

Rachel A. Rys

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UCSB Feminist Studies Department
4631 South Hall
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EDUCATION

Ph.D. Candidate Feminist Studies, University of California at Santa Barbara, expected 2019
Departmental Emphasis: Productive and Reproductive Labors
Dissertation: “The Panel is Political: Powerful Marginality in Feminist Comics Scholarship and Pedagogy”
Dissertation Committee: Dr. Barbara Tomlinson (Committee Chair, Feminist Studies), Dr. Laury Oaks (Feminist Studies), Dr. Mary Bucholtz (Linguistics)

Certificates

Doctoral Designated Emphasis: Writing Studies
Graduate Certificate: Certificate in College and University Teaching

M.A. Feminist Studies, University of California at Santa Barbara, 2014
Thesis: “Individual Liability and Structural Injustice: Constructing Responsibility and Punishment in Poverty Discourse”

B.A. Linguistics and Gender Studies, Northwestern University, 2010
Thesis: “The Category ‘Queer’: On Building an Infidel Heteroglossia in the Globalized Genderscape”

GRANTS & FELLOWSHIPS

2012-19 **Five-Year Chancellor’s Fellowship**, University of California at Santa Barbara
2018 **Doctoral Travel Grant**, University of California at Santa Barbara
2016 **Summer Institute Scholarship**, Center for Cartoon Studies

AWARDS & HONORS

2016 Distinguished Teaching Award in Feminist Studies Recipient
GSA Excellence in Teaching Award Nominee
2015 Outstanding Teaching Assistant Award Nominee
2014 Summer Teaching Institute for Associates Certificate
2013 Outstanding Teaching Assistant Award Nominee

PUBLICATIONS

Peer-Reviewed Journal Articles

Accepted “Powerful Marginality: Feminist Scholarship through Comics.” *Journal of Multimodal Rhetorics*. February 2019.

Book Chapters

- 2018 “‘Just Emotions’: The Politics of Race, Language, and Affect in the Graduate Sociolinguistic Justice Classroom.” Bucholtz, Mary, Dolores Inés Casillas, and Jin Sook Lee (eds.). 2018. *Feeling It: Language, Race, and Affect in Latinx Youth Learning*, 29-46. New York: Routledge.

PUBLICATIONS IN PROGRESS

Manuscripts in Preparation

- “Public Pedagogy and Graphic Argumentation in Feminist Pedagogical Webcomics.” Manuscript in preparation.
- “Queer Expectations: Academic, Popular, and Public Responses to Meg-John Barker and Julia Scheele’s *Queer: A Graphic History*.” Manuscript in preparation.

UNIVERSITY TEACHING EXPERIENCE

Sole Instructor

Writing Program, University of California at Santa Barbara

- 2018 WRIT 2: Academic Writing (First-Year Writing)
WRIT 2: Academic Writing (First-Year Writing)
- 2017 WRIT 2: Academic Writing (First-Year Writings)

Feminist Studies Department, University of California at Santa Barbara

- 2017 FEMST 181: Feminist Theories for Precarious Times
- 2016 FEMST 185: Gender, Race, and Place: The Politics of Sexual Citizenship
FEMST 144: Doing Feminist Activism in the Age of Social Media
- 2015 FEMST 151: Sexuality and the State
- 2014 FEMST 131: “Choice is a Moving Target”: The Politics of Reproductive Justice

Teaching Assistant Positions

Feminist Studies Department Online, University of California at Santa Barbara

- 2017 FEMST 20: Introduction to Feminist Studies (Fully online course)

Feminist Studies Department, University of California at Santa Barbara

- 2017 FEMST 150: Sex, Love, and Romance
- 2016 FEMST 20: Introduction to Feminist Studies
- 2015 FEMST 150: Sex, Love, and Romance
FEMST 40: Women, Representation, and Cultural Production
- 2014 FEMST 30: Women, Development, and Globalization
FEMST 150: Sex, Love, and Romance
FEMST 20: Introduction to Feminist Studies
- 2013 FEMST 20: Introduction to Feminist Studies

WRITING CENTER EXPERIENCE

Learning Resources Center, Santa Barbara City College

2015-18 Writing Center Tutor
2016 Online Writing Tutor

COMMUNITY-ENGAGED TEACHING EXPERIENCE

2017-18 **Interdisciplinary Humanities Center, University of California at Santa Barbara**
Graduate Teaching Fellow for a correspondence humanities course with incarcerated individuals in Central California prisons

2016 **Civic Education Project, Northwestern University**
Instructor for residential service-learning summer program for Grade 11 and 12 students discussing poverty and inequality

INSTRUCTIONAL DEVELOPMENT EXPERIENCE

Letters and Sciences Informational Technology, University of California at Santa Barbara

2018-19 **Instructional Design Assistant**
Provided specialized consultation with faculty about integrating appropriate instructional technology and navigating the campus learning management system

Office of Instructional Development, University of California at Santa Barbara 2016-18

2018-19 **Pedagogy Workshop Specialist**
Designed and facilitated interactive, campus-wide orientation and workshops for graduate instructors and teaching assistants across all disciplines

2018 **Summer Teaching Institute for Associates Facilitator**
Provided ongoing feedback and mentorship about syllabus and course development for a certificate program for first-time graduate instructors

2017-18 **Teaching Assistant Pedagogical Advisor**
Consulted with teaching assistants from all disciplines about recorded classroom sessions, designed and facilitated campus-wide workshops on common pedagogical concerns, and co-organized first annual interdisciplinary teaching symposium

2017 **Summer Teaching Institute for Associates Facilitator**
Provided ongoing feedback and mentorship about syllabus and course development for a certificate program for first-time graduate instructors

2016-17 **Teaching Assistant Video Consultant**
Reviewed recorded classroom sessions and consulted with Teaching Assistants across all disciplines to develop pedagogical skills and teaching confidence

2016-17 **Teaching Assistant Video Consultant**
Reviewed recorded classroom sessions and consulted with teaching assistants across all disciplines to develop pedagogical skills and teaching confidence

Workshops Taught Include:

Effective and Efficient Commenting on Student Writing
Designing Written Assignments across the Curriculum
Strategies for Teaching Controversial Topics
Checking for Student Understanding
Setting the Tone on the First Day of the Quarter
Developing Non-Traditional Assignments
Discipline-Specific Pedagogy: Using Threshold Concepts in the Classroom
Common Concerns of First Time TAs
Jumpstarting Discussion

Department of Feminist Studies, University of California at Santa Barbara, 2014-16

2014-16 **Lead Teaching Assistant**
Provided ongoing support and facilitated trainings related to feminist and antiracist pedagogy for new Feminist Studies teaching assistants

Workshops Taught Include:

Writing in the Feminist Studies Classroom
Building Community Expectations in the Feminist Classroom,
Politics of Trigger Warnings: A Conversation with Faculty & TAs
Practical Solutions to Common Classroom Problems
Course Design for First-Time Teaching Associates in Feminist Studies
Building a Feminist Studies TA Toolkit
Undergraduate Panel on Feminist and Antiracist Teaching

RESEARCH EXPERIENCE

2013-14 **Program Assistant, Center for California Languages and Cultures**
Managed program logistics and budget for the SKILLS (School Kids Investigating Language in Life and Society) program, a university-community partnership empowering high school students to do original linguistic research

2013-15 **Research Assistant, UCSB Department of Feminist Studies**
Identified resources for book length manuscript, edited reference list, and authored accompanying Instructor Guide for NYU Press

2011 **Research Fellow, Peer Health Exchange**
Administered IRB-approved program evaluation on health education in 100+ high school classrooms; conducted surveys and interviews with program participants

CONFERENCE ACTIVITIES

Conferences Co-Organized

- 2019 Beyond Academia Conference, Programming Committee. University of California at Santa Barbara. Upcoming, March 2019.
- 2018 1st Annual Graduate Teaching Symposium. University of California at Santa Barbara. May 2018.

Conference Presentations

- 2018 “From the Margin to the Panel: Feminist Theory and Comics Pedagogy.” “The Futures of the Field: The 1st Annual Conference of the Comics Studies Society.” University of Illinois at Urbana-Champaign. August 2018.
- “Getting a B+ in Feminist Activism: Conflicting Affective and Administrative Investments in the Feminist Studies Classroom.” Affects and Effects: A Feminist Meta-Conference. University of California at Los Angeles. April 2018.
- 2016 “Individual Liability and Structural Responsibility in Tennessee Poverty Discourse.” Feminist Studies Graduate Research Roundtable. University of California at Santa Barbara. February 2016.
- 2015 “Neoliberal Audit Systems: Logics of Surveillance and Punishment in Tennessee Education and Welfare Policy.” National Women’s Studies Association. November 2015.
- “Learning Precarity: Neoliberal Policies of Containment in K-12 Public Education.” National Women’s Studies Association. November 2015.
- “Storms, Splits, Schisms, Drifts: The Political Grammar of Queer Marxism” Roundtable on Marxism and Queer Theory. University of California at Santa Barbara. June 2015.
- 2014 “‘Just’ Emotions: Negotiating Affect and Positionality in the Anti-Racist Classroom.” Crossroads Conference on Race, Language, and Power in Educational Contexts. University of California at Santa Barbara. October 2014.
- 2013 “On Queering ‘Queer:’ The Political Utility of Excess.” New Directions in Sexuality Studies: A Graduate Workshop for New Sexuality Studies Research Focus Group. University of California at Santa Barbara, March 2013.
- 2010 “Cyborg Politics in the Globalized Genderscape.” Poster presented at Undergraduate Research Symposium, Northwestern University, May 2010.
- “Categorizing ‘Queer:’ Constructing an Infidel Heteroglossia in the Globalized Genderscape.” Midwestern Conference on Language, Literature, and Media, Northern Illinois University, April 2010.

Panel Moderator

- 2018 “If Only One Thing: Being Explicit about Our Practical Priorities in Teaching” and “Teaching Careers at the Community College.” 1st Annual Graduate Teaching Symposium, University of California at Santa Barbara. May 2015.
- 2015 “‘Money Breeds Money’: The Precarity of Poverty-Class Parents in the Academy.” National Women’s Studies Association. November 2015.

Campus Talks

- 2017 “The Panel is Political: Comics, Representation, and Feminist Theory.” Graduate Student Association, University of California at Santa Barbara, November 2017.

SERVICE TO PROFESSION

- 2018 Mentor at #FirstGen Scholars Welcome Event
- 2018 Selection committee for *Starting Lines* undergraduate publication
- 2017 Western Association of Schools and Colleges Institutional Assessment participant
- 2016-17 Lead Teaching Assistant for Feminist Studies
- 2014-15 Graduate Student Representative for Feminist Studies
- 2014-15 Lead Teaching Assistant for Feminist Studies

RELEVANT PROFESSIONAL EXPERIENCE

- 2013 **KIPP Believe College Prep Middle School**, New Orleans, LA
Operations Consultant
- 2012 **Match Tutors, Inc.**, Lawrence, MA
Tutor Training Consultant
- 2011-12 **Match Charter Public High School**, Boston, MA
Instructor and Tutor for Grade 10 English, Grade 11 English, Grade 11 Special Education, and Health and Physical Sciences
- 2010-11 **Peer Health Exchange**, Chicago, IL
Health Educator and Teacher Trainer across 16 Chicago public high schools
- 2010 **Educational Testing Service**, Princeton, NJ
Item Writer for TOEIC Speaking and Writing and TOEFL Bridge Tests
- 2009 **Girls in the Game**, Chicago, IL
Development and Programming Intern

PROFESSIONAL AFFILIATIONS

Comics Studies Society
National Women's Studies Association

REFERENCES

Dr. Barbara Tomlinson

Professor of Feminist Studies
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Dr. Laury Oaks

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Dr. Mary Bucholtz

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Dr. Karen Lunsford

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