

Melissa Rogers

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While I entered graduate school intending to study women's independently produced publications such as comics and zines, my experiences as a research, teaching, and administrative assistant wholly transformed my scholarship, launching my dissertation on do-it-yourself cultures and craft production. Coordinating events in the Women's Studies Multimedia Studio has challenged me to synthesize my pedagogy, theoretical practice, and administrative skills. A multipurpose space that fosters transdisciplinary dialogue about art and performance, digital humanities, and identity and

difference, the Studio is a playground and laboratory for reimagining the place of "making" in the university. By lifting practices of fabrication and design from their homes in the arts and demonstrating their value for teaching, learning, and innovation across the humanities, I have the exciting opportunity to actively shape the intellectual life of both my department and the College. Building a multimedia library alongside hosting panel discussions, film screenings, pop-up reading rooms, and temporary "makerspaces"—freeform time for experimental play with physical computing, prototyping, and wearable technology—has only stoked my passion for bringing twenty-first century literacies into and beyond undergraduate classrooms. With a grant from the Center of Literary and Comparative Studies, I am collaborating with the Multimodal Pedagogy Working Group to apply the central methodologies of my dissertation research to developing critical making activities for undergraduates using combinations of "old" and "new" media. These workshops and projects have brought together colleagues at all stages of career in English, American Studies, Architecture, the iSchool, and Dance to enhance antiracist feminist activity on campus.