

Introducing the New Editors of *Frontiers: A Journal of Women Studies*

Where are the *edges, boundaries and borders* of
science, diaspora, effects, experiences, access, religion, knowledges, history, performances, sex, transmigrations, youth, queer, indigenous, neoliberalisms, decolonial, colonial, materialities, futurities, intersectionalities, mobile subjectivities, education, affect, female troubles, dys-functions, queer crip, queer of color critique, feminist geographies, relations, voice, representation, gender, race, militarism, futurisms, transpacific, third spaces, posthumanism, human . . .

The new University of Utah and University of California, Santa Cruz editorial team of *Frontiers: A Journal of Women Studies* is committed to embracing emerging visions of *dynamic* and *unsettled* “feminist frontiers.” As the journal’s new guiding voice, we seek to advance feminist investigations and expressions into the twenty-first century. *Frontiers* —as a term or topic of analysis—evokes differing memories, figurations, affects, and emotions. Questions of “whose frontiers,” “which frontiers,” and how is a “frontier” even formed, by whom and where, are debated and refused. While we participate in frontier contested spaces, we simultaneously embrace the possibilities of thinking with and through frontiers as a way to foster and reinvigorate feminist and specifically women of color, queer, and decolonial feminist theorizing, pedagogy, and praxis.

This is the thirty-eighth year of *Frontiers* and the end of the five-year editorial term of Judy Tzu-Chun Wu, Guisela Latorre, and Mytheli Sreenivas, who along with their Ohio State University colleagues have supported and grown the readership, stability, and vision of the journal from volume 33 to its current iterations in volume 39.1. Following the traditions of *Frontiers* as a space for the publication of cutting edge feminist research, including special issues on the Equal Rights Amendment, transnational feminisms, and women digitizing revolution, among others, and with the strength of the creative work that centers intersectional, interdisciplinary, and global women’s movements, we thank

Judy, Guisela, and Mytheli for their leadership, interdisciplinary thoughtfulness, and guidance in the transition from Ohio State University to the University of Utah, and for the many hours of good advice and mentorship.

The editorial leadership of *Frontiers: A Journal of Women Studies* has always reflected its interdisciplinarity, and this legacy continues with the journal's current home in the University of Utah's new School for Cultural and Social Transformation and its affiliation with the University of California, Santa Cruz. As a team, we bring expertise in performance studies, theatre, queer youth studies, education, policy, ethnic studies, indigenous studies, and gender studies. Building on our diverse strengths, we welcome feminist scholarly essays and creative works utilizing a multitude of methods, practices, discourses, and theories.

Our editorial vision includes the following tenets and investments in feminist studies:

- Feminist theorizing is about bodies, power, representation, knowledge, voice, and pleasures and raises questions about how we want to be in relation to each other.
- Feminist theorizing is complexly intersectional and interdisciplinary—deeply theoretical while maintaining commitments to pedagogy, praxis, and policy.
- Feminist theorizing is integral to analyses of transglobal productions of empire, colonialism, and coloniality and thus equally key to decolonial theorizing and imagining other ways of being.
- We want to see feminist analytics *everywhere*—across all structures, disciplines, knowledges.
- Questioning what is known and how it is known, what is reality—the epistemological and ontological—remains central to feminist theorizing, art, and praxis.
- While feminist studies are deeply theoretical, theory is found in multi-modal forms of expression and maintains commitments to pedagogy, praxis, and policy that have the potential to alter current effects and effects of disenfranchisement.
- Feminist studies are integral to expanding disciplinary areas of knowledge production and practice.
- Feminist studies offer new, challenging formats and styles of production that provoke, interrupt, question, and shift theorization and practice.

- Feminist theorizing opens up possibilities and reimagines futurities, dreamscapes, and soundscapes

With these visions and hopes in mind, we invite readers and contributors to utilize *Frontiers*—through the website, social media, and print journal—as a place to think, challenge, and engage in feminist conversations that matter.

Kimberly M. Jew
Wanda S. Pillow
Cindy Cruz
Edén Cortez

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Editor KIMBERLY M. JEW holds a joint appointment in Theatre and Ethnic Studies at the University of Utah. She teaches a wide range of topics ranging from Asian American and Pacific Islander studies to theatre history, dramatic literature, and script analysis. Her expertise lies in twentieth-century American theatre. She has directed numerous university productions and has composed and edited a collaborative performance project based on local letters to the editor. Kimberly has written on a variety of topics, exploring the intersections of feminism, postcolonialism, theatrical experimentation, and ethnic identity. Her essays can be found in the journals *Pacific Asia Inquiry* and *MELUS* and in the edited collections *Literary Gestures* (Temple University Press) and *Seeking Home* (University of Tennessee Press). Kimberly received her doctorate from New York University, master's from Georgetown University, and bachelor's from UC Berkeley.

Editor WANDA S. PILLOW is jointly appointed in the Gender Studies Division and the Department of Education, Culture and Society at the University of Utah. Wanda's work is committed to understanding how representations of difference are developed in theory, policy, research, and practice. Specifically, she considers how representations limit who is thought of as citizen subjects and how this matters in epistemology, ontology, and methodology and in policy and practice. The co-editor of *Working the Ruins: Feminist Research Methods in Education* and author of *Unfit Subjects: Teen Pregnancy and Educational Policy* as well as numerous articles, essays, and policy reports. Wanda has sought in her research to provoke new ways of thinking and doing, and she brings the energy and hope of this work to her teaching. She is grateful for the students, colleagues, friends, family, and youth who provide the impetus and support to find ways to reimagine what our futures may be.

Editor CINDY CRUZ is an associate professor in the Department of Education at the University of California, Santa Cruz. She was a high school English teacher in another life, where in the ruins of the post-1992 L.A. uprising, Cindy learned to love

Los Angeles, her people, her creativity, and her resilience. Her experiences as an HIV counselor and homeless youth worker are foundational in her thinking, and as a scholar of *This Bridge Called My Back: Writings by Radical Women of Color*, Cindy is eager to put this knowledge base to work as an editor in *Frontiers*. Currently Cindy is interested in how the theoretical work of decolonial and US feminists of color interrupts how empirical research approaches and conceptualizes the experiences and narratives of youth, particularly youth who are marginalized by race, sexuality, poverty, and migrant status.

EDÉN CORTEZ, *Frontiers* editorial assistant, is a PhD candidate in the Department of Educational Leadership and Policy at the University of Utah. He is excited to be part of *Frontiers* and support the editorial team in the development of the journal. Edén comes from a transnational background, educated in Mexico and in the US, and worked as an academic advisor for six years assisting minoritized community college students transfer to four-year institutions in Oregon. His research focuses on examining institutional policies and practices that impact Latinx community college transfer students' intersectional identities and academic experiences.

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