and parcel of a great cause,' The St. Paul Society for the Hard of Hearing." Kristin Mapel Bloomberg and Leah S. McLaughlin. *Ramsey County History* 44.4 (Winter 2010): 10-18.

- “Woman Suffrage in Nebraska 1855-1882.” *Nebraska History Quarterly* 90.2 (Summer 2009): 84-103.
- “Nineteenth Century Methodists and Coeducation: The Case of Hamline University.” *Methodist History* 47.1 (Oct. 2008): 48-62.
- “She will marvel that it should have been possible: The Political Equality Club of Minneapolis.” Kristin Mapel Bloomberg and Erin Parrish. *Minnesota History* 60.3 (Fall 2006): 113-122.
- “Cultural Critique and Consciousness Raising: Clara Bewick Colby’s *Woman’s Tribune* and Late-Nineteenth-Century Radical Feminism” Ed. James Danky. *Women in Print: Authors, Publishers, Readers, and More since 1876* (Madison: Wisconsin Historical Society Press, 2005), 27-63.
- “150 Years of Educating Women: The Evolution of Women’s Studies at Hamline University.” *The Hamline Review* 29 (2005): 75-93.
- “Clara Bewick Colby.” *Encyclopedia of the Gilded Age and Progressive Era*, M.E. Sharpe, 2005.
- “International Council of Women.” *Encyclopedia of the Gilded Age and Progressive Era*, M.E. Sharpe, 2005.
- “Hamline University: 1880-1912. Establishing a presence in St. Paul.” In *150 Lives that Make a Difference*. (2005)
- “Hamline University: 1912-1932. Examining its nature and purpose: A time of philosophical change.” In *150 Lives that Make a Difference*. (2005)
- “Hamline University: 1932-1945. Enduring, Regrouping: Through economic and societal hard times.” In *150 Lives that Make a Difference*. (2005)
- “The Sorin Sisters,” “Helen Sutherland,” “Mary Grace Arthur,” “Edith Caroline Smith Ellison,” “Elizabeth Barnes,” “Dorothy Bridgman Atkinson Rood,” “Marguerite Hilton Turnbull,” “Gwen Lerner,” and “Holly Hapke.” Biographical entries for *150 Lives that Make a Difference*. (2005)

### **Book Reviews**

- Review of Catherine Holder Spude’s *Saloons, Prostitutes, and Temperance in Alaska Territory*. In *Montana: The Magazine of Western History* 66.2 (Summer 2016): 71-74.
- Review of Trisha Franzen’s *Anna Howard Shaw: The Work of Woman Suffrage*. In *Women’s History Review* 24.3 (2015): 474-476.
- Review of Andrea Radke-Moss’s *Bright Epoch: Women and Coeducation in the American West*. In *Great Plains Quarterly* 30.2 (Spring 2010): 147.

### **Manuscripts and Research In Progress**

*Up from the Footnotes: Suffrage, Scandal, and Sacrifice in the life of Clara Bewick Colby*

A social history biography of Suffragist Clara Bewick Colby (1846-1916), editor of *The Woman’s Tribune* (pub. 1883-1909) and editor of Elizabeth Cady Stanton’s biography. *Pre-publication contract awarded by the University of Nebraska Press*.

“From Minnesota’s First University to Colorado’s Second Star on the Suffrage Flag,” an examination of two generations of early college-educated women who were instrumental to the Colorado suffrage movement in the 1870s and 1890s.

*In press:*

“Cora E. Smith Eaton and North Dakota Woman Suffrage 1888-1897,” in press for volume on woman suffrage and the Northern Plains to be published by South Dakota Historical Society Press, eds. Lori Lahlum and Molly Rozum. Expected 2018.

*In circulation:*

Clara Bewick Colby and Oregon woman suffrage, 7000 words.

### **Other Publications**

- “Let’s Talk About Rape Culture on Campus.” *College Feminists Connect*. Sept. 13, 2012. <http://www.collegefeministsconnect.org/2012/09/lets-talk-about-rape-culture-on-campus.html>
- “Don’t Talk About Sexual Violence Prevention on Campus.” *College Feminists Connect*. Aug. 11, 2011. <http://www.collegefeministsconnect.org/2011/08/dont-talk-about-sexual-violence-prevention-on-campus.html>
- Feminist Pedagogy: A Resource Handbook*. Lincoln: University of Nebraska-Lincoln, Women’s Studies Program, 1995.

### **Refereed Conference Presentations**

- “Over the River and Through the Woods ... and Up and Down the Mountain ... and Across the Valley: Clara Bewick Colby’s Rural Organizing Efforts during Oregon’s 1906 Suffrage Campaign,” Northern Great Plains History Conference, Grand Forks, NE. October 2017.
- “Woman Suffrage on the Great Plains and in the West,” Northern Great Plains History Conference, Grand Forks, ND. October, 2017.
- “Minnesota Women’s History: Historians and their Communities,” Western History Association, St. Paul, MN. October 2016.
- “For God and Home and Native Land: the Woman’s Christian Temperance Union in the Middle West,” Western History Association, St. Paul, MN. October 2016.
- “From Minnesota’s First University to Colorado’s Second Star on the Suffrage Flag,” Northern Great Plains History Conference, St. Cloud, Minnesota. September 2016.
- “Woman Suffrage in Minnesota,” Northern Great Plains History Conference, St. Cloud, Minnesota. September 2016.
- “Beyond the Clery Act: The Undergraduate Campus Climate Survey and Sexual Violence Prevention,” National Women’s Studies Association, Milwaukee, WI. November 2015.
- “Clara Bewick Colby’s *The Woman’s Tribune* in Portland, Oregon, 1904-1909,” Western History Association, Portland, OR. October 2015.
- “Cora Smith Eaton King, North Dakotan for Woman Suffrage,” Northern Great Plains History Conference, Bismarck, ND. Sept. 30-Oct. 3, 2015.
- “Woman Suffrage in North Dakota,” Northern Great Plains History Conference, Bismarck, ND. Sept. 30-Oct. 3, 2015.
- “‘Do all the good you can...’ Mid-Nineteenth Century Coeducation in the Midwest and Women’s Social Change Activism.” Women’s and Gender Historians of the Midwest, Iowa City, IA. June 2015.
- “Clara Bewick Colby and the 1906 Oregon Suffrage Campaign: Rural Standpoint, International Voice,” Rural Women’s Studies Association Triennial Conference, San Marcos, TX. February 2015.
- “Why Western Women’s and Gender History Matters.” Northern Great Plains History Conference, Sioux Falls, SD. October 2014.
- “Clara Bewick Colby and The Ideological Geographies of Western Women’s Cultural Activism.” Western History Association Conference, Tucson, AZ. October 2013.
- “Women’s Activism in the Progressive Era,” Northern Great Plains History Conference, Hudson, WI. September 2013.
- “Suffrage Centennials: Starting a Conversation.” Northern Great Plains History Conference, Fargo ND. September 2012.
- “Women and Rural Social Reform in 1880s Trans-Mississippi West: Clara Bewick Colby’s ‘Concerning Farmers’ Wives.’” Rural Women’s Studies Association Triennial Conference, Fredericton, New Brunswick. July 2012.
- “‘The Farmer’s Wife Must Not Be Left Behind’: Clara Bewick Colby’s ‘Concerning Farmers Wives.’” Northern Great Plains History Conference, Mankato, MN. September 2011.
- “Culture vs. Politics? Clara Bewick Colby’s Cultural Feminism and Women’s Emancipation in the Nineteenth Century.” Women and Gender Historians of the Midwest, Dubuque, IA. June 2010.

- “Local Activist, National Voice: New Perspectives on Suffrage History Through the Case of Clara Bewick Colby.” Triennial Berkshire Conference of Women Historians, Minneapolis, MN. June 2008.
- “Susan Brownell Anthony and Clara Bewick Colby: A Conflicted Alliance.” Susan B. Anthony and the Struggle for Equal Rights Conference, Rochester, NY. March 2006.
- “The Sorin Sisters: Hamline University’s Legacy of Coeducation.” Northern Great Plains History Conference, Bismarck, ND. October 2004.
- “A Unique Partnership: The ACTC Women’s Studies Program.” National Women’s Studies Association Conference, Milwaukee, WI. June 2004.
- “Suffrage on the Great Plains: Clara Bewick Colby and the Nebraska Woman Suffrage Association.” Northern Great Plains History Conference, Fargo, ND. October 2003.
- “Rural Girl Power! Or, how nineteenth-century frontier feminist Clara Bewick Colby set the stage for twenty-first century feminist activism.” Rural Women’s Studies Association Triennial Conference, Las Cruces, NM. February 2003.
- “A Window Open onto Women of the World: Clara Bewick Colby’s *The Woman’s Tribune* and the Formation of the International Council of Women.” Northern Great Plains History Conference, Minneapolis, MN. October 2002.
- “Cultural Critique and Consciousness Raising: Reading Clara Bewick Colby as a Radical Feminist Writer.” Women in Print: Authors, Publishers, Readers, and More since 1876. University of Wisconsin-Madison Center for Print Culture. September 2001.
- “Clara Bewick Colby and the Formation of a Modern Feminist.” Suffrage City! Women’s Suffrage and Cultural Representation. University of Wolverhampton and the Midland Women’s History Network, United Kingdom. November 2000.
- “Clara Bewick Colby: Up From the Footnotes.” Kent State-Salem Women’s Studies Conference Celebrating the 1850 Salem Women’s Rights Convention. Kent State Salem, OH. April 2000.
- “Moving Towards Modernism: Classical Legacy in Fin de Siecle American Literature.” Southwest & Texas Popular Culture/American Culture Association Conference. February, 2000.
- “Clara Bewick Colby and *The Woman’s Tribune*.” Home on the Range: A Conference on Women in the West. Fort Hays State University, Kansas. April 1999.
- “Popular Representations of Ancient Myth: Mythological Metaphors in Onoto Watanna’s *Miss Nume of Japan* and Alice Dunbar-Nelson’s *A Modern Undine*.” Southwest & Texas Popular Culture/American Culture Association Conference. February 1999.
- “Nella Larsen and Narrative Cubism.” Conference on Precursors and Aftermaths 1920-1945. University of Nevada-Reno, October 1997.
- “Taking a Second Look: Angela and Mary as Femme in Radclyffe Hall’s *The Well of Loneliness*.” Conference on Transgenderism: Negotiating Gender Boundaries, Lincoln, Nebraska, March, 1997.
- “Sarah Orne Jewett: Moving Towards Modernism.” Jewett Centennial Conference. Westbrook College, Portland, Maine. June, 1996.
- “Eros, Identity, and Ambiguity: Nella Larsen’s *Passing* and American Women’s Modernism.” A Symposium on Race and Gender, Missouri Western State College. April, 1996.
- “Women’s Studies: The Student View.” Celebrating Difference/Exploring Commonality: Women’s Studies in the 1990s. South Central Women’s Studies Association, University of Oklahoma at Norman. March, 1996.
- Panel Member. “The Invisible MA Student.” English Graduate Student Association Spring Conference, University of Nebraska-Lincoln. March 1995.
- “Women and Collaboration: A Strategy for Intellectual Guerrilla Warfare.” With Catherine Derus Markey, Hamline University School of Law. No Limits Regional Conference on Women’s Studies, University of Nebraska at Lincoln. March, 1995.

“Subject Positioning and Representation in Edith Wharton’s *The House of Mirth* and *The Custom of the Country*.” No Limits Regional Conference on Women’s Studies, University of Nebraska at Lincoln. February, 1994.

“Breaking the Mirror: Undermining the Reflection of Women in Edith Wharton’s *The House of Mirth* and *The Custom of the Country*.” Women and Gender Expectations in Popular Culture and the Popular Culture/American Culture Association Conference. Kearney, Nebraska. March 1994. Panel Member: Young Scholars Panel. Djuna Barnes Centennial Conference, University of Maryland. October, 1992.

“The Fragmentation of Woman’s Identity in Djuna Barnes’s *Nightwood* and Margaret Atwood’s *The Handmaid’s Tale*.” Midwest Feminist Graduate Student Conference, Northwestern University, Evanston IL. February 1991.

### **Keynote & Invited Lectures and Talks**

Post-production discussant/expert for *Revolt. She Said. Revolt Again*. Frank Theater, St. Paul, MN. Oct. 15, 2017.

“Suffrage and Social Justice: The First Family of Hamline University.” Hamline University Symposium on the Humanities, March 3, 2016.

“Nineteenth Century Methodism and Women’s Collegiate Education.” United Methodist Women, Anoka County, MN. Mar. 1, 2014.

“Thirty Years of the Hamline University Women’s Resource Center.” Hamline University Women’s Resource Center Thirtieth Anniversary Alumni Celebration, Dec. 7, 2013.

“Clara Bewick Colby and the Beatrice Public Library: Early Civic Reform in the American West.” Beatrice Public Library, Beatrice, Nebraska. Apr. 19, 2012.

“Women’s Rights in America: 1776-1920.” Women’s Leadership Institute sponsored by the State Department’s Study of United States Institutes (SUSI) program. Minneapolis, MN. Feb. 3, 2011.

“Susanna Wesley: Worship & Social Justice,” Brooklyn Center/Brooklyn Park United Methodist Women Area Meeting. April 14, 2011.

Post-production discussant/expert for *The Awakening*, 3AM/Savage Umbrella Theater, St. Paul. Apr. 10, 2010.

“Generations of Minnesota Women Fighting for Equal Rights,” International Women’s Day, KFAI radio. March 8, 2011.

Post-production discussant/expert for *My Antonia*, Illusion Theater, Minneapolis. Feb. 18 & Mar. 11, 2010.

“Susanna Wesley: Worship & Social Justice,” Twin Cities Annual District Meeting of the United Methodist Women. Sept. 23, 2010.

“Nineteenth Century Methodists, Coeducation, and Hamline University’s Heritage of Social Justice.” Five-part lecture series for Fridley United Methodist Church, MN. Oct. 25, Nov. 1, Nov. 8, Nov. 15, and Nov. 22, 2009.

“Claiming an Education: Nineteenth Century Women’s Lives in Action.” American Association of University Women, Metro West Branch. Minnetonka, MN. Feb. 21, 2009.

“The First of Thousands to Follow in their Train: Hamline University’s Legacy of Coeducation.” Hamline University Church Relations Event, Dec. 5, 2008. Also Hamline University Women in Philanthropy Group, Jan. 7, 2009.

“Claiming an Education: Nineteenth Century Women’s Lives in Action.” American Association of University Women, Minneapolis Branch. Minneapolis, MN. Oct. 8, 2007.

“Woman Suffrage in Minnesota.” Minnesota Museum of American Art, St. Paul, MN. Oct. 3, 2007. In conjunction with the exhibit *In Her Own Right: Minnesota’s First Generation of Women Artists*.

“The Political Equality Club of Minneapolis.” Minneapolis Kiwanis Club. June 5, 2007.

“Lessons for the Twenty-First Century Learned from a Nineteenth-Century Feminist.” Minnesota Women’s Consortium. March 27, 2006.

“Minnesota Women Today.” Normandale Business and Professional Women. January 27, 2004.

“Finding our Way: Myth and Feminist Fiction.” Inaugural lecture, Hamline University Endowed Chair in the Humanities. St. Paul, MN. 5 March 2002.

### **Selected Other Professional Presentations**

“*The Woman’s Tribune* and the International Council of Women of 1888.” Hamline University Scholarship Colloquium, 2 May 2012.

“Clara Bewick Colby: Pioneering Feminist.” Hamline University *Life of the Mind Series*. 18 March 2003.

“The Spiritual Power of Teaching: Seeing the Unseen Gifts of our Students.” Hamline University *Wesley Center Lunchtime Conversations*. 12 November 2002.

“Clara Bewick Colby.” FHSU College of Arts and Sciences *Life of the Mind Series*. 20 October 2000.

“Constructing and Evaluating Assignments for Writing-Intensive Courses.” Bethany College *Faculty Roundtable Leader, Luncheon Colloquium*, September 1998.

“Feminist Pedagogy: Practical Steps for Creating an Empowering Classroom.” University of Nebraska-Lincoln Department of English *Teaching and Professionalization Colloquium*, March 1997.

*Coordinator, Faculty Development Feminist Pedagogy Workshop*: Omaha, Nebraska.

Under supervision of the UNL Women’s Studies Program, researched and led a workshop for Faculty focusing on strategies of Feminist Pedagogy. October 1995.

### **Teaching Expertise**

Women’s and Gender Studies

Interdisciplinary & Intersectional Feminist/Womanist Theory

Women’s Nineteenth Century Social Movement

American Women’s Rights and Woman Suffrage, 1865-1920

Women’s History, Culture, & Texts of the Trans-Mississippi West

### **Courses Taught – Hamline University**

*Undergraduate courses*

FYSEM Grrl Power (writing intensive)

FYSEM The F Word: Gender, Power, & Privilege in America

WSTD 1010 Foundations of Women’s Studies

WSTD/SOCJ 1500 The F Word: Gender, Power, & Privilege in America

WSTD/COMM 1500 Women & Popular Culture (computer intensive)

WSTD/ENG 1/3500 Topics: Beyond Heaving Bosoms: Sex & Gender in the Contemporary Romance Novel

WSTD/SOCJ/PubHlthSCI 1/3500 Transforming a Rape Culture (service-learning course)

WSTD/HIST/SOCJ 1/3500 History of Women Organizing for Social Change (also offered as a service-learning course)

WSTD/HIST 3500 Topics: Women of the Prairies & Plains

WSTD/SOCJ 3850 Feminist Theory (writing intensive)

WSTD/GLOB/SOCJ 3980 Global Feminisms (1/2 term course)

ENG/WSTD 3750 Women in Literature: Women Writers of the Prairies & Plains

ENG/WSTD 3570 Women in Literature: Women’s Bildungsroman/Kunstlerroman.

ENG/WSTD 3570 Women in Literature: Feminist Utopia/Dystopia (computer intensive)

WSTD 3970 Independent Study: Selected topics – girls and children of color in rural school districts; community organizing for homelessness; homelessness youth in the Twin Cities; history of abortion in American culture; romantic friendships and lesbianism in the nineteenth and twentieth century United States; masculinity and campus sexual violence; survey of feminist theory.



WSTD 3990 Women's Studies Internship: Selected sites – Planned Parenthood of MN/ND; Minnesota Women's Political Caucus; Wells Fargo Bank Women of Color Leadership Project; Resiliency Program at 180 Degrees; YWCA of St. Paul; Minnesota Urban Debate League; Child Project: Institute for Trafficked, Exploited, and Missing Persons; Minnesota National Organization for Women; Tubman Family Alliance; Sexual Offense Services of Ramsey County; Minnesota Women's Consortium; West Suburban Teen Clinic; College Feminists Connect; TakeAction Minnesota; Button Poetry; Women Venture; Ramsey County WATCH Court Monitoring; Women Against Military Madness

WSTD 5900 Women's Studies Senior Research Seminar  
WSTD/LGST 5900 Senior Research Seminar

*Graduate courses*

GLS 8039 Interdisciplinary Topics Seminar: History of Women of the Prairies & Plains

Courses Taught – Fort Hays State University

*Undergraduate courses*

IDS 350 Multiculturalism in America  
ENG 554 Seminar on American Women: Female Bildungsroman: Künstlerroman  
ENG 552 Studies in American Literary Periods: Culture, Creativity and Change in the Modern American Novel.  
ENG 252 Survey of American Literature II  
ENG 125 World Literature  
ENG 102 Composition II: Research Methods  
ENG 101 Composition I

*Graduate Courses*

ENG 754 Seminar on American Women: Female Bildungsroman: Künstlerroman  
ENG 752 Studies in American Literary Periods: Culture, Creativity and Change in the Modern American Novel.

Courses Taught – Bethany College

*Undergraduate courses*

ENG 003 Introduction to Composition  
ENG 101H Honors Thinking and Writing: Fiction, Poetry, Drama  
ENG 211 Approaches to Literature: Critical and Theoretical Methods  
ENG 214 Western World Literature II

Teaching Assistant Courses Taught – University of Nebraska-Lincoln

*Undergraduate courses*

ENG 151 Researching College Social Roles: Moral & Ethical Choices  
ENG 151 Researching Death Penalty Issues  
ENG 150 Essaying the Effects of the Holocaust. (computer classroom)

Teaching Assistant Courses Taught – St. Cloud State University

*Undergraduate courses*

ENG 162 Writing the College Essay  
ENG 162 Re-Reading America  
ENG 163 Researching Issues of Racism and Sexism

### Undergraduate Collaborative Research Projects – Hamline University

- Bryanna Morgan, “Survey of Campus Knowledge of Sexual Violence Policies and Experiences.” 2013-2016. [Independent collaborative research]
- Dylan Halingstad O’Brien, “Consensual Tentacles?: Post Second Decade Heisei Era (2008 – Present) Japanese Tentacle Erotica Through A Transnational Feminist Framework.” 2013. [Hamline University Summer Collaborative Research Program]
- Johanna Ganz, “Betsy-Tacy’s ‘Violent Study Club’: The Violet Study Club of Minneapolis.” 2008-2009. [Independent collaborative research]
- Leah McLaughlin, “‘Part and parcel of a great cause,’ The St. Paul Society for the Hard of Hearing.” 2008. [Independent collaborative research]
- Erin Parrish, “She Will Marvel that it Should Have Been Possible: The Political Equality Club of Minneapolis.” 2005-2006. [Independent collaborative research]
- Emily Erickson, “Homeless Youth in Twin Cities Culture.” 2005. [Hamline University Summer Collaborative Research Program]
- Debbie Friedman “Women’s Bodies in Personal and Literary History: Construction of Abortion Narratives, 1912-1992.” 2004. [Hamline University Summer Collaborative Research Program]

### Undergraduate Honors Thesis Projects Supervised – Hamline University

- Amanda Hanson, “The Societal Impact of Stereotypes: Gender in the Workplace.” Co-Supervised with Matt Olson, Psychology. Honors in Women’s Studies and Psychology. 2004.
- Debbie Friedman “Women’s Bodies in Personal and Literary History: Construction of Abortion Narratives, 1912-1992.” (Co-supervised with Sharon Preves. Women’s Studies & Sociology). 2004. Transferred to Independent Study.
- Tori Hickenbotham, “‘Real’-izing the ‘Phallus’-y of Reflection: A Feminist Examination of Charlotte Bronte’s *Jane Eyre* Using Lacanian Developmental Theory.” Honors in women’s studies and English. 2003.

### Undergraduate Honors Thesis Projects Committee Member – Hamline University

- Teresa Klotz, “How ‘True’ is True Enough?” Spring 2014. Creative Writing Programs/Creative Nonfiction.
- Paige Stein, “An Analysis of the *Birth Control Review*: Gender, Arguments, and Social Institutions.” Spring 2013. Department of Communication Studies.
- Christine Dudero, “G.I. Joe and Barbie: Effects of Sex Differences and Modes of Media on Body Dissatisfaction.” Spring 2011. Department of Psychology.
- Anika Eide, “Abortion in a Post-Dictatorship Environment: The Development of the Reproductive Rights Movement in Chile.” Spring 2007. Women’s Studies.
- Katie Marshall, “Silent No More: Women’s Activism in Northern Ireland.” Spring 2004. Women’s Studies.

### Graduate Thesis Committee Member – Augsburg College, Minneapolis MN

- Erin E. Parrish, “‘Build from the Inside Out’: Integrating Difference into Feminist Coalition Leadership.” Master of Arts in Leadership, Augsburg College. 2012.

### **Research Support**

#### Internal (summer research and writing)

- Humanities Grant*, Hamline University. 2014-2015, 2011-2012, 2014-2015, 2015-2016.
- Hanna Grant*, Hamline University. 2009-2010, 2005-2006, 2004-2005, 2003-2004, 2002-2004, 2001-2002.
- Dean’s Faculty Development Research Support Grant*, Hamline University. 2001-2002.
- Summer Research and Creative Activity Grant*, Fort Hays State University. Summer 2000.

*Burmeister Award for Faculty Research and Creative Activity*, Bethany College. Summer 1999.  
*Regents Tuition Dissertation Fellowship*, University of Nebraska-Lincoln. 1995, 1996.

#### External

*Minnesota Humanities Commission Works in Progress Grant*. 2005-2006. (for work on the Clara Bewick Colby biography).

*Margaret Storrs Grierson Travel-to-Collections Grant*, Sophia Smith Collection, Smith College, Northampton, MA. Summer 2002. (to conduct primary research on Clara Bewick Colby).

### **Curriculum and Course Development Support**

Participant, *National Women's Studies Association Curriculum Institute*, June 2014. Cincinnati, Ohio.  
*Humanities Grant*, Hamline University. 2012-2013. (to develop curriculum for a new undergraduate women's studies course "Beyond Heaving Bosoms: Sex and Gender in the Mass Market Popular Romance Novel").

*Bush Foundation Faculty Development Grant*. May - October 2003. (to develop curriculum for a new undergraduate service-learning course "Women Organizing for Social Change").

### **Professional Activities and Service**

#### ***National Service to Discipline***

Board Member, Midwestern History Association, 2016-2019.

Chair, Hamlin Garland Prize for Popular Midwestern History. Midwest History Association. 2015.

Media chair, Women and Gender Historians of the Midwest, 2015-2016.

Local Arrangements Committee, Western History Association (St. Paul, MN Conference), 2015-2016.

Conflict Resolution Committee, National Women's Studies Association. 2011-2014.

External Program Reviewer, College of St. Benedict/St. John's University (Minnesota) Gender and Women's Studies Program. Spring 2018.

External Program Reviewer, Simpson College (Iowa) Women's and Gender Studies Program. Spring 2015.

External Program Reviewer, Otterbein College (Ohio) Women's Studies Program. Spring 2005.

External Faculty Reviewer, promotion review. For a German History and Gender Studies faculty member at the University of Leeds, United Kingdom. 2016-2017.

External Faculty Reviewer, promotion review. For a Political Science/Women's Studies professor at the University of St. Thomas. 2014-2015.

External Faculty Reviewer, Columbia College (MO) faculty grants program for a History and Women's Studies faculty member's grant application, for work on Luella St. Clair Moss's Midwestern women's rights and suffrage activities. 2014-2015.

External Faculty Reviewer, tenure review. For a History/Women's Studies Professor at the University of Minnesota-Duluth, 2005-2006.

MSS reviewer, *Minnesota History Quarterly*. 25pp. December, 2012; 25pp. October 2017.

MSS reviewer, *Social Science History*. 40+pp. July 2013.

MSS reviewer, Ashgate Publishing. 300+ pp. December 2010.

MSS reviewer, Broadstreet Press. 200+ pp. March 2004.

MSS reviewer, University of Nebraska Press. 300+ pp. March 2003; 750 pp. December 2001.

Consultant and Area Content Expert, Title VI-A Grant "Enhancing International Studies and Foreign Language Teaching and Learning at Missouri Community Colleges." Missouri Community College Association and the U.S. Department of Education. Consultant to faculty participant Dr.

Lisa Spaulding, Penn Valley Community College for “Chinese Women’s Literature.” Fall Semester 2002.

Scholar/Specialist, “Clara Bewick Colby Documentary.” Consultant and scholarly expert for proposed project organized by Dr. Carol Lomicky, University of Nebraska-Kearney. 2002-2003.

***Local Service to Discipline***

Women’s Studies Standing Committee of the Associated Colleges of the Twin Cities, 2001-2014.

***Community Service***

Consultant, College Feminists Connect! ([www.collegefeministsconnect.org](http://www.collegefeministsconnect.org)), 2009-2010.

Women Aware Committee Member, Family and Children’s Service, Minneapolis, MN. 2002-2004

***Hamline University (Selected)***

**College and University Committees**

University Academic and Student Affairs Committee, 2017-present.

University Sexual Violence Prevention Task Force, (founding member) 2008-present.

Co-Chair, Interdisciplinary Programs Group, 2001-2009; 2017-present.

Secretary, Hamline Chapter American Association of University Professors (AAUP), 2016-2017.

University Green Dot Violence Prevention Initiative, (founding member) 2012-2015.

Certified Green Dot Violence Prevention Instructor (training completed July 2012, Minneapolis, MN)

Faculty Personnel Committee, Graduate Liberal Studies Unit, 2010-2011.

Chair, program review committee for Hamline University Master of Arts in Liberal Studies (MALS) program. 2010-2011.

Drug/Alcohol Free Task Force, 2008-2009, 2009-2010, 2010-2011.

Co-Chair, Ad-Hoc Committee on Term-Contract Faculty Rights, 2001-2002, 2002-2003.

Disciplinary Breadth Assessment Task Force on the Humanities, 2001-2003.

Athletic Policies Committee, 2002-2003

**College and University Diversity Work**

Faculty Representative, Campus Diversity & Inclusion Dialogues, Campus Climate Working Group, 2016-2017.

Hamline University Diversity Curricular and Co-curricular Conference Committee, 2013-2014.

Diversity Integration sub-committee to propose campus/curriculum reform relating to diversity issues, 2009-2010, 2010-2011.

**College Hiring Committees**

Communication Studies Faculty Search (communicating across differences), 2017-2018.

Creative Writing Programs Faculty Search, 2013-2014.

Licensed Provider Search, Counseling & Health, 2010-2011.

Interdisciplinary Faculty Search (Women’s Studies, Global Studies, Conflict Studies, Social Justice), 2007-2008. Co-Chair

Interdisciplinary Faculty Search, 2004-2005. Co-Chair

Assistant Chaplain Search, 2002-2003.

**Other Major Service**

Chair, Women’s Studies Advisory Committee, 2001- 2014.

Chair, Faculty Feminist Seminar, 2002-2003, 2003-2004, 2004-2005, 2008-2009, 2009-2010, 2010-2011, 2012-2013, 2013-2014.

Co-Chair, ACTC Women’s Studies Program Task Force on the courses for Feminist Theory and Foundations of Women’s Studies, 2007-2008.

Editorial board, *150 Lives that Make a Difference*, 2003-2004, 2004-2005.  
Member, Wesley Center for Community Involvement Planning Team, 2001-2002, 2002-2003.  
Advisory Committee Member, Lily Endowment Grant Planning Team for the Theological Exploration of Vocation, 2001-2002, 2002-2003. Conducted site visit of Valparaiso University's Theological Exploration of Vocation Project, June 2002.  
President's Commission on the Relationship of Faith, Learning, and Vocation, 2002-2003.  
Planning Team, Theological Exploration of Vocation Program, 2002-2003.  
Advisory and Planning Committee Member, Seminar on Women and Leadership, 2001-2002.

### **Grant Writing**

Theological Exploration of Vocation Program, Lilly Endowment, Inc. (for \$2,000,000). 2001-2003.  
Member of three-person grant writing team: editing and revising officer, 2002. Awarded.  
iASPIRE Grant. National Finalist, 2015-2016.  
Co-written with undergraduates Brynna Morgan and Elena Anderson. National grant for college activists working to raise awareness about the issue of campus sexual violence in order to fund efforts for programs, resources, and education.  
Department of Justice grant to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program, 2010-2011. Discontinued due to campus partner eligibility issues.  
Wesley Center Leadership Circle 2002-2003; Member of three-person Wesley Center Grant Editorial Team. (To create the Hamline University Wesley Center for Spirituality, Service, and Social Justice). Awarded.

### **Faculty Advisor to Student Organizations**

*Iota, Iota, Iota*, Women's Studies Academic Honor Society, 2003-present.  
Students Preventing Sexual Violence, 2011-present.  
Feminist Liberation and Intersectionality Coalition (FLIC), 2016-2017.  
VOICE Peer-to-Peer student support group, 2011-2016.  
Feminist Majority Leadership Alliance, 2001-2012.  
Hamline University Poetry Slam, 2010 - 2011, 2011-2012, 2014-2015, 2015-2016.  
Hamline Women Student Leadership Group, 2004-2005, 2005-2006.

### ***FHSU (Selected)***

Provost's Advisory Committee on Equity in Compensation and Reward Structures for Women and Other Protected Class Faculty, 1999-2001.

### ***Bethany College (Selected)***

Academic Dean's Advisory Committee on ADA/504 Compliance and Services for Students with Disabilities. 1998-1999.  
Department of English program and curriculum review. 1998-1999.

### ***UNL (Selected)***

Mentor, Women's Studies Association Conference Committee, 1996-1997.  
Founding member and conference committee co-chair, *No Limits: Reclaiming Women's Voices* Regional Conference on Women's Studies, 1993-1994, 1994-1995, 1995-1996.  
Women's Studies Curriculum Committee, 1995-1996.  
UNL Women's Studies Association, 1993-1994, 1994-1995, 1995-1996.

**Memberships**

Coalition for Western Women's History (CWWH)

Midwestern History Association (MHA)

National Women's Studies Association (NWSA)

Rural Women's Studies Association (RWSA)

Western History Association (WHA)

Women and Gender Historians of the Midwest (WGHOM)

**Kristin Mapel Bloomberg**  
**Narrative Statement on Scholarship**

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*“In praising the breadth of her scholarly work, Professor Bell writes that ‘Kristin Mapel Bloomberg is an active scholar with an impressive array of projects in process and culminating.’ FPC agrees, and commends Professor Mapel Bloomberg as well on the range of audiences reached by her presentations and publications. We find her to be a highly effective scholar.” Faculty Personnel Committee Triennial Evaluation, 2014.*

***Foundational and Past Scholarship***

My curriculum vita reveals that my research and scholarship activities have always been broadly interdisciplinary, focused on women’s and gender studies using a feminist approach. I have published a monograph on turn of the twentieth century American women writers, edited and contributed to a volume of historical and biographical subjects focused on Minnesota’s first university, and published a number of peer-reviewed articles on topics relating to nineteenth century American women’s rights and women’s social justice activities in the trans-Mississippi west. In addition, I have regularly presented my work to regional, national, and international academic conferences; I also share my scholarship with local public audiences.

***Present and Future Scholarship***

The theme of my scholarship is the interdisciplinary examination of gendered lives in women’s movements for social change, and I seek to discover how feminist actions in history and today are informed by intersectional social locations. The diversity of my research agenda emerges from my interest in the complex intersections of female-bodied persons and social institutions such as state, church, school, and community.

I classify my historical scholarship as the “critical feminist scholarship of recovery.” It has a three-fold purpose: to recover the stories of women’s lives in history; reinterpret the importance of their actions in historical context by using intersectional categories of analysis; and reflect on how their life-work informs our contemporary social locations and actions. This has a direct impact on my scholarship focusing on topics of twenty-first century concern, including my research on campus anti-sexual violence initiatives.

I conceptualize my current research agenda in four different domains, which seek to understand the following:

- How a variety of American women’s activities in the long nineteenth century furthered our concepts of women’s rights and feminism.
- How nineteenth century women who earned early coeducational college degrees used their privileged educational status to promote social justice and equity.
- How the legacy of purposeful nineteenth-century constructions of “woman” inform our contemporary theoretical understandings of “woman,” “women’s culture,” “feminism,” “feminist activism,” and gendered social locations and actions.
- How twentieth- and twenty-first-century advocates for gender justice and equity theoretically define key gendered experiences (such as sexual violence or gendered education) and articulate pathways for social change.

My current research centers on the activities of college-educated rural women in the trans-Mississippi, intermountain, and coastal Wests during the long nineteenth century. My primary focus is a historical biography of woman's rights activist Clara Bewick Colby (1846-1916), proprietor of *The Woman's Tribune* (1883-1909), which was the second-longest woman's rights journal in the United States, and published variously from Beatrice, Nebraska; Washington, D.C.; and Portland, Oregon. Colby was among the first coeducated women at the University of Wisconsin, and after earning her PhB in 1869, she emigrated to Nebraska with her husband where they became active in civic life. After spending time in Washington, D.C., she ended her career as a woman's rights activist while in Portland, Oregon. As her passion for women's rights grew, Colby emerged as an important activist, and much of her work was dedicated to cultivating new social and cultural roles for women—these always included woman suffrage, but they also extended to Colby's vision for redefined women's roles in civic leadership, religion, peace advocacy, and race relations. The apex of Colby's ascent saw her seated at the table with American suffrage leaders such as Susan B. Anthony and Elizabeth Cady Stanton, who looked to her for movement leadership during suffrage campaigns in the West. However, Colby's later status as a divorcee, as mother to her adopted Lakota daughter, and as an activist on topics affecting women outside of suffrage, led to her exclusion from the movement in later years. After decades of dedication, she was literally written out of history—by her husband who worked to obscure her name with that of his second wife, and by younger suffrage leaders who disliked the “image” women like Colby associated with the movement. Thus, my scholarship seeks to understand Colby's contributions to woman suffrage and women's rights as well as the social forces of classism and racism that allowed movement leadership to turn away from those contributions.

This project has been awarded a pre-publication contract from the University of Nebraska Press. As I continue my progress on the historical biography, I prepare more narrow aspects of my project for publication. For example, I am currently revising an article on Colby's activities associated with the 1906 Oregon state suffrage campaign for submission to the *Oregon Historical Quarterly*.

Parallel to my work on Colby is my scholarship on peer women's rights activists. This includes my work on Cora Smith Eaton King (North Dakota, Minnesota, Washington State), as well as four nineteenth-century siblings from the Sorin family (Minnesota, Colorado, Missouri). These women were all graduates of early coeducational colleges and universities in the trans-Mississippi west. Their histories are just as interesting as Colby's, and my scholarship on them helps further our knowledge not just about what mid-nineteenth century collegiate learning was like, but how these representative women used their education to support themselves, their families, and social justice causes in late nineteenth century America. In uncovering their history, I've discovered, for example, how two of the Sorin sisters—more than twenty years apart—were instrumental to Colorado's suffrage victory: one sister's work contributed to setting the stage in the 1870s, while another contributed to the final victory in the 1890s.

I am currently revising an article on the Sorin family's suffrage activism in Colorado, which I plan to submit to a refereed journal. In addition, my work on Eaton King has been accepted for inclusion in the forthcoming *Northern Plains Woman Suffrage* to be published by the South Dakota State Historical Society Press. To my knowledge, I am one of only a handful of scholars



actively researching women's rights activists and their activities in these regions; thus, my work is important for building up our foundational knowledge about this period in women's rights history and how they actively established a path for understanding and theorizing feminism and its associated categories of women.

While I spend a great deal of my time in the nineteenth century, my scholarship takes these themes and applies them to women's lives in the twenty-first century. As a scholarship of application, I use my research knowledge to support and guide students working to define the gendered experiences of their lives and establish pathways for social change.

For example, I've been a staunch advocate of anti-rape and Title IX education on my campus, and this advocacy is a direct result of my scholarship on the topic: as a working scholar, I find this is an ideal way to demonstrate the "theory – action – reflection" model of activism for social movement that I emphasize in my courses. My scholarship in this area included learning and theorizing with my students about why so many college women experience sexual violence and intimate partner violence. Together we studied the "Dear Colleague" letter from the White House; we read peer-reviewed articles; we digested the reports issued by the American Association of University Women, *Know Your IX*, the U.S. Senate, and others. Then we acted—so in the spring of 2014, we created and administered a peer-to-peer survey measuring undergraduate experiences of sexual violence, knowledge about campus reporting policies, and knowledge Title IX rights. Our research studies in 2014, 2015, and 2016 informed our local campus's approach to sexual violence education and prevention, and additionally informed the policy revision work of our campus Sexual Violence Prevention Task Force.

Additionally, my scholarship of application on this subject has impacted our curriculum: I am in the process of creating a new service-learning course, "Transforming a Rape Culture." Beginning in Spring 2018, it will serve interdisciplinary students in women's studies, social justice, public health sciences, legal studies, and criminal justice. In addition to learning about the history of women's anti-sexual violence social movements, I've partnered with Sexual Offense Services of Ramsey County. In this capacity, service-learning students will complete training to provide them with a professional credential from the state of Minnesota that allows them to serve as a trauma-informed advocate, qualified to provide information and support to victims, their families, and friends. Additionally, this training allows them to conduct medical outreach and advocacy for victims of sexual violence, and to speak authoritatively on policy topics relating to sexual violence, intimate partner violence, and stalking. This is galvanizing scholarship, with real-time implications for establishing social change. And it's also informed by the work done by women activists in the past—bringing my historical scholarship in conversation with my scholarship on present-day issues.