

Jeff Ginger

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My Mission, in Brief

I hope to forever live with a relentless passion towards enjoying life to the fullest while making a positive impact on those around me in the world. In essence, I strive to create, connect, and love.

Personal Summary

Highly motivated student with strong credentials and practical experience in sociology and computer-based multi-media. Experienced leader with broad and deep success in motivating, organizing and driving activist and volunteer organizations.

Include appropriate sections here.

Academic Experience

I suggest you see my [Curriculum Vitae](#) as it contains my most salient graduate work and qualifications.

PhD, Library and Information Science, University of Illinois at Urbana-Champaign, 2008-2012

I begin this program in the fall of 2008

M. A., Sociology, University of Illinois at Urbana-Champaign, 2006-2008

Masters paper: The Facebook Project: Performance and Construction of Digital Identity

Achieved a place on the list of teachers ranked as excellent by their students twice

Started and now run [The Facebook Project](#), a collaborative research project

B. A. Honors, Sociology, University of Illinois at Urbana-Champaign, 2002–2006

Senior Projects: New Revolutions: Integrating Information Technology into Contemporary Civil Rights Movements and Facebook.com: Social Computing Phenomena

Minor in computer science

Sociology GPA of 3.61 (A-), overall GPA of 3.21 (B+), Deans List standing 3 semesters

H. S. Diploma, Glenbard West High School, Glen Ellyn, IL, 1998–2002

Graduated with a 4.8 GPA in the top 20% of our class, numerous AP/honors/seminar courses

Participated in Chess Club, Amnesty International and the Forensics speech team

Specialized Courses

A summary of some of the most important classes I've taken throughout my academic career.

Remarkable Graduate Courses, 2006-2007

Methods: Survey Research; Qualitative Research; Intermediate Statistics

Three methods courses: Sociology 485 (stats), 480 (surveys), and 583 (advanced qualitative)

Learned and practiced fundamental survey, ethnography and interview research skills including planning, testing, data collection/analysis and publication

Good coverage of introductory statistics, including Chi-square analysis, confidence intervals and other standard tests of statistical significance and independence

Developed additional familiarity with SPSS 14/15

Developed and pursued individual research to contribute to the Facebook Project

Classical Sociological Theory; History and Foundations in Library and Information Science

Two courses in essential theory: Classical Sociological, and History and Foundations in Library and Information Science

Gained advanced understanding of the major classical sociology theorists (Tocqueville, Marx, Weber, Durkheim, and Simmel)

Read works on the most crucial underpinning aspects of LIS

Met and learned about several prominent writers in the field

Improved paper writing and development skills;

Art Interactivity and Interface Design

An innovative art course focused on bringing art into a online and interactive format

Discussed the application of STS and art theory to web site interactivity

Learned how to comprehensively use Macromedia Flash 8 in a collaborative learning and working environment

Race, Ethnicity and Identity

A course providing a refreshing look on race and ethnicity in the US and how they figure into the construction and transformation of identity

Familiarized with major names and theory in the field of research

Developed a comprehensive paper related to the perpetuation of racial structures in social computing environments

Notable Undergraduate Courses, 2004-2006

Computer Science 496 Designing Accessible Web Resources

Graduate course in advanced web design focused on designing, creating, and maintaining web sites accessible to people with disabilities

Helped to construct a new web site for Beckwith Hall, the assisted living residence hall on campus

www.jag85.com/beckwith

Sociology 496 Sex and Madness – Teaching Assistant work

Worked as a teaching assistant leading a discussion group in both an online and in-person environments – made specific effort to help students in my discussion in the class

Created an honors film project demonstrating a potential distopia society

www.sexandmadness.com

African American Studies 398 Black Leadership Development

Established a valuable non-standard perspective as a progressive white thinker in a black dominated class – empowering students with additional resources and anti-white nationalist ideals

Created a plan for integrating IT into black leadership and civil rights in the AASRP program

Helped to facilitate (staff) the Race, Roots, and Resistance Conference at UIUC

www.jag85.com/afro

Other Relevant Academic Skills

Classroom experience with art and graphic design fundamentals

Elementary Spanish speaking, reading, and writing skills

Computer architecture, data structures, software principles, and introductory discrete math

Senior Honors Seminar exploring Science, Technology and Society from a Posthumanist sociology perspective

Teaching Experience

I have designed websites for both the courses I teach.

Sociology 273 Social Perspectives on the Family - Fall 2007

This course reviews sociological theory used in family research, and examines some of the current developments confronting family researchers such as the rise in divorce and out of wedlock births, as well as declines in marriage and fertility. Besides these popular issues, this course also takes a look at areas of research that receive less attention such as fatherhood and father involvement.

I help to find sources, teach class, and perform administrative duties like handling email and the website. I also grade the final course paper. Beyond this I'm essentially taking the class along with the students - the topic is new to me too!

I am a Teaching Assistant for [Ray Muhammad](#), an assistant professor in the [Department of Sociology](#).

[Course Syllabus](#)

[Course Website](#)

Sociology 100 Introduction to Sociology - Fall 2007

This course covers the foundations of Sociological thought and practice. It provides background on some of the key areas of Sociology. Students also hone important life skills in this course including critical thinking, writing and understanding the social world.

Though it's a large survey course Sociology 100 has proven to be one of the most influential classes the University offers - giving students a chance to explore life from the perspective of the Sociological Imagination and see themselves as a part of the larger whole. Beyond teaching a section I help to present on stage during lectures to over 700 students and manage the website. My specific mission this semester has been to help integrate intergroup dialogue material into the section classroom format.

I am a Teaching Assistant for [Heather Downs](#), an assistant professor in the [Department of Sociology](#).

[Course Syllabus](#)

I do not have a section website for this class

Introduction to Social Research Methods - SOC 380, Spring 2007

This course is designed to provide students with knowledge and skills to conduct social. The topic of social research is introduced with a discussion of various methods of human inquiry and why the social sciences rely on scientific methodology. Individual reading assignments and group exercises will facilitate an active learning environment in which students master an understanding of how social researchers structure inquiry and make observations about the social world.

I am a Teaching Assistant for Assata Zerai, a professor in the department of Sociology.

[Course Syllabus](#)

[Section Web site](#)

Intergroup Dialogue on Race and Ethnicity - EOL 199, Spring 2007

This course introduces students to the different aspects of race relations in the United States by having students explore the histories, social contexts, and ideas that have shaped their experiences as racial and ethnic students. This course uses a structured, intergroup dialogue.

I facilitate dialogue sessions with Andre Bean, a M. A. in Clinical Psychology and intern at the University of Illinois Counseling Center.

[Course Syllabus](#)

[Section Web site](#)

UIUC Volunteer Leadership Experience

Avalanche (2004-2005)

Planned, created, and ran the organization known as Avalanche – a community based solution to the social problem of college-age drinking

A group committed to giving students activity opportunities with which they can spend their weekend nights as a superior alternative to alcohol or drinking related activities

Established Avalanche's presence as a large scale and highly successful community program, developed contacts and operational procedures, formed up a leadership board, managed and procured resources, designed, structured and implemented advertising plans, and finally inspired and empowered the students who took part in activities

Events ranged from small scale 15 person programs like creating valentines for the elderly to massive 130 person open mic nights – the Avalanche 'brand name' became well known

www.shavalanche.com

Association of Undergraduate Sociologists (2003-present)

Helped to plan, create and run the Sociology club for the University of Illinois – a registered student organization dedicated to enacting as a resource for sociology majors, minors, and enthusiasts, as well as a provider of career and internship information, research studies and volunteer and outreach programs

Worked as an Executive Advisor and President of the group

Helped to recruit and organize numerous members, create and run the web site, and plan and execute nearly all club activities

Served for a couple of years as a graduate advisor

www.jag85.com/soc

Feminist Majority Leadership Alliance (2005-2008)

Resource Management and Web Design officer on the Executive Board

Coordinated the Faces of Feminism discussion panel, created the web site, helped lead a protest, attended the Midwest Feminist Majority Conference

Served for a couple of years as a graduate advisor

www.jag85.com/femmajority

Sexual Health Peers (2005-2006)

Volunteered as a Sexual Health coordinator and workshop presenter as part of the campus organization (an extension of the McKinley Health Foundation), planned and led many events

www.jag85.com/SHP

Snyder Hall Council (2002-2005)

Served as an officer for 3 years while I lived in the residence halls – first year as a floor representative, second year as treasurer, and third year as vice president

Helped to establish many new programs and events, including volleyball, wallyball, Frisbee, swimming, and helped to lead Snyder Hall Impact, a volunteering and outreach program

Double Hitters Anonymous Volleyball (2003-present)

Created and ran the Double Hitters Anonymous Volleyball Registered Student Organization, a group for casual and competitive play

Worked as a coach, leader, and connector, playing 2-3 days a week

www.jag85.com/volleyball

Inline Insomniacs (2003-present)

Skating club community dedicated to night time inline skating and related events

Participated as a general member for 2 years, currently holding the position of Morale Officer on the executive board

Helped to introduce new ideas and skating routes into the organization, recruit new members, and assist in creating community

Positive Event Chain (2006-present)

An activist organization about creating positive chains of events

Relay for Life team captain, web master enthusiastic member

Boy Scouts of America (high school, 1989-2002)

Obtained the rank of Eagle Scout, Served in many troop positions and ranks

6 years in Cub Scouts, 8 years in Boy Scouts, plus additional Venture Scouts

Technical Work Experience

University of Illinois RSC Network Technician, 2003–present

Consistently provide in-depth technical support to University Housing students

Trouble-shoot real world problems, working with both hardware and software in a live in-person working environment

Explain and teach residents about campus technology policies and opportunities, answering questions of all sorts, even those unrelated to computers

Help residents learn to effectively use and trouble-shoot their own computer, as well as how to best ask for assistance with the ultimate objective of helping them learn to stand on their own

Host lab hours a few days a week working with RSC staff and helping to maintain labs

CDW IT Help Desk Technician Intern, Summer 2005

Provided floor responses to technical problems of many sorts – directly diagnosing, understanding and remedying issues involving computers, printers, phones, and networking

Helped to run the Help Desk configuration lab – conducting computer repair and refurbishing as well as mass configuration and installation operations

Spent time helping to keep the warehouse storage area clean and assisted in recycling older phased out material – learned use of warehouse tools as well as etiquette

Helped to teach employees how to use various programs and computer systems

ROC Group Web Designer and Developer Intern, Summer 2004

Developing a strong foundation for web development principles and concepts

Experience programming in Visual Basic 6 and Dreamweaver MX for data driven web applications – learned crucial validation and information passing principles

Learned some basics about ASP.NET, SQL and the use of MS Access databases

Developing a strong foundation for web development principles and concepts

Received experience designing presentation diagrams, animations, graphics and design frameworks

Specific Technical Skills

Technical Skills - Software

High level of familiarity: Windows 9x/ME/2k/XP/Vista, MS Office 97/2k/XP/2k3/2k7 (Word, Excel, Power Point, Publisher, etc...) including some knowledge of Frontpage/Sharepoint Designer, MSO Access and Visual Studio.NET, Significant experience with Adobe programs (Fireworks, LiveMotion, Dreamweaver, Flash, Photoshop,), Anti-virus (Symantec, McAfee, AVG), Audio Recording/Editing software (Cakewalk Home Studio, various vst/dxi synths/pluggins, SoundForge), Windows Movie Maker, and comprehensive knowledge of all web browsers

Extensive familiarity with HTML (XHTML) and CSS; limited familiarity with C++, Java, Visual Basic 6, , SQL, Javascript, ASP.NET, ActionScript 2.0, and XML

In-depth knowledge of troubleshooting principles, concepts, and methods (technician skills)

Impressive web management skills, solid understanding of elegant, user-oriented design, content management and organization, and web development (web skills)

Moderate experience creating/recording/editing audio (vocal, acappella, instrumental) and filming/editing movies (producer skills)

Technical Skills - Hardware

High level of familiarity configuring and repairing computers – both laptops and desktops.

Expert experience troubleshooting hardware difficulties of all kinds
Basic understanding of hardware architecture (processor and system design)
High familiarity with brands and cutting edge hardware technologies