Appendix A4

University of GA system schools offering Women’s Studies at the undergraduate level (whether major, minor, or concentration):

- Augusta State University—Women’s Studies Program
- Georgia College & State University—Interdisciplinary Women’s Studies
- Georgia Institute of Technology—Center for the Study of Women, Science, and Technology
- Georgia Southern University—Women’s and Gender Studies Program
- Kennesaw State University—Gender and Women’s Studies Program
- University of Georgia—Institute for Women’s Studies
- University of West Georgia—Women’s Studies Program
- Valdosta State University—Women’s and Gender Studies Program

Private colleges and universities in Georgia that offer women’s or gender studies include:

- Agnes Scott College—Women’s Studies Program
- Berry College—Women’s Studies Program
- Brenau University—Gender Studies Program
- Mercer University—Department of Women’s and Gender Studies
- Oglethorpe University—Women’s and Gender Studies Program
- Oxford College of Emory University—Women’s Studies Department
- Spelman College—Comparative Women’s Studies Department
- Emory University has a Ph.D. in Women’s, Gender, and Sexuality Studies
- Clark-Atlanta University offers a D.A. in Africana Women’s Studies
Appendix B1

Rationale for Choices of Peer Programs

The WSI has selected four other Women’s and Gender Studies departments that offer useful points of comparison as well as helpful benchmarks for our program. For purposes of this report, these institutions constitute “peer programs.” Although none of these programs is identical to ours, each provides insight into the strengths and weaknesses, as well as opportunities and limitations, of the WSI. This Appendix is an addendum to Section B.7 of the main self-study.

Below, we offer a description of each peer program, followed by a rationale for these choices:

1) San Francisco State University’s Department of Women and Gender Studies, like the WSI, has a small, diverse faculty: six (6) core faculty members – two full professors, two associate professors, and two assistant professors – as well as nine (9) faculty affiliates and one emeritus faculty member. Like the WSI, the department offers a BA major and minor as well as a terminal MA degree requiring a Master’s thesis. Its curriculum reflects foci similar to ours, including “identity-based studies of women and men in transnational and multicultural contexts alongside deconstructive approaches to the categories of analysis (gender, race, nation, sexuality, class, ethnicity, and able-bodiedness)” and “a strong international focus.” Unlike the WSI, SFSU’s WGS department is among the oldest in the nation, having offered its first courses 40 years ago, debuted a BA 35 years ago, and launched its MA 20 years ago. Since 1991, it has graduated between 0-11 MA students per year, averaging 5 per year, with ¼ during the first decade of the program and ¾ in its second decade. To its credit, SFSU’s WGS publishes a journal, Deconstruct This!, and it is hosting a one day conference to commemorate its 40th anniversary of existence. Of interest to the WSI, SFSU’s department recently changed its name from Women Studies to Women and Gender Studies. See [www.sfsu.edu/~wgsdept/?q=home](http://www.sfsu.edu/~wgsdept/?q=home) for more information.

2) Texas Woman’s University’s Department of Women’s Studies, like the WSI and SFSU’s Department of Women and Gender Studies, has a small, diverse faculty: five (5) core faculty members – one full professor, one associate professor, two assistant professors, and one visiting assistant professor – as well as 22 faculty affiliates. TWU’s Department of Women’s Studies offers an undergraduate minor, an MA degree requiring a Master’s thesis or professional paper, a graduate certificate, and, since 2010, a PhD degree. Similar to the WSI, its curriculum emphasizes multiculturalism, feminist/womanist perspectives, and social justice, and the department bills itself as “transdisciplinary, transgressive, transformative” as well as “flexible” to accommodate students with varying backgrounds and professional goals. Since 2000, the department has graduated 52 MA students, with 1-14 per year, averaging 4 per year. Like GSU, TWU is has a highly diverse student body with many international students and working students, and this is reflected among women’s studies students as well. The department also hosts a speaker series, bringing notable women’s studies scholars and feminist/womanist public figures to campus regularly. See [www.twu.edu/ws/](http://www.twu.edu/ws/) for more information.
3) University of South Florida’s Department of Women and Gender Studies has a small faculty: six (6) core faculty – two professors (one joint appointed), three associate professors (one joint appointed and another emeritus but teaching), and one visiting associate professor, with 50 affiliates. The department characterizes its curriculum as “interdisciplinary” and “transnational/global” with emphasis on four “signature areas”: women’s health, science education, policy making and analysis in global issues, and women’s literature for high school teachers of literature. It also sponsors a chapter of the Women’s Studies Honor Society, Iota Iota Iota. The department offers a BA, a minor, and an undergraduate concentration in women of color studies, as well as an MA degree with thesis and internship options. Although the departmental website does not list MA graduates by year, the program began in 1997 and 13 thesis titles are listed. Of note, one of the WSI’s majors recently entered the USF WGS MA program. For more information about this department, see [wgs.usf.edu](http://wgs.usf.edu/).

4) Arizona State University’s Women and Gender Studies Department is, to quote its website, “one of the largest, most vibrant women and gender studies programs in the country, teaching more than 3,000 students each year on topics including gender, health, sexuality, science and technology, work, globalization, ecology, social policy, violence prevention, media, film, performance and the arts.” It boasts a diverse core faculty of fourteen (14) persons – five full professors (one emerita, another joint appointed), six associate professors, two assistant professors, and one lecturer – plus over 100 faculty affiliates. Due to a recent reorganization at ASU, the Women and Gender Studies Department now falls under the newly created School of Social Transformation, an innovative interdisciplinary formation that also includes Departments of African and African American Studies, Asian Pacific American Studies, and Justice and Social Inquiry. The School as a whole is headed by a member of the Women and Gender Studies faculty. ASU’s WGS department offers a BA, an undergraduate minor, an undergraduate certificate, a PhD, and a graduate certificate. Based on its website, its graduate student population is diverse and, of note, one of our own MA graduates is currently in the PhD program. The undergraduate curriculum is designed to “analyze cultural assumptions about men and women” as well as the “effects of political, economic, and social systems on gender relations”; it also uses internships and “leadership opportunities in business, government and nonprofit organizations” as a pathway to the pursuit of career goals. The doctoral program in Gender Studies, which has been in place since 2007, bases its curriculum on faculty expertise in “sexuality, race, labor, science and technology, health, violence, globalization, visual culture, historical and literary narrative, and social change.” A list of completed theses is not yet uploaded, however, more details about the department are available at [wgs.asu.edu](http://wgs.asu.edu/).

Our goal in presenting these four peer programs was to present a range of programs with key similarities yet different strengths and weaknesses relative to our own program. The first three – SFSU, TWU, and USF – all reflect similar faculty size, comparably diverse student bodies, and similar areas of curricular emphasis. All of them have successful Master’s programs. However, the age of the SFSU program gives it an advantage over ours in terms of number of full
professors and departmental extras, such as publishing a women’s studies journal. We are impressed by the fact that both SFSU and USF (a Board of Regents peer institution for GSU) have made the name change from Women’s Studies to something more contemporary, as we desire to do with Women’s, Gender, and Sexuality Studies, although we note that program. We are also impressed by the fact that TWU, even with its small faculty, recently launched a PhD program, as we aspire to do. TWU is also a very effective graduator of MA students.

Given its size, prestige, and plethora of students, the Women and Gender Studies Department at ASU can only be described as aspirational for the WSI, however, we included it in this discussion of peer programs because it has creatively addressed some of the challenges we are facing here at GSU, such the need to build academic coalitions with like-minded units to increase the institutional presence and scholarly impact of our department. The BoR lists ASU as an aspirational institution for GSU, and in many respects, we aspire to move in the direction of a department like ASU’s Women’s and Gender Studies. It makes sense for us to consider how our department might aspire towards attributes linked with our comparable department at a BoR aspirational institution.
Appendix B2

Director of WSI

Ad hoc
  e.g. Search Committee

Executive Committee
  (3) WSI core
  (1) WSI affiliate

Business Affairs Coordinator
  - staff -

Undergraduate Studies Committee
  Chair: Director of Undergraduate Studies
  (3) WSI faculty
  (1) Student representative

Graduate Studies Committee
  Chair: Director of Graduate Studies
  (3) WSI faculty
  (1) Student representative

P&T
These bylaws constitute the rules for the governance of the Women's Studies Institute (WSI) in the College of Arts and Sciences at Georgia State University.

ARTICLE I
PERSONNEL

Section 1. In these bylaws, the words “WSI faculty” shall mean those full-time Georgia State Women’s Studies faculty (also known as core faculty), who hold a budgeted position in the WSI, WSI Associates, and WSI Affiliates.

Section 2. WSI faculty have the right to attend WSI meetings and WSI committee meetings and to vote in WSI meetings and in WSI committees on which they serve.

Section 3. Only WSI faculty may teach WSI courses, including those that originate in the WSI or that are cross-listed with other departments.

Director

Section 1. The position and duties of a department Chair are defined in the Statutes of Georgia State University, Article X, Section 2. The Director of the WSI shall perform all duties designated therein.

Section 2. The Director shall perform these additional duties:

A. Represent the WSI's needs to the administration and serve as an advocate for the WSI to the administration.

B. Communicate regularly with the WSI faculty about pertinent information from other administrators and matters of concern to the WSI faculty.
C. Annually evaluate each member of those WSI faculty who holds a budgeted position or a joint appointment, as provided in the Policies of the Board of Regents, Section 803.07, furnishing a copy of his/her evaluation to each WSI faculty member and the appropriate Dean(s).

D. Participate in the promotion and tenure process of those WSI faculty who hold a budgeted position in the WSI in the same manner as department chairs.

E. Participate in the promotion and tenure process of those WSI faculty who hold a joint appointment in the WSI as specified in their letter of joint appointment.

F. Recruit, with the advice of the Executive Committee, and recommend to the Dean of Arts and Sciences, full-time GSU faculty to be WSI Associates and Affiliates.

G. Appoint a WSI faculty member to serve as temporary deputy on those occasions when the Director is not available.

H. Appoint an ad hoc committee to consider any specific matter of concern to the WSI when such a matter arises outside the purview of the standing committees. Examples might include scholarship, outreach, and development. These ad hoc committees shall report to the Director, the Executive Committee, or the WSI faculty, depending on the specific charge of the Director.

I. After consulting with the Executive Committee, oversee the management and dispersal of endowed funds.

J. Hire and apportion duties to the office staff.

K. Oversee long-range planning and development.

Section 3. As required by College of Arts and Sciences policy, the Director shall undergo a review every three years. The review shall be forwarded to the Dean of Arts and Sciences and made available to the provost.

Associate Faculty

Section 1. Associate faculty are Georgia State University tenured or tenure-track faculty whose departments are housed outside of the WSI who commit a portion of their workload to the WSI for a fixed period of time.

Section 2. The WSI Director and the Executive Committee will recruit and select Associate faculty through an application process approved by the WSI faculty and the Dean of the College of Arts and Sciences.
Section 3. The Associate faculty member will perform the duties that will be determined by the Associate, the WSI Director, and the Chair or Director of the Associate’s home department, with approval from appropriate Deans.

Section 4. The WSI Director will work with relevant Department Chairs and Deans to ensure equitable workload distribution for Associate faculty.

Section 5. Associates will hold their position for a period of 10-24 months. The position is renewable.

**Affiliate Faculty**

Section 1. Affiliate faculty are full- or part-time Georgia State University faculty whose departments are housed outside of the WSI.

Section 2. The Director of the WSI and the Executive Committee select Affiliate faculty through an application process approved by the WSI faculty and the Dean of the College of Arts and Sciences.

Section 3. Affiliate faculty may, but are not required to, teach WSI courses (cross-listed or originating in the WSI), chair or serve on thesis committees, and serve on WSI standing or ad hoc committees. However, in order to maintain eligibility for future affiliate status, the Affiliate must serve on a committee or teach a WSI class during his or her term.

Section 4. The WSI Director will work with relevant Department Chairs and/or Deans to ensure equitable workload distribution for Affiliate faculty.

Section 5. Affiliate faculty will hold their positions for three-year, renewable terms.

**ARTICLE II**

**MEETINGS**

Section 1. WSI meetings shall take place as specified in the Statutes of Georgia State University, Article X, Section 3B: There shall be at least one WSI meeting each term, except for the summer term. At all WSI meetings, the Director or the temporary deputy Director shall be the presiding officer. Minutes shall be maintained, and copies shall be available to all WSI faculty, the Dean of Arts and Sciences, and the provost.

Section 2. One Women’s Studies undergraduate student representative may have a voice and a vote in WSI meetings (except those that evaluate students). This student representative will be a Women’s Studies major who is elected by the WSI undergraduate students. All WSI undergraduate students are able to attend the meetings and speak; however, they can not vote.

Section 3. One Women’s Studies graduate student representative may have a voice and a vote in WSI meetings (except those that evaluate students). This student will be a WSI master’s
student who is elected by the WSI graduate students. All WSI graduate students are able to attend the meeting and speak; however, they cannot vote.

ARTICLE III
UNDERGRADUATE AND GRADUATE DIRECTORS

Section 1. Appointment and terms:

A. A Director of Undergraduate Studies and a Director of Graduate Studies shall be appointed by the WSI Director.
B. The Directors shall serve at the pleasure of the Executive Committee.
C. No single term of service for a Director shall exceed three years; however, a Director may be reappointed for subsequent terms.

Section 2. The Director of Undergraduate Studies shall perform the following duties and any other relevant, related ones:

A. Chair the Undergraduate Studies Committee.
B. Make recommendations for scheduling.
C. Maintain a file of undergraduate course syllabi.
D. Oversee the counseling and advising of students enrolled in undergraduate courses.
E. Oversee the record keeping and tracking of WSI majors and minors.
F. Oversee the election of an undergraduate student representative.

Section 3. The Director of Graduate Studies shall perform the following duties and any other relevant, related ones:

A. Chair the Graduate Studies Committee.
B. Make recommendations for scheduling.
C. Maintain a file of graduate course syllabi.
D. Oversee the counseling and advising of students enrolled in graduate courses.
E. Oversee the record keeping and tracking of graduate students.
F. Oversee the election of a graduate student representative.
G. Oversee and coordinate all official examinations required of graduate students.
H. Recommend to the WSI Director WSI faculty for graduate faculty status.
I. Oversee the applications and admissions process for master’s students, including making recommendations to the WSI Director for funding.

ARTICLE IV
COMMITTEES

Section 1. Unless otherwise specified in this document, all committees shall
A. Elect their Chair.
B. Include the Women's Studies undergraduate student representative and the Women’s Studies graduate student representative.
C. Meet at least once every term (except summer term), and make a report to the WSI faculty meeting.
D. File a report with the Director during the spring term.

Section 2. A WSI faculty meeting may form such ad hoc committees as are deemed necessary.

Section 3. Any WSI faculty member may submit proposed changes in catalogue listings to the relevant committees for their consideration; all proposed changes must be approved by a vote of the WSI faculty before being forwarded to the appropriate college curriculum committee.

Section 4. The Executive Committee
A. The Executive Committee shall consist of up to three core tenure-track or tenured WSI faculty (i.e., faculty holding full or joint salaried lines in Women’s Studies) whose number will be decided by the WSI Director and who will be elected by the WSI faculty; up to two current Associate faculty (i.e., faculty who have committed a portion of their teaching, research, or professional service to the WSI for a fixed period of time) appointed by the previous Executive Committee; and one Affiliate faculty member who is elected by the Affiliate faculty. The WSI Director shall be the Chair.
B. The Executive Committee shall meet at least once a term and report its actions to the WSI faculty by distributing minutes of its meetings.
C. The duties and responsibilities of the Executive Committee are:
   1) To act as an advisory body to the Director as specified in Article 7, Section 4, Part (d) of the Bylaws of the College of Arts & Sciences.
   2) To act as a forum for discussion of both practical matters and philosophical issues that concern the WSI.
   3) To act as a forum for discussion of long-range issues for the development of the WSI.
   4) Advise the Director on the recruitment of WSI Affiliate and Associate faculty.
   5) Evaluate WSI faculty as per procedures specified by the College of Arts and Sciences.
   6) Consider issues brought by a member of the WSI faculty for general discussion that could, in turn, lead to the committee's further recommendations or to action by the Director.
D. No person on the Executive Committee shall participate in matters directly concerning her/him.

Section 5. The Undergraduate Studies Committee
A. This committee shall consist of at least three WSI faculty members who are elected by the WSI faculty, the WSI undergraduate student representative, and the Director of Undergraduate Studies, who will serve as chair.
B. This committee shall provide to the WSI faculty recommendations concerning new Women's Studies undergraduate courses, cross-listings, and requirements for the major and minor.
C. This committee shall develop, modify and supervise procedures to insure that all undergraduate WSI courses cross-listed with another department include content, approaches, and faculty expertise appropriate for the development of skills and knowledge in women’s studies.

Section 6. The Graduate Studies Committee
A. This committee shall consist of at least three WSI faculty members who are elected by the WSI faculty, the WSI graduate student representative, and the Director of Graduate Studies, who will serve as chair.
B. This committee shall provide to the WSI faculty recommendations concerning new Women's Studies graduate courses, cross-listings, requirements for the graduate degrees, and admissions requirements.
C. This committee shall develop, modify and supervise procedures to insure that all graduate WSI courses cross-listed with another department include content, approaches, and faculty expertise appropriate for the development of skills and knowledge in women’s studies.
D. The committee shall also review applications for graduate admissions and make funding recommendations to the WSI Director.

Section 7. The Promotion and Tenure Committee
A. Only committee members and the WSI Director may be attend meetings.
B. No WSI faculty member on this committee shall vote on matters directly concerning him or her individually.

Section 8. Non-standing committees such as Research, Outreach and Development, Library, and Speakers and Events Committees may be constituted if the Director or Executive Committee deem them to be necessary.
A. These committees shall consist of at least three WSI faculty.
B. A research committee would develop and coordinate short-term and long-term research initiatives; develop funding strategies for research; provide support for WSI faculty involved in research; and promote interdisciplinary research. An outreach committee would publicize the WSI to Georgia State University faculty and students not involved with the WSI. A development committee would support the WSI in resource development. A library committee would advise the libraries regarding current holdings in Women's Studies, recommend future acquisitions, and discuss library policies. A speakers and events committee would plan a speakers series and other events.

ARTICLE V
ELECTIONS

Section 1. At the spring meeting the Executive Committee and standing committees will be elected, by floor nominations, for a term that shall begin in the fall semester.
Section 2. Should a vacancy occur on a standing or executive committee, the Director may either call a special election (to be conducted by ballot or meeting) or appoint a temporary replacement until an election can be held.

Section 3. The election of Senator(s) shall take place at mid-year prior to the seating of the new University Senate.

ARTICLE VI
PARLIAMENTARY AUTHORITY

The rules contained in the latest edition of Robert's Rules of Order Revised shall govern meetings of the WSI in all cases to which they are applicable and in which they are not inconsistent with these bylaws.

ARTICLE VIII
ADOPTION AND AMENDMENTS TO THE BYLAWS

Section 1. These bylaws shall become effective upon approval of a two-thirds vote of the WSI faculty and approval by the Dean of Arts and Sciences.

Section 2. These bylaws may be amended at any WSI meeting by a two-thirds vote, provided that written notice of the proposed changes is given to all WSI faculty at least ten days in advance of the meeting. All changes must be approved by the Dean of Arts and Sciences.
## Appendix B4

### Current Faculty Roster

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>Full or Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amira Jarmakani</td>
<td>08/15/2005</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Full Time</td>
</tr>
<tr>
<td>Juliana Kubala</td>
<td>01/01/2001</td>
<td>Part-Time Instructor</td>
<td>Senior Lecturer</td>
<td>Not tenured</td>
<td>Full Time</td>
</tr>
<tr>
<td>Layli Maparyan</td>
<td>08/01/2000</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Full Time</td>
</tr>
<tr>
<td>Megan Sinnott</td>
<td>8/14/2006</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
<td>Not tenured</td>
<td>Full Time</td>
</tr>
<tr>
<td>Susan Talburt</td>
<td>07/01/2004</td>
<td>Associate Professor</td>
<td>Associate Professor &amp; Director</td>
<td>Tenured</td>
<td>Full Time</td>
</tr>
</tbody>
</table>
Appendix C1

Women’s Studies Institute

Action Plan

This Action Plan for the Women’s Studies Institute is based on the Departmental Self-Study (December 2003), the External Reviewer’s Report (February 2004), and the APACE Report (April 2004). As the External Review noted, the review of the Women’s Studies Institute comes at a significant “transitional moment” with a change in leadership that “present[s] an opportunity to reconceptualize and refocus the Institute’s mission and future direction” in ways that allow the “Institute to develop a strong niche nationally, a niche that takes advantage of its urban setting.” A substantial budgetary increase from the Provost’s Office for the Women’s Studies Institute for the current fiscal year demonstrates the administration’s commitment of resources and support to enable Women’s Studies to accomplish this goal. This document sets out a plan to guide the Institute’s development.

Progress Report

As of the Fall 2004 semester, the Institute has a director (Susan Talburt), 1 Associate Professor (Layli Phillips), 1 Assistant Professor (Allaine Cerwonka), 1 Visiting Lecturer (Julie Kubala), and 1 Academic Professional (Charlene Ball). It also has close to fifty affiliate faculty whose home departments include African American Studies, Anthropology, Communication, Criminal Justice, English, History, Philosophy and Religious Studies, Political Science, Psychology, Social Work, and Sociology. Allaine Cerwonka, the WSI’s Assistant Professor, has resigned effective January 1, 2005, to take a position at another university. This is a significant loss to the Institute, as Professor Cerwonka has been integral to developing the WSI’s emphasis on globalization and to mentoring our graduate students through her direction of numerous master’s theses and her work as Director of Graduate Studies. In its various programs, the Institute has 26 M.A. students, 2 students who have declared work on the Graduate Certificate, 15 undergraduate majors, and 19 undergraduate minors.

Since the APACE Report of April 2004, the Women’s Studies Institute has:

1. Changed leadership. With the retirement of the previous director, a new director, Susan Talburt, began her work with the WSI on July 1, 2004.

2. Secured funding from the Provost’s Office for one new tenure-track position, one visiting lecturer, and the development of an Associate Faculty structure (discussed below). The visiting lecturer has been hired for academic year 2004-5.

3. Developed a website that will improve student and faculty recruitment as well as inform members of the Georgia State community and beyond of the WSI’s work and resources.
4. Changed our application deadline for M.A. students from July 1 to February 15 so that we will have committed applicants for whom our program is a first choice and who can make arrangements for relocation, job changes, and so on. This is a first step toward our goal of improving our M.A. program.

5. Held an all-day retreat for WSI core and affiliate faculty. At this retreat, the faculty identified initial goals to guide the work of rebuilding the Institute, including a decision to suspend our bylaws and form a skeletal committee structure to guide the WSI’s restructuring.

6. Participated in planning for the renovation of the tenth floor of Urban Life, a project that will offer the Institute improved aesthetics and an additional faculty office.

7. Established a temporary Advisory Board, comprised of core and affiliate faculty, to guide the development and implementation of new bylaws, policies, and procedures affecting faculty, students, and curriculum. In accordance with the APACE Report’s recommendation that the WSI create an Advisory Board to “establish priorities regarding realistic initial goals and the plan to achieve those goals,” the Advisory Board has developed priorities for the WSI’s future directions that address the following areas:

   A. Development of the Institute’s infrastructure
   B. Improvement of the undergraduate program
   C. Improvement of the graduate program

Corresponding to each of the above-named priorities, the Institute is presently working to:

A. **Develop the Institute’s infrastructure.** This is the most ambitious task we are undertaking, as it is the area most in need of attention and key to the attainment of areas B and C, the improvement of our undergraduate and graduate programs. Our program offers a master’s degree and recently developed a graduate certificate and undergraduate major and minor, all of which need a solid infrastructure to support their viability in terms of numbers and quality of students and course offerings. Our first aim, therefore, is to construct a solid infrastructure in terms of staffing, governance, and curriculum that will allow us to enhance the quality of the WSI’s programs. We have begun to:

1. Search for a replacement assistant professor and a new assistant professor. As noted by the External Reviewers, who pointed out that “[t]he primary impediment to realizing the Institute’s goals is the lack of core faculty,” these hires are critical to the WSI’s viability and development. The replacement faculty member and the new faculty line will allow us to maintain our strength in gender and globalization, continue developing our focus on Social Change Leadership, and expand on and complement existing faculty strengths in the social sciences with expertise in the humanities.

2. Develop Institute bylaws that reflect changes in University and College policies since the WSI bylaws were written in 1996. Central goals of the bylaws development are to restructure WSI committees and their responsibilities; codify three tiers of faculty rights and responsibilities for Core, Associate, and Affiliate faculty (discussed below); and
ensure the quality of instructional activities by delineating standards for questions of who may direct women’s studies M.A. theses or hold WSI graduate faculty membership.

3. Develop a structure for faculty across the university who wish to work with Women’s Studies. Following their primary concern with the lack of core faculty, the External Reviewers noted that “The secondary impediment is the university’s failure to create a structure or reward system to permit affiliated faculty to participate in the Institute’s programming.” Specifically, the External Review recommended that the WSI “define specific responsibilities and rights for all faculty committed to the program. In doing so, the Institute will center its future in its core faculty while continuing to draw on the strong cross departmental support it receives from faculty in other units.” The Advisory Board has drafted a policy that defines the roles and responsibilities of Core Faculty (faculty whose lines are in the WSI), Associate Faculty (faculty who, with the agreement of their Chairs and Deans, will commit a portion of their obligations to the WSI for a fixed period of time) and Affiliate Faculty (faculty who perform some duties for the WSI without contractual obligations).

B. Improve undergraduate education. Our efforts center on curriculum revision and student recruitment. We have begun to:

1. Put in place curricular changes oriented toward three primary goals: curricular coherence; control of the quality, nature, and timing of women’s studies course offerings; and increased interdisciplinary depth. Enhancement of the undergraduate curriculum entails the following:

   • in accord with the External Review’s recommendation, we are organizing our course offerings thematically so that areas of focus of women’s studies, such as theory, sexuality and the body, race, and social change leadership, become apparent to majors and minors;
   • in order to embed our international focus at the undergraduate level and to ensure that students take courses that originate in the WSI, we are developing a new required 3000-level course on gender and globalization for the major (which presently has only three required courses);
   • reviewing existing courses in the curriculum to ensure the quality and suitability of courses for WSI undergraduates, delete those that are redundant or are no longer offered, and add courses that may have previously escaped the WSI’s attention; and
   • exploring the possibility of curriculum development grants for faculty who will teach interdisciplinary courses cross-listed with the WSI that originate in the WSI (a program that will increase students’ contact with affiliate faculty and expand our range of interdisciplinary women’s studies course offerings).

Once our curricular changes are codified, the WSI will develop brochures describing its programs for use in mailings and at such events as Panther Preview and Incept.
2. Enhance recruitment of undergraduate majors and minors. In addition to having created an informative website that offers the WSI needed visibility, we are preparing a proposal for an FLC (Gender and Social Change) to be offered in the Fall 2005 semester. Following from this proposal, we are also developing a proposal for a PERS 2001 course (Perspectives on Comparative Culture) to be offered regularly as of the Spring 2006 semester. The FLC and the PERS course will allow Women’s Studies to offer interdisciplinary perspectives on gender, culture, social change, and globalization in the undergraduate and general education curricula, to recruit majors and minors, and to facilitate the collaboration of core and affiliate faculty. We envision these courses as a means to expose students to women’s studies early in their coursework at GSU, thereby encouraging more students to major or minor in women’s studies.

C. The improvement of graduate education. While our focus is on student quality, we view recruitment and curricular review as intertwined with improving student quality, retention, and time-to-graduation.

1. In addition to recruiting more applicants in order to increase our selectivity, we are reviewing our admissions standards with an eye to GPA, GRE, and previous coursework in women’s and gender studies in order to improve student quality, retention, and time-to-graduation. The APACE Report follows the External Review in noting, “The WSI does not have any standards regarding the quality of graduate students . . . Currently students are permitted into the program even if they have never taken a course in the discipline.” As we raise standards, and during the course of this action plan, we will engage in recruitment at local colleges and universities to encourage more applicants to our MA program. We will also develop brochures for targeted distribution to colleges and universities throughout the Southeast and undergraduate women’s studies programs across the country.

2. Simultaneously, we are reviewing the graduate curriculum. Although the External Review suggested that the WSI abandon the master’s thesis, we concur with the Dean’s Office that the thesis enhances the quality of our degree and the professional development of faculty. Rather than doing away with the thesis, we are reviewing our comprehensive exam procedures to streamline students’ progress toward the thesis and to ensure the quality of students’ work before they move to the thesis proposal stage. Changes we are considering, such as setting up a standing committee to read exams during a set period each semester, will make comprehensive exams less burdensome for faculty and students alike. We are also seeking to broaden the graduate curriculum by continuing development of our concentration in Social Change Leadership. Finally, the hiring of core WSI faculty will further ensure that students receive consistent interdisciplinary instruction in their core courses as well as regular elective course offerings (a concern noted in the External Review).

3. We will promote the WSI’s new graduate certificate. Since the graduate certificate was approved in 2003, two students have completed it and two more have declared their intentions to do so. This is remarkable given that there has been no marketing of it within
the university. Beginning in Spring 2005 and continuing through the Action Plan, brochures and information about the graduate certificate will be developed for faculty and students across the university. The promotion of the certificate should allow us to attract graduate students interested in women’s and gender studies into our core and elective classes.

Following from this foundational work and with an overarching goal of continuing to develop the WSI in the three above-mentioned areas, we list the following Action Plan Priorities:

A. Development of the Institute’s infrastructure.

1. Hire an additional tenure-track faculty member.

**Rationale:** One of the External Reviewers’ principal recommendations was to create two new tenure-track lines. With one new assistant professor for the 2005-2006 academic year, the WSI will begin to build a faculty. However, another hire in the fourth fiscal year of this Action Plan will offer the WSI institutional stability as well breadth and depth of scholarly and teaching areas. The External Reviewers wrote, “[T]o build its future and productively move forward, the Institute needs some additional freestanding support in terms of faculty and resources of its own to accomplish its academic mission. We recommend that the Institute be given two new tenure lines…. The weakness is the lack of sufficient faculty to staff the curricular and programmatic demands.” The reviewers identified as problematic the WSI’s heavy dependence on cross-listed courses over which it necessarily has little to no scheduling control. This problem is compounded by the fact that affiliate faculty often design cross-listed courses with their home disciplines and departments in mind, thus positioning women’s studies students’ interests and needs as secondary. As the Institute continues to develop its major and graduate program, an additional tenure line will offer the Institute control over a greater percentage of the curriculum and provide more courses that have an explicitly interdisciplinary women’s studies focus. Moreover, an additional faculty member will solidify women’s studies’ faculty infrastructure, which will in turn help generate and sustain affiliate and associate faculty investment in the WSI. This second new faculty line will also help to:

- Distribute what the outside reviewers identified as a particularly high service load for WSI faculty, including committee work, direction of MA theses and senior research;
- Attract MA applicants seeking to work with scholars in a particular area, enabling graduate student research;
- Diversify graduate and undergraduate instruction, creating a pipeline of undergraduates who will apply to the MA program in women’s studies;
- Assist the WSI to generate more credit hours attributed to the WSI;
- Distribute the teaching of our four required “core” MA courses each year, as well as undergraduate courses such as Introduction to Women’s Studies, Feminisms, and the planned PERS, FLC, and undergraduate globalization and gender courses;
- Develop the WSI’s areas of strength in the new faculty member’s specialty, such as sexuality studies, postcolonial studies, or social change leadership.
We realize that at this stage of the WSI’s development and in the present budget environment, committing funding for an additional new faculty member is a difficult proposition. However, we request a review of the WSI’s progress and status in the beginning of the 2007-8 academic year in order to determine the viability of this priority.

**Resources:** Funding for a tenure-track position at the assistant level.

2. Convert the Visiting Lecturer position to a permanent Lecturer position.

**Rationale:** Over the last three years, the Institute has needed to hire part-time instructors to teach approximately 6-8 courses a year. This has been necessary because each year the Institute offers 6 sections of Introduction to Women’s Studies, 1 of Feminisms, and 4 required graduate core classes. Although we will be adding one new tenure line next year and propose another in the fourth fiscal year of this Action Plan, those new faculty will be needed to teach in areas specified above, our expanded FLC and PERS undergraduate offerings, and our required undergraduate globalization and gender course. A permanent lecturer will allow us to maintain curricular control and consistency in our undergraduate classes, particularly Introduction to Women’s Studies. Additionally, this permanent lecturer will be responsible for supervising undergraduate internships, while a tenure-track faculty member develops and supervises the graduate internship. The consistency and teaching talent of a permanent lecturer whose sole responsibility is to the WSI will increasingly attract majors and minors to women’s studies.

**Resources:** With funds already committed by the Provost, no extra funding is needed.

3. Implement the Associate/Affiliate Faculty structure.

**Rationale:** Drawing on the External Review, the APACE Report remarked that “the WSI currently lacks clearly defined and contractually obligated roles and responsibilities of affiliated faculty in its program.” In addition, it recognized that “elective courses are offered unevenly due to the limited number of Core faculty and the consequent reliance on Affiliates for electives. Finally, most thesis advisement, comprehensive exam supervision and grading, directed study, internships, and so on are undertaken by the Core faculty, which places a strain on faculty time and impacts student output quality.” The APACE Report thus recommended that “The WSI, along with its Advisory Board, and working in conjunction with the College, should establish clearly defined roles for affiliated faculty that properly recognize the service and credit-hour contributions of affiliated faculty to WSI.” While burdens on Core Faculty will be ameliorated with the immediate hiring of a new tenure-track faculty member, there are a number of duties (such as thesis supervision and comprehensive exam evaluation) that will still need to be distributed among a wider range of faculty than they are at present. In order to construct recognized roles and contractual obligations (whether oriented toward teaching, research, or service) for faculty in other units, we will implement a system of Associate Faculty. The term “Associate Faculty” was suggested by the External Review as an intermediate role between our existing categories of Core and Affiliate Faculty. As discussed above, Associate Faculty are those faculty who, with the agreement of relevant Chairs and Deans, will commit a portion of their obligations (such as 25% of their workload) to the WSI for a fixed period of time. The WSI will implement this structure with 1-2 faculty members in academic year 2005-6, and will
maintain or expand it according to WSI needs and the structure’s success. The Affiliate faculty structure (that which includes no contractual obligations) will remain much as it is at present, except that the Executive Committee will review faculty for Affiliate status for three-year terms, during which those faculty will be required to engage in at least one WSI activity (such as teaching a cross-listed course or serving on a committee).

**Resources:** With funds already committed by the Provost, no extra funding is needed.

4. **Increase the WSI’s external funding.**

**Rationale:** The development of a strategy for procuring external funding for research, curriculum enhancement, and/or program building that draws on the WSI’s strengths in global, urban, and multicultural areas will help us supplement our GRA funding and will mark the WSI as a location that enables collaboration among faculty and students across units. With the establishment of core, associate, and affiliate faculty, the WSI will be able to identify potential areas of collaboration for research or curriculum development grants. A grant-writing team (or teams) led by a faculty member will be able to procure funding that enhances faculty research, interdisciplinary collaboration, and, ultimately, students’ learning.

**Resources:** No extra funding needed, as this can be accomplished through the Associate Faculty structure or through (a) course release(s) for Core Faculty.

5. **Hire a part-time Administrative Coordinator.**

**Rationale:** As the APACE Report, following the External Review, noted, “the WSI should be provided with an administrative assistant for day to day matters, such as scheduling, grant development and classroom coordination.” As our undergraduate and graduate programs expand, our external funding increases, and our participation in Georgia State and the Atlanta community intensify, we will need additional assistance coordinating communications, record-keeping, scheduling, development, grant management, and general office management. The WSI realizes that in the present budget climate, it is not feasible to grant such a request. However, should the budget improve and should the WSI demonstrate significant growth (for example, in terms of credit hour production, graduate and undergraduate enrollment and graduate rates, and external funding), an Administrative Coordinator will be a priority. Thus, like the additional tenure-track line, the WSI suggests that this priority should be reviewed in the beginning of the 2007-8 academic year.

**Resources:** Funding for a part-time administrative coordinator.

B. **Improve our undergraduate program.**

1. **Continue development of a Social Change Leadership concentration in the undergraduate curriculum.**

**Rationale:** The WSI Self-Study included a proposal to develop an Activist or Social Change Leadership Track that “trains students in the skills of leadership in non-profit organizations or agencies with the rigor students have traditionally received in the WSI MA program.” At the graduate level, this option serves the needs of the Atlanta community by producing graduate
students with experience in non-profit work and other settings. It also offers undergraduates a clear understanding of how their education has helped them understand their community. The External Review recognized the proposal as “one that builds upon strength found in the Undergraduate curriculum and would give the Institute a nationwide niche that takes advantage of its Atlanta location.” The report further notes that the undergraduate internship course (WSt 4950) is a “fine example of blending academic study and on-site fieldwork; similar opportunities clearly would be an advantage for graduate students preparing for leadership positions in the community.” At the same time, the External Review cautioned against naming such a track “Activist” due to a perception that activism is not scholarly. The Institute has tentatively accepted this recommendation by employing an alternative term proposed by the Self-Study, “Social Change Leadership.”

The External Review rightly cautioned against promoting more areas of specialization than the WSI can deliver, a caution echoed by APACE. Presently, implementing a specialized track is unrealistic, given the immediate imperative to repair and improve the Institute’s infrastructure, and the ambitious but achievable goals to strengthen the Institute overall. However, given the potential strength such a track would contribute at the graduate and undergraduate levels, the intermediate step of offering a concentration is realistic, particularly if it builds on existing curricular resources across colleges. An advantageous byproduct of this approach is further strengthening the unit’s character as an interdisciplinary Institute. This step of creating a Social Change Leadership concentration also has pedagogical and curricular support as many disciplines at Georgia State examine aspects of social change. Indeed, we have identified at least four departments across three colleges and schools that offer undergraduate and graduate courses related to social change leadership:

- SOCI 3220 Activism, Protest, and Revolution
- SOCI 3350 Social Change and the Future
- PSYC 4510 Introduction to Community Psychology
- PAUS 4431 Practice of Community Organizing

- SW 7100 Foundations of Community Partnership
- SW 8300 Community Leadership and Management
- SOCI 6366 Law and Society
- SOCI 8201 Social Inequality
- SOCI 8202 Social Conflict
- SOCI 8220 Social Movements
- PSYC 8220 Intervention and Social Change
- PSYC 8200 Introduction to Community Psychology
- PSYC 8240 Psychology and Public Policy
- PAUS 8181 Executive Leadership in the Public and Nonprofit Sectors
- PAUS 8211 Fundraising for Voluntary Nonprofit Organizations
- PAUS 8231 Nonprofit Leadership
- PAUS 8251 Practice of Community Organizing

**Resources:** Most of the resources for achieving this aim are included in previous areas, such as the new tenure-track faculty members to teach the existing course on the history of women and social change at the graduate and undergraduate levels and supervise graduate internship
placements, as well as the conversion of the existing visiting lecturer position to regular lecturer to supervise undergraduate internships and direct the undergraduate internship seminar. Provided the other aims are funded, no new resources are needed.

2. Institute a colloquium series.

**Rationale:** Presently, the Institute sponsors or co-sponsors a few speakers each year, often without budgetary planning, curricular coordination, or a visible and coherent theme. A planned and thematic series of international, national, and local speakers that relates to the Institute’s areas of strength, undergraduate and graduate curricula, and its links with other units at Georgia State will significantly strengthen the Institute. It will not only offer the WSI needed visibility among students, faculty, and potential donors but also enhance our academic programs. This series will include two speakers per semester, with the “signature” event of the series supported by the Foundation account for the Anne L. Harper Annual Lecture in Women’s Studies.

**Resources:** With funds already committed by the Provost, no extra funding is needed.

C. Improve our graduate program.

1. **Develop a Social Change Leadership concentration in the graduate curriculum.**

   [same as above]

2. **Institute a colloquium series.**

   [same as above]

3. **Increase support for graduate students.**

   **Rationale:** As described above, the WSI is working to improve its recruitment of graduate students in terms of both number of applicants and quality of those admitted. Our efforts include: (1) the development of a website, (2) a change of application deadline dates (from July 1 to February 15), (3) the development of higher admission standards, and (4) the preparation of brochures, mailings, and recruitment activities that will help us market our M.A. program throughout the Southeast and our graduate certificate throughout Georgia State. However, without increasing our support for graduate students, the WSI will not be able to attract strong students. The External Review noted that our present level of GRA funding of $5000 per year per student is “sub-standard even in comparison to other departments within the university.” Thus, our first need is to raise this funding amount to match the College of Arts and Sciences’ standard of $6000 per student and to stay apace over time. Our second need is to shift our GRA funding to offer more support to our strong applicants. In other words, rather than offer a student $5000 or $6000 per year as a GRA with one appointment per semester, we would offer our strongest applicants 1.5 or even up to two GRA appointments per semester, which could bring their funding to $9000 or as high as $12,000 per year. This would allow us not only to compete with other universities for highly qualified applicants but also to foster our graduate students’ full-time attendance and engagement with Georgia State. We will also create two new Graduate Lab Assistant (GLA) positions for advanced master’s students who will take on such tasks as
assisting with the new PERS course; supporting undergraduate recruitment, advisement, communications, and activities; and supporting our graduate program through such activities as disseminating information to graduate students about scholarship, conference, and publishing opportunities; coordinating development of a WSI newsletter; and assisting with the organization of events and activities. With our present level of GRA funding, the WSI can shift some of its GRA budget to make competitive offers to fewer students and to include GLA funding. However, as our program grows and our pool of qualified applicants grows, we will need to be able to offer support to more students.

**Resources**: With funds already committed by the Provost, no extra funding is needed until academic year 2006-2007.
Women’s Studies Plan to Reallocate Unencumbered Budget

Unencumbered Monies

<table>
<thead>
<tr>
<th></th>
<th>2005-6</th>
<th>2006-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time faculty line</td>
<td>124,000</td>
<td>124,000</td>
</tr>
<tr>
<td>Cerwonka salary</td>
<td>49,000</td>
<td>49,000</td>
</tr>
<tr>
<td>Total</td>
<td>173,000</td>
<td>173,000</td>
</tr>
</tbody>
</table>

Women’s Studies Five-Year Plan: Part I, Reallocations of Unencumbered Budget

Academic Year

2005-6

Hire replacement tenure-track assistant professor $50,000
Hire new tenure-track assistant professor $50,000
Continue Visiting Lecturer position $34,000
Compensate departments for Associate Faculty (2 x $10,000) $20,000
Institute Colloquium Series $4,000
GLA funding $15,000

Total $173,000

Women’s Studies Five-Year Plan: Part II, New Funding Requests

Academic Year

2006-7

Convert VL position to Lecturer position $6,000
($34,000 from previous budget year plus $6000)
Increase GRA/GLA support $12,000

Request $18,000

Women’s Studies Five-Year Plan: Part III, To Review in 2007

Academic Year

2008-9

Hire a part-time Administrative Coordinator 15,000
(full-time min = 24,992; mdpt = 35,216)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire a new tenure-track professor</td>
<td>$54,000</td>
</tr>
<tr>
<td>Increase of GRA support</td>
<td>$12,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$81,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-00</td>
<td>Increase GRA support</td>
<td>$12,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$12,000</strong></td>
</tr>
</tbody>
</table>
Appendix D1

Georgia State University
Detailed Assessment Report
2010-2011 CTW Women's Studies

Mission/Purpose
Women’s Studies at Georgia State University contributes to the university’s broader mission of encouraging critical thinking through a focus on feminist and womanist interdisciplinary scholarship, teaching, and community participation. Women’s Studies began by recognizing how sex and gender inform academic disciplines and impact the politics of knowledge production. We therefore make explicit the ways in which gender and sexuality, in connection with other categories such as race, class, ability, and age, construct our understandings of the world. Furthermore, we analyze the ways public discourse relies on gender and sexuality to conceptualize such issues as war and militarism, policy, the environment, education, healthcare, economics, the media, and popular culture. These courses will help students develop cognitive and analytical skills necessary to fulfill our learning outcomes: they will be able to identify and analyze arguments, they will be able to demonstrate their writing skills as defined by the ability to organize material, provide sufficient evidence, and formulate new research questions.

Goals
G 1: Process of constructing arguments
These courses will help students develop cognitive and analytical skills necessary to fulfill our learning outcomes: they will be able to identify and analyze arguments, they will be able to demonstrate their writing skills as defined by the ability to organize material, provide sufficient evidence, and formulate new research questions.

G 2: Demonstration of knowledge
Students will be able to demonstrate both their knowledge of the field(s) and ability to use feminist/womanist perspectives in their work.

G 3: Critical thinking through reading
Students will demonstrate their ability to critically interpret texts, including finding main points and outlining arguments.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: Identify main points and arguments
In 3010, Students will identify and analyze main points and theoretical arguments in their readings for class, as shown in their written work.

Associations:

Standards
SACS Assessment Requirements
1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)

Related Measures:
M 2: In 3010, Short Papers
Students will write two 2-3 page papers that explore course readings and themes in greater detail. You might: 1) Use (at least 2) theorists from course readings to analyze some aspect of popular culture, daily life, or social interactions, politics, literature, art, etc. 2) take issue with a theory or theorist we have read. In this case, you will need to use other sources (in addition to the ones you critique, either from course readings or from outside sources), to back up your claims. 3) put two (or more) theorists from course readings in conversation with one another to expand on or develop a key debate within feminist theory. These are just suggestions -- as long as you have an original and clear thesis statement that is grounded in course readings, you may develop a paper about whatever you are interested in exploring further.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

**Findings (2010-2011) - Achievement Target: Not Met**

On this measure 80% of students received a 3, and only 60 % of students received a 4 or 5. This assessment is lower than last year's, so we either need to examine the way in which we assessed this, or clarify on the assignment the desired goal of requiring that students really engage with course readings for this assignment.

**O 2: demonstrate knowledge of theoretical perspectives**

In 3010, students will demonstrate knowledge of appropriate feminist and womanist theoretical perspectives, as demonstrated by writing assignments.

**Associations:**

**Standards**

**SACS Assessment Requirements**

1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)

**Related Measures:**

**M 1: In 3010, Final Paper**

Your final paper will be a 5-7 page paper in which you both revise and expand on one of your short papers. Your final paper must demonstrate that you have re-thought the ideas presented in your short paper -- it will be both revised and developed.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

**Findings (2010-2011) - Achievement Target: Partially Met**

Because this finding involved assessing a revised and expanded version of the earlier paper, it is not surprising that the scores are a bit higher than on the previous ones. In terms of the final paper, 90% of students received a 3, and 70% received a 4 or 5. This score is much closer to our goal.

**O 3: writing skills**

In 3010, students will demonstrate writing skills through their ability to organize material, provide sufficient evidence, and articulate a coherent thesis in their final papers.
Associations:

Standards

*SACS Assessment Requirements*
1. Outcomes of educational programs, including student learning outcomes (3.3.1.1)

**Related Measures:**

**M 1: In 3010, Final Paper**

Your final paper will be a 5-7 page paper in which you both revise and expand on one of your short papers. Your final paper must demonstrate that you have re-thought the ideas presented in your short paper -- it will be both revised and developed.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

Again, on each item of the rubric associated with writing skills, our target is for 75% of students to achieve a 4 or 5, and for all students to receive a 3.

**Findings (2010-2011) - Achievement Target: Partially Met**

On this assignment, 90% of students received a 3, and 60% of students received a 4/5. Again, it is unclear whether we scored these harder this time, or whether expecting 100% of students to do anything is unrealistic. Some of these students have always had difficulty with writing, so I think we need to make our target more reasonable.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Peer Review**

*Established in Cycle: 2009-2010*

While we established a revisionary process for the 3010 class this year, we realized that we could strengthen the process throug...

**M 2: In 3010, Short Papers**

Students will write two 2-3 page papers that explore course readings and themes in greater detail. You might: 1) Use (at least 2) theorists from course readings to analyze some aspect of popular culture, daily life, or social interactions, politics, literature, art, etc. 2) take issue with a theory or theorist we have read. In this case, you will need to use other sources (in addition to the ones you critique, either from course readings or from outside sources), to back up your claims. 3) put two (or more) theorists from course readings in conversation with one another to expand on or develop a key debate within feminist theory. These are just suggestions -- as long as you have an original and clear thesis statement that is grounded in course readings, you may develop a paper about whatever you are interested in exploring further.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

**Findings (2010-2011) - Achievement Target: Not Met**

On this assignment, 75% of students received at least a 3, and only 50% received a 4/5. Perhaps our standards are too high, or the scoring is too low, or else we need to clarify our assignment. Given that students knew that they were going to rewrite one of these papers for their final, they may have also not taken them as seriously as final papers.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Details section of this report.

**Improve writing skills**  
*Established in Cycle: 2009-2010*
We intend to try to implement more early intervention into writing skills in order to help students improve their writing skills...

**O 4: Demonstrate writing skills**  
For 4920/4950, students will demonstrate writing skills through their ability to formulate new research questions, organize material, provide substantial evidence, and formulate clear and concise sentences.

**Associations:**

**Standards**

*SACS Assessment Requirements*
1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)

**Related Measures:**

**M 3: In 4920/4950, Final Paper**
Senior Research in Women’s Studies gives students an opportunity to do advanced work on a chosen topic. Both student and instructor will decide upon a project that the student will complete during the semester. The instructor is responsible for meeting with the student at agreed-upon times during the semester, for guiding and evaluating the student’s work, and for assigning a grade. The student is responsible for completing the requirements agreed upon with the instructor. The main requirement for this course is the major paper, which should be approximately 20-25 pages long, and follow appropriate academic conventions for a research paper, including a substantial, properly cited bibliography. 1) Students must meet with their advisor regularly 2) Students must turn in material by the agreed-upon due dates. Since this course predominantly focuses on the creation of a major paper, the paper requirements will include various due dates throughout the semester. These due dates comprise dates both that various readings must be completed as well as the material involved in writing and revising a major paper. Various due dates will include: a. Due date for working thesis b. Due date for bibliography c. Due date for outline d. Due date for introduction e. Due date for completed first draft f. Due date for Final Paper g. If necessary, another due date for a revised draft (I can't fix the formatting on this to go back to the original indentation). Interns will also write a research paper (7-10 pp.) on a topic related to the organization’s work. The paper should follow an acceptable academic style (APA, MLA, etc.) and should include academic references, such as books and articles in recognized journals. The paper might also include interviews with on-site personnel and/or publications by the organizations. The paper should be analytical and not merely report on the day-to-day activities of the intern. It must also go through a revision process, in which the advisor has the opportunity to read a complete draft before the student submits the final paper (50%).

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Achievement Target:**
We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.
**Findings (2010-2011) - Achievement Target: Partially Met**

80% of students achieved at least a 3, which partially meets our goals, and 60% of students received a 4, which does not quite meet our target.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Details section of this report.

**Increase time for revision**

*Established in Cycle: 2010-2011*

While we have been doing a good job with this in terms of the Senior Research paper, what we realized this cycle is that we do n...

**O 5: Theoretical Perspectives**

In 4920/4950, students will demonstrate their knowledge of and ability to use appropriate feminist/womanist perspectives.

**Standards**

**SACS Assessment Requirements**

1. Outcomes of educational programs, including student learning outcomes (3.3.1.1)

**Related Measures:**

**M 3: In 4920/4950, Final Paper**

Senior Research in Women’s Studies gives students an opportunity to do advanced work on a chosen topic. Both student and instructor will decide upon a project that the student will complete during the semester. The instructor is responsible for meeting with the student at agreed-upon times during the semester, for guiding and evaluating the student’s work, and for assigning a grade. The student is responsible for completing the requirements agreed upon with the instructor. The main requirement for this course is the major paper, which should be approximately 20-25 pages long, and follow appropriate academic conventions for a research paper, including a substantial, properly cited bibliography. 1) Students must meet with their advisor regularly 2) Students must turn in material by the agreed-upon due dates. Since this course predominantly focuses on the creation of a major paper, the paper requirements will include various due dates throughout the semester. These due dates comprise dates both that various readings must be completed as well as the material involved in writing and revising a major paper. Various due dates will include: a. Due date for working thesis b. Due date for bibliography c. Due date for outline d. Due date for introduction e. Due date for completed first draft f. Due date for Final Paper g. If necessary, another due date for a revised draft (I can't fix the formatting on this to go back to the original indentation). Interns will also write a research paper (7-10 pp.) on a topic related to the organization’s work. The paper should follow an acceptable academic style (APA, MLA, etc.) and should include academic references, such as books and articles in recognized journals. The paper might also include interviews with on-site personnel and/or publications by the organizations. The paper should be analytical and not merely report on the day-to-day activities of the intern. It must also go through a revision process, in which the advisor has the opportunity to read a complete draft before the student submits the final paper (50%).

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is
needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

**Findings (2010-2011) - Achievement Target: Partially Met**
For this outcome, all students did indeed receive at least a 3, but only 60% received a 4 (instead of the targeted 75%). While our students are doing decent work, then, they are not performing as strongly as we would like.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Details section of this report.

**Explore ramifications**
*Established in Cycle: 2009-2010*
One thing that we noticed in assessing the results of the capstone class is that students could explore the implications of the...

**O 6: Apply skills**
In 4920/4950, students will show that they can apply interdisciplinary women's studies knowledge and skills to a particular project, such as the final paper.

**Associations:**

**Standards**

**SACS Assessment Requirements**
1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)

**Related Measures:**

**M 3: In 4920/4950, Final Paper**
Senior Research in Women’s Studies gives students an opportunity to do advanced work on a chosen topic. Both student and instructor will decide upon a project that the student will complete during the semester. The instructor is responsible for meeting with the student at agreed-upon times during the semester, for guiding and evaluating the student’s work, and for assigning a grade. The student is responsible for completing the requirements agreed upon with the instructor. The main requirement for this course is the major paper, which should be approximately 20-25 pages long, and follow appropriate academic conventions for a research paper, including a substantial, properly cited bibliography. 1) Students must meet with their advisor regularly 2) Students must turn in material by the agreed-upon due dates. Since this course predominantly focuses on the creation of a major paper, the paper requirements will include various due dates throughout the semester. These due dates comprise dates both that various readings must be completed as well as the material involved in writing and revising a major paper. Various due dates will include: a. Due date for working thesis b. Due date for bibliography c. Due date for outline d. Due date for introduction e. Due date for completed first draft f. Due date for Final Paper g. If necessary, another due date for a revised draft (I can't fix the formatting on this to go back to the original indentation). Interns will also write a research paper (7-10 pp.) on a topic related to the organization’s work. The paper should follow an acceptable academic style (APA, MLA, etc.) and should include academic references, such as books and articles in recognized journals. The paper might also include interviews with on-site personnel and/or publications by the organizations. The paper should be analytical and not merely report on the day-to-day activities of the intern. It must also go through a revision process, in which the advisor has the opportunity to read a complete draft before the student submits the final paper (50%).

31
Achievement Target:
We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

Findings (2010-2011) - Achievement Target: Met
On this measure, all students received at least a 3, and 80% received a 4 or 5. Our action plan therefore worked in terms of this particular outcome, in that we were able to focus on students' application of the skills they have learned throughout their major classes more successfully this year than last.

O 7: Connect to lived experiences
Students will be able to demonstrate that they can connect what they have learned to lived experiences; in other words, they can demonstrate the implications of their project beyond the university, as shown by their papers and journals.

Associations:

Standards
SACS Assessment Requirements
1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)

Related Measures:
M 3: In 4920/4950, Final Paper
Senior Research in Women’s Studies gives students an opportunity to do advanced work on a chosen topic. Both student and instructor will decide upon a project that the student will complete during the semester. The instructor is responsible for meeting with the student at agreed-upon times during the semester, for guiding and evaluating the student’s work, and for assigning a grade. The student is responsible for completing the requirements agreed upon with the instructor. The main requirement for this course is the major paper, which should be approximately 20-25 pages long, and follow appropriate academic conventions for a research paper, including a substantial, properly cited bibliography. 1) Students must meet with their advisor regularly 2) Students must turn in material by the agreed-upon due dates. Since this course predominantly focuses on the creation of a major paper, the paper requirements will include various due dates throughout the semester. These due dates comprise dates both that various readings must be completed as well as the material involved in writing and revising a major paper. Various due dates will include: a. Due date for working thesis b. Due date for bibliography c. Due date for outline d. Due date for introduction e. Due date for completed first draft f. Due date for Final Paper g. If necessary, another due date for a revised draft (I can't fix the formatting on this to go back to the original indentation). Interns will also write a research paper (7-10 pp.) on a topic related to the organization’s work. The paper should follow an acceptable academic style (APA, MLA, etc.) and should include academic references, such as books and articles in recognized journals. The paper might also include interviews with on-site personnel and/or publications by the organizations. The paper should be analytical and not merely report on the day-to-day activities of the intern. It must also go through a revision process, in which the advisor has the opportunity to read a complete draft before the student submits the final paper (50%).

Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target:
We hope that 75% of students will achieve at least a good (on a 1-5 scale where 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good, and 5 is excellent), and all students will achieve at least a 3.

Findings (2010-2011) - Achievement Target: Met
On this measure, we found that 100% of students received a 4 (good). The action plan that involved increasing the focus on applying skills also proved beneficial in terms of the impact on connecting the theoretical perspectives to lived experiences.

Action Plan Details for This Cycle (by Established cycle, then alpha)
Explore ramifications
One thing that we noticed in assessing the results of the capstone class is that students could explore the implications of their research in more detail. In particular, we would like to help students work on how to use their research to contribute to the theoretical perspectives they are utilizing, in order to increase the integration of theory and results.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: In 4920/4950, Final Paper | Outcome/Objective: Theoretical Perspectives

Responsible Person/Group: Julie Kubala

Improve writing skills
We intend to try to implement more early intervention into writing skills in order to help students improve their writing skills in these short papers. One of the major challenges here is that these are ungraded papers; as such, students are not particularly motivated to work hard in their writing here. On the other hand, ungraded writing assignments have proven quite useful in contributing to improving students' writing in general.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: In 3010, Short Papers | Outcome/Objective: writing skills

Responsible Person/Group: Julie Kubala and Amira Jarmakani

Peer Review
While we established a revisionary process for the 3010 class this year, we realized that we could strengthen the process through providing more stringent guidelines for peer review and establishing ways to hold students accountable for their participation in the process.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: In 3010, Final Paper | Outcome/Objective: writing skills

Responsible Person/Group: Julie Kubala and Amira Jarmakani

Increase time for revision
While we have been doing a good job with this in terms of the Senior Research paper, what we realized this cycle is that we do not enforce enough time for revision for the final paper for the
We should ensure that students turn in a complete draft of their internship paper with at least 2 weeks for revision (which we do with the Senior Research paper). We hope this would increase the demonstration of writing skills in the internship final paper. Also, this year, in the single example of senior research, the student did not allow sufficient time for revision. We need to strengthen our emphasis on revision and on finishing tasks more quickly in order to have students write a strong research paper within a single semester.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: In 4920/4950, Final Paper | Outcome/Objective: Demonstrate writing skills
Completion Date: 05/2012
Responsible Person/Group: Director of Undergraduate Studies

Mission/Purpose
Women’s Studies at Georgia State University contributes to the university’s broader mission of encouraging critical thinking through a focus on feminist and womanist interdisciplinary scholarship, teaching, and community participation. Women’s Studies began by recognizing how sex and gender inform academic disciplines and impact the politics of knowledge production. We therefore make explicit the ways in which gender and sexuality, in connection with other categories such as race, class, ability, and age, construct our understandings of the world. Furthermore, we analyze the ways public discourse relies on gender and sexuality to conceptualize such issues as war and militarism, policy, the environment, education, healthcare, economics, the media, and popular culture. In order to explore these issues, we emphasize the following: race, globalization, sexuality, and social change. We promote transformative thinking and activism toward ending oppression and working for freedom and justice.

Goals
G 1: New and innovative ideas
To develop innovative approaches to relevant issues and debates within the field.
G 2: Critical Thinking through Writing
To be able to display critical thinking through writing skills, such as organizing material clearly, developing ideas clearly and carefully, and providing sufficient evidence for claims.
G 3: Demonstrate knowledge of field
Demonstrate the knowledge of and ability to use appropriate interdisciplinary theoretical perspectives within the fields of feminist/womanist scholarship.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: Research Questions
Students should demonstrate their ability to formulate new research questions, providing innovative approaches to existing feminist/womanist scholarship.

Related Measures:
M 3: Final Paper
Students shall write a final paper, on a topic that they will determine that is relevant to the class
and approved by the professor, that utilizes the knowledge and applies the skills learned in the class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are higher since they involve a semester long project.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
The hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

Findings (2010-2011) - Achievement Target: Not Met
For this measure, we found that 83% of students received at least a 3, and 36% received a 4 or 5. We are regrettably far from our target here, which suggests that we need to renew the focus on developing research questions more carefully.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Details section of this report.

Early intervention
Established in Cycle: 2006-2007
We are designating our 3010 course, Feminist Theories, as a Critical Thinking Through Writing Course, which should focus attenti...

Increase critical thinking through writing skills
Established in Cycle: 2008-2009
Given that our assessment targets were not met in two particular areas: organization and evidence, it appears that our students...

Increased writing instruction
Established in Cycle: 2010-2011
We need to develop a plan that will implement early intervention (perhaps a professor approval) of research questions.

O 2: Evidence
Students should demonstrate their critical thinking through writing skills by providing sufficient evidence for claims and developing their arguments clearly and carefully.

Related Measures:

M 3: Final Paper
Students shall write a final paper, on a topic that they will determine that is relevant to the class and approved by the professor, that utilizes the knowledge and applies the skills learned in the class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are
higher since they involve a semester long project.  
Source of Evidence: Written assignment(s), usually scored by a rubric  
Achievement Target:  
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.  
Findings (2010-2011) - Achievement Target: Partially Met  
On this outcome, we found that 83% of students received at least a 3, and 73% received a 4 or 5. While we did not completely meet our target here, it seems less dramatic than the "research questions" outcome, and we can tie in some writing improvement with the action plan for the previous objective.  
M 4: interview/film critique  
I'm not sure if I should even include this assignment, because I didn't get a copy of the actual assignment. I'll try to fix this as soon as I can.  
Source of Evidence: Written assignment(s), usually scored by a rubric  
Achievement Target:  
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 4 or higher (the rubric runs from 1-5, with 1 as poor and 5 as excellent).  
Findings (2010-2011) - Achievement Target: Not Met  
We found that 75% of students received at least a 3, but 0% received higher. I am not sure about using these sample papers, as they are very poor representations, and I am not completely sure what they show.  
O 3: Organization  
Students should demonstrate their critical thinking through writing skills by organizing their papers, both in terms of structuring their paragraphs as well as structuring the entire paper in a clear and coherent fashion.  
Related Measures:  
M 2: Creative Project  
The basic idea is for you to further develop an idea from class that you want to in a creative fashion. Presenting the creative project is an important point of the project; be sure you can talk about why you chose what you did in a way that makes sense in terms of the class. 1) Be sure to consult with me about your individual topic! 2) You may use any variety of artistic or creative means to present the project; however, be sure you can communicate clearly their relevance to the class. 3) I am not qualified to grade you on artistic merit; therefore the grade will focus mainly on organization and contribution to the ideas of the class. 4) Be sure to include an analysis of the complexity of these ideas. It should be approximately 5-7 pages. 5) Be sure that your analysis is focused and coherent.  
Source of Evidence: Academic direct measure of learning - other  
Achievement Target:  
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor).  
M 3: Final Paper  
Students shall write a final paper, on a topic that they will determine that is relevant to the class and approved by the professor, that utilizes the knowledge and applies the skills learned in the
class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are higher since they involve a semester long project.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

**Findings (2010-2011) - Achievement Target: Partially Met**
Here, we found that all students received at least a 3, and 64% received a 4 or 5. Again, we came quite close to our target here.

**O 4: Theoretical Perspectives**
Students should be able to demonstrate their knowledge of appropriate interdisciplinary feminist/womanist theoretical perspectives in their written work.

**Related Measures:**

**M 1: Final Exam**
In this final exam, students should demonstrate their knowledge of and ability to use feminist/womanist theoretical perspectives. Furthermore, we scored sample exams on their ability to develop and argue their responses, as well as their ability to express ideas clearly and coherently.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
We hope that all students will achieve at least a 3 on our rubric, and over 1/2 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

**Findings (2010-2011) - Achievement Target: Met**
For this outcome, we were pleased to find that 100% scored at least a 3, and 67% scored a 4 or 5.

**M 2: Creative Project**
The basic idea is for you to further develop an idea from class that you want to in a creative fashion. Presenting the creative project is an important point of the project; be sure you can talk about why you chose what you did in a way that makes sense in terms of the class. 1) Be sure to consult with me about your individual topic! 2) You may use any variety of artistic or creative means to present the project; however, be sure you can communicate clearly their relevance to the class. 3) I am not qualified to grade you on artistic merit; therefore the grade will focus mainly on organization and contribution to the ideas of the class. 4) Be sure to include an analysis of the complexity of these ideas. It should be approximately 5-7 pages. 5) Be sure that your analysis is focused and coherent.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor).

**M 3: Final Paper**

Students shall write a final paper, on a topic that they will determine that is relevant to the class and approved by the professor, that utilizes the knowledge and applies the skills learned in the class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are higher since they involve a semester long project.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

**Findings (2010-2011) - Achievement Target: Met**

We are pleased that all of our students received at least a 3 on this rubric, and 82% scored a 4 or 5. As usual, this aspect of our assessment tends to be the strongest, suggesting that students are learning the content well.

**M 4: Interview/film critique**

I'm not sure if I should even include this assignment, because I didn't get a copy of the actual assignment. I'll try to fix this as soon as I can.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 4 or higher (the rubric runs from 1-5, with 1 as poor and 5 as excellent).

**Findings (2010-2011) - Achievement Target: Partially Met**

We found that 75% of students received at least a 3, and 25% of students received at least a 4. Again, I am not sure about including this sample set within the assessment.

**O 5: Application of skills**

Students should be able to demonstrate their ability to apply the theoretical perspectives and interdisciplinary skills that they have learned in the field, in both written and other types of work.

**Related Measures:**

**M 1: Final Exam**

In this final exam, students should demonstrate their knowledge of and ability to use feminist/womanist theoretical perspectives. Furthermore, we scored sample exams on their ability to develop and argue their responses, as well as their ability to express ideas clearly and coherently.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

We hope that all students will achieve at least a 3 on our rubric, and over 1/2 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment
year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

**Findings (2010-2011) - Achievement Target: Met**

In terms of the scores measuring students' ability to apply their argument skills well, once again 100% scored at least a 3, and 50% scored a 4 or 5, which does meet our target.

**M 2: Creative Project**

The basic idea is for you to further develop an idea from class that you want to in a creative fashion. Presenting the creative project is an important point of the project; be sure you can talk about why you chose what you did in a way that makes sense in terms of the class. 1) Be sure to consult with me about your individual topic! 2) You may use any variety of artistic or creative means to present the project; however, be sure you can communicate clearly their relevance to the class. 3) I am not qualified to grade you on artistic merit; therefore the grade will focus mainly on organization and contribution to the ideas of the class. 4) Be sure to include an analysis of the complexity of these ideas. It should be approximately 5-7 pages. 5) Be sure that your analysis is focused and coherent.

**Source of Evidence:** Academic direct measure of learning - other

**Achievement Target:**

We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor).

**M 3: Final Paper**

Students shall write a final paper, on a topic that they will determine that is relevant to the class and approved by the professor, that utilizes the knowledge and applies the skills learned in the class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are higher since they involve a semester long project.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Achievement Target:**

We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

**Findings (2010-2011) - Achievement Target: Partially Met**

On this rubric, we found that all students achieved at least a 3, and 73% received a 4 or 5, coming very close to our target. Nor surprisingly, yet again, students who scored well on demonstrating knowledge also tended to do well in terms of application of skills.

**O 6: Critical thinking through writing skills**

This outcome measures general writing skills, syntax, grammar, punctuation; it focuses on the clear and coherent expression of ideas.

**Related Measures:**

**M 1: Final Exam**

In this final exam, students should demonstrate their knowledge of and ability to use
feminist/womanist theoretical perspectives. Furthermore, we scored sample exams on their ability to develop and argue their responses, as well as their ability to express ideas clearly and coherently.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

Findings (2010-2011) - Achievement Target: Partially Met
For this objective, we found that 100% of our students scored at least a 3, and 50% received a 4 or 5. This results shows that we are meeting our target for basic competence, but not for excellence.

M 3: Final Paper
Students shall write a final paper, on a topic that they will determine that is relevant to the class and approved by the professor, that utilizes the knowledge and applies the skills learned in the class in order to develop an innovative approach to a particular question in the interdisciplinary fields of feminist/womanist scholarship. Additionally, students will demonstrate their critical thinking through writing skills in this assignment; these skills include thesis development, organization, support for claims, and clear, concise writing, following appropriate grammar and syntax. We are including in this measure not only final seminar papers, but senior research papers as well. The senior research papers have similar requirements, although the standards are higher since they involve a semester long project.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 2 or higher (the rubric runs from 1-5, with 1 as excellent and 5 as poor). In the 2010-2011 assessment year, we switched the 1-5 of the scale, because the committee said it was clearer that better scores should be represented by higher numbers.

Findings (2010-2011) - Achievement Target: Partially Met
We are pleased to report that 100% of students received at least a 3 on this rubric, and 64% received a 4. Once again, students are gaining basic competence in writing, but we are not having as much success with getting students to go beyond these basic expectations.

M 4: interview/film critique
I'm not sure if I should even include this assignment, because I didn't get a copy of the actual assignment. I'll try to fix this as soon as I can.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
We hope that all students will achieve at least a 3 on our rubric, and over 3/4 will receive a 4 or higher (the rubric runs from 1-5, with 1 as poor and 5 as excellent).

Findings (2010-2011) - Achievement Target: Partially Met
Here, we found that 100% of students received at least a 3, but 0 received a 4 or 5.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Assignment Re-selection
Select more appropriate assignments to evaluate; in particular, we should increase the kinds of
assignments we evaluate so we can take in the wide variety of pedagogical approaches within our faculty.

**Established in Cycle**: 2005-2006  
**Implementation Status**: Planned  
**Priority**: Medium  
**Implementation Description**: ongoing  
**Completion Date**: 06/2010  
**Responsible Person/Group**: Core faculty  
**Additional Resources**: time

**Improve rubrics**
Consider implementing more explicit criteria to define rubrics for student assignments. To do so, we should collectively decide as a faculty what rubrics we would use to evaluate student assignments.

**Established in Cycle**: 2005-2006  
**Implementation Status**: Planned  
**Priority**: Medium  
**Implementation Description**: ongoing  
**Completion Date**: 06/2010  
**Responsible Person/Group**: core faculty  
**Additional Resources**: time

**Modify assessment**
Departmental Conversation about evaluators’ interpretations of measures and/or the measures themselves.

**Established in Cycle**: 2005-2006  
**Implementation Status**: Planned  
**Priority**: Medium  
**Implementation Description**: Ongoing  
**Completion Date**: 06/2010  
**Responsible Person/Group**: Core faculty  
**Additional Resources**: Time

**Early intervention**
We are designating our 3010 course, Feminist Theories, as a Critical Thinking Through Writing Course, which should focus attention on student writing earlier in the program.

**Established in Cycle**: 2006-2007  
**Implementation Status**: In-Progress  
**Priority**: Medium  

**Relationships (Measure | Outcome/Objective):**
- **Measure**: Final Paper  
- **Outcome/Objective**: Research Questions  

**Implementation Description**: Fall 2007  
**Completion Date**: 06/2011  
**Responsible Person/Group**: Core faculty(Many of us teach WST 3010)

**Increase critical thinking through writing skills**
Given that our assessment targets were not met in two particular areas: organization and evidence, it appears that our students are having the most difficulty in terms of critical thinking through writing skills. Hopefully, given that students will need to take a CTW course earlier in
their careers, that will help students improve in these areas. Until the CTW is fully operational, we can work to increase writing instruction throughout our upper-level courses.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: Low
Relationships (Measure | Outcome/Objective):
  Measure: Final Paper | Outcome/Objective: Research Questions
Completion Date: 06/2011
Responsible Person/Group: Core Faculty

Increased writing instruction
We need to develop a plan that will implement early intervention (perhaps a professor approval) of research questions.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Final Paper | Outcome/Objective: Research Questions
Detailed Assessment Report
  2010-2011 Women's Studies MA

Mission/Purpose
Women’s Studies contributes to the university’s broader mission of encouraging critical thinking through a focus on feminist and womanist interdisciplinary scholarship, teaching, and community participation. Women’s Studies began by recognizing how sex and gender inform academic disciplines and impact the politics of knowledge production. The field therefore makes explicit the ways in which gender and sexuality, in connection with other categories such as race, class, ability, and age, construct one's understandings of the world. Furthermore, women's studies analyzes the ways public discourse relies on gender and sexuality to conceptualize such issues as war and militarism, policy, the environment, education, healthcare, economics, the media, and popular culture. In order to explore these issues, Women's Studies classes emphasize the following: race, globalization, sexuality, and social change.

Goals
G 1: Research Question
Students will learn how to formulate innovative and feasible research questions that will lead to their thesis research, and contribute to the field of women's studies.

G 2: Theoretical Frameworks
Students will demonstrate their understanding of, and ability to synthesize, a range of feminist theories and to employ feminist theoretical frameworks in their theses.

G 3: Critical Thinking
Students will demonstrate critical thinking skills through effective writing.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 6: Research Questions
Students will demonstrate their ability to formulate new research questions, providing innovative approaches to existing feminist and/or womanist research.

O 7: Research Questions
Students will demonstrate their ability to formulate new research questions, providing innovative approaches to existing feminist and/or womanist research.

**Related Measures:**

**M 1: thesis proposal**

Students write a thesis proposal introducing their thesis topic and research question, charting the field of inquiry in a literature review, and detailing the methods they will use in their project. They complete the first draft of this thesis proposal in the spring semester of a required first year class, the Women's Studies proseminar. We expect that they will be able to articulate a clear and innovative research question, and that their thesis proposal will demonstrate their knowledge and understanding of key feminist and/or womanist frameworks in their literature review as they chart out the related fields to their research topic. We also expect that they will demonstrate critical thinking skills through their writing, organize the proposal coherently, and utilize correct grammar.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**

Our target is for all of our students to receive at least a score of 3 (on a scale of 1-5, 5 being the highest).

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**increased focus in proseminar on RQ**

*Established in Cycle: 2009-2010*

Last year we implemented a major change in our program in order to respond to many of the problems our students had been having...

**M 2: final paper for graduate class**

Write a 10-12 page paper based primarily on readings outside of class. Your paper will take up such questions as: What is method? How does it work? What are its epistemological and ontological assumptions? What can it offer? What are its limitations? I will evaluate your paper on the basis of the following (with an emphasis on #1): 1) You have a clear thesis and argument that you develop through evidence, example, and analysis. 2) You should be clear in your use of terms (e.g., "feminism", "experience"), through definition, example, or both. 3) You provide (and use) a reference list that includes at least 10 sources. 4) You use standard format (double space, 12 point font), spell check, proof-read, and don't exceed page limits.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

Students will achieve at least a score of 3.5 out of 5.

**Findings (2010-2011) - Achievement Target: Met**

We found that all of our students met this target, with a range of 3.5 - 4.75. We further tabulated the results according whether the students were first year or second year students, and we found that the first year average was 4.09, while the second year average was 4.56.

**O 8: Evaluating Arguments**

Students will demonstrate their ability to evaluate the claims, arguments, and chain of reasoning present in texts.

**Related Measures:**

**M 1: thesis proposal**

Students write a thesis proposal introducing their thesis topic and research question, charting the
field of inquiry in a literature review, and detailing the methods they will use in their project. They complete the first draft of this thesis proposal in the spring semester of a required first year class, the Women's Studies proseminar. We expect that they will be able to article a clear and innovative research question, and that their thesis proposal will demonstrate their knowledge and understanding of key feminist and/or womanist frameworks in their literature review as they chart out the related fields to their research topic. We also expect that they will demonstrate critical thinking skills through their writing, organize the proposal coherently, and utilize correct grammar.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
Our target is for all of our students to receive at least a score of 3 (on a scale of 1-5, 5 being the highest).

**M 2: final paper for graduate class**
Write a 10-12 page paper based primarily on readings outside of class. Your paper will take up such questions as: What is method? How does it work? What are its epistemological and ontological assumptions? What can it offer? What are its limitations? I will evaluate your paper on the basis of the following (with an emphasis on #1): 1) You have a clear thesis and argument that you develop through evidence, example, and analysis. 2) You should be clear in your use of terms (e.g., "feminism", "experience"), through definition, example, or both. 3) You provide (and use) a reference list that includes at least 10 sources. 4) You use standard format (double space, 12 point font), spell check, proof-read, and don't exceed page limits.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
Students will achieve at least a score of 3.5 out of 5.

**Findings (2010-2011) - Achievement Target: Partially Met**
We found that 83% of our students met this goal. We further tabulated the results to separate them out according to first and second year students, and we found that the first year students achieved a score of 3.969 while the second year students achieved a score of 4.75.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Details section of this report.

**focus on reading for graduate school in core courses**

*Established in Cycle: 2010-2011*

While the first year students collectively met the goal of achieving a 3.5, it is clear when looking at the separated results th...

**O 9: Organization**
Students will structure their papers and thesis proposals in a clear and coherent fashion.

**Related Measures:**

**M 1: thesis proposal**
Students write a thesis proposal introducing their thesis topic and research question, charting the field of inquiry in a literature review, and detailing the methods they will use in their project. They complete the first draft of this thesis proposal in the spring semester of a required first year class, the Women's Studies proseminar. We expect that they will be able to article a clear and innovative research question, and that their thesis proposal will demonstrate their knowledge and understanding of key feminist and/or womanist frameworks in their literature review as they chart out the related fields to their research topic. We also expect that they will demonstrate
critical thinking skills through their writing, organize the proposal coherently, and utilize correct grammar.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
Our target is for all of our students to receive at least a score of 3 (on a scale of 1-5, 5 being the highest).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**more focus on writing skills**
*Established in Cycle: 2009-2010*

Last year we implemented a major change in our program in order to respond to many of the problems our students had been havi...

**M 2: final paper for graduate class**
Write a 10-12 page paper based primarily on readings outside of class. Your paper will take up such questions as: What is method? How does it work? What are its epistemological and ontological assumptions? What can it offer? What are its limitations? I will evaluate your paper on the basis of the following (with an emphasis on #1): 1) You have a clear thesis and argument that you develop through evidence, example, and analysis. 2) You should be clear in your use of terms (e.g., "feminism", "experience"), through definition, example, or both. 3) You provide (and use) a reference list that includes at least 10 sources. 4) You use standard format (double space, 12 point font), spell check, proof-read, and don't exceed page limits.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
Students will achieve at least a score of 3.5 out of 5.

**Findings (2010-2011) - Achievement Target: Partially Met**
We found that 83% of our students met this target, with a range of 3.25-4.5. We further tabulated the results to separate them out according to first and second year students, and we found that the first year students achieved an average score of 3.94 while the second year students achieved an average score of 4.5.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**more focus on writing skills**
*Established in Cycle: 2009-2010*

Last year we implemented a major change in our program in order to respond to many of the problems our students had been havi...

**O 10: Overall Grammar**
Students will demonstrate proficiency in overall writing and grammar skills, including syntax, punctuation, and citation.

**Related Measures:**

**M 1: thesis proposal**
Students write a thesis proposal introducing their thesis topic and research question, charting the field of inquiry in a literature review, and detailing the methods they will use in their project. They complete the first draft of this thesis proposal in the spring semester of a required first year class, the Women's Studies proseminar. We expect that they will be able to article a clear and innovative research question, and that their thesis proposal will demonstrate their knowledge and
understanding of key feminist and/or womanist frameworks in their literature review as they chart out the related fields to their research topic. We also expect that they will demonstrate critical thinking skills through their writing, organize the proposal coherently, and utilize correct grammar.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
Our target is for all of our students to receive at least a score of 3 (on a scale of 1-5, 5 being the highest).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**early intervention**
*Established in Cycle: 2009-2010*
We have found that some of our students come in to the program with poor grammar skills, but it is not until they begin to wri...

**M 2: final paper for graduate class**
Write a 10-12 page paper based primarily on readings outside of class. Your paper will take up such questions as: What is method? How does it work? What are its epistemological and ontological assumptions? What can it offer? What are its limitations? I will evaluate your paper on the basis of the following (with an emphasis on #1): 1) You have a clear thesis and argument that you develop through evidence, example, and analysis. 2) You should be clear in your use of terms (e.g., "feminism", "experience"), through definition, example, or both. 3) You provide (and use) a reference list that includes at least 10 sources. 4) You use standard format (double space, 12 point font), spell check, proof-read, and don't exceed page limits.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
Students will achieve at least a score of 3.5 out of 5.

**Findings (2010-2011) - Achievement Target: Partially Met**
We found that 83% of our students met this target, with a range of 3.25-4.625. We further tabulated the results to separate them out according to first and second year students, and we found that the first year students achieved an average score of 3.875 while the second year students achieved a score of 4.5.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**early intervention**
*Established in Cycle: 2009-2010*
We have found that some of our students come in to the program with poor grammar skills, but it is not until they begin to wri...

**O 11: Theoretical Frameworks**
Students will demonstrate their knowledge and understanding of key feminist and/or womanist theoretical perspectives and apply them in their own work.

**Related Measures:**

**M 1: thesis proposal**
Students write a thesis proposal introducing their thesis topic and research question, charting the field of inquiry in a literature review, and detailing the methods they will use in their project. They complete the first draft of this thesis proposal in the spring semester of a required first year
class, the Women's Studies proseminar. We expect that they will be able to articulate a clear and innovative research question, and that their thesis proposal will demonstrate their knowledge and understanding of key feminist and/or womanist frameworks in their literature review as they chart out the related fields to their research topic. We also expect that they will demonstrate critical thinking skills through their writing, organize the proposal coherently, and utilize correct grammar.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
Our target is for all of our students to receive at least a score of 3 (on a scale of 1-5, 5 being the highest).

**M 2: final paper for graduate class**
Write a 10-12 page paper based primarily on readings outside of class. Your paper will take up such questions as: What is method? How does it work? What are its epistemological and ontological assumptions? What can it offer? What are its limitations? I will evaluate your paper on the basis of the following (with an emphasis on #1): 1) You have a clear thesis and argument that you develop through evidence, example, and analysis. 2) You should be clear in your use of terms (e.g., "feminism", "experience"), through definition, example, or both. 3) You provide (and use) a reference list that includes at least 10 sources. 4) You use standard format (double space, 12 point font), spell check, proof-read, and don't exceed page limits.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
Students will achieve at least a score of 3.5 out of 5.

**Findings (2010-2011) - Achievement Target: Partially Met**
We found that 83% of our students met this target, with a range of 3 - 4.625. We further tabulated the results to separate them out according to first and second year students, and we found that the first year students achieved an average score of 3.84 while the second year students achieved an average score of 4.56.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**emphasis on core courses**
*Established in Cycle: 2010-2011*
Like the "evaluating arguments" outcome, in this area first years collectively scored lower than second years ... 

**focus on reading for graduate school in core courses**
*Established in Cycle: 2010-2011*
While the first year students collectively met the goal of achieving a 3.5, it is clear when looking at the separated results th...

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**early intervention**
We have found that some of our students come in to the program with poor grammar skills, but it is not until they begin to write their thesis proposal or later that they finally seek out support from outside sources, like the Writing Studio.

*Established in Cycle: 2009-2010*

**Implementation Status:** In-Progress

**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: final paper for graduate class | Outcome/Objective: Overall Grammar
  Measure: thesis proposal | Outcome/Objective: Overall Grammar

Implementation Description: We will identify students who have particular problems with grammar in the first year, and preferably the first semester of the program, and refer them to the Writing Studio in the first semester.

Responsible Person/Group: core faculty in Women's Studies

Additional Resources: none

Budget Amount Requested: 0

increased focus in proseminar on RQ

Last year we implemented a major change in our program in order to respond to many of the problems our students had been having progressing through the program in a timely manner. We added a required proseminar course in which they receive training and support about how to put together a thesis proposal. The proseminar spent a lot of time on the literature review and on writing abstracts, but not as much time on defining a research question.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: thesis proposal | Outcome/Objective: Research Questions

Implementation Description: We will incorporate more training and workshops on writing a research question in the prosemninar.

Responsible Person/Group: the instructor for the Proseminar in consultation with women's studies core faculty.

Additional Resources: none

Budget Amount Requested: 0

Implementation Notes:

  9/20/2011 We implemented the plan to put more focus, with greater feedback, on formulating research questions in the prosemninar this past year and are very pleased with the results. Considering that it is the only objective/outcome now completely met, we have moved this plan to the "finished" category, with the idea that we will of course continue the greater focus in prosem. We are keeping it active in case we need to revisit the plan.

more focus on writing skills

Last year we implemented a major change in our program in order to respond to many of the problems our students had been having progressing through the program in a timely manner. We added a required proseminar course in which they receive training and support about how to put together a thesis proposal. The proseminar focused more on the basics of putting a proposal together than on the mechanics of writing.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: final paper for graduate class | Outcome/Objective: Organization
**Measure:** thesis proposal | **Outcome/Objective:** Organization

**Implementation Description:** The proseminar will incorporate more peer review with more focus on writing skills and organization. Core classes will also provide more feedback on writing skills and organization.

**Responsible Person/Group:** instructor for proseminar and WSI core faculty

**Additional Resources:** none

**Budget Amount Requested:** 0

**emphasis on core courses**

Like the "evaluating arguments" outcome, in this area first years collectively scored lower than second years (with first years achieving an average of 3.84 compared to second years who achieved an average of 4.56). It makes sense, then, to focus on the core courses, all of which are offered (and required) in the first year. These are already the courses in which students are expected to gain a solid understanding of feminist and womanist theoretical frameworks. Instructors of these courses will be advised to emphasize the theoretical frameworks with our first year students.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

Measure: final paper for graduate class | **Outcome/Objective:** Theoretical Frameworks

**Implementation Description:** Instructors will implement the action plan in a way that makes sense in the context of their course.

**Responsible Person/Group:** All core course instructors.

**Additional Resources:** NA

**Budget Amount Requested:** 0

**focus on reading for graduate school in core courses**

While the first year students collectively met the goal of achieving a 3.5, it is clear when looking at the separated results that the weakness in this area lies in the first year class (second years scored very high -- 4.75) and could be attributed to the fact of just having entered graduate school. Our plan to address this, then, will be focused on the core classes (WST 8001 Feminist Theories), WST 8002 (Globalization and Gender), WST 8003 (New Directions in Feminism), and WST 8004 (Feminist Methodologies). These are required courses for all first year students, and are the classes in which the largely acclimate to the program and to graduate school. Instructors of these core courses will put a greater focus on teaching strategies for reading at the graduate level, possibly including assignments such as critical responses, in which students must summarize the argument before providing analysis.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

Measure: final paper for graduate class | **Outcome/Objective:** Evaluating Arguments Theoretical Frameworks

**Implementation Description:** Instructors for each of the courses will implement this action plan in whatever way makes the most sense for their class, given the structure of their assignments.

**Responsible Person/Group:** All instructors of the WST core classes.
Additional Resources: NA
Budget Amount Requested: 0
Appendix D2

CTW Departmental Rubric – Women’s Studies

5 – Excellent:
- Demonstrates an incisive understanding of the main point(s) and supporting arguments for the text
- Skillfully utilizes appropriate feminist/womanist theoretical perspectives in the analysis
- Applies interdisciplinary approaches to a specific project
- Fully explores the implications of their project
- Fully explains all assumptions and reasoning in their argument
- Provides an excellent thesis that formulates innovative ways of analyzing the topic
- Thoroughly supports their claims
- Logically organizes their writing
- Writes clearly and concisely, with superior and elegant style

4 – Very Good
- Generally grasps the main idea and supporting points of the text
- Uses sufficient feminist/womanist theoretical perspectives
- Utilizes some interdisciplinarity in the project
- Explores many ramifications of the project
- Fully explains most assumptions and reasoning
- Provides a clear, well-formed thesis that provides a new approach to the topic
- Supports most claims sufficiently
- Logically organizes the writing
- Writes clearly and concisely, with few grammatical or punctuation errors

3 – Good
- Demonstrates some understanding of the main idea, although may show some confusion between main and supporting ideas
- Demonstrates a basic understanding of feminist/womanist theoretical perspectives
- Shows some idea of what interdisciplinarity consists of
- Explores at least one major implication of the project
- Shows some understanding of their own assumptions and reasons
- Provides a clear thesis, even if it is not particularly new
- Provides adequate support for claims
- Has few logical weaknesses in their text
- Has some grammar/punctuation errors, but still clearly written

2 – Needs Improvement
- Has difficulty distinguishing between main and supporting ideas
- Shows some confusion about theoretical perspectives
- Does not really grasp the notion of interdisciplinarity
- Does not think past the project enough to articulate implications
- Utilizes unquestioned assumptions
- Thesis simply states topic, rather than argument
- Does not include sufficient support for subpoints
- Includes major logical and organizational weaknesses
- Includes far too many grammar/punctuation errors

1 – Unsatisfactory
- Cannot find a main idea and supporting ideas in a text
- Does not really understand what theoretical perspectives consist of
- No concept of interdisciplinary
- Little understanding of implications
- Utilizes unquestioned and unstated assumptions
- No discernable thesis
- Very little evidence or support for claims
- Deeply problematic syntax
- No discernable organizational structure
- So many grammar problems that the paper is difficult to read
Syllabi

Feminist Theories
WST 3010
(Prerequisite WST 2010)
Fall 2009
Time: Monday, Wednesday 1:30-2:45
Location: General Classrooms Building 107

Instructor: Professor Megan Sinnott
Office: 1008 Urban Life
Phone: (404) 463-9421
Office Hours: Monday and Wednesday 3:00-4:00 or by appointment
Email: megansinnott@gsu.edu

Course Overview: This course is designed to provide students with an introduction to key directions and themes in contemporary feminist thought. Students will have an opportunity to read some classic texts as well as recent work. This course is not designed to be comprehensive or to cover all the debates and issues that have engaged feminists. Rather, this course aims to introduce students to key theoretical contributions of feminist thought. The course is focused on theory and is not designed to systematically cover the history of women’s movements, although discussion of political/social movements will be included when appropriate.

This course is designed to be participatory. I will give explanations of readings during the course, but student participation is essential for meaningful learning to take place. The aim of the course is to help students learn to engage in critical thought, discussion and argument, and in order to achieve these goals students must be prepared to engage. Students are required to complete all reading assignments before class. In order to facilitate a class session that is based on critical argument concerning a particular reading, students who have not completed the readings are requested to refrain from class discussion to avoid the class descending into a bull session (no need for you to pay the state of Georgia for that!).

Note: This course qualifies as a “Critical Thinking through Writing” course. These courses will help students develop cognitive and analytical skills necessary to fulfill our learning outcomes: they will be able to identify and analyze arguments, they will be able to demonstrate knowledge of theoretical perspectives pertinent to women’s studies, they will be able to demonstrate their writing skills as defined by the ability to organize material, provide sufficient evidence, and formulate new research questions.

Learning Objectives:
1. Develop critical thinking skills, demonstrated in class discussion and written assignments
2. Become familiarized with key intellectual developments of feminist theory.
3. Demonstrate ability to write a coherent academic essay 5-6 pages in length.
Course Requirements and Grading

1. **Analytical papers**: Six papers will account for 30% of final grade. Papers need to be 1-2 pages in length. Students must prepare papers on all the readings that are assigned the day the paper is due. The paper must discuss each of the readings assigned for that day. Late papers will be downgraded one letter grade and must be turned in within one day. No more than one paper per class session may be submitted. No more than one late paper will be accepted. The first three papers as marked in the syllabus must be turned in with no substitution. The student may choose from the remaining reading assignments for the rest of the semester for the final three papers.

   In the past I called these papers “response papers” but I have decided that the term “analytical” is more appropriate to the objective of this assignment. Students are to engage the text assigned for the class period in an analytical and logical manner. Students must pick one idea or theme of the readings and discuss it analytically.

   There are three main objectives for these papers. First, these papers prepare the student for class discussion. This class is not primarily a lecture class, but is rather based upon participatory learning. By writing these papers before the class session the students will be prepared to discuss the text in class. Well prepared students are essential for a stimulating and engaging class session.

   The second objective is to for students to develop critical writing skills. I will give feedback and suggestions on your papers so that you can develop your writing skills throughout the semester. In my experience, writing numerous short essays is a more effective way to learn writing skills than writing one or two long papers or a couple of exams. Please talk to me about your papers after class or during office hours if you would like additional feedback.

   The third objective is to develop critical thinking skills, such as the ability to discuss a text logically and systematically. By writing these short essays, you will train yourself to read a text looking for key arguments.

2. **Final analytical paper**: 5-6 pages. 20% of grade.

   Students will prepare their own question for this assignment. Rather than answering the questions the teacher has posed, the student will formulate a question that calls for an engagement with multiple authors. Learning to construct a meaningful question and then answering it will provide students with the basic skill needed to write longer research papers and reflective essays. Formulating research topics and questions upon which to build a research paper is one of the most difficult exercises for students. This step-by-step approach is designed to build on earlier writing/analytical skills developed in the weekly papers. By the end of the term the student will be able to identify relevant theoretical questions or paradoxes within a range of texts and will be able to construct a short essay (5-6 pages) that is coherent, logical and persuasive.

   • Cite at least three authors from class. Total number of citations must be at least three.
   • Note this paper will be peer-reviewed

3. **Participation** 10%. Student can have three absences for any reason. I do not recommend missing class unless it is absolutely essential, however. The objectives of this class are only met when students are engaging in discussion and analysis of the texts, so that excessive absences are not allowable. Students will have five points deducted from their final grade for each day missed.
over the three allowed absences. You do not need to give me any reason for your allowable (though not recommended) absences and I request that you do not give me any explanation for any additional absences. (You can have three total absences, not three unexcused and then more excused absences). You never know when you will be called for jury duty or get sick, so don’t waste your absences. Lateness is disruptive so please make sure to be on time. Lateness may count as an absence and excessive lateness will lower your final grade.

The participation grade will also be based upon participation in class discussion in each class session. For an “A” or “B” grade the student must be consistently prepared to discuss the texts.

In order to prepare yourself for class discussion you will need to write out 2-3 questions or comments you would like to raise in class. The preparation of discussion questions is required for each class session. Note: During class discussion, respond to other students’ comments—don’t just talk to me, talk to each other.

In addition to these assignments, students will be requested to complete other short assignments (such as preparing some examples from the media that illustrate a particular theorist’s argument). These short (and hopefully fun) assignments are not graded, but are factored into the student’s overall participation grade.

4. Group Projects: Literature 15%. In groups no larger than three, students will examine the text assigned (Zami). The group will select one theme in the text. Each group will need to submit one assignment sheet for each project. The assignment sheet will state the group members (each name must be typed, not hand written in), the main theme and brief explanation of the theme, a key quote from the text, and a question per group member. The name of the group member must be typed next to the question. If group members’ names are not typed in the sheet that group member will receive a “0” for the project. Students are responsible for coordinating the production of the assignment sheet with the other group members. Each group project will be worth 10 points (or 10% of the final grade). Each student must introduce their own question to the class and lead class discussion.

5. Group Projects: Final Project 10% In groups no larger than three, students will examine one aspect of daily life through feminist analysis. Examples include:

- analyze comments made by politicians
- analyze movie, songs, tv shows, music video
- analyze a novel, magazine, advertisement
- study social interactions between male and female students at a student club
- examine the gender dynamics present at an art show, museum, gallery

These are just a few examples. Each project should be done seriously and thoroughly. Explain which theorists and theories you are drawing from and explicitly describe how they help you understand the particular gender/sexual dynamics you are studying. Incorporate at least three theorists from our readings in your discussion. More will be discussed in class. Added Bonus! This project can be the basis for your final paper too.

6. Peer Review 15%: Students will meet in groups of three to four to peer review final papers. The papers must be submitted on the day assigned or no credit will be given for the assignment. Students must prepare a hardcopy of their paper for each member of their group and
one copy for me, all due on the day assigned. Students will follow a guideline for peer review, submit one copy to the student and one copy to me on the day assigned. Late reviews will be downgraded one letter grade per day late. Students will be evaluated on the thoroughness of their evaluation.

**Honors Students:** Honors students will complete one outside reading of the student’s choice and present the reading to the class in a ten minute presentation. The student will explain the significance and main argument of the reading.

**Paper grading:**
All written assignments will be graded according to both writing style and content. Actually, the style and the content cannot be separated—in order to make an intelligible point, one must write in a coherent manner. An “A” paper will demonstrate that the student carefully read the assignment and was able to discern a key point or idea expressed in the reading. The student will have discussed and engaged the point rather than just repeating it. Successful papers are often framed around a particular dilemma or paradox presented in the reading.

Rules for all written assignments (papers will not be accepted that do not conform to these standards)
1. Must be typed, double-spaced, Times New Roman 12 point font, black ink.
2. Pages must be numbered.
3. Pages must be stapled.
4. Absolutely no emailed papers will be accepted. A hardcopy for all written assignments must be provided by the due date.
5. Citation style must be in-text style.

Citation Style: Use in-text citation, APA style is suggested. This citation style if fully explained at this website: [http://www.wisc.edu/writing/Handbook/](http://www.wisc.edu/writing/Handbook/) No papers will be accepted without in-text citation style. You must place the author’s name in the text, with the year of the volume you are citing, and page numbers if relevant: (Smith 1992:3). No footnotes for citations.

**Doing well in the class:** An “A” student will have attended all, or nearly all, classes, and will have been well prepared for each class discussion. The student will have participated in all class activities. All assignments will have been completed by the due date.

**Academic Honesty:** Violation of GSU policies regarding academic honesty will result in a failing grade. Please check the policy regarding academic honesty in the student handbook. Plagiarism will not be tolerated. It is the student’s responsibility to know what constitutes plagiarism.

**Note:** No laptops or cell phones please.

Final grades will be distributed through the official website.
**Grade Scale:**
A+ 98-100
A 93-100
The course syllabus provides a general plan for the course; deviations may be necessary. This syllabus is tentative and changes in readings and assignments may be made during the course. In particular, public lectures or other university events may be included as class activities. It is your responsibility to check updates on the class website and to find out what announcements you may have missed during class sessions you were not able to attend.

Main Texts
• Audre Lorde. 1983. *Zami: A New Spelling of My Name*

Articles on Electronic Reserve are labeled “ER”

Electronic Reserve:
1) Go to [http://reserves.gsu.edu](http://reserves.gsu.edu)
2) Click on “Electronic Reserves and Course Materials”
3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
4) Arrow down to find your instructor's name
5) Click “View” beside your instructor's name
6) Click on the course page that you would like to view
7) Enter the password [Passwords are case sensitive]
8) Agree to the copyright
9) Your page will come up

Password: ipycw5uiF

Week 1: Introduction
Monday, August 17
• Discuss citation style

Wednesday, August 19
Defining Terms
• bell hooks. “Feminism: A Movement to End Sexist Oppression” FTR
• The Combahee River Collective, “A Black Feminist Statement” FTR

Week 2:
Monday, August 24: The Enlightenment and Liberalism
• Mary Wollstonecraft
  Introduction to “A Vindication of the Rights of Woman”
  Chapters I and II (http://www.bartleby.com/144/103.html)
• Paper 1

Wednesday, August 26: Discussion of papers
Self and Other
• Georg Hegel (Master-Slave)
  http://www.marxists.org/reference/archive/hegel/works/ph/phba.htm
• For overview and background: http://www.marxists.org/glossary/terms/m/a.htm#master-slave-

Week 3:
Monday, August 31
• Simone de Beauvoir. “The Second Sex: Introduction” FTR.
• Simone de Beauvoir The Second Sex, Part I, chapter I “The Data of Biology” ER
• Paper 2

Wednesday, September 2

Recommended:

Week 4:
Monday, September 7
No Class: Labor Day

Wednesday, September 9: Capitalist Critique
• Heidi Hartman, “The Unhappy Marriage of Marxism and Feminism,” FTR.
• Simone de Beauvoir. The Second Sex, Part I, Chapter III. “The Point of View of Historical Materialism” pp. 53-60. ER
• Paper 3

Week 5
Monday, September 14

Wednesday, September 16: Standpoints
• Nancy Hartsock, “The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism” FTR.

**Week 6**
**Monday, September 21**
• Patricia Hill Collins, “The Politics of Black Feminist Thought” FTR.
• Uma Narayan, “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist” FTR.

Recommend film: “Nothing but a Man” illustrates the intersections of racial and gender oppression.

**Wednesday, September 23**
• Cheshire Calhoun, “Separating Lesbian Theory from Feminist Theory” FTR.
• Monique Wittig, “One is Not Born a Woman,” FTR.

Recommended:
• Maxine Baca Zinn and Bonnie Thornton Dill, “Theorizing Difference from Multiracial Feminism” FTR.

**Week 7:**
**Monday, September 28**
• Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” FTR.

**Wednesday, September 30: Psychoanalytical Approaches to Sexuality and Gender**

For background material on Freud, go to: [http://www.iep.utm.edu/f/freud.htm](http://www.iep.utm.edu/f/freud.htm)

**Week 8: Sexuality and Performance**
**Monday October 5**

**Wednesday, October 7**

**Week 9:**
**Monday, October 12**
Wednesday, October 14
  • Gloria Anzaldúa, “La Conciencia de la Mestiza: Towards a New Consciousness” FTR

Week 10: Politics of Representation and “Visibility”
Monday October 19

Wednesday, October 21
  • Mitsuye Yamada, “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman” FTR

Week 11:
Monday, October 26
Paper Topics Due
  • Anneke Smelik, Feminist Film Theory: http://www.let.uu.nl/womens_studies/anneke/filmtheory.html

Wednesday, October 28

Week 12: Identity Categories and Political Movements
Monday, November 2
  • Joan Scott. “Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist theory for Feminism” FTR

Wednesday, November 4
  • Audre Lorde. 1983. Zami: A New Spelling of My Name
  • Group Projects

Week 13:
Monday, November 9
  • Audre Lorde. 1983. Zami: A New Spelling of My Name
  • Group Projects continued
Wednesday, November 11: Queer Theory

***************PEER REVIEW PAPER DUE!***************

Week 14
Womanism

Monday, November 16

Wednesday, November 18
- Group Projects

November 24-29
No Class, Thanksgiving Break

Week 15:
Monday November 30
- Peer review papers are returned (one copy to me, one copy to the student)
- Group Projects

Wednesday December 2
- Group Projects

Final Papers Due: December 9, 5:00 p.m., my office. Please submit paper as hardcopy. No email submissions will be accepted.
Introduction to Feminist Theories– WST 3010
Fall 2010
Prerequisite: WST 2010
Course Meeting Time: Mondays and Wednesdays 1:30pm – 2:45pm
Location: Sparks Hall 326

Course Description:

As a general introduction to feminist theories, this course will cover a (by no means exhaustive) range of themes and concepts within feminist thought. We will move thematically, rather than chronologically, through various texts, covering questions of subjectivity; frameworks of equality; and the impact of theoretical paradigms like Marxism, psychoanalysis, and queer theory on feminist theories. We will also be investigating the concept of theory itself, and looking at the way feminist scholars have theorized the very field of Women’s, Gender, and Sexuality Studies.

Required Texts:
All texts for this class are either on electronic reserve, or online. For online readings, you will find the url within the syllabus. If not otherwise marked, the text is available on EReserve through the library (see directions for access below).

Please note that you are required to print out copies of all readings, so that you may mark them and bring hard copies into class to use during class discussion. Some readings are posted on EReserve through ebrary; the librarians have assured me that you can print these selections. If you have any trouble, please see an EReserve librarian, who will be happy to assist you.

In order to access Ereserves for this class, follow these steps:
1) Go to http://reserves.gsu.edu/eres/ (or click on the Reserves tab from the library homepage)
2) Click on “Search Course Reserves – Eres@GSU”
3) Click on “Electronic Reserves and Reserves Pages”
4) Enter “Jarmakani” into the search box.
5) Click on WST 3010
6) Enter the password: 2buh82F [passwords are case sensitive]
7) Agree to copyright.
8) The page will come up.
Goals: Students will practice and develop the following skills:

- Demonstrate conceptual understanding of a range of feminist theories.
- Apply and synthesize feminist and womanist perspectives to contemporary socio-cultural issues.
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.
- Formulate a new research question and use appropriate evidence to develop a written argument.

Assignments:

Critical Responses: (7 @ 5 points each = 35):
Each student will be responsible for posting a critical response to a class reading on at least 7 separate readings throughout the course of the semester. You may choose the reading to which you respond, but each response must be in a different unit (i.e., one in “frameworks of equality, one in “questions of subjectivity,” etc.). By 12 noon on the day of class on which your reading is assigned, post your response in the “discussion” section of the uLearn module for this class. Your responses should comment on the following things: a) choose a passage of interest and analyze it b) discuss what is convincing about the author’s claims, and where s/he could have expanded c) say what lingering questions or points of confusion remain for you d) describe how the reading contributes to our understanding of the keywords for the unit. You might not always cover each of these four areas, but they should provide a general framework for your response. You will receive full credit for completing the assignment thoroughly and thoughtfully, and for submitting it on time.

Discussion Leader: (15 points):
Each student will lead discussion during one day of class – assignments to be made on the first day of class. You should give a brief summary of some of the main points in the reading for that day (no more than 5 minutes), and then lead class discussion by: a) choosing some passages of interest and b) preparing some thoughtful discussion questions that help us understand the reading better (that is, the discussion question should not lead us away from the reading, but should help us unpack it). You may draw upon your classmates’ critical responses – you might ask them to speak about passages they posted, for example.

Short Papers: (2 @ 15 points = 30 points):
Students will write two 2-3 page papers that explore course readings and themes in greater detail. You might:

1) use (at least 2) theorists from course readings to analyze some aspect of popular culture, daily life or social interactions, politics, literature, art, etc.

2) take issue with a theory or theorist we have read. In this case, you will need to use other sources (in addition to the one you critique, either from course readings or from outside sources), to back up your claims.

3) put two (or more) theorists from course readings in conversation with one another to expand on or develop a key debate within feminist theory
These are just suggestions – as long as you have an original and clear thesis statement that is grounded in course readings, you may develop a paper about whatever you are interested in exploring further.

Final Paper: (20 points):
Your final paper will be a 5-7 page paper in which you both revise and expand on one of your short papers. Your final paper must demonstrate that you have re-thought the ideas presented in your short paper – it will be both revised and developed. Further details to be given in class.

Attendance and Participation:
This is a discussion class. Without your informed presence, there is no class. Therefore, you are required to come to class having read the materials assigned, with materials in hand, and you should be ready to discuss them. Because much of the learning happens during the class period and is dependent on the learning community we create, class work cannot easily be made up outside of class. As per section 1334 of the student handbook, students are allowed four “free” absences to account for sick days, religious holidays, and the like. After four absences, your grade will be lowered by 1/3 letter grade (i.e., from a B to a B minus, or from a B minus to a C+) for each additional absence. If you have extenuating circumstances, please discuss them with me ahead of time. Because attendance and participation are a basic expectation, no participation points are built in to your overall grade. However, I reserve the right to raise or lower your letter grade for exemplary or poor participation and citizenship, particularly if you are on the cusp of two grades.

Students will be assigned plus or minus grades based on the following scale:
A+ 98 – 100  B+ 87 – 89  C+ 77 – 79  D 60-69
A  93 – 97  B  83 – 86  C  73 – 76  F 59 or below
A- 90 – 92  B- 80 – 82  C- 70-72

*Please turn all cellular phones OFF during class*

Course Schedule:

M 8.23  Course Introduction

Questioning Theory
keywords: theory, gender


M 8.30  Christian, “The Race for Theory”

W 9.1  hooks, “Theory as Liberatory Practice” from Teaching to Transgress
       Hill Collins, “The Politics of Black Feminist Thought”
M  9.6  **No Class** – Labor Day holiday

W  9.8  Scott, “Deconstructing Equality-versus-Difference: or, the Uses of Poststructuralism

**Frameworks of Equality**
**keyword: liberalism**

M  9.13  Wollstonecraft, Introduction, chaps I and II from *A Vindication of the Rights of Woman*
access it here: http://www.bartleby.com/144/103.html (click on “contents” to access the chapters)

W  9.15  Davis, *Women, Race, and Class*, chapters 4 & 6


**Questions of Subjectivity**
**keyword: subjectivity, agency, consciousness**

W  9.22  Anzaldúa, *Borderlands/La Frontera*, chapters 1 & 7

M  9.27  Alcoff, “Cultural Feminism vs. Post-structuralism: Identity Crisis”


M  10.4  Grewal, “Women’s Rights as Human Rights” in *Transnational America*

**Theorizing Violence Against Women**
**keywords: intersectionality**

W  10.6  Crenshaw, “Intersectionality and Identity Politics”

**Friday, October 8 – last day to withdraw and possibly receive a “W”**

M  10.11  Narayan, “Cross-Cultural Connections, Border-Crossings, & ‘Death by Culture’”


**Materialist Feminism**
**keywords: Marxism**

M  10.18  Hartmann, “The Unhappy Marriage of Marxism and Feminism”


W 10.27  **First Short Paper due** – in class peer evaluation.

**Psychoanalysis in/and Feminism**
**keywords:** Oedipus complex, castration complex, lack

M 11.1  Irigaray, “This Sex which is Not One”

W 11.3  Spillers, “All the Things You Could Be By Now, If Sigmund Freud’s Wife Was Your Mother” [in Abel, et al]

M 11.8  Mulvey, “Visual Pleasure and Narrative Cinema”

**Queer Theory**
**keywords:** queer, gender

W 11.10  Butler, “Subjects of Sex/Gender/Desire” in *Gender Trouble*

M 11.15  Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?”

W 11.17  Halberstam, “Transgender Butch” in *Female Masculinities*

**Second short paper due**

**Imagining and Creating Possibilities**
**keywords:** radical potential

M 11.22  **No class** – Tday break

W 11.24  **No class** – Tday break

M 11.29  Mohanty, “Under Western Eyes Revisited” in *Feminism Without Borders*

W 12.1  Lorde, “Poetry is not a Luxury”
        Cixous, “Laugh of the Medusa”

M 12.6  Haraway, “A Cyborg Manifesto”

**Final Papers due Tuesday, December 7 by 5pm**
Submit **hard copies** to the Women’s Studies Office – Urban Life 1003

**The Fine Print**

*This syllabus provides a general plan for the course. Deviations may be necessary.*
*Students are responsible for confirming that they are attending the course section for which they are registered. Failure to do so may result in a WF or F for the course.

*Involuntary withdrawals: After the semester midpoint, instructors must
  1. give a WF to all those students who are on their rolls but no longer taking the class and
  2. report the last day the student attended or turned in an assignment.
Students who are involuntarily withdrawn may petition the department chair for reinstatement into their classes.

*By University policy and to respect the confidentiality of all students, final grades may not be posted or given out over the phone. To see your grades, check the web (student.gosolar.gsu.edu), e-mail your instructor or give your instructor a stamped, self-addressed envelope.

*While the penalty for academic dishonesty is a matter of the instructor's discretion, in the Women’s Studies Institute, the customarily penalty for a violation of the academic dishonesty rules is an "F" in the course. See the University Policy on Academic Dishonesty below.

*Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completion of the course, please take time to fill out the online course evaluations.

*Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

For more information about Women’s Studies as a major or a minor, go to

www.gsu.edu/womensstudies
or call 404-651-4633
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the Faculty Affairs Handbook and the On Campus: The Undergraduate Co-Curricular Affairs Handbook and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form
of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.
Bibliography of Course Readings


Feminist Theories  
WST 3010  
(Prerequisite WST 2010)  
Fall 2011  
Time: Monday, Wednesday 1:30-2:45  
Location: Arts and Humanities 319

Instructor: Dr. Megan Sinnott  
Office: 1008 Urban Life  
Phone: (404) 413-6584  
Office Hours: Monday and Wednesday 3:00-4:00 or by appointment  
Email: megansinnott@gsu.edu

Course Overview: This course is designed to provide students with an introduction to key directions and themes in contemporary feminist thought. Students will have an opportunity to read some classic texts as well as recent work. This course is not designed to be comprehensive or to cover all the debates and issues that have engaged feminists. Rather, this course aims to introduce students to key theoretical contributions of feminist thought. The course is focused on theory and is not designed to systematically cover the history of women’s movements, although discussion of political/social movements will be included when appropriate.

This course is designed to be participatory. I will give explanations of readings during the course, but student participation is essential for meaningful learning to take place. The aim of the course is to help students learn to engage in critical thought, discussion and argument, and in order to achieve these goals students must be prepared to engage. Students are required to complete all reading assignments before class. In order to facilitate a class session that is based on critical argument concerning a particular reading, students who have not completed the readings are requested to refrain from class discussion to avoid the class descending into a bull session (no need for you to pay the state of Georgia for that!).

Note: This course qualifies as a “Critical Thinking through Writing” course.

Learning Objectives:  
5. Develop critical thinking skills, demonstrated in class discussion and written assignments  
6. Become familiarized with key intellectual developments of feminist theory.  
7. Demonstrate ability to write a coherent academic essay 5-6 pages in length.

Course Requirements and Grading  
1. Analytical papers: 30%  
   Three papers will account for 30% of final grade. Papers need to be 1-2 pages in length.  
   Students must prepare papers on all the readings that are assigned the day the paper is due.  
   The paper must discuss each of the readings assigned for that day. Late papers will be downgraded one letter grade and must be turned in within one day. No more than one paper per class session may be submitted. No more than one late paper will be accepted.
In the past I called these papers “response papers” but I have decided that the term “analytical” is more appropriate to the objective of this assignment. Students are to engage the text assigned for the class period in an analytical and logical manner. Students must pick one idea or theme of the readings and discuss it analytically.

There are three main objectives for these papers. First, these papers prepare the student for class discussion. This class is not primarily a lecture class, but is rather based upon participatory learning. By writing these papers before the class session the students will be prepared to discuss the text in class. Well prepared students are essential for a stimulating and engaging class session.

The second objective is to for students to develop critical writing skills. I will give feedback and suggestions on your papers so that you can develop your writing skills throughout the semester. In my experience, writing numerous short essays is a more effective way to learn writing skills than writing one or two long papers or a couple of exams. Please talk to me about your papers after class or during office hours if you would like additional feedback.

The third objective is to develop critical thinking skills, such as the ability to discuss a text logically and systematically. By writing these short essays, you will train yourself to read a text looking for key arguments.

2. Final analytical paper. 5-6 pages. 20% of grade.

Students will prepare their own question for this assignment. Rather than answering the questions the teacher has posed, the student will formulate a question that calls for an engagement with multiple authors. Learning to construct a meaningful question and then answering it will provide students with the basic skill needed to write longer research papers and reflective essays. Formulating research topics and questions upon which to build a research paper is one of the most difficult exercises for students. This step-by-step approach is designed to build on earlier writing/analytical skills developed in the weekly papers. By the end of the term the student will be able to identify relevant theoretical questions or paradoxes within a range of texts and will be able to construct a short essay (5-6 pages) that is coherent, logical and persuasive.

- Cite at least three authors from class. Total number of citations must be at least three.

8. Participation 10%.

Student can have three absences for any reason. I do not recommend missing class unless it is absolutely essential, however. The objectives of this class are met only when students are engaging in discussion and analysis of the texts, so that excessive absences are not allowable. Students will have five points deducted from their final grade for each day missed over the three allowed absences. You do not need to give me any reason for your allowable (though not recommended) absences and I request that you do not give me any explanation for any additional absences. (You can have three total absences, not three unexcused and then more excused absences). You never know when you will be called for jury duty or get sick, so don’t waste your absences. Lateness is disruptive so
please make sure to be on time. Lateness may count as an absence and excessive lateness will lower your final grade.

The participation grade will also be based upon participation in class discussion in each class session. For an “A” or “B” grade the student must be consistently prepared to discuss the texts.

In order to prepare yourself for class discussion you will need to write out 2-3 questions or comments you would like to raise in class. The preparation of discussion questions is required for each class session. Note: During class discussion, respond to other students’ comments—don’t just talk to me, talk to each other.

In addition to these assignments, students will be requested to complete other short assignments (such as preparing some examples from the media that illustrate a particular theorist’s argument). These short (and hopefully fun) assignments are not graded, but are factored into the student’s overall participation grade.

9. Group Project (Hartman): 10%. In groups no larger than 5, students will examine the text assigned (Hartman). The group will select one theme in the text. Each group will need to submit one assignment sheet. The assignment sheet will state the group members (each name must be typed, not hand written in), the main theme and brief explanation of the theme, a key quote from the text, and a question per group member. The name of the group member must be typed next to the question. If a group member’s name is not typed in the sheet that group member will receive a “0” for the project. Students are responsible for coordinating the production of the assignment sheet with the other group members. Each student must introduce their own question to the class and lead class discussion.

10. Peer Review 10%: Students will meet in groups of three to four to peer review final papers. The papers must be submitted on the day assigned or no credit will be given for the assignment. Students must prepare a hardcopy of their paper for each member of their group and one copy for me, all due on the day assigned. Students will follow a guideline for peer review, submit one copy to the student and one copy to me on the day assigned. Late reviews will be downgraded one letter grade per day late. Students will be evaluated on the thoroughness of their evaluation as well as the quality of the paper submitted for review (half-done papers will receive half credit).

11. Online discussion: 20%
   Each student must post a discussion question/comment on the readings on Ulearn 4 times and respond to other student comments 8 times. Discussion questions/comments should be a short paragraph (such as 4-5 sentences) in which the argument of the author is briefly defined and a discussion question is introduced. This is a good place to grapple with the arguments made by various theorists. This is also a good place to request information from your classmates about theory in general. Comments must be posted by 12:00 a.m. the night before the class session in which those readings are discussed. Students are encouraged to post as many comments as they wish, but the 4/8
comments/responses are the minimum required. In addition to this requirement, please feel free to use the discussion board for any discussion you wish to introduce (although comments that do not conform to this format won’t be counted for the assignment).

Honors Students: Honors students will complete one outside reading of the student’s choice and present the reading to the class in a ten minute presentation. The student will explain the significance and main argument of the reading.

Paper grading:
All written assignments will be graded according to both writing style and content. Actually, the style and the content cannot be separated; in order to make an intelligible point, one must write in a coherent manner. An “A” paper will demonstrate that the student carefully read the assignment and was able to discern a key point or idea expressed in the reading. The student will have discussed and engaged the point rather than just repeating it. Successful papers are often framed around a particular dilemma or paradox presented in the reading.

Rules for all written assignments (papers will not be accepted that do not conform to these standards)
6. Must be typed, double-spaced, Times New Roman 12 point font, black ink.
7. Pages must be numbered.
8. Pages must be stapled.
9. Absolutely no emailed papers will be accepted. A hardcopy for all written assignments must be provided by the due date.
10. Citation style must be in-text style.

Citation Style: Use in-text citation, APA style is suggested. This citation style if fully explained at this website: [http://www.wisc.edu/writing/Handbook/](http://www.wisc.edu/writing/Handbook/)
No papers will be accepted without in-text citation style. You must place the author’s name in the text, with the year of the volume you are citing, and page numbers if relevant: (Smith 1992:3). No footnotes for citations.

Doing well in the class: An “A” student will have attended all, or nearly all, classes, and will have been well prepared for each class discussion. The student will have participated in all class activities. All assignments will have been completed by the due date.

Academic Honesty: Violation of GSU policies regarding academic honesty will result in a failing grade. Please check the policy regarding academic honesty in the student handbook. Plagiarism will not be tolerated. It is the student’s responsibility to know what constitutes plagiarism.

Final grades will be distributed through the official website.
Grade Scale:
A+
A 93-100
A- 90-92
The course syllabus provides a general plan for the course; deviations may be necessary. This syllabus is tentative and changes in readings and assignments may be made during the course. In particular, public lectures or other university events may be included as class activities. It is your responsibility to check updates on the class website and to find out what announcements you may have missed during class sessions you were not able to attend.

**Main Texts**

Articles on Electronic Reserve are labeled “ER”

**Electronic Reserve:**
1) Go to [http://reserves.gsu.edu](http://reserves.gsu.edu)
2) Click on “Electronic Reserves and Course Materials”
3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
4) Arrow down to find your instructor's name
5) Click “View” beside your instructor's name
6) Click on the course page that you would like to view
7) Enter the password [Passwords are case sensitive and are in all caps].

Password for WS8001: ywa7hzc
Password for WS3010: ipycw5c

7) Agree to the copyright
8) Your page will come up

**Week 1: Introduction**
**Monday, August 22**
Introduction

**Wednesday, August 24**
**Defining Terms**
- bell hooks. “Feminism: A Movement to End Sexist Oppression” FTR
- The Combahee River Collective, “A Black Feminist Statement” FTR

**Week 2:**
**Monday, August 29**
Self and Other
• Georg Hegel (Master-Slave) http://www.marxists.org/reference/archive/hegel/works/ph/phba.htm
  • For overview and background: http://www.marxists.org/glossary/terms/m/a.htm#master-slave-

Wednesday, August 31
• Simone de Beauvoir. “The Second Sex: Introduction” FTR.
• Simone de Beauvoir The Second Sex, Part I, chapter I “The Data of Biology”
  (http://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/index.htm)

Week 3
Monday Sept 5
NO CLASS

Wednesday, September 7
• Film
Recommended:

Week 4:
Monday, September 12

Wednesday, September 14
Capitalist Critique
• Heidi Hartman, “The Unhappy Marriage of Marxism and Feminism,” FTR.

Week 5
Monday, September 19
TBA

Wednesday, September 21
Standpoints
• Nancy Hartsock, “The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism” FTR.

Week 6
Monday, September 26
• Patricia Hill Collins, “The Politics of Black Feminist Thought” FTR.
• Uma Narayan. “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist” FTR.
Recommend film: “Nothing but a Man” illustrates the intersections of racial and gender oppression.

**Wednesday, September 28**
- Cheshire Calhoun, “Separating Lesbian Theory from Feminist Theory” FTR.
- Monique Wittig, “One is Not Born a Woman,” FTR.

**Recommended:**
- Maxine Baca Zinn and Bonnie Thornton Dill, “Theorizing Difference from Multiracial Feminism” FTR.

**Week 7:**
**Monday, October 3**
- Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” FTR.

**Wednesday, October 5**
**Psychoanalytical Approaches to Sexuality and Gender**

For background material on Freud, go to: [http://www.iep.utm.edu/f/freud.htm](http://www.iep.utm.edu/f/freud.htm)

**Paper 1**

**Week 8: Sexuality and Performance**
**Monday October 10**

**Wednesday, October 12**

**Paper 2**

**Week 9:**
**Monday, October 17**

**Wednesday, October 19**
- Gloria Anzaldúa, “La Conciencia de la Mestiza: Towards a New Consciousness” FTR

**Week 10: Politics of Representation and “Visibility”**
**Monday October 24**

**Paper 3**

**Wednesday, October 26**

- Mitsuye Yamada, “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman” FTR
- **Discuss paper topics**

**Week 11:**

**Monday, October 31**

**Paper Topics Due**

- Anneke Smelik, Feminist Film Theory: http://www.let.uu.nl/womens_studies/anneke/filmttheory.html *(alternative paper)*

**Wednesday, November 2**


**Week 12: Identity Categories and Political Movements**

**Monday, November 7**

- Joan Scott. “Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist theory for Feminism” FTR *(alternative paper)*

**Wednesday, November 9**


- **Group Projects**

**Week 13:**

**Monday, November 14**

- **Group Projects continued**

***************PEER REVIEW PAPER DUE!***************

**Wednesday, November 16**

**Week 14:**

- **Film**
Monday, November 28
  • In class peer review
  • Return peer reviewed papers

Wednesday, November 30
Last Day of Class
Discussion

Final Papers Due: December 7th, 5:00 p.m., my office. Please submit paper as hardcopy. No email submissions will be accepted.
WST 4920: Senior Research

Course Description:

Senior Research in Women’s Studies gives students an opportunity to do advanced work on a chosen topic. Both student and instructor will decide upon a project that the student will complete during the semester. The instructor is responsible for meeting with the student at agreed-upon times during the semester, for guiding and evaluating the student’s work, and for assigning a grade. The student is responsible for completing the requirements agreed upon with the instructor.

Course Objectives:

Students will:
1) Write an argument effectively showing the ability to organize material, provide sufficient evidence for claims, and formulate new research questions
2) Demonstrate knowledge of and ability to use appropriate theoretical perspectives
3) Apply interdisciplinary women’s studies knowledge and skills to a particular project

Course Requirements:

The main requirement for this course is the major paper, which should be approximately 20-25 pages long, and follow appropriate academic conventions for a research paper, including a substantial, properly cited bibliography.

1) Students must meet with their advisor regularly
2) Students must turn in material by the agreed-upon due dates. Since this course predominantly focuses on the creation of a major paper, the paper requirements will include various due dates throughout the semester. These due dates comprise dates both that various readings must be completed as well as the material involved in writing and revising a major paper. Various due dates will include:
   a. Due date for working thesis
   b. Due date for bibliography
   c. Due date for outline
   d. Due date for introduction
   e. Due date for completed first draft
   f. Due date for Final Paper
   g. If necessary, another due date for a revised draft

A (93-100), A- (90-92), B+ (87-89), B (83-85), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), F (59 and below)
WST 4950: Internship

Course Description:
Women’s studies students may take this course in order to receive credit while working at a site that provides a practical component to the intellectual requirements of a women’s studies degree. A Women’s Studies internship provides students with the opportunity to combine academic study with experience in an organizational setting specializing in attention to women’s or gender-related issues.

Course Objectives:
Students will:
1) Write an argument effectively showing the ability to organize material and provide sufficient evidence for claims.
4) Demonstrate knowledge of and ability to use appropriate theoretical perspectives
5) Apply interdisciplinary women’s studies knowledge and skills to a particular project
6) Develop the ability to integrate practical experience with the academic knowledge appropriate to women’s studies

Course Requirements:
1) Interns work 150 hours for the term they are registered (10 hours a week during a regular semester and 21-22 hours a week during the 7-week summer session). The internship site may be a government, non-profit or private organization. Interns will perform work assignments that are varied, meaningful and that carry a fair amount of responsibility. Interns must provide the women’s studies director of undergraduate studies with contact information for their supervisor. The on-site supervisor should provide the faculty advisor telephone interviews and a final written report (30%).

2) Interns will keep a journal, in which they reflect upon their daily work in a clear and systematic fashion. The journal might also tie together the work experience and professional goals of the students (20%).

3) Interns will also write a research paper (7-10 pp.) on a topic related to the organization’s work. The paper should follow an acceptable academic style (APA, MLA, etc.) and should include academic references, such as books and articles in recognized journals. The paper might also include interviews with on-site personnel and/or publications by the organizations. The paper should be analytical and not merely report on the day-to-day activities of the intern. It must also go through a revision process, in which the advisor has the opportunity to read a complete draft before the student submits the final paper (50%).

A (93-100), A- (90-92), B+ (87-89), B (83-85), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), F (59 and below)
Appendix D3

Programs Offered:
- Bachelor of Arts in Women's Studies
- Minor in Women's Studies

Women's Studies Institute
10th Floor Urban Life Building
404/413-6587
www.gsu.edu/womensstudies

Susan Talburt, Director
Julie Kubala, Undergraduate Studies Director

Women's Studies offers feminist and womanist interdisciplinary explorations of the relationship of gender to race, class, ethnicity, nation, and sexuality. In order to examine subject formation across cultures and historical periods, it also takes into account globalization, colonialism, and transnational relations. Women's Studies encourages critical thinking in order to open up categories, formulate new questions, and develop creative approaches to historical and contemporary issues. As such, the field provides useful preparation for a variety of opportunities in non-profit work, governmental agencies, private business, and academia.

Program Admission
Students wishing to major or minor in Women's Studies must meet the requirements for the Bachelor of Arts degree as described earlier in this catalog. Students should come to the WSI office to receive advisement.

Program Academic Regulations
To take WSt 4920 (Senior Research), or WSt 4950 (Internship), or WSt 4999 (Directed Reading), students must first receive approval from the Women's Studies Institute's Director of Undergraduate Studies. Students are responsible for contacting sites and arranging for their own internships. A list of internship sites is available at www.gsu.edu/womensstudies.

Program Degree Requirements
In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements (see section 3030) and the University Degree Requirements (see section 1400).

B.A. in Women's Studies

Area F: Courses Appropriate to the Major (18)

1. Required Courses (6)
   - ForL 1002 Elementary Foreign Language II (3)
   - WSt 2010 Introduction to Women's Studies (3)
2. Recommended Courses include but are not limited to (12) AAS 2010, Anth 2020, PolS 2401, Psyc 2040, Psyc 2070, Soci 1101, Soci 1160, and Spch 2050

Area G: Major Courses (30)

Required Courses to fulfill CTW requirement (6)
  WSt 3010 Feminist Theories-CTW (3) and
  WSt 4920 Senior Research-CTW (3) or
  WSt 4950 Internship-CTW (3)

Remaining Courses in Major Field (24) Eight additional Women's Studies courses or courses cross listed with Women's Studies, with at least nine hours in a single strand; these strands reflect areas of specialization within the field. Students may, if they wish, take nine hours in an additional strand, or they may choose additional WSt electives to fulfill the remaining 12 hours. Only courses with the WSt prefix count as Women's Studies courses. The strands include Sexualities, Race, Globalization, and Social Change.

Sexualities:

- WSt 3150 Sexuality and Society (3)
- WSt 3020 Introduction to Lesbian/Gay/Bisexual/Transgender Studies (3)
- WSt 3356 Queer Identities (3)
- WSt 4050 Global Perspectives on Violence against Women (3)
- WSt 4060 Sexual and Intimate Violence (3)
- WSt 4210 Gender and Power in Ethnographic Perspective (3)
- WSt 4310 Girls (3)
- WSt 4620 Psychology of Women (3)
- WSt 4780 African-American Lesbian and Gay Activism (3)
- WSt 4790 Womanism (3)
- WSt 4810 Feminism and Foucault (3)
- WSt 4820 Feminism and Queer Theory (3)
- WSt 4842 Sexuality and Nationalism (3)
- WSt 4844 Youth and Sexualities (3)
- WSt 4911 Special Topics in Sexuality Studies (3)

Race:

- WSt 3960 African-American Literature by Women (3)
- WSt 4040 Gender, Race, and Class in Complex Societies (3)
- WSt 4110 African-American Female Activism (3)
- WSt 4590 Cultural Studies of Gender (3)
- WSt 4750 Black Feminist Thought (3)
- WSt 4760 Activism: History and Theory (3)
- WSt 4780 African-American Lesbian and Gay Activism (3)
- WSt 4790 Womanism (3)
- WSt 4840 Arab and Islamic Feminisms (3)
Globalization:

- WSt 3990 Women's Literature II (3)
- WSt 4040 Gender, Race, and Class in Complex Societies (3)
- WSt 4050 Global Perspectives on Violence against Women (3)
- WSt 4110 African-American Female Activism (3)
- WSt 4210 Gender and Power in Ethnographic Perspective (3)
- WSt 4370 Women and Religion (3)
- WSt 4772 Women in Africa (3)
- WSt 4840 Arab and Islamic Feminisms (3)
- WSt 4842 Sexuality and Nationalism (3)

Social Change:

- WSt 4070 Family Violence and Criminal Justice (3)
- WSt 4110 African-American Female Activism (3)
- WSt 4440 Women in America (4)
- WSt 4510 Feminist Political Theory (3)
- WSt 4620 Psychology of Women (3)
- WSt 4650 Women in Europe since 1500 (4)
- WSt 4750 Black Feminist Thought (3)
- WSt 4760 Activism: History and Theory (3)
- WSt 4780 African-American Lesbian and Gay Activism (3)
- WSt 4790 Womanism (3)

Additional Electives:

- WSt 3000 African-American Family (3)
- WSt 3120 Families and Society (3)
- WSt 3130 Gender and Society (3)
- WSt 3140 Birth and Parenthood (3)
- WSt 3980 Women's Literature I (3)
- WSt 3995 Feminist Literary Criticism (3)
- WSt 4020 Gender in Criminal Justice (3)
- WSt 4116 Aging and Society (3)
- WSt 4130 Communication and Gender (3)
- WSt 4150 Women and Media (3)
- WSt 4360 Philosophical Perspectives on Women (3)
- WSt 4470 Visual Culture (4)
- WSt 4520 Feminism and Technology (3)
- WSt 4740 Women Artists (3)

Area H: Minor and Additional Courses
1. Students majoring in Women's Studies are required to complete a minor of at least 15 hours, at least 9 hours of which must be 3000 level or above. The minor may be taken through a department or institute, or it may be an interdisciplinary minor.

2. Additional courses not in the major or the minor must be taken as electives to complete a minimum of 120 semester hours, exclusive of 1000/2000 physical education or military science courses.

**Minor in Women's Studies**
Students choosing to minor in Women's Studies should complete WSt 2010, WSt 3010, and twelve additional hours of upper-division elective WSt courses. Only courses with the WSt prefix count as Women's Studies courses.

**Programs Offered:**
- Master of Arts in Women's Studies
- Graduate Certificate in Women's Studies

Women's Studies Institute  
Georgia State University  
P.O. Box 3969  
Atlanta, GA 30302-3969  
Tel: 404/413-6587  
Fax: 404/413-6585  
E-mail: wsi@gsu.edu  
[www.gsu.edu/womensstudies](http://www.gsu.edu/womensstudies)

Susan Talburt, Director  
Amira Jarmakani, Director of Graduate Studies

The Master of Arts (M.A.) degree program in Women's Studies proceeds from feminist and womanist perspectives that examine the intersections of gender with race, class, nationality, ethnicity, sexuality, and gender identity. This interdisciplinary, globally focused program interrogates social structures, institutions, and ideologies, as well as their influence on academic disciplines. Students are prepared to enter doctoral programs in women's studies or related disciplines, in the social sciences or humanities and professions such as law and social work. The M.A. degree in Women's Studies can also enhance a career in government, nonprofit organizations, or business, or can serve as a background for work for social change in other arenas. More information is available at [www.gsu.edu/womensstudies](http://www.gsu.edu/womensstudies).

Applicants may obtain additional information about the Women's Studies Institute by contacting the Director of Graduate Studies at the addresses above.

**Additional Admission Requirements**
In addition to the general requirements of the College of Arts and Sciences, the Women's Studies Institute has the following requirements:

3. Three letters of recommendation addressing the ability of the student to undertake graduate study.
4. A statement of educational and/or career goals.
5. A writing sample of up to 30 pages in length.
6. Students seeking a M.A. degree are admitted to the program once a year (to begin in fall semester). Applicants seeking graduate assistantships must submit all application materials to the Office of Graduate Services of the College of Arts and Sciences by February 15 to be considered for the first decision-making process. Later applications may be considered, depending upon availability of funds.

Degree Requirements

Master of Arts (36 hours)
1. Thirty hours of graduate coursework, 15 hours of which are required (WSt 8001, WSt 8002, WSt 8003, WSt 8004, and WSt 8005) and 15 hours of WSI courses, courses with a WSt prefix cross listed with other departments, or approved courses in other departments. Students must receive a B minus or above in all core and elective WSt courses, a C or above in all other courses that count toward the degree, and maintain a minimum overall GPA of 3.0.
2. A written comprehensive examination,
3. A minimum of six hours of Thesis Research (WSt 8999)

Graduate Certificate in Women's Studies

Requirements:

A Graduate Certificate in Women's Studies is available to eligible graduate students who successfully complete four graduate courses in Women's Studies. "Successful completion" means a grade of B or higher in each. Two of those must be WSt 8001, WSt 8002, WSt 8003, or WSt 8004. The other two courses must be drawn from courses bearing a WSt prefix and only one course can originate from the student's home department.

Eligibility:

All students seeking the WSI Graduate Certificate must submit a formal application through the College of Arts and Sciences Office of Graduate Services. Applications are accepted three times per year: July 1 (for Fall semester), November 15 (for Spring semester), and May 1 (for Summer semester). The following individuals are eligible:
Students who are enrolled in an M.A. or Ph.D. program in another department or institute at Georgia State University—such students must apply, but existing materials on file can be used for the application and the application fee will be waived;

Students in the Women's Studies Institute M.A. degree program who are unable to complete the program and who have completed the requisite coursework—such students must submit a short application available from the Graduate Studies office;

Students who apply only for the Graduate Certificate in Women's Studies—such students must submit a complete application and pay the requisite fee.
## Table D-1
Departmental Offerings By Fiscal Year, Course Level, Number of Sections, Number of Students, and Average Number of Students
Women’s Studies

<table>
<thead>
<tr>
<th>Department</th>
<th>FY</th>
<th>Level</th>
<th>Course</th>
<th>XList With</th>
<th># Sections</th>
<th>Enrollment</th>
<th>Avg. Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Location</td>
<td>Course Code</td>
<td>Credits</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>----------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4870</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4880</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4910</td>
<td>ANTH 4980/WST 6910</td>
<td>0.7</td>
<td>12</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4910</td>
<td>WST 6910</td>
<td>0.4</td>
<td>3</td>
<td>8.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4920</td>
<td>1.0</td>
<td>2</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4950</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Upper</td>
<td>WST 4999</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>AAS 6000</td>
<td>AAS 4125/WST 4750/WST 6750</td>
<td>0.2</td>
<td>5</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6310</td>
<td>SOCI 4315/WST 4310</td>
<td>0.1</td>
<td>4</td>
<td>37.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6750</td>
<td>AAS 4125/WST 4750/AAS 6000</td>
<td>0.2</td>
<td>5</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6820</td>
<td>WST 4820</td>
<td>0.4</td>
<td>7</td>
<td>19.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6840</td>
<td>MES 4590/WST 6840</td>
<td>0.1</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6910</td>
<td>ANTH 4980/WST 4910</td>
<td>0.1</td>
<td>2</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 6910</td>
<td>WST 4910</td>
<td>0.6</td>
<td>5</td>
<td>8.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 8001</td>
<td></td>
<td>1.0</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 8002</td>
<td></td>
<td>1.0</td>
<td>13</td>
<td>13.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 8003</td>
<td></td>
<td>1.0</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 09</td>
<td>Grad</td>
<td>WST 8004</td>
<td></td>
<td>1.0</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>3.0</td>
<td>8</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>09</td>
<td>Grad</td>
<td>WST</td>
<td>3.0</td>
<td>14</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>09</td>
<td>Grad</td>
<td>WST</td>
<td>3.0</td>
<td>28</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Core</td>
<td>GSU</td>
<td>1.0</td>
<td>24</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Core</td>
<td>PERS</td>
<td>2.0</td>
<td>118</td>
<td>59.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Core</td>
<td>WST</td>
<td>11.0</td>
<td>353</td>
<td>32.1</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>1.0</td>
<td>13</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>0.6</td>
<td>15</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>0.8</td>
<td>17</td>
<td>22.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>0.7</td>
<td>15</td>
<td>23.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>0.7</td>
<td>11</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>2.0</td>
<td>3</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>2.0</td>
<td>3</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Upper</td>
<td>WST</td>
<td>1.0</td>
<td>3</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>0.4</td>
<td>10</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>0.2</td>
<td>5</td>
<td>22.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>0.3</td>
<td>8</td>
<td>23.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>0.3</td>
<td>5</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>1.0</td>
<td>19</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>1.0</td>
<td>16</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY</td>
<td>Grad</td>
<td>WST</td>
<td>Unit</td>
<td>Hours</td>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8003</td>
<td></td>
<td>1.0</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8004</td>
<td></td>
<td>1.0</td>
<td>22</td>
<td>22.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8005</td>
<td></td>
<td>2.0</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8930</td>
<td></td>
<td>3.0</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8990</td>
<td></td>
<td>3.0</td>
<td>17</td>
<td>5.7</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 10</td>
<td>Grad</td>
<td>WST 8999</td>
<td></td>
<td>3.0</td>
<td>17</td>
<td>5.7</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Core</td>
<td>GSU 1010</td>
<td></td>
<td>1.0</td>
<td>24</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Core</td>
<td>PERS 2001</td>
<td></td>
<td>3.0</td>
<td>168</td>
<td>56.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Core</td>
<td>WST 2010</td>
<td></td>
<td>12.0</td>
<td>440</td>
<td>36.7</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>ANTH 4980</td>
<td>WST 4240/WST 6240</td>
<td>0.3</td>
<td>5</td>
<td>18.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>SOCI 4315</td>
<td>WST 4310/WST 6310</td>
<td>0.2</td>
<td>5</td>
<td>28.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 3010</td>
<td></td>
<td>1.0</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4240</td>
<td>ANTH 4980/WST 6240</td>
<td>0.7</td>
<td>12</td>
<td>18.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4310</td>
<td>SOCI 4315/WST 6310</td>
<td>0.5</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4590</td>
<td>WST 6590</td>
<td>0.5</td>
<td>8</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4750</td>
<td>AAS 6007/WST 6750</td>
<td>0.5</td>
<td>13</td>
<td>27.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4760</td>
<td>WST 6760</td>
<td>0.8</td>
<td>18</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4820</td>
<td>WST 6820</td>
<td>0.6</td>
<td>14</td>
<td>25.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4870</td>
<td></td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4880</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-------</td>
<td>----------</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4920</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4950</td>
<td>3.0</td>
<td>5</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Upper</td>
<td>WST 4999</td>
<td>1.0</td>
<td>2</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>AAS 6007</td>
<td>WST 4750/WST 6750</td>
<td>0.1</td>
<td>4</td>
<td>27.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>COMM 6160</td>
<td></td>
<td>1.0</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>COMM 6910</td>
<td></td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>COMM 6990</td>
<td></td>
<td>2.0</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6240</td>
<td>ANTH 4980/WST 4240</td>
<td>0.1</td>
<td>1</td>
<td>18.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6310</td>
<td>SOCI 4315/WST 4310</td>
<td>0.3</td>
<td>9</td>
<td>28.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6590</td>
<td>WST 4590</td>
<td>0.5</td>
<td>9</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6750</td>
<td>WST 4750/AAS 6007</td>
<td>0.4</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6760</td>
<td>WST 4760</td>
<td>0.3</td>
<td>6</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6820</td>
<td>WST 4820</td>
<td>0.4</td>
<td>11</td>
<td>25.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 6999</td>
<td></td>
<td>2.0</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8001</td>
<td></td>
<td>1.0</td>
<td>15</td>
<td>15.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8002</td>
<td></td>
<td>1.0</td>
<td>16</td>
<td>16.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8003</td>
<td></td>
<td>1.0</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8004</td>
<td></td>
<td>1.0</td>
<td>17</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8005</td>
<td></td>
<td>2.0</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8930</td>
<td>3.0</td>
<td>6</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>----------</td>
<td>-----</td>
<td>---</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8990</td>
<td>3.0</td>
<td>19</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY 11</td>
<td>Grad</td>
<td>WST 8999</td>
<td>3.0</td>
<td>25</td>
<td>8.3</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D5

Summary Results of Surveys

Surveys about the Women’s Studies Institute were sent electronically by the Office of Institutional Research (OIR) to all WSI core and affiliate faculty as well as all enrolled M.A. students and women’s studies majors. Summary findings from the survey data that were produced by OIR indicate that, in general, the Women’s Studies Institute’s percentile rankings relative to other units of the University are above the mean, and in most cases extremely high, along all measured dimensions, with a few notable exceptions. Below, we offer an interpretive overview of these summary findings.

Faculty Responses

Fifteen core and affiliate faculty members responded to the survey. With a response rate of only 28.8%, the WSI response rate was well below the University and College of Arts and Sciences (A&S) means – 78.8% and 80.7%, respectively. This is likely due to the structure of the WSI faculty, which is comprised of 5 core faculty members (4 tenure track; 1 senior lecturer) whose primary responsibilities are to the Institute and over 40 affiliate faculty members whose primary responsibilities are to other departments.

Overall, these survey results indicate that the vast majority of respondents rate the quality of faculty and programs of the WSI as Excellent or Very Good. All respondents rated the scholarship of the faculty in the WSI as Excellent (93.3%) or Very Good (6.7%), with a mean rating of 4.93, which places the WSI in the 96th percentile among GSU academic departments. In terms of curriculum, the faculty rated the variety of advanced course offerings highly, whether Excellent (50%), Very Good (42.9%), or Good (7.1%) for a mean of 4.43, placing the WSI in the 85th percentile of GSU academic departments along this dimension. Frequency of required course offerings was rated even more highly (64.3% Excellent, 21.4% Very Good) by those responding to this variable (14.3% selected N/A, presumably due to lack of knowledge), placing the WSI in the 96th percentile again. Notably, all faculty respondents agreed that the WSI’s program of study is academically challenging, with 80% viewing it as Excellent and 20% viewing it as Very Good (mean=4.80; 91st percentile).

These high figures are not surprising, given the high levels of accomplishment of WSI faculty members. By self report, 60% of WSI faculty (core and affiliate) have edited scholarly journals or served on their editorial boards (as compared with 44.5% of A&S faculty and 47.7% of all GSU faculty); 86.7% have been awarded intramural grants (as compared with 66.2% of A&S faculty and 61.5% of all GSU faculty); 73.3% have been awarded extramural grants (as compared with 73% of A&S faculty and 69.1% of all GSU faculty); and 80% have served as a referee or reviewer for one or more scholarly journal articles (as compared with 78% of A&S faculty and 77.2% of all GSU faculty). Within the Institute as a whole, the mean number of journal articles and book chapters per faculty member, 3.2 (range: 1 to 7 or more), places the WSI in the 78th percentile University-wide, while the mean number of authored or edited books published, 0.60 (range: 0-2), places the WSI in the 80th percentile.
The WSI attains the 67th percentile University-wide for publishing monographs, manuals, and reviews, with a Unit mean of 0.87 (range: 0-2). WSI faculty members are out presenting at conferences (mean=3.60; range 3-7 or more; 83rd percentile) and at other universities (mean=2.07; range 0-7 or more; 78th percentile). No other conclusion is possible except that WSI faculty are among the most accomplished at GSU.

When core faculty data (N=4) were disaggregated from affiliate faculty data (N=11), responses were largely similar, varying less than one point in all response categories except one: Affiliate faculty members uniformly viewed the clarity of Institute goals for the next two years as Excellent (5.0), whereas core faculty uniformly rated it as Very Good (4.0). However, a review of core and affiliate responses to questions about scholarly activities reveals some differences. For example, WSI core faculty members have published more journal articles or book chapters (mean=3.25 vs. 3.18) and more books (mean=0.75 vs. 0.55) than affiliate faculty members, and also given more conference presentations (mean=4.00 vs. 3.45) and other university lectures (mean=3.25 vs. 1.64) than affiliate faculty members. However, affiliate faculty members have published more monographs, manuals, or reviews (mean=.91 vs. 0.75) than core faculty members and have higher rates of editing or serving on the editorial boards of journals (63.6% vs. 50%). Interestingly, affiliate faculty members have higher rates of receiving intramural (90.9% vs. 75%) and extramural funding (81.8% vs. 50%) than WSI core faculty members. Whether these differences are influenced by the relative accessibility of sponsored programs in the traditional disciplines relative to women’s studies or the relative value placed on traditional disciplines as opposed to critical disciplines, like women’s studies, by funders is an open question worthy of consideration. (The finding could also represent sampling error, given that not all faculty in either category responded to the survey.) WSI core faculty members have higher rates of serving as a referee or reviewer for scholarly journals in the field (100% vs. 72.7%) than affiliates. These differences aside, what is clear is that women’s studies scholars at GSU, whether core or affiliate faculty members, are highly accomplished, research active, and clearly committed to publishing and presenting. Thus, we must rate the scholarly and curricular quality of the Women’s Studies Institute as remarkably high.

The only area where the WSI was rated as inadequate on the survey was “availability of computer/data base software relevant to your work.” Responses ranged from Fair (6.7%) to Very Good (26.7%) to Excellent (6.7%), with 60% of respondents checking N/A. These highly variable figures resulted in a mean of 3.83, placing the WSI at the 22nd percentile with regard to adequacy of computer and data base software university-wide. Disaggregated data reveal that affiliated faculty members are slightly more concerned (mean=3.67) about this than core faculty members (mean=4.0). This deficiency suggests that the WSI needs urgently to upgrade computer-related resources, including databases and other software, associated with the department and/or women’s studies. Further investigation would be worthwhile to isolate the types of resources that respondents felt were lacking, as well as to gain a sense of what types of resources other departments have that the WSI lacks for whatever reason.

Anecdotal comments from respondents reveal a picture of high regard for the WSI, particularly among faculty affiliates. Although affiliates’ involvement falls along a spectrum from “very little” to “as much as possible,” affiliates expressed considerable enthusiasm for the Institute. For example, one respondent wrote, “I value highly the collegial, collaborative culture that I
encounter at WSI, and I am pleased that I have WSI as a supplement to my departmental home.” Another respondent, however, expressed a desire for more attention to the relationship between the WSI and affiliates thus: “I would like to see attention to the affiliate structure… [and] I would like to see the WSI have a proper budget to support an affiliate system…” Yet another wrote, “The core faculty also perhaps even more exceptionally always seem to have an appreciation for the value of affiliates.” There is a sense that the WSI has a generally good relationship with affiliates that could, nevertheless, be refined in small yet meaningful and perhaps creative ways.

**Graduate Student Responses**

Nine graduate students responded to the survey. With a response rate of 47.4%, WSI graduate students were comparably engaged relative to A&S graduate students (response rate=58.2%) and University graduate students as a whole (response rate 51.2%). Students were asked a different set of questions than faculty, and an interpretive summary of their responses follows.

With regard to curricular quality, graduate student responses were variable but largely positive. For instance, 100% of the graduate student respondents chose Strongly Agree in response to the statement that “class size is suitable for effective learning.” The vast majority of respondents characterized the Institute’s graduate program of study as “academically challenging” (Strongly Agree=77.8%; Agree=11.1%; Disagree=11.1% ). When presented with the statement “Core faculty in the institute are adequately prepared for their courses, 77.8% chose Strongly Agree, 11.1% chose Agree, and 11.1% chose Disagree. When asked a similar question about affiliate faculty preparation, 33.3% answered N/A (presumably because they had not yet taken a course with an affiliate faculty member), while 55.6% chose Strongly Agree and 11.1% chose Disagree. Student responses to the item “I feel the graduate program in women’s studies is preparing me for my professional career and/or further study”: 77.8% chose Strongly Agree; however, 11.1% chose Disagree and 11.1% chose Strongly Disagree. This suggests that the WSI could do a better job of making sure that students selected for admission have a clear fit with WSI course offerings in terms of their future professional vision and also that the WSI should internally reflect upon and perhaps refine the ways in which its program facilitates career preparation and preparation for further academic study.

Just over half the student respondents (55.6%) rated academic and career advisement in the WSI as Excellent, however, the remaining students who responded to these items (22.2%) were slightly less satisfied with career advisement than academic advisement. Just over three-quarters (77.8%) of responding students rated core faculty availability as Excellent, while just under one-quarter (22.2%) rated it as Good or Fair; for those with experience with affiliate faculty (55.5%), 44.4% rated their availability as Excellent and 11.1% rated it as Fair. Students were somewhat more variable in their responses regarding the effectiveness of teaching methods by WSI core faculty, with 66.7% rating it as Excellent, and 11.1% rating it as Very Good, Good, and Fair, respectively; of those having experience with affiliate faculty, 44.4% rated their teaching effectiveness as Excellent and 11.1% rated it as Fair. In the main, graduate students considered the methods used to evaluate them as Excellent (77.8%) or Very Good (11.1%); 11.1%, however, rated these methods as only Fair. Students again varied widely regarding their ratings of the frequency and variety of WSI graduate course offerings, although students expressed more
concern about the variety than frequency of course offerings – with 55.6% rating the frequency as Excellent, but only 22.2% rating the variety as Excellent. Over three-quarters (77.8%) of the students rated the clarity of degree requirements as Excellent, however, 11.1% rated this clarity as only Very Good and another 11.1% rated it as Fair.

The picture that emerges from these graduate student ratings of curricular quality of the WSI as well as other dimensions of the WSI graduate student experience is that of general satisfaction counterbalanced by a few outliers who have found the program to not meet their needs. With regard to graduate students, it is clear that the Institute could do better with regard to career advising and career preparation, as well as widening the diversity and frequency of curricular offerings. Nevertheless, even with various pockets of student dissatisfaction, WSI graduate student attitudes about the M.A. program still yielded means (ranging from 3.31 to 4.06) that yielded high percentile rankings for the WSI – ranging from 82nd to 98th – relative to other University departments.

A final note: When asked whether they would support changing the name of the Women’s Studies Institute to the Institute for Women, Gender, and Sexuality Studies, 88.9% of graduate student respondents chose Strongly Agree (66.7%) or Agree (22.2%). On the other end of the spectrum, 11.1% of responding students chose Strongly Disagree. Student comments offer justification: One the one hand – “I think that the suggested name change better reflects the variety of topics that we study.” “I feel that this name change would be a welcome alteration and is needed to accurately encompass the student and faculty research and coursework in the Institute.” “I think the name change would be much more inclusive.” “I think it is a good idea because Women’s Studies is more than just studying women’s issues.” “I think the name change would be much more inclusive.” On the other hand – “There is no reason to change the name. The majority of students interested in the program are here for women’s studies – issues that affect women – not sexuality issues.” While this last remark is not necessarily borne out from an historical perspective – a large number of WSI students in the last 7 years have chosen to study sexuality topics or topics that address gender more broadly – it expresses a particular perspective about the name change.

Generally speaking, student comments about their experience in the program were positive and enthusiastic, with the exception of a few students who disliked particular courses, and one student who felt that WSI courses, particularly 4000/6000 split-level courses, are too large to permit effective graduate student learning (which contradicts the fact that 100% of students rated class sizes favorably on the quantitative portion of the survey). However, comments such as the following are more representative: “I have loved the overwhelming majority of my WSI classes and the experience of taking them with other WSI students. I couldn’t ask for anything more from these classes.” “I have found this program to be challenging and interesting and have learned a great deal so far. On the whole, the Women’s Studies Institute is a fantastic intellectual community that I’m glad to be a part of.” These comments, taken together, suggest that the WSI is a vibrant intellectual community, yet that perhaps there is a need for faculty to better coordinate learning objectives for WSI M.A. courses and for faculty to discuss pedagogy collectively from time to time.
Undergraduate Student Responses

Eleven undergraduate students responded to the survey. With a response rate of 50.0%, WSI undergraduate students were more engaged than their A&S and University counterparts (with response rates of 38.4% and 34.9%, respectively), suggesting that WSI undergrads are more engaged overall than the average GSU student. Undergraduate students were asked the same set of questions as graduate students, and an interpretive summary of their responses follows.

Generally speaking, undergraduate students experienced the core and affiliate faculty as less interested in their academic development than did their graduate counterparts, although their ratings of WSI core faculty interest (63.6% Strongly Agree; 27.3% Agree; 9.1% Strongly Disagree) were higher than their ratings of affiliate faculty interest (45.5% Strongly Agree; 18.2% Agree; 18.2% Neither Agree nor Disagree; 18.2% Strongly Disagree). To the Institute’s credit, 90.9% of undergraduate student respondents endorsed the statement “The Institute’s undergraduate program of study is academically challenging” (81.8% Strongly Agree; 9.1% Agree) with minimal dissent (9.1% Strongly Disagree), yielding a percentile rank of 89th for the WSI relative to other University departments. When presented with the statement “Core faculty in the institute are appropriately prepared for their courses,” 90.9% of students chose Strongly Agree and 9.1% chose Strongly Disagree, yielding another percentile rank of 89th. However, opinions were more varied with regard to the level of preparation of affiliate faculty for teaching women’s studies courses (Strongly Agree=45.5%; Agree=27.3%; Neither Agree nor Disagree=18.2%; 9.1% Disagree). When presented with the statement “I feel the undergraduate program in women’s studies is preparing me for my professional career and/or further study,” students selecting Strongly Agree and Agree were evenly split (36.4%); 18.2% selected Neither Agree nor Disagree and 9.1% selected Strongly Disagree. With these lukewarm figures, the WSI ranks only in the 51st percentile relative to other GSU departments, and this weak showing in conjunction with similar indicators from the graduate students warrants a closer look at the degree to which the WSI is addressing student career objectives. Another red flag occurs with regard to class sizes. When presented with the statement “Class size is suitable for effective learning,” students were again split between Strongly Agree and Agree (36.4% for both), with 18.2% of students selecting Neither Agree nor Disagree and 9.1% selecting Strongly Disagree. The WSI’s percentile ranking on this variable only reached 51st. While students expressed some dissatisfaction in this arena, WSI class sizes are routinely small relative to other GSU undergraduate classes; thus, there may be little flexibility with regard to this variable, assuming that these students desire even smaller classes.

Undergraduate student respondents seem reasonably satisfied with academic advising in the WSI, rating it as Excellent (54.5%), Very Good (18.2%), or Good (9.1%), with 18.2% selecting N/A. For career advising, 54.5% chose N/A; however, among those rating its quality, 18.2% rated it as Excellent or Very Good, respectively, and 9.1% rated it as Good. Student respondents seemed less satisfied with faculty availability outside the classroom, whether for core faculty (36.4% Excellent, 45.5% Very Good, 18.2% Good) or affiliates (27.3% Excellent, 54.5% Very Good, 9.1% Good, 9.1% Poor); the percentile rank here was only 71st. An equal number of undergraduate student respondents rated the effectiveness of core faculty teaching methods as Excellent or Very Good (45.5% for both), with the remainder rating them as Good (9.1%); comparable ratings for affiliate faculty were slightly lower, with 27.3% of students rating the
effectiveness of their teaching methods as Excellent, 54.5% rating them as Very Good, and 18.2% rating them as Good. This difference in the student ratings mirrors an ongoing internal dialogue among WSI faculty about how women’s studies pedagogy differs from disciplinary pedagogy about women, and how this difference impacts learning outcomes for women’s studies majors, minors, and graduate students. This finding suggests that perhaps the WSI core faculty should include affiliate faculty in the collective conversations about effective pedagogy in women’s studies.

Undergraduate student respondents offered a variety of opinions about the frequency and variety of women’s studies course offerings. Not a single undergraduate student respondent rated course frequency as Excellent; however, 45.5% rated it as Very Good, 27.3% as Good, and 27.3% as Fair. In contrast, 36.4% rated course variety as Excellent, with 9.1% rating it as Very Good and 27.3% rating it as Good and Fair, respectively. The WSI fell only in the 63rd and 76th percentiles, respectively, with regard to these variables. Undoubtedly, these student ratings reflect, in part, the challenges of scheduling all of one’s classes at desired times and in the desired sequence at a large research university. However, particularly with regard to course variety, the WSI faculty may need to take another look at the breadth of the curriculum, initiate further inquiry into student demand, and, in particular, examine the connection between course variety and student career/future education plans. Fortunately, students generally rate the clarity of degree requirements highly (Excellent=45.5%, Very Good=45.5%, Good=9.1%), and indeed the WSI receives a 95th percentile ranking in this area, along with the areas of academic and career advising. All told, the undergraduate student data tell the story of mixed opinion – not surprising giving the size and diversity of the GSU student body – that is generally favorable but occasionally indicative of potential “areas of improvement” for the WSI.

Undergraduate student respondents were more varied in their opinions about a WSI name change than their graduate student counterparts. The majority of the students were favorable, with 36.4% choosing Strongly Agree and 27.3% choosing Agree, however, 18.2% chose Neither Agree nor Disagree and another 18.2% of the students chose Strongly Disagree. Anecdotal comments by undergraduate student respondents capture this diversity of opinion. Some pro comments: “I think the proposed new name better reflects the variety of work we already do in this department, and I believe that it could help attract students to the Institute who would do very well in the department and find many of their academic needs met better here than anywhere else.” “I feel that the new name would allow further inclusion of groups that might believe they wouldn’t be welcome to take part in Women’s Studies (i.e., queer youth and men in general) for fear of offending or stepping on toes.” An ambivalent comment: “I agree that the moniker ‘Women’s Studies’ does not fully translate the scope of Georgia State’s Women’s Studies Department [sic]. I find the program to possess a very interdisciplinary theoretical base, which is hard to ascribe a name to. I’m not certain, though, that the proposed title is any more useful in representing the work that the Institute does.” Some con comments: “I really appreciate its name as the Women’s Studies Institute. The women’s rights movement is the reason why women’s studies as an academic field became so palatable in the first place.” “I don’t like this idea because I think we are even more complex than Women, Gender, and Sexuality and I feel by expanding the title we will actually be simplifying it.” While this information is valuable and these comments are thoughtful, arguably, a name change would have more impact on faculty and graduate students than undergraduate students. Furthermore, when
weighing the pros and cons of a name change, a non-sampled population must be considered, namely, those students who would be attracted to a department called the Institute of Women’s, Gender, and Sexuality Studies who are not attracted by the name Women’s Studies Institute. This student data is helpful but not definitive.

Summary

The Women’s Studies Institute can claim a highly accomplished faculty, inclusive of core and affiliated members, as well as a largely satisfied student body. This faculty produces vibrant, interdisciplinary research that translates into an array of high quality, theoretically and pedagogically diverse graduate and undergraduate courses. However, these survey data highlight a number of questions that the WSI faculty should be prepared to examine during the next program cycle, such as: Is there enough variety in the WSI curriculum? How well do WSI curricular offerings address students’ career objectives or prepare them for intended future academic study? In what ways might an Institute name change facilitate this process, increasing student recruitment and RPG in the process? In what ways can the WSI enhance actual or perceived faculty availability outside the classroom? How can class sizes be optimized for students? How can an Institute-wide faculty dialogue about pedagogy in women’s studies enhance the student experience of a women’s studies education? How can the structural relationship between the core and affiliate faculties be optimized? And, lastly, what kinds of computer resources or databases are needed to satisfy the needs of WSI faculty? These survey data have been helpful in identifying both the notable strengths of the WSI and previously unrevealed areas of weakness, providing the Institute with a platform for effective forward movement.
Appendix D6

Undergraduate and graduate advisement procedures

Undergraduate Advisement Procedures:
Students are strongly encouraged to meet one-on-one with the Director of Undergraduate Studies every semester, especially in their Junior and Senior Years. At this meeting, the advisor and student review the academic evaluation and create registration plans to ensure both an interesting college experience and timely graduation. Students are also encouraged to meet with the Academic Advisor for Women’s Studies, in order to ensure compliance with university requirements outside the realm of the major.

Graduate Advisement Procedures:
When MA students enter the program, they are assigned to a faculty mentor who advises them on general matters of choosing classes and navigating the program requirements. Students also take a Women’s Studies proseminar class, during which they are informally advised by the instructor of record, one of the core faculty of the WSI. The Director of Graduate Studies serves as a third layer of advising; she communicates with students upon acceptance and program entry and meets with them along the way as they complete the program requirements. The combination of mentor, proseminar, and advisement from the Director of Graduate Studies encourages students to select a thesis advisor and committee, which then serves as the advising mechanism for the remainder of the program.
Appendix F1

Georgia State University
Women’s Studies Institute

Policy on Graduate Faculty Membership

These guidelines describe the privileges and standards associated with Graduate Faculty membership for the faculty members of the Women’s Studies Institute of Georgia State University. These guidelines include application procedures as well as a description of conditions under which Graduate Faculty status may be revoked. These guidelines are designed to coordinate with the guidelines established by the GSU College of Arts and Sciences, but where there is any discrepancy, the College of Arts and Sciences guidelines prevail.

General Guidelines

a) All new tenure-track and tenured faculty, because they are hired under the requirement of “current scholarly competence” will be appointed to full Graduate Faculty status upon hiring. Tenure-track faculty who complete pre-tenure review will hold full Graduate Faculty status until their tenure review. All core faculty of the WSI at the time this policy goes into effect will be granted Graduate Faculty status. All affiliated faculty of the WSI are expected to obtain Graduate Faculty status through their home departments; however, those affiliated faculty seeking optional Graduate Faculty status with the Women’s Studies Institute may apply separately according to the procedures outlined in this document.

b) Tenure-track and tenured faculty members who have Graduate Faculty status will have their status reviewed by their departmental Graduate Committee, and its continuation recommended or denied as part of the tenure or post-tenure review processes. The evidence for “current scholarly competence” beyond that defined in the University policy is based on the Women’s Studies Institute P & T manual as well as the additional guidelines described below. Tenured faculty who do not participate in post-tenure review will have their Graduate Faculty status reviewed every five years (or as part of their regular review cycle) by the Dean’s Office of the College of Arts and Sciences.

c) Core faculty from the Women’s Studies Institute, whether or not they hold Graduate Faculty status with the Women’s Studies Institute, may request Graduate Faculty status from another department via a request to the chair of the secondary department at the time of their initial appointment or at the beginning of Spring semester. Their continuation in Graduate Faculty status in the secondary department will also be reviewed at the same time as their pre-tenure, tenure, or post-tenure review in the Women’s Studies Institute. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on the secondary unit’s P & T manual and departmental guidelines for Graduate Faculty status.
d) *Affiliated faculty* of the Women’s Studies Institute who wish to have separate, optional Graduate Faculty status in the Women’s Studies Institute will be reviewed for Graduate Faculty status at the time of inception as well as every three years (at the time of review for affiliate faculty status).

e) Should any *joint appointments* occur between the Women’s Studies Institute and another unit, Graduate Faculty status must be explicitly addressed in any related documentation.

f) *Non-tenure-track faculty* of the Women’s Studies Institute may be considered for Graduate Faculty status in the Women’s Studies Institutes when their position and assigned workload allows for involvement in graduate education programs related to the Women’s Studies Institute, provided that they hold the appropriate terminal degree in their field and meet the University and Women’s Studies Institute evidence for “current scholarly competence” and the Women’s Studies Institute guidelines for Graduate Faculty. Such individuals must be nominated by a member of the department’s Graduate Faculty and the nomination may come at the time of the initial appointment or at the beginning of the Spring semester of each year. Such faculty cannot chair Ph.D. committees; they may, however, chair M.A. committees. They will have their status reviewed at least every three years.

g) All changes in a faculty member’s Graduate Faculty status must be approved by the Dean’s office.

h) In line with College of Arts and Sciences regulations, Women’s Studies Institute faculty members who have been denied Graduate Faculty status must wait two years to apply for reconsideration.

**Specific Guidelines of the Women’s Studies Institute**

**Professional Privileges Associated with Graduate Faculty Status**

A Women’s Studies Institute faculty member (whether core or affiliate) must hold Graduate Faculty status to perform the following activities:

- Teach 6000- or 8000-level courses.
- Serve as chair of thesis advisory committees.
- Serve as a member or reader of thesis advisory committees.

WSI *core faculty members* must hold Graduate Faculty status with the Women’s Studies Institute; WSI *affiliate faculty members* must hold Graduate Faculty status with their home departments and/or the Women’s Studies Institute. Any affiliate faculty member who holds Graduate Faculty status in her/his home department at the time of her/his appointment as a WSI affiliate faculty member will be considered Graduate Faculty for purposes of the above privileges; however, Graduate Faculty status in the faculty member’s home department is separate from Graduate Faculty status in the Women’s Studies Institute. WSI affiliate faculty
wishing to obtain Graduate Faculty status in the Women’s Studies Institute in addition to Graduate Faculty status in their home departments must make a separate application according to the procedures outlined in this document. Graduate Faculty status of WSI affiliate faculty will be reviewed every three years along with review of their affiliate status.

Standards and Criteria for Membership in the Graduate Faculty

A member of the Graduate Faculty in the Women’s Studies Institute must meet the following three criteria:

a) Hold the appropriate terminal degree in her or his field.

b) Be an active and productive scholar as demonstrated by documentable participation in a mix of the following activities during the last two years:

- Publications in journals, books, monographs, or technical reports. Such work should be refereed or peer-reviewed, or should appear though other venues of dissemination having professionally acknowledged standards.
- Creative or artistic works. Such works should be published (e.g., creative writing), produced (e.g., plays), performed (e.g., dance or music), or appear in juried shows (e.g., visual arts), or otherwise present evidence of being made available to the public and/or professional scrutiny and evaluation.
- Scholarly presentations (e.g., conferences, invited lectures, community presentations on one’s academic work).
- Editorship (e.g., of a journal) or being the founder or administrator of a website that is relevant to one’s scholarly expertise.
- Extramural grantwriting.
- Action research or community service related to scholarly activity.

c) Be an effective teacher at the graduate level, as evidenced by student and peer evaluations of teaching effectiveness. Evidence may also include teaching awards, successful instructional innovation grants, student accomplishments, guidance of graduate students’ research projects, peer reviews, innovations in course design or delivery (including the creation of new courses for the graduate curriculum), or publications in the area of pedagogy.

Appointment Process

Persons seeking Graduate Faculty status who have not already been granted Graduate Faculty status in conjunction with their appointment should submit a written letter of request to the Director of the Women’s Studies Institute along with a copy of their curriculum vitae highlighting activities outlined in the preceding section of this document. The Director will then forward in writing a recommendation (vote and rationale) for or against Graduate Faculty status to the WSI Graduate Studies Committee. The WSI Graduate Studies Committee will discuss the application and vote. These votes will then be conveyed in writing to the Director of the WSI, along with a brief rationale for the decision. Based on a simple majority of the combined votes
of the Director and Graduate Studies Committee for or against Graduate Faculty status for the applicant, Graduate Faculty status will be awarded or denied. In the case of a tie vote, Graduate Faculty status will be awarded. All decisions will then be forwarded in writing by the Director to the Dean of the College of Arts and Sciences for final approval. Applicants whose application has been denied can re-apply in not less than two years.

**Revocation of Graduate Faculty Status**

Graduate Faculty status will be revoked for any individual who is dismissed from the University on dishonorable grounds.
# Appendix F2

## Women’s Studies Institute Graduate Faculty

<table>
<thead>
<tr>
<th>Graduate Faculty</th>
<th>Rank</th>
<th>Home Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Beck</td>
<td>Associate Professor</td>
<td>Social Work</td>
</tr>
<tr>
<td>Brenda Blackwell</td>
<td>Associate Professor</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Lakeyta Bonnette</td>
<td>Assistant Professor</td>
<td>Political Science</td>
</tr>
<tr>
<td>Elisabeth Burgess</td>
<td>Associate Professor &amp; Director</td>
<td>Gerontolog不宜 Institute &amp; Sociology</td>
</tr>
<tr>
<td>Denise Davidson</td>
<td>Associate Professor</td>
<td>History</td>
</tr>
<tr>
<td>Phillip Davis</td>
<td>Associate Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Monica Diaz</td>
<td>Assistant Professor</td>
<td>Modern &amp; Classical Languages</td>
</tr>
<tr>
<td>Sandra Dwyer</td>
<td>Senior Lecturer</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Jennifer Esposito</td>
<td>Associate Professor</td>
<td>Educational Policy Studies</td>
</tr>
<tr>
<td>Ian Fletcher</td>
<td>Associate Professor</td>
<td>History</td>
</tr>
<tr>
<td>Janet Gabler-Hover</td>
<td>Professor</td>
<td>English</td>
</tr>
<tr>
<td>Sarah Gershon</td>
<td>Assistant Professor</td>
<td>Political Science</td>
</tr>
<tr>
<td>Maria Gindhart</td>
<td>Associate Professor</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Daphne Greenberg</td>
<td>Associate Professor</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Emanuela Guano</td>
<td>Associate Professor</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Katherine Hankins</td>
<td>Assistant Professor</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Christie Hartley</td>
<td>Assistant Professor</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Mary Hocks</td>
<td>Associate Professor</td>
<td>English</td>
</tr>
<tr>
<td>Amira Jarmakani</td>
<td>Associate Professor</td>
<td>Women’s Studies Institute</td>
</tr>
<tr>
<td>Jodi Kaufmann</td>
<td>Assistant Professor</td>
<td>Educational Policy Studies</td>
</tr>
<tr>
<td>Joyce King</td>
<td>Professor</td>
<td>Educational Policy Studies</td>
</tr>
<tr>
<td>Ralph LaRossa</td>
<td>Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Scott Lightsey</td>
<td>Associate Professor</td>
<td>English</td>
</tr>
<tr>
<td>Peter Lindsay</td>
<td>Associate Professor</td>
<td>Political Science &amp; Philosophy</td>
</tr>
<tr>
<td>Layli Maparyan</td>
<td>Associate Professor</td>
<td>Women’s Studies Institute</td>
</tr>
<tr>
<td>Leslie Marsh</td>
<td>Assistant Professor</td>
<td>Modern &amp; Classical Languages</td>
</tr>
<tr>
<td>Kathryn McClymond</td>
<td>Professor</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Marian Meyers</td>
<td>Associate Professor</td>
<td>Communication</td>
</tr>
<tr>
<td>Jennifer Patico</td>
<td>Associate Professor</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Cora Presley</td>
<td>Associate Professor</td>
<td>African American Studies</td>
</tr>
<tr>
<td>Susan Richmond</td>
<td>Assistant Professor</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Elisabeth Sheff</td>
<td>Assistant Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Wendy Simonds</td>
<td>Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Nadine Sinno</td>
<td>Assistant Professor</td>
<td>Middle East Institute</td>
</tr>
<tr>
<td>Megan Sinnott</td>
<td>Assistant Professor</td>
<td>Women’s Studies Institute</td>
</tr>
<tr>
<td>Faye Stewart</td>
<td>Assistant Professor</td>
<td>Modern &amp; Classical Languages</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Department</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>David Stinson</td>
<td>Associate Professor</td>
<td>Middle-Secondary Education &amp; Instructional Technology</td>
</tr>
<tr>
<td>Susan Talburt</td>
<td>Associate Professor</td>
<td>Women’s Studies Institute</td>
</tr>
<tr>
<td>Wendy Venet</td>
<td>Professor</td>
<td>History</td>
</tr>
<tr>
<td>Cassandra White</td>
<td>Associate Professor</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Adia Harvey Wingfield</td>
<td>Assistant Professor</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
Appendix F3

Current Curriculum Vitae For Full-Time Faculty Members

Cora Ann Presley, Ph.D.
Department of African-American Studies
Georgia State University
P. O. Box 4109
Atlanta, GA 30302-4109
Telephone (404) 651-0772
FAX (404) 651-4883
Email: cpresley@gsu.edu

Ph.D. African History /minor in U. S. History, Stanford University, 1986
MA African History, Stanford University, 1976
BA History, Stanford University, 1974

Grants and Awards
“Africa and Hollywood Book Project”, Advancement of Women Mentoring Grant, Georgia State University, $6,000 January 2005-December 2006
International Development Partners Grant:
“Cross-Cultural Women’s Empowerment Grant”, co-partnering with LeMoyne-Owen College, University of Arkansas at Pine Bluff, University of Gaston Berger at St. Louis, Senegal, and Mexico Negro, in Pinotepa National, Mexico for $125,000, September 2004-September 2006
“Teaching African and African American History and Culture: A Curriculum Development Grant,” Teacher Quality Grant, University System of Georgia Board of Regent, Facilitator June 7-18, 2004
National Security Education Program Grant, "Institutional Collaborative for HBCUs and Non- HBCUs in the South" 1996-99, Associate Director/ Chair Advisory Committee, Member of the Selection Committee Visiting Scholar, University Center in Georgia, Spring, 1996
Sophie Newcomb Foundation Grant: A Social History of Xhosa Women, 1996
Fulbright Lecturer, National University of Lesotho 1990-1991
Louisiana Endowment for the Humanities Summer Institute for high school teachers, Director and Principal Scholar
Meritorious Teaching Award, Humboldt State University, June 1985
Humboldt State University Affirmative Action Faculty Development Grant, Spring Quarter 1983
Humboldt State University Affirmative Action Faculty Development Grant, Winter 1981
Foreign Language and Areas Study Fellowship (US Government), September 1979-June 1980

Weter Fund Fellowship for Graduate Study, 1979
National Fellowships (Ford Foundation) to conduct Doctoral Research in England and Nairobi, Kenya November 1977- June 1979
National Fellowships (Ford Foundation) Scholarship for Graduate Study 1975-1978
C. Employment History Senior Faculty Associate for Underrepresented Faculty, 2007- Acting Chair, Department of African American Studies, May 2003-January 2004 Associate Professor, African American Studies, Georgia State University, 1997-present Director, African and African American Studies, Georgia State University, 1997-present

D. Administrative Experience Senior Faculty Associate for Underrepresented Faculty, 2007-Acting Chair, Department of African American Studies, June 2003- January 2004 AAS Education Initiative Coordinator, Georgia State University, 1998-2006 Acting Chair, Education Committee, Amistad University, Tulane University, 1998-2001 Director, African and African Diaspora Studies Program, Tulane University, 1996-1997 Acting Director Africa Diaspora Studies Program, Tulane University, Fall Semester, 1995 Chair, Personnel Committee Amistad Research Center 1995-present Director, Louisiana Endowment for the Humanities Summer Institute, 1989 Minor in Family Studies Coordinator, 1984 Ethnic Studies Department Program Leader, 1981-1982, 1983-1984

II. Research and Scholarly Activity A. Publications
1. Books
Mau Mau’s Daughter The Life History of Wambui Otieno, Edited and with an Introduction by Cora Ann Presley, Translated by Chizuko Tominaga Miraisha Publisher, Tokyo, Japan, 2007
Kikuyu Women, The Mau Mau Rebellion and Social Change in Kenya, Translated by Chizuko Tominaga, Miraisha Publishers, Tokyo, Japan, 1999

2. Articles/ Book Chapters
“The life and times of Wambui Waiyaki Otieno: the gender politics in Kenya from the Mau Mau
http://www.uoguelph.ca/~terisatu/MauMau/ Copyright © 2000 Terisa Turner.

3. Reviews
Nationalism in Kenya, South Africa, Namibia, Zimbabwe, Angola, Algeria and Mozambique in progress with Jacqueline Howard- Matthews

B. Papers

“Strengthening Higher Education in War-torn Countries and Newly Democratic Countries,” United Negro College Fund Special Programs, Washington, D.C, August 10, 13 and 14, 2005
“Women & Gender: Pedagogical Practices and Political Action” Panel Chair, ASA Conference, Washington DC, December 6, 2002 “(Re) Presenting the Middle Passage: Race, Gender and Narrative in Hollywood's Slave Trade” “Southeast Regional African Studies Conference, Clemson University, South Carolina, November 9, 2002
“(Re) Presenting the Middle Passage: Race, Gender and Narrative in Hollywood’s Slave Trade,” 1st Annual; Film and History Conference, Cape Town, South Africa, July 6, 2002 “Narratives and Political Discourse in Kenya,” The Twelfth Berkshire Conference on the History of Women University of Connecticut, Storrs, June 8, 2002
“Hollywood Representations of Women in the South African Struggle,” Clark-Atlanta University, April 19, 2001 Panel Chair, “Gender, Ethnicity and Religious Conflict in African


Panel Discussant/ Chair, “Slavery and West African Life," Tulane-Cambridge Atlantic World Conference, November 22, 1996 "From Recollections to Oral History," Georgia State University, Morris Brown College, Clark Atlanta University and University of Georgia at Athens, April 9-14, 1996 as Georgia Humanities Center Visiting Scholar


"Mau Mau, Women and Nationalism: Knitting the Threads of Women's Activism," Gender Studies Program, University of Transkei, Umtata, South Africa, August 18, 1994 "Women, the Media and Mau Mau: Putting 'the Spin' on Women Rebels," African Studies Association, December 6, 1993

"Gender and Nationalism in Kenya- A Look at Kikuyu Women" Clark Atlanta University, November 4, 1993 "Incident at Fort Hall: The Excision of Women's Agency in the Mau Mau Revolt” Women’s Issues Forum, Loyola University, October 28, 1993

113


“Women and the Democratization Movement in Kenya,” Gender Studies Group seminar on women and development, University of Gaston-Berger at St. Louis Senegal, July 16, 2006


III. Teaching Record
A. Courses Taught
The Dynamics of Black Culture and Social Thought (HSU) Patterns of Pan-Africanisms (HSU) Topical Research in Minority/ Majority Relations (HSU) Discovering Africa (Loyola) Afro-American Culture and History (Loyola) Slavery/ Race Relations (Loyola) Black Leadership in USA (Loyola) Third World Films (HSU) Introduction to Cultural Minorities in the US (HSU) Survey of US History (HSU) World Civilization from 1650 (Loyola) African American History and Culture (Georgia State University) Gender Issues in Africa (GSU) Peoples of Africa (GSU) History of Southern Africa and the Region (Clark-Atlanta University) Comparative Political History (Clark-Atlanta University)

B. Courses Created

C. Curriculum Development
Developing a Curriculum on African Descended Populations in Latin America, December 2005, Facilitator, for United Negro College Fund- Special Programs Member of ad-hoc committee to establish an African/ African Diaspora Studies Program and major (1991-1997 I coordinated the design and establishment of a new Minor in: Afro American History (Loyola) and Family Studies (HSU)

IV. Service to the Community
A. Service on University, College and/or Department Committees Member, College of Arts and Sciences Dean’s Evaluation Committee, 2007-2008 Member, History Department West African Search Committee, 2007 Chair, Department Chair’s Evaluation Committee, Department of African American Studies, Spring 2006 Chair, African-American Studies Department Executive Committee, 2005-2007 Department Bye-laws Committee, Chair 2004-2005 Third Year Review Committee, Department of African American Studies, Spring 2005 PERS 2000/ 2001 Curriculum Committee, 2005-2008 Women’s Studies Institute Graduate Committee, 2004-2005 Women’s Studies Institute Program Director Search Committee, 2004 University Senate, 2001-2008 University Senate APACE/CAP Committee, 2003-2008 University Senate Ad Hoc Committee of Chairs, 2003-2007 Chair, University Senate Diversity Committee, 2003-2007 Diversity Committee, University Senate, 2001-2008 Graduate Council, CAP Subcommittee,
2006-2008 Acting Chair, Department of African American Studies, June 2003-December 2003 Chair, Grade Appeals Committee, Department of African American Studies, Spring 2003 Chair, Third Year Review Committee, Department of African American Studies, Spring 2003 Chair, Department Chair’s Evaluation Committee, Department of African American Studies, Spring 2003 Director, Education Initiative, Department of African American Studies, 1998-2006 Chair, Disabilities Subcommittee, Senate Cultural Diversity Committee, 2003-2004 Executive Committee, Women’s Studies Program, 2000-2004 Member, Ad Hoc Committee on African American Male Initiative, 2003-2004 Professional Education Faculty Cultural Diversity Committee, 1998-2006 Member, Executive Committee, Women’s Studies Program Senate Academic Program Review Committee, 2003-2004 Department Chair Search Committee, Women’s Studies Program 2004 Search Committee, Women’s Studies Program, 1999-2000 Comparative Perspectives Committee, Georgia State University, 1998-2003 PEC Diversity Committee, Georgia State University, 1997-2006 PEC Diversity Subcommittee on Curriculum, Georgia State University, 1998 PEF Committee, Georgia State University, Georgia State University, 1997


B. Service to the New Orleans Community Southern University at New Orleans Center for


"The Historical Roots and Literary Background of the Harlem Renaissance," Black Students' Union, February 17, 1981

Selected talks presented at public schools:


"Visions of Afro-American Women's Literature," Eureka Branch NAACP, October 18, 1988

C. Selected community service
Vice-president of Eureka Branch NAACP, 1983-1985 Member of Eureka Branch NAACP, 1980-1985

D. Service at the state/national level Steering Committee, Women's Caucus of the African Studies Association 2005-2007
National Black Herstory Task Force, Advisory Board, 2002-2005 Women's Studies Consortium of Louisiana African Studies Association, Member Canadian African Studies Association, Member
Co-Convener, Women's Caucus of the African Studies Association 1991-1993 Southern Conference on Afro-American Studies, Member Alpha Lambda Chapter of the Phi Beta Delta Honor Society for International Scholars, Member National Council of Black Studies, Member Association of Black Women Historians, Member

Emanuela Guano, Ph.D.
Associate Professor & Director of Graduate Studies Department of Anthropology
Sparks Hall 339A Georgia State University Atlanta, GA 30303
E-mail: eguano@gsu.edu; Phone: 404-413-5152

EDUCATION
- Fall 10

TEACHING EXPERIENCE
Associate Professor, Department of Anthropology, Georgia State University.
Assistant Professor, Department of Anthropology and Geography, Georgia State University.
Visiting Instructor, Department of Anthropology and Geography, Georgia State University
Assistant Instructor, Department of French and Italian, the University of Texas at Austin
Teaching Assistant, Department of Geography and Anthropology, Louisiana State University

ACADEMIC SERVICE
- Director of Graduate Studies -Chair, P&T Committee (Anthropology)

Spring 10
Fall 09
Spring 09
Fall 08
Spring 08
- CTW Ambassador -Chair Representative -P&T Committee, Women’s Studies Institute
- Director of Graduate Studies -Ambassador, Critical Thinking through Writing Program -Faculty Renewals Committee -Chair Representative
- Director of Graduate Studies -Critical Thinking through Writing Ambassador -Faculty Renewals Committee -Chair Representative
- Director of Graduate Studies -Chair, Executive Committee -Critical Thinking through Writing Ambassador -Chair, P&T Committee -Curriculum Changes Liaison -Chair Representative -P&T Committee, Women’s Studies Institute-Director of Graduate Studies -Chair, Executive Committee -Critical Thinking through Writing Ambassador -Curriculum development and changes liaison -Chair Representative-Learning Outcomes, MA program - P&T Committee
- Director of Graduate Studies -Chair, Executive Committee -Critical Thinking through Writing Ambassador -Chair Representative-Curriculum development and changes liaison-Learning Outcomes, MA program -Chair Evaluation Committee -P&T Committee -Faculty Renewals Committee

Fall 2007
Spring 2007
Fall 2006
Academic Year 2005-2006
Academic Year 2004-2005
- Director of Graduate Studies -Chair, Executive Committee -Critical Thinking through Writing Ambassador -Curriculum development and changes liaison
- Director of Graduate Studies -Chair, search committee, tenure-track position in Public Archaeology -Chair, Executive Committee -Curriculum development and changes liaison-Director of Graduate Studies -Chair, search committee, tenure-track position in Public Archaeology -Chair, tenure-track faculty appointment renewal committee.
- Search committee, tenure track position in Women’s Studies.
- Executive committee, Anthropology department.
- University senator, Faculty Affairs committee
- Executive committee, Anthropology and Geography department
- Chair, search committee, Visiting Lecturer positions in Anthropology
- Triennial Chair evaluation committee, Anthropology and Geography department
- Search committee, tenure-track position in sociocultural anthropology
Academic Year 2003-2004-University senator, Faculty Affairs
Academic Year 2002-2003-Geography Department.
Learning outcomes, Anthropology and
Academic Year 2001-2002-Academic Year 2000-2001-sociocultural anthropology
PR, Anthropology and Geography department
Curriculum committee, Anthropology and committee -Co-author, Global Atlanta RFP, Georgia
State University -Bylaws committee, Anthropology and
Geography department. -Search committee, tenure-track position in
Geography department -Graduate program committee, Anthropology and Geography department
-Organizer, Anthropology Awareness Week
Faculty Mentoring
Dr. Jennifer Patico, Assistant Professor, Anthropology (2006 to present) Dr. Katherine Hankins,
Assistant Professor, Geography (2006 to present) Dr. Megan Sinnott, Assistant Professor,
Women’s Studies (2006 to present)
INSTRUCTION Courses Taught at Georgia State University
- ANTH 3033 The Anthropology of Violence (Critical Thinking through Writing course) -
ANTH 4020/6020 Anthropological Theory - ANTH 4200/6200 Urban Anthropology - ANTH
4470/6470 Visual Culture
- ANTH 4070/6070 Beliefs, Symbols, and Systems of Thought - ANTH 4480/6480 Ethnographic
Analysis - ANTH 4110/6110 Social Organization and Cultural Change - ANTH 4112/6112
Modernity and Identity
- ANTH 8040 Seminar in Anthropology - ANTH 8000 Theory and Praxis - ANTH 2020
Introduction to Cultural Anthropology - ANTH 4999/8999 Independent Readings (taught 23
independent reading courses at the undergraduate and graduate level) - ANTH 8910 Internship
- ANTH 8990 Research Practicum - ANTH 8999 Thesis Research
Courses Taught at the University of Texas-Austin
- ITL 506 First Year Italian Language and Culture - ITL 312 Second Year Italian - ITL 118
Practice in Spoken Italian
Direction of Honors and MA Theses, MA Practicums, and Service on MA and PhD Committees
- Directed 16 MA theses in Anthropology and one in Women’s Studies (13 completed, 4 in
progress)
- Directed 5 Practica in Anthropology - Directed one Honors Thesis in Anthropology.
- Served on 29 MA committees in Anthropology, Women’s Studies, History, Heritage
Preservation, and Studio Art.
- Served on seven PhD committees in Communications, History, and Education at GSU;
- Served on one PhD committee in Anthropology at Simon Fraser University, Burnaby, B.C.,
Canada.
INTELLECTUAL CONTRIBUTIONS Publications – Journal Articles
Peer-Reviewed Articles under Review:
- “Inside the Magic Circle: Conjuring the Terrorist Enemy at the 2001 Group of Eight Summit,”
submitted to Environment and Planning D: Society and Space on October 12, 2010 and currently
under review.
Peer-Reviewed Articles
- “Taxpayers, Thieves, and the State: Fiscal Citizenship in Contemporary Italy,” Ethnos: Journal

Reprints

Peer-Reviewed Book Chapters
In Preparation:
- “Impurity and Danger: Middle-class Bodies and the Urban Experience in a Mediterranean City,” in Sen, Arjit, Merry Wiesner-Hanks, and Kate Kramer (eds.) Embodied Place-making in Urban Public Spaces, Bloomington, IN: Indiana University Press.

In Print:

Books
In preparation:
Failed Promises: A Tale of Incomplete Renewal. To be submitted to the University of Minnesota
Press by end of 2012.

PRESENTATIONS

Invited Presentations:
- “Impurity and Danger: Middle-class Bodies and the Urban Experience in a Mediterranean City,” Embodied Place-making in Urban Public Spaces, Center for 21st Century Studies at the University of Wisconsin–Milwaukee, April 29, 2011. (Invitation extended in January 2010).
- “Taxpayers, Thieves, and the State: Fiscal Citizenship in Contemporary Italy,” colloquium, Department of Anthropology, Emory University, Atlanta, GA; November 22, 2010.
- “An Ethnographic Approach to Fiscal Citizenship in Contemporary Italy,” Space and Power in Contemporary Italy, symposium, Istituto di Studi Superiori Santa Chiara, Siena University, Italy; October 19, 2010.
- “Unstable Citizenship: Dealing with Bureaucracies in Contemporary Italy,” colloquium, Department of Anthropology and Sociology, Simon Fraser University, Vancouver, Canada; March 28, 2008.
- “Cultural Bricoleuses: Middle-Class Women in Postindustrial Genoa.” Colloquium, Geography Department, University of Georgia, Athens, GA, 5 marzo 2004.
- “Respectable Ladies and Uncouth Men, roundtable, Anthropology/Women’s Studies, Emory University, Atlanta, October 16, 2004.

Individual Presentations
March 9, 2002.

Conference Sessions Organized and Chaired:
- “The Many Facets of Heritage” conference session organized and chaired at the Society for Applied Anthropology annual meeting in Santa Fe, NM, April 8, 2005.

- “Identities at Stake” session organized and chaired at the 2002 annual meeting of the Society for Applied Anthropology in Atlanta, GA, March 9, 2002.

Reviewer Projects
Book Reviews:
- Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World by
- 2010: Dr. Jason James, Department of Sociology and Anthropology, University of Mary Washington, Richmond, VA.
- Fall 2007: Dr. Juan Arbona, Bryn Mawr College, Growth and Structure of Cities Program

Referee (Book Manuscripts)

Referee (Journals):

Referee (Professional Associations):
- Reviewed and ranked individual papers and panel proposals submitted to the Society for Urban, National and Transnational/Global Anthropology (SUNTA) to be considered for inclusion in the 2006 annual meetings of the American Anthropological Association.

- Organizer and referee, 2005 SUNTA Graduate Student Paper Prize - Referee, 2004 SUNTA Graduate Student Paper Prize.

Grants
2008-09 - IEP International Outreach Grant, GSU. Purpose: traveling to Ca’ Foscari University, Venice, Italy, for the sake of promoting exchange program with GSU.
2005-06 - Georgia State University Faculty Mentoring Grant. Purpose: support for grant-writing projects.
2004-05 - Georgia State University Team Grant (with Allaine Cerwonka, Women’s Studies Institute). Purpose: funding collaborative research on gender and globalization.
2002-03 - Georgia State University Research Initiation Grant. Purpose: funding a new field research in Genoa, Italy.
1998-99 - The University of Texas Professional Development Grant. Purpose:
- The University of Texas Tuition Fellowship. Purpose: full waiver of tuition fees for two semesters.
1997-98 - The University of Texas – R. Fernea Scholarship. Purpose: full waiver of tuition fees for one semester (Spring 1997).
- NATO- Consiglio Nazionale delle Ricerche Italiano - Senior Fellowship. Purpose: fieldwork in Buenos Aires, Argentina.
- The University of Texas - Institute of Latin American Studies Travel Grant Purpose: funding travel expenses for fieldwork in Buenos Aires, Argentina.
- Salzburg Seminar Fellowship. Full bursary for the participation in a one-week seminar on ethnicity in the Leopoldskron castle, Salzburg, Austria.

1993-94 - Deutscher Akademischer Austauschdienst (DAAD) Fellowship. Purpose:
1992 funding one year of graduate studies in Ethnologie at the University of Heidelberg, Germany.
- Robert C. West Field Award. Purpose: funding travel expenses for MA fieldwork in Kingston, Jamaica.
- Fulbright Scholarship. Purpose: funding two years of graduate studies at Louisiana State University.
- Fondazione G. Cini Fellowship. Purpose: attendance of a two-week seminar on twentieth century European art and literature in Venice, Italy.
- ERASMUS (European Economic Community) Scholarship. Purpose: funding one semester of studies at the University of Würzburg, Germany.
- Istituto Banfi Fellowship. Purpose: attendance of three seminars on twentieth century German philosophy in Reggio Emilia, Italy.
- Goethe Institut Scholarship. One-month full bursary for participation in an advanced course in German studies in Rothenburg ob der Tauber, Germany.

PROFESSIONAL ORGANIZATION ACTIVITIES Membership
- Love and Hate in a Mobile World: Network for the Study of Honor, Shame and Migration in the Mediterranean

Affiliations
- Women’s Studies Institute, Georgia State University - Center for Metropolitan and Neighborhood Studies, Georgia State University
- Center of World History and Cultures, Georgia State University - Centro Studi Economici e
Ambientali, Universitá di Pisa (Italy)
Offices

CITATIONS
Journals and Book Chapters:
Collins P.
Hunt, Stacey 2009 “Citizenship”s place: the state”s creation of public space and street vendors” culture of informality in Bogotá, Colombia,” Environment and Planning D: Society and Space 27(2) 331 – 351.
Ilahi, Nadia 2009“Gendered Contestations: An Analysis of Street Harassment in Cairo and Its Implications for Women’s Access to Public Spaces.” Surfacing. 2(1).

Mansvelt, Juliana 2008 “Geographies of Consumption: Citizenship, Space and Practice,” Progress in Human Geography, 32(1) 105-117.

Moretti, Cristina 2008 “A walk with two women: Gender, vision and belonging in Milan, Italy Source: Gender in an Urban World,” Research in Urban Sociology, 9: 53- 75.

Tanaka, Greg 2003 “The Intercultural Campus: Transcending Culture & Power in American

Books and PhD Dissertations:

De Koning, Anouk 2009 Global Dreams: Class, Gender, and Public Space in Cosmopolitan Cairo. Cairo: American University in Cairo Press. Fowler, Catherine 2008 Sally Potter (Contemporary Film Directors), Champaign, IL: University of Illinois Press.
Moretti, Cristina 2008 Stories and Landscapes in Milan, Italy: An Ethnography of Urban Space; PhD dissertation, Department of Sociology and Anthropology, Simon Fraser University, Burnaby, Canada.
Murrell, Nathaniel Samuel 2009 Afro-Caribbean Religions: An Introduction to Their Historical, Cultural, and Sacred Traditions, Temple University Press.

Singerman, Diane, and Paul Amar, eds. 2006 Cairo Cosmopolitan: Politics, Culture, and Urban Space in the New Middle East Cairo, Egypt: American University in Cairo Press.
Walker, David 2008 “Gentrification Moves to the Global South: An Analysis of the Programa de Rescate, a Neoliberal Urban Policy in Mexico City”’s Centro Historico.” PhD dissertation, University of Kentucky, Department of Geography.

**Jennifer Patico**
Assistant Professor Department of Anthropology
Georgia State University
September 2001
Ph.D. (with distinction), Anthropology, New York University. (*Dissertation: “Consumption and Logics of Social Difference in Post-Soviet Russia”*)
Summer 1998 January 1997
Summer 1996 June 1994 Spring 1993
Intensive graduate study in Russian, Norwich University, Vermont.
MA, Anthropology, New York University.
American Council of Teachers of Russian language and homestay program, Herzen Institute, St. Petersburg, Russia.
BA *Magna cum Laude* in Anthropology and Russian Studies (with honors), concentration in Women's Studies, Williams College.

World Learning (School for International Training, Brattleboro, VT) semester study, independent research, and homestay program at the Gorny Institute, St. Petersburg, Russia.

**Scholarship and Professional Development**
Monograph
Research Articles – Peer-reviewed Journals
“To be Happy in a Mercedes: Culture, Civilization and Transformations of Value in a


Additional Research Publications


Book Reviews

2011
2011
2011
2009
2009 2007
2004

*Longing and Belonging: Parents, Children and Consumer Culture* by Allison J. Pugh and


*Novyi Byt v Sovremennoi Rossii: Gendernye Issledovaniia Povsednevnosti* (New Ways of Life in Contemporary Russia: Research on Gender and Everyday Life) by Elena Zdravomyslova, Anna Rotkirch, and Anna Temkina, eds. *Laboratorium: Russian Sociology in Local and Global Context* (St. Petersburg, Russia), forthcoming.


Panels, Events and Collections Organized


2008 Annual roundtable luncheon, Society for the Anthropology of Europe. 107th Annual
Meeting of AAA, San Francisco.
2004 “Visions of the Good Life and Just Getting By: Commoditization, Money, and Cultures of Economy in Postsocialist Space.” Annual Convention of the American Association for the Advancement of Slavic Studies (AAASS), Boston.
1998 3-subfield event on the anthropology of food. Co-organized with A. Baldwin-Jones under the auspices of the New York Academy of Sciences (Student Anthropology Section).

Conference Presentations
2009 2009 2009
2007
2007
Discussant’s comments for panel “Gender and Comparative Socialisms.” 108th Annual Meeting of AAA, Philadelphia.
“No Money, No Car, No Chance: Reframing Gender, Class, and Commodification in International Matchmaking and Marriage.” National Women’s Studies Association, Atlanta, GA.
2007
2005 2005
2000
Discussant’s remarks for panel, “Recovered Histories and Faith within Post-Soviet Modernities: Interrogating Linear Narratives.” Annual Convention of the American Association for the Advancement of Slavic Studies (AAASS), Salt Lake City.
“,„Super” Prices, „Second-hand” Cast-offs, and other Indexes of Quality and Inequality in Postsocialist Russia.” 102nd Annual Meeting of AAA, Chicago.
Discussant’s comments for panel “Beyond the Woman Question”: Articulations of Gender in a Postsocialist Era.” 101st Annual Meeting of AAA, New Orleans, LA.
“Employment in the Era of Wild Capitalism: Struggles over Culture” and Value in Post-Soviet Russia.” 101st Annual Meeting of AAA.
Discussant’s comments for panel “Shifting Aesthetics and Inscriptions.” Annual conference of Soyuz, the Research Network for Post-communist Cultural Studies, Ann Arbor.
“Golden Cages and Bad Housewives: Consumption, Femininity, and Personhood in Postsocialist Russia.” 100th Annual Meeting of AAA, Washington, D.C.
“Consuming the West and Becoming Third World”: Food Imports and the State of Civilization” in St. Petersburg.” Annual Convention of AAASS, Arlington, VA.
“Consumers Between East and West: Differentiating Status and Quality in Urban Russia.” Annual Meeting of the American Ethnological Society, Montreal, Canada.
“Raskolnikov is My Sponsor; or, Exchange Relations and Confrontations with Inequality in Post-Soviet St. Petersburg.” Annual Meeting of the British Association for Slavic and East European Studies, Cambridge, UK.
2000 “New Russian” Sightings: Articulations of Social Difference and Material Possibilities.” Annual conference of Soyuz, the Research Network for Post-communist Cultural Studies, New York; and Annual Graduate Symposium, Department of Anthropology, NYU.
Invited Lectures and Workshops
2009
2006 2005
2004 2004
2003
2003 2002 2002
2002 2001
“Strange Bedfellows? Thinking about International/Internet Marriages and the Debates they Inspire.” Brown bag talk, Women’s Studies Institute at GSU.
“Logics of Value: Tropes of Culture, Civilization and Change in Urban Russia.” Invited talk, Department of Anthropology, Cornell University.
“To be Happy in a Mercedes: Consumption, Value and Transformation in St. Petersburg.” Invited talk, Department of Sociology, University of Helsinki, Finland.
“There are no good housewives in Russia:” Consumption, Change and Ambivalence in the Lives of Post-Soviet Women.” Talk presented in the Department of Slavic Languages and Literatures, Duke University.
“Changing Faces of Russia.” Invited talk presented to students and faculty of CSEEES, Duke University.
2001 “Cultured” Consumption and Gender in Post-Soviet Transformations.” Talk presented at the Five College Women’s Studies Research Center, South Hadley, MA.
Field Research 2011-2006-2008
Ethnographic research on children’s food and its relation to parenting practices and conceptualizations of self and success in contemporary urban/suburban U.S., based in Atlanta, GA. (Seeking research permissions and conducting background research, spring-fall 2010.)
Ethnographic research in Atlanta, GA, Denver, CO and Washington, D.C. on the Russian-American matchmaking industry and related public policy debates; IRB-approved online research conducted on relevant internet discussion boards.
Ethnographic research on international marriage/matchmaking agencies in St. Petersburg, Russia.
Follow-up research on post-Soviet consumption and preliminary research on international marriage agencies, St. Petersburg, Russia.
Twelve months of ethnographic doctoral research among public schoolteachers in St. Petersburg, Russia.
MA research among social workers in aid agencies for Jewish immigrants from the former Soviet Union in New York City.
Independent undergraduate research on eating habits and food preferences, St. Petersburg,
Russia.
Fellowships and Research Funding
2011-12 2011-12
2007-8
Wenner Gren Postdoctoral Research Fellowship for “Preparing Meals, Producing Children: Children’s Food and Working Families in the U.S.” (pending).
American Council of Learned Societies Research Fellowship to initiate new ethnographic research (“Preparing Meals, Producing Children: Children’s Food and Working Families in the U.S.”) in Atlanta, GA (pending).
Research Initiation Grant, Georgia State University (for field research in Atlanta, GA, Washington, D.C., and Denver, CO as well as online ethnography on the international matchmaking industry) – approximately $10,000.
2005 Research Scholarship (in residence), Kennan Institute for Advanced Russian Studies, Washington, D.C. (awarded and declined in favor of another position – approximately $27,000).
2004 Short-term Travel Grant for field research in Russia, IREX (the International Research and Exchange Board; funding for field research on international matchmaking agencies in St. Petersburg, Russia) – approximately $3500.
2002-03 Research Scholarship (in residence), Kennan Institute for Advanced Russian Studies (awarded and declined in favor of another position – approximately $27,000).
1998-99 IREX Individual Advanced Research Opportunities in Eurasia Grant (funding for dissertation field research) – approximately $25,000.
1998-99 PEO Scholar Award (funding for dissertation field research) -- $7000.
Honors and Awards
2010 Nominated for Outstanding Junior Faculty Award, Georgia State University (not awarded).
2009 Nominated for Outstanding Junior Faculty Award, Georgia State University (not awarded).
2000 Graduate prize, Annual Student Paper Competition, Society for the Anthropology of Europe.
Instruction
Core courses for major:
“Introduction to Cultural Anthropology” (undergraduate; taught spring 2007) “Anthropological Theory” (undergraduate; taught once per year)
“Qualitative Research Methods in Anthropology” (graduate; taught once per year) Electives taught on rotating basis:
“Gender and Power in Ethnographic Perspective” (undergraduate, graduate) “Consumption and Material Culture” (undergrad., grad. - *new course designed and implemented) “Anthropology of Self and Emotion” (undergrad., grad. - *new WAC course designed and
Service
Departmental and University
2009-University Senate Fall 2010: Committee on Academic Programs (subcommittee: Review of Academic Program Review) Spring and Fall 2010: Research Committee (subcommittee: Conflict of Interest) Spring 2010: Commencement Committee
2008-11 Academic program review committee, Department of Anthropology. 2008-9 Lecturer search committee, Department of Anthropology.
2008 2007- 2007- 2007-9 Graduate studies committee, Women’s Studies program. 2007 Organizer, Margaret Mead Film Festival and October anthropology speaker series. 2006-7 Archaeology search committee, Department of Anthropology.
Chair evaluation committee, Department of Anthropology. Executive committee, Department of Anthropology. Undergraduate curriculum committee, Department of Anthropology.
Professional
Program Chair-Elect (2007-8) and Program Chair (2008-9), Society for the Anthropology of Europe (subsection of the American Anthropological Association).
Reviewer of social science research grant applications for the American Council of Teachers of Russian/ACCELS.
Organizer and participant, cross-disciplinary faculty workshop/reading group, Georgia State University.
Co-coordinator of the Student Anthropology Section, New York Academy of Sciences, New York.

CASSANDRA WHITE
Department of Anthropology
Georgia State University Atlanta, GA 30302
Phone: (404) 413-5150
e-mail: cwhite@gsu.edu
983 Seville Dr. Clarkston, GA 30021
Phone: (678) 358-2968
alternate e-mail: whitecassandra@hotmail.com

EDUCATION
Ph.D. in Anthropology, Tulane University, 2001 Dissertation title: “Cultural Aspects of Leprosy Treatment in Rio de Janeiro, Brazil” Committee: William Balée (Chair), Victoria Bricker, Adeline Masquelier
(Chair), Gerald Murray, Randal Johnson
Graduate Certificate in Latin American Studies, University of Florida, 1993

PROFESSIONAL CREDENTIALS
Assistant Professor of Anthropology (tenure-track), Department of Anthropology, Georgia State University, August 2005-present
Visiting Lecturer of Anthropology, Department of Anthropology and Geography, Georgia State University, 2003-2005
Visiting Assistant Professor of Anthropology, Department of Anthropology and Sociology, Sweet Briar College, 2001-2003
Adjunct Instructor, Anthropology, Tulane University, Fall 1999-Summer 2000 Adjunct Instructor, Anthropology, Tulane’s University College, Spring 1998 Research Assistant, Department of Anthropology, Tulane University, 1994-1997

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT GRANT APPLICATIONS (FUNDED AND NOT FUNDED)
Professional Advancement Grant for travel to the Latin American Studies Association Conference in Rio de Janeiro, Brazil, March 11-14, 2009, from the Center for Latin American and Latino Studies, Georgia State University: $900 (funded).
International Strategic Initiative grant proposal: “Social Change, Cultural Initiatives, and Urban Development: A Partnership between Georgia State University and Brazilian Academic Institutions,” Dr. Héctor Fernandez L’Hoeste (Modern Classical Languages), principal author, with Dr. David McCreery (History), Dr. Michele Reid (History), and Dr. Cassandra White (Anthropology) applied in 2008 ($19,800) (not funded) and 2009 ($8220) (not funded).
Research Initiation Grant from Georgia State University for project: “Class, Race, and Citizenship Issues in the Brazilian Immigrant Community in Atlanta,” applied for in 2006 (not funded); applied for 2007: $9,657 (funded).
Advancement of Women Faculty Mentoring Grant (with Dr. Susan McCombie as faculty mentor) from Georgia State University: “Illness Experiences of Brazilian Immigrants affected by Hansen’s Disease in Atlanta,” $5500 (not funded).
Institutional Support Grant from the Center for Latin American and Latino Studies, Georgia State University for research equipment (e.g. digital recorders for PI and research assistants): “See You In Atlanta: “Brazilian Immigration and Community Cohesion,” 2006, $350 (funded). CDC/GSU Collaborative Grant, co-written with Bobbie Person, Bobbie Person, MPH Senior Behavioral Scientist, National Center for Infectious Diseases, Centers for Disease Control and Prevention: “Assessing disease-related stigma among Nigerians with hydrocele of the scrotum or elephantiasis of the leg in filariasis-endemic communities of rural Nigeria,” 2005, $59,902 requested for 2 year project (not funded).
University System of Georgia Collaborative Grant for Study Abroad Development and Georgia State University International Education Fee Study Abroad Program Development Site Visits Grant, grants written in collaboration with Colin Crawford, Associate Professor of Law, Georgia
State University, 2004: $9000 total (funded).
Dissertation Writing Award, Tulane Graduate School, 2000-2001: $11,500 (funded).

I.I.E. Fulbright Award for dissertation research in Rio de Janeiro, Brazil (all living expenses, travel to Brazil, and internal travel included; 1998-1999: approximately $29,000 (funded).
Mellon Grant for preliminary dissertation research in Brazil, Summer 1995: $1200 (funded).
Florida-Brazil Institute Travel Grant for study-abroad program in Rio de Janeiro, Summer 1992 (funded).
Florida Undergraduate Scholarship Fund recipient (for tuition and housing), University of Florida, 1988-1991.

PROFESSIONAL HONORS
Nominee for Margaret Mead Book Award, Society for Applied Anthropology, 2010 (not awarded)
Nominee for Outstanding Junior Faculty Award, College of Arts and Sciences, Georgia State University, 2008 (not awarded)

PUBLICATIONS
Book

Peer-reviewed articles (as first or sole author)
n.d. (Cassandra White, first author, with co-authors Lauren Myers and Diane Harper) Agency and Access: The Challenges of Transnational Treatment for Hansen’s Disease (in prep for submission to Social Science and Medicine as a research report article).
2010 (Cassandra White, first author, responsible for all writing, with co-authors Clarissa Dias, Valéria Regina Arruda, and Douglas Ribeiro, who were research assistants on the project) Reflecting on Race, Class, and Identity: Brazilians in North Georgia. Southern Anthropologist 35(1):62-81.
Nominee for University Faculty Award for Undergraduate Research, Georgia State University, 2011
Other Publications

CITATIONS OF PUBLISHED WORK
Article: “Iatrogenic Stigma in Outpatient Treatment for Hansen’s Disease (Leprosy) in Brazil”
Cited in:
Cited in:
Ethnology 45(5): 255-274.
Kelly-Santos, Adriana; Monteiro, Simone and Rozemberg, Brani. 2009 Significados e usos de materiais educativos sobre hanseníase segundo profissionais de saúde pública do Município do Rio de Janeiro, Brasil (Meanings and use of educational materials on Hansen’s disease according to public health officials in the Municipality of Rio de Janeiro, Brazil). Cadernos de Saúde Pública. 25(4):857-867.
Article: “Carville and Curupaiti: Experiences of Confinement and Community”
Cited in:
Article: Sociocultural considerations in the treatment of leprosy in Rio de Janeiro, Brazil. Cited in:
Mendonça, Ricardo 2009  
Reconhecimento e Deliberação: As Lutas das Pessoas Atingidas pela Hanseníase em Diferentes Âmbitos Interacionais. Doctoral dissertation in Social Communication from the Universidade Federal de Minas Gerais, Department of Philosophy and Human Sciences.

Dissertation: Cultural Aspects of Leprosy Treatment in Rio de Janeiro, Brazil

Cited in:

Mendonça, Ricardo 2009  
Reconhecimento e Deliberação: As Lutas das Pessoas Atingidas pela Hanseníase em Diferentes Âmbitos Interacionais. Doctoral dissertation in Social Communication from the Universidade Federal de Minas Gerais, Department of Philosophy and Human Sciences.

Article: Physical and Metaphorical Confinement: The Experience of Hansen’s Disease (Leprosy) in the United States
Cited in:

Gaudet, Marcia 2004  

REVIEWS BY OTHERS OF PUBLISHED WORK
Rebhun, L.A. 2010  

Sasakawa, Yohei (newsletter editor) 2009  

CONFERENCES, PANELS, AND COLLOQUIA
2010  

2010 “Brazilian Immigrant Perspectives on Having Hansen’s Disease (Leprosy) in the U.S.,” paper accepted for the Anthropological Association meetings, New Orleans, LA, November 21, as part of the above panel.


2009 “A História de Hanseníase no Brasil: Fatores que Contribuem para a Perpetuação da Doença,” paper presented at a joint symposium (“GSU@FCRB”) of Georgia State University faculty and scholars of the Fundação Casa de Rui Barbosa, held at the Casa de Rui Barbosa, Rio


2008 Co-organizer (with Drs. Robert Moser and Susan Quinlan of the University of Georgia’s Department of Romance Languages) for joint Georgia State/University of Georgia, symposium: Brazilian-Americans in Georgia and Beyond: a Multi-Disciplinary Symposium, April 25-26.


2007 Invited Panel Discussant: “Medical Anthropology in the Age of Paul Farmer” “A panel of five medical anthropologists will discuss their scholarship and the work of Paul Farmer. Panelists will be Joan Paluzzi (UNC Greensboro), who worked for three years for Farmer’s organization, Partners for Health; Patricia Whelahan (SUNY-Potsdam, whose scholarship focuses on human sexuality and HIV+/AIDS); Kaja Finkler (UNC Chapel Hill), who has investigated narratives of women in pain in Mexico and biotechnology and kinship in North Carolina; Samantha Solimeo (Duke University), a feminist medical anthropologist who studies aging as a cultural process; and Cassandra White (Georgia State University), whose scholarship explores medical discourses in Brazil. Sponsored by the General Studies Program, the Department of Sociology and Anthropology, the Program for Ethnographic Research and Community Studies (PERCS), the Women’s/Gender Studies Program, and Project Pericles.” http://www.elon.edu/e-web/speakers/fall06/oct02panel.xhtml, Elon University, North Carolina, October 2.

Classroom;” Session organizers: Anne Bolin and Patricia Whelehan; Society for Applied Anthropology Meetings, Vancouver, Canada, March 28.


2005 “„The Urban Environment and Health”: Engaging Students in an Interdisciplinary Study Abroad Program in Rio de Janeiro, Brazil,” for the panel, “Culture for Sale: Tourism and its Contribution to the Construction, Preservation, and Consumption of Heritage;” Session organizer, Kathryn Kozaitis; Society for Applied Anthropology Meetings, Santa Fe, New Mexico, April 8.

2005 “Patient Perceptions of the Effects of Multidrug Therapy Treatment for Leprosy in Brazil,” for the panel, “Anthropological Approaches to Polydrug Use,” session organizer, Gilbert Quintero, to the Society for Applied Anthropology Meetings, Santa Fe, New Mexico, April 9.

2004 Invited Participant, Health-related Stigma and Discrimination Interdisciplinary Research Workshop, hosted by the Royal Tropical Institute of The Netherlands, organized in collaboration with the Swiss Tropical Institute and the London School of Hygiene and Tropical Medicine, held at the Kontakt der Kontinenten Conference Hotel, Soesterberg, The Netherlands, November 29-December 2, 2004

2004 “The Urban Environment and Health: An Interdisciplinary Study Abroad Program in Rio de Janeiro, Brazil.” Department of Anthropology and Geography Speakers Forum Series, Georgia State University, Atlanta, GA, September 9.

2004 Invited Chair of panel, “Using the Media in Applied Anthropology,” Anthropology and Society for Medical Anthropology joint meetings, Dallas, TX, March 31-April 4.


2002 “In or Out? Life at the Former Leprosarium of Curupaiti, Brazil.” Invited paper for the One-Day Symposium: History of Leprosy—Microbiol Exchanges, 16th International Leprosy Congress, Salvador, Brazil, August 4-9.


December 2.
2001 “Medical Anthropology in Practice.” Sweet Briar College Honors Colloquium, Sweet Briar, VA, October 18.
2000 “Plants Used in Popular Treatments for Leprosy in Brazil.” Ethnobotany Lunch, Tulane University, New Orleans, LA, October 5.
1999 “Folk and Patient Models of Leprosy Treatment in Rio de Janeiro.” Tulane University Graduate Student Colloquium, New Orleans, LA, October 25.
1996 “From the Days of Chaulmoogra Oil to Multidrug Therapy: Hansen’s Disease (Leprosy) Treatment in Twentieth Century Brazil and the United States.” Tulane University Graduate Student Colloquium, New Orleans, LA, April 19.

FORMAL RESEARCH PROJECTS
Ethnographic research on the experience of Hansen’s disease diagnosis, treatment-seeking, and treatment for first generation immigrants to the metropolitan Atlanta area; research to date has included observation at a clinic in Atlanta, participation in several sections of a course on Hansen’s Disease sponsored by the Global Health Institute in which people in treatment were present; individual interviews with patients; and direction of a focus group for people currently in treatment for Hansen’s Disease: 2008-present.
Ethnographic research with the Brazilian community in the Atlanta metropolitan area of Georgia, with a focus on perceptions of race, class, and citizenship in the context of immigration; this research has included participant observation and interviews, with assistance from three Brazilian research assistants: 2006-present.
Ethnographic research on experiences of Hansen’s disease/leprosy in Rio de Janeiro, Brazil, involving in-depth interviews with patients in different stages of outpatient treatment; interviews with healthcare professionals and volunteers who work with Hansen’s disease and Hansen’s disease education; observation and participant observation at outpatient treatment centers for Hansen’s disease, Hansen’s disease NGOs, and self-help groups for people in treatment, 1998-1999.
Participant in Oral History project, headed by Julia Elwood at the Gillis W. Long Hansen’s Disease Center in Carville, Louisiana; I conducted and transcribed video- and audio-taped oral histories of residents, former residents, and staff: 1996-1997.

EDITORIAL/REVIEWER PROJECTS (PEER-REVIEWER)
Paid review of Chapters 14-17 of the textbook, Cultural Anthropology, Nancy Bonvillian (2008)

COURSES TAUGHT
Georgia State University:
A. INSTRUCTION AND ADVISING
Senior Seminar in Anthropology, ANTH4970, Spring 2007-2011 (including 2 sections in 2010); this became a Critical Thinking through Writing course in 2010
Director of the Georgia State University Study Abroad Program, “Field School in Applied Anthropology in Rio de Janeiro, Brazil, ANTH4550/6550 and ANTH4560/6560 (Anthropology Field School and Advanced Field School) June 5-July 3, 2010
Director of the Georgia State University Study Abroad Program, “Field School in Medical Anthropology in Rio de Janeiro, Brazil,” ANTH4550/6550 and ANTH4560/6560 May 16-June 20, 2006 Women in Cross-Cultural Perspective, ANTH4420, Spring 2006 Co-Director, with Professor Colin Crawford (Associate Professor of Law at Georgia State University), of the Georgia State University and Armstrong Atlantic University Study Abroad Program, “The Urban Environment and Health: Law, Policy, and Culture—the Rio Experience,” ANTH4550/6550 and ANTH4560/6560, held in Rio de Janeiro, Brazil, May 22-June 22, 2005 Introduction to Cultural Anthropology, ANTH 2020, Fall semesters 2006-2009, Fall and Spring semesters, 2003-2005, Summer 2004
Introduction to Anthropology, ANTH 1102, Fall and Spring semesters, 2003-2005, Summer 2004 and 2008
Gender, Race, and Class in Complex Societies, ANTH 4040/6040, WST4910/6910, Fall semesters, 2003-2010 (as a Writing Across the Curriculum course in 2010)
Health and Culture, ANTH 4460/6460, Spring semesters, 2003-2010
Directed Readings (ANTH4999/6999) and Directed Studies (ANTH8900)
Cultural Aspects of Overweight and Obesity in African-Americans as ANTH4999, Spring 2011 (student: Alicia Simpson)
The Anthropology of Contemporary Russia as ANTH4999 (supplemental readings for a non-GSU study abroad program in Sociology the student is attending in St. Petersburg, Russia), Spring 2011.
Urban Anthropology and Low-Income Housing as ANTH4999, Spring 2011 (Tarey Milton)

Archaeology and Politics in Modern and Historical Contexts as ANTH4999, Spring 2011 (Shane Bergman)
Senior Seminar in Anthropology as ANTH4999, Spring 2011 (Joy Messerschmidt and Nathaniel
Foster) Down’s Syndrome in Anthropological Perspective; ANTH4999, Summer 2008 (student: Nicole Kelley)
Supervised student’s Directed Study, ANTH 8900 in Rio de Janeiro with the Two Brothers Foundation, ANTH8900 (student: Matthew Johnson), Summer 2008
Anthropological Theory as ANTH4999 (student: Chika Oduah) Senior Seminar in Anthropology as ANTH4999, Fall 2007 (student: Lacey Bonkofsky)
Supervised student’s GSU credit for study abroad field school in Ancash, Peru as ANTH4999 (student: Shenoa Herlinger), Summer 2007
Psychological Anthropology, ANTH4999, Spring 2005, Fall 2005 (students: Robyn Perry, Sharon Pritchett)
Introduction to Anthropological History, Theory, and Methods, ANTH 4999, Summer 2004 (student: Laura Martin)
Brazilian Culture, ANTH 4999, Summer 2004 (student: Dione Morton) Peoples and Cultures of South Asia, ANTH 4999, Summer 2004 (student: Astha Ghimire)
Advanced Readings in Medical Anthropology, ANTH 4999 and ANTH 6999, Summer 2004, Fall 2004, Summer 2007 (students: Shelby Beringer, Sharon Pritchett, Kanan Mehta)
Internship (ANTH4830/ANTH8910) Supervision:
Erin Baker, fall 2010, volunteering with the cancer center at an Atlanta hospital
Alex Philips, volunteering with an NGO to assess needs of individuals with congenital heart disease in Iraqi Kurdistan, summer 2010
Charlie Boynton, volunteering with World Wide Opportunities on Organic Farms in Sweden and working with organic farmers in Atlanta, Georgia, Spring 2010
Tara Ridgewell, volunteering with World Relief office in Clarkston, GA, Spring 2010
Amber Russell, volunteering with RRISA (Refugee Resettlement and Immigration Services of Atlanta), Fall 2009
Douglas Jones, working on a project with the Two Brothers Foundation in Rio de Janeiro, Brazil and with CNN International in Atlanta, Fall 2009
Secil Goksu, working for the Shreiner Academy in Marietta, GA on a nutrition education class for children, Summer 2009
Chris Cedars, volunteering with English as a second language and creating a five-minute video to be used by Refugee Family Services of Georgia, Spring 2009
Isabella Chan (supervised GSU undergraduate credit), attending medical anthropology field school in Ancash, Peru, Summer 2008
Fernanda Espinosa (supervised GSU graduate credit), volunteer work for the Two Brothers Foundation in Rio de Janeiro, Brazil, Summer 2008
Matthew Johnson (supervised GSU graduate credit), volunteer work for the Two Brothers Foundation in Rio de Janeiro, Brazil, Summer 2008 and Spring 2009
Megan Moore (graduate credit), intern with CTTS (Center for Trauma and Torture Survivors) with the Dekalb County Board of Health in Decatur, Georgia, Summer 200
Gladin Joseph, volunteering at Georgia Lions Lighthouse Foundation, Summer 2007
Sam Roberts, volunteering at Grady Health Care of Atlanta, Summer 2007
Asth Ghimire, interning in West Nile Virus education at the Fulton County Department of Health, Spring and Fall 2006
University Scholar Supervision/Advising
Stephanie McBrien (Fall 2010) Nicole Kelley (Fall 2006, Spring 2007, Fall 2007) Isabella Chan (Spring 2008)

Sweet Briar College:
Cultural Anthropology, ANTH 012, Fall and Spring semesters Medical Anthropology, ANTH 130, Spring semesters Cultural Perspectives on Family and Society, ANTH 133, Fall semesters Culture, Society, and the Individual, ANTH 121, Fall semesters Peoples and Cultures of Latin America, ANTH 175, Spring 2003 Ethnography, ANTH 124, Spring 2002 Independent study in Applied Anthropology, 200 level course, Fall 2002

Tulane University:

Dissertation committee member (reader, 4th member) for Wade Glenn, Ph.D. candidate in Anthropology, Tulane University, projected graduation date: December 2011.
Chair, thesis committee for Mark Flanagan, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2012.
Chair, thesis committee for Amanda Day, M.A. candidate in Anthropology, Georgia State University, projected graduation date: December 2011.
Chair, practicum committee for Stephanie Blocker, M.A. candidate in Anthropology, Georgia State University, projected graduation date: December 2011.
Thesis committee member for Katie Case, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2011.
Thesis committee member for Kelsey Hanks, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2011.
Thesis committee member for Jay Papisan, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2011.
Thesis committee member for Bridget Ebeling, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2011.
Thesis committee member for Melissa Scharffenberg, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2011.
Chair, thesis committee for Veronica Przybyl, M.A. in Anthropology, Georgia State University, thesis title: Eating Disorder Narratives: Personal Experiences of Anorexia and Bulimia, graduated May 2010.
Chair, practicum committee for Ashleigh Woodard, M.A. in Anthropology, Georgia State University, practicum title: Research Practicum at RRISA: Exploring Experiences of Women
Refugees in Atlanta, GA, graduated: May 2010.

Thesis committee member for Ophelia Bradley, M.A. in Anthropology, Georgia State University, thesis title: “„They Need Labels”: Contemporary Institutional and Popular Frameworks for Gender Variance”, graduated May 2010.


Chair, internship committee for Megan Moore, M.A. candidate in Anthropology, Georgia State University, internship paper title: “Understanding Torture: On the Importance of Historical, Social, and Political Contexts”, graduated May 2009.

M.A. project committee member for Alysia Burdette, M.A. in Women’s Studies, Georgia State University, project title: “The Mason Jar Project,” graduated December 2008.


Chair, internship committee for Megan Rickert, M.A. in Anthropology, Georgia State University, paper title: “Practical Purposes of Applied Anthropology in Refugee Immigration,” graduated May 2008.


Practicum committee member for Lynn Shaull, M.A. in Anthropology, Georgia State University, practicum title: ““Well, How Interesting!”: An Ethnography of an Organization and the Cervical Cancer Project that Never Happened,” graduated May 2008.

Practicum committee member for Nicole Thomas, M.A. in Anthropology, Georgia State University, graduated May 2008.

Chair, thesis committee for Yolanda Chapman, M.A. in Anthropology, Georgia State University, thesis title: “„I Am Not My Hair! Or Am I?”: Black Women’s Transformative Experience in their Self-Perceptions Abroad and at Home,” graduated December 2007.

Practicum committee member for Jon Blackwelder, M.A. in Anthropology, Georgia State University, Practicum title: “The Altered Atmospheres: Consistency Analysis of Pottery Production and Firing Atmospheres Amid Ceramic Samples of Two Regionally and Temporally Differing Southeastern Mississippian Sites,” graduated December 2007.


Thesis committee member for Desiree Tabor, M.A. in Anthropology, Georgia State University, “Consumption Practices and Middle-Class Consciousness Among Socially Aware Shoppers in Atlanta,” graduated May 2006.


Thesis committee member for Jeremy Greenup, M.A. in Anthropology, Georgia State University; thesis title “Identity as Politics, Politics as Identity: An Anthropological Examination of the Political Discourse on Same-Sex Marriage”, graduated December 2005.


Thesis committee member for Ariela Eschel, M.A. in Anthropology, Department of Anthropology and Geography, Georgia State University; thesis title: “Illness Etiology and Treatment Seeking Behavior among Chabad-Lubavitch Hasidim,” graduated May 2004.

Comprehensive exam committee member for Anthropology graduate students Melissa Scharfèberg (Fall 2010), Jay Papisan (Fall 2010), Kelsey Hanks (Fall 2010), Bridget Ebeling (Fall 2010), Stephanie Blocker (Fall 2010), Katie Case (Fall 2010), Kanan Mehta (Spring 2010), April Smith (Spring 2010), Melinda Mills (Fall 2009), Ashleigh Woodard (Fall 2009), Veronica
Przybyl (Fall 2009), Ophelia Bradley (Spring 2009), Pamela Caltabiano (Fall 2008), Emily Gaskin (Spring 2008), Megan Moore (Spring 2008), Patrick Huff (Fall 2007), Lynn Shaull (Fall 2007), Angela Klepach (Fall 2007), Kyle Peplinski (Fall 2007), Megan Rickert (Fall 2007), Nicole Thomas (Fall 2007), Yolanda Chapman (Spring 2007), Jon Blackwelder (Spring 2007), Brian Carter (Fall 2006), Darby Proctor (Fall 2006), Rhina Vivas (Spring 2006), Taren Dailey (Fall 2005), Desiree Tabor (Fall 2005), Heather Miller (Spring 2005) and Women’s Studies graduate student Lisa Borello (Spring 2006).

Comprehensive exam committee member for Graduate Certificate in Latin American Studies candidates Jameel Girtman (Spring 2010) and Douglas Moski (Spring 2009).

Comprehensive exam committee member for all Women’s Studies M.A. students as part of the service required of the Women’s Studies Graduate Committee (Fall 2006-Spring 2007): Martha Turner (Fall 2006), Elena Weiss (Spring 2007)

OTHER INSTRUCTIONAL ACTIVITIES
Attended 2 day Writing Across the Curriculum Faculty Workshop at Georgia State University, May 17-18, 2010.

B. SERVICE ASSISTANCE TO COLLEAGUES (GUEST LECTURES)
2010 “Structural Violence and Health,” for the course, The Anthropology of Violence, ANTH 3033, team-taught by the Department of Anthropology under the direction of Dr. Emanuela Guano, Associate Professor of Anthropology at Georgia State University, Atlanta, GA, October 22.

2010 “Overview of Anthropology,” for course in academic writing in the Intensive English Program, taught by Monica Nawrocki, Georgia State University, Atlanta, GA, October 14, 2010.

2009 “Cultural Constructions of Race in Brazil,” for the course, Elementary Portuguese I, PORT 1001, taught by Julia Simões, Instructor in the Department of Modern and Classical Languages, Georgia State University, November 3, 2009.

2009 “Structural Violence and Health,” for the course, The Anthropology of Violence, ANTH 3033, team-taught by the Department of Anthropology under the direction of Dr. Emanuela Guano, Associate Professor of Anthropology at Georgia State University, Atlanta, GA, October 16.

2008 “Anthropology, Cultural Relativism, and Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 10.

2008 “Leprosy in Brazil,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, February 21.

2008 “Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, February 7.

2007 “Medical Anthropology,” for the course Introduction to Anthropology, ANTH1102, taught by Dr. Jeffrey Glover, Assistant Professor in the Department of Anthropology, Georgia State University, Atlanta, GA, November 29.

2007 “Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public
Health at Georgia State University, Atlanta, GA, February 22.
2006 “Anthropology, Study-abroad, and Cross-Cultural Communication,” for the course Global Ambassadors, GSU1010, taught by Farrah Bernardino, Study Abroad Advisor in the Office of International Affairs, Georgia State University, Atlanta, GA, October 27.
2006 Guest lecture on medical anthropology to a combined class of Introductory Sociology, SOC111, taught by Dr. Lauren Kier, Instructor, and Dr. Bernard Curry, Assistant Professor of Sociology, Elon University, North Carolina, October 3.
2006 Guest lectures on my research on Hansen’s Disease in two sections of the course, The Global Experience, GST110, taught by Dr. Steve Braye, Professor of English, Elon University, North Carolina, October 2.
2006 Guest panel discussion, with Samantha Solimeo (Duke University) and Joan Paluzzi (UNC Greensboro), in a combined class of Introductory Sociology (SOC111) taught by Lisa Peloquin and Sociological Inquiry (SOC312) taught by Kimberly Jones, October 2.
2006 “Medical Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 11.
2006 “The Cross-Cultural Stigma of Disease,” for the course, Global Health, PH7600, taught by Dr. Karen Gieseker, Assistant Professor of Public Health at Georgia State University, Atlanta, GA, August 26.
2006 “The Brazilian Community in Atlanta,” for the course, Survey of World History since 1500, taught by Dr. Michele Reid, Assistant Professor of History at Georgia State University, Atlanta, GA, April 18, 2006.

2006 “Language, Dialects, and Culture,” for the course Introduction to Anthropology, ANTH1102, taught by Dana Tottenham, M.A., Adjunct Lecturer at Georgia State University, Atlanta, GA, March 21, 2006.
2005 “Medical Anthropology Basics,” for the course Introduction to Anthropology, ANTH1102, taught by Dr. J. Dwight Hines, Visiting Lecturer at Georgia State University, Atlanta, GA, November 11.
2005 “Medical Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 12.
2005 “The Cross-Cultural Stigma of Disease,” for the course, Global Health, PH7600, taught by Dr. Karen Gieseker, Assistant Professor of Public Health at Georgia State University, Atlanta, GA, August 30.
2005 “Foucault, the Body, and Biopower,” for the course, Seminar in Theory and Praxis, ANTH8040, taught by Dr. Emanuela Guano, Assistant Professor of Anthropology at Georgia State University, March 31.
2004 “The Importance of Anthropology in Addressing Public Health Problems,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 13.
2002 “Brazilian Novelas, Brazilian Culture.” Invited guest lecture for the course Latin American Culture 102, taught by Dr. Margaret Stanton, Associate Professor of Spanish at Sweet Briar College, Sweet Briar, VA, November 1.
DEPARTMENT SERVICE (Department of Anthropology, Georgia State University)
Reader/judge for Graduate Paper Award, Department of Anthropology, Spring 2011
Undergraduate Coordinator, Department of Anthropology, beginning Fall 2011
Search Committee for Chair of the Department of Anthropology, Spring 2011
Department of Anthropology Faculty Representative at commencement ceremonies at Georgia State University (December 2008, December 2009, December 2010)
Academic Program Review Committee member, Department of Anthropology, Fall 2009/Spring 2010

Curriculum Coordinator, Department of Anthropology, Fall 2009/Spring 2010; Fall 2010/Spring 2011
Search Committee Chair for Lecturer position in the Department of Anthropology, Georgia State University, Fall 2008/Spring 2009
Search Committee Member for tenure-track Assistant Professor position in biological anthropology, Department of Anthropology, Georgia State University, Fall 2007/Spring 2008
Executive Committee Member, Department of Anthropology, Georgia State University, Fall 2006/Spring 2007; Spring 2011
Department of Anthropology Faculty Guide at December 2006 commencement ceremony at Georgia State University
Search committee member for tenure-track Assistant Professor position in archaeology search, Department of Anthropology, Georgia State University, Fall 2006
Department of Anthropology representative, poster session featuring departments with applied foci at the Society for Applied Anthropology, Vancouver, Canada, March 31, 2006.
Search committee member for Lecturer search in Anthropology, Fall 2005/Spring 2006
Organizer, “Anthropology Colloquium,” Department of Anthropology, Georgia State University, Spring 2006–Spring 2007
Organizer, “Speakers Forum,” Department of Anthropology and Geography, Georgia State University, Fall 2005
Department of Anthropology Representative, with Kathryn Kozaitis, at Panther Preview, 2005
Department of Anthropology and Geography Representative, Panther Preview, 2004

UNIVERSITY SERVICE (Georgia State University)
Approval committee member for Professional Advancement Grants (PAGs) and Institutional Support Grants (ISGs) for the Center for Latin American and Latino Studies, Fall 2006–present
Fulbright Campus Review Committee member for Denise Bodor, Fall 2009
Phi Beta Kappa Committee member (steering committee for application for a chapter of Phi Beta Kappa at Georgia State University), 2009

Graduate Studies Committee Member, Women’s Studies Institute, Georgia State University, Fall 2006 and Spring 2007
Club Advisor for Georgia State University registered club, the Brazilian Students’ Association, Fall 2006–Spring 2008
Club Advisor for the Georgia State University registered club, Delta Omicron, an International Music Fraternity, Fall 2006–Spring 2008
Co-coordinator (with Dr. Megan Sinnott) of a talk by Dr. Donna Goldstein, Associate Professor
Fulbright Campus Review Committee Chair for McCalla Orso, Fall 2006
Review committee member for National Security Education Program David L. Boren Undergraduate Scholarship for Study Abroad, Spring 2006 and Spring 2007
Fulbright Campus Review Committee for Heather Miller, Georgia State University, Fall 2004
Judge, “Crossing Paths, Crossing Cultures,” 5th Annual Photo Competition for Study Abroad and International Students, Georgia State University, Fall 2004
HIV/AIDS and Infectious Disease Research Team, Partnership for Urban Health Research, Georgia State University, 2004-2005
Search committee member for tenure-track position Assistant Professor search in Sociology, Sweet Briar College, 2002-2003

OTHER EXTERNAL SERVICE
Translation of documents and assistance with international funding contacts for the construction of a Leprosy Museum at the Agua de Dios Sanatorium in Cundinamarca, Colombia (2009-2010)
Coordinator and translator of interviews with patients and physicians in Rio de Janeiro for Discovery Channel documentary “Banished: Living with Leprosy,” Phyllis Ward, producer, 1999

PUBLIC/MEDIA INTERVIEWS RELATED TO RESEARCH
Interviewed and quoted by Judith Martin, editor of Atlanta Latino Newspaper, for the story, “Cartas Racistas?,” about a new Department of Education requirement for racial and ethnic identification of public school students in Georgia, published September 21, 2009; available online: http://www.atlantalatino.com/detail.php?id=10332

FACULTY AFFILIATIONS
Institute of Public Health, Georgia State University Women’s Studies Institute, Georgia State University Center for Latin American and Latino Studies, Georgia State University

PROFESSIONAL MEMBERSHIPS
Society for Applied Anthropology (Sustaining Fellow) American Anthropological Association
Southern Anthropological Society Brazilian Studies Association (BRASA)
Latin American Studies Association (LASA) International Consortium for Research and Action Against Health-related Stigma (ICRAAS) Phi Beta Kappa Phi Beta Delta Honor Society for International Scholars

LANGUAGES
Portuguese (fluent—speaking, reading, and writing) Spanish (fluent—speaking, reading, and writing) French (basic) Swahili (basic).

MARIA P. GINDHART
Georgia State University
Ernest G. Welch School of Art and Design
P.O. Box 4107 Atlanta, GA 30302-4107
A.B., summa cum laude, Art History and French, 1992, Bowdoin College
Hamilton College Junior Year in France, 1990-1991

PROFESSIONAL EXPERIENCE
Georgia State University, Atlanta, GA
Associate Professor July 2009-present Assistant Professor August 2002-June 2009

University of Oregon, Eugene, OR
Visiting Lecturer Summer 2002 Taught Nineteenth-Century Art for the Art History Department.

University of Pennsylvania, Philadelphia, PA
WATU Senior Fellow Fall 1999-Fall 2001 Developed and conducted workshops for Writing Across The University (WATU) Fellows at the beginning of each semester on topics including writing conventions and critiquing student papers. Monitored WATU Fellows during the course of the semester.

Instructor Summer 2001 Taught History of Photography for the College of General Studies.
On-line Instructor Academic Year 2000-2001 Used Blackboard, an e-Learning software platform, to create and implement on-line course materials for the Mellon Writing Groups, an interdisciplinary, collaborative teaching project designed to test the effectiveness of technology as a tool for learning about and practicing writing and through which students fulfilled the University of Pennsylvania’s writing requirement. Also supervised three undergraduate teaching assistants.

Instructor Academic Years 1999-2000 and 1998-1999 Taught self-designed undergraduate seminars, Writing About the Body in Art (Fall 1999 and Spring 2000) and Writing About Artistic Movements (Fall 1998 and Spring 1999), under the auspices of the WATU program.


Teaching Assistant Academic Year 1995-1996 Graded papers and exams, conducted discussion sections, and organized field trips for Early Modern Architecture (Fall 1995) and Contemporary Art (Spring 1996).

WATU Fellow Academic Year 1995-1996 Commented on first drafts of papers and met
individually with students to help improve their writing skills.
Université de Bretagne Occidentale, Brest, France
Lectrice d’Anglais  Academic Year 1992-1993 Supervised language laboratories, taught
English conversation classes, and developed educational materials for French university students.
Lycée Naval, Brest, France
English Teaching Assistant  Academic Year 1992-1993 Worked with French high school
students to help them understand, summarize, and discuss short English texts.
Bowdoin College, Brunswick, ME
Undergraduate Instructional Fellow  Fall 1991 Held small-group discussions and exam
reviews for Introduction to Western Art.
Tutor Academic Year 1989-1990 Helped students enrolled in Introduction to East Asian Art and
Topics in Chemistry complete assignments and study for exams.
GRANTS, FELLOWSHIPS, AND AWARDS
• Nominee, Georgia State University College of Arts and Sciences Outstanding Teaching Award
(2011, 2008) • Nominee, Georgia State University College of Arts and Sciences Outstanding
Faculty Scholarship Award (2010)
• Georgia State University School of Art and Design Summer Research Grant (2009, 2007, 2006,
2005, 2004, 2003) • Alpha Lambda Chapter of Phi Beta Delta Honor Society for International
Scholars (Spring 2008) • Georgia State University International Education Fee Study Abroad
Program Development Site Visit Partial Funding (Fall 2007) for Monuments and Museums of
Modern Paris, Maymester 2008
• Camargo Foundation Residential Fellowship, Cassis, France (Fall 2006) • Georgia State
University Distinguished Honors Professor for Excellence in Teaching (Spring 2006) • Georgia
State University Writing Across the Curriculum Course Development Grant (2006, 2005, 2003)
• Georgia State University Research Initiation Grant (2004-2005) • University of Pennsylvania
Chimicles Fellowship in the Teaching of Writing (1999-2000, 1998-1999) • University of
Pennsylvania School of Arts and Sciences Dissertation Fellowship (1997-1998) • University of
Pennsylvania William Penn Fellowship (1993-1997) • Bowdoin College Class of 1868 Prize
(1992), for a written and spoken oration by a member of the senior class • Phi Beta Kappa
(1991), together with the Bowdoin College Almon Goodwin Phi Beta Kappa Prize for the rising
senior with the highest standing • Brooks-Nixon Prize (1991), for the best Bowdoin College
candidate for selection as a Rhodes scholar, and Rhodes finalist • Bowdoin College Art History
Junior-Year and Senior-Year Prizes (1991, 1992) • Certificat Pratique de Langue Française and
Diplôme d'Études Françaises (1991) • Bowdoin College Franklin Delano Roosevelt Cup (1990),
for that member of the three lower classes whose vision, humanity, and courage most contributed
to making Bowdoin a better college
PUBLICATIONS
Published
• “Allegorizing Aryanism: Fernand Cormon’s The Human Races.” Aurora: The Journal of the
History of Art 9 (2008): 74-100. • “Touched by Science: Albert Besnard’s Painted Programme
for the School of Pharmacy in Paris.” In Visualising the Unseen, Imagining the Unknown,
Perfecting the Natural: Art and Science in the 18th and 19th Centuries, ed. Andrew Graciano,
Fernand Cormon’s Painting Cycle for the New Galleries of Comparative Anatomy,


In Press


Forthcoming


In Progress

• Review of Darwin: Art and the Search for Origins, exhibition catalogue. caa.reviews. • Humans in the Zoo: Art, Architecture, and the Paris Menagerie

CONFERENCES


• “Howard Roberts’ La Première Pose: Model Myths, Realities, and Fantasies.” Erotica Semiotica: Sex, Gender, and the Visual Arts Graduate Symposium, University of Missouri-Columbia, Columbia, Missouri, March 1996.

LECTURES
• “Salvador Dalí’s Assumpta Corpuscularia Lapislazulina,” Honors Program, Georgia State University, Atlanta, Georgia, Fall 2010 • “Darwin’s Impact on Visual Culture.” Darwin Speaker Series, Georgia State University, Atlanta, Georgia, Fall 2009.
• “Art and Science in France in the Late Nineteenth and Early Twentieth Centuries.” PERS 2002/Scientific Perspectives on Global Problems: Art and Environment, Georgia State
University, Atlanta, Georgia, Spring 2009. • “The Art of Nothing.” Honors 3260/Nothing (The concept of zero, boredom and the void...), Georgia State University, Atlanta, Georgia, Fall 2008.

• “Paris as the New Rome.” AH 4120/Art and Architecture of Ancient Rome, Georgia State University, Atlanta, Georgia, Fall 2007. • “Simian or Civilized? Picturing Prehistoric Artists in Parisian Scientific Institutions.” Art Department, University of South Carolina, Columbia, South Carolina, Spring 2007.


• “Van Gogh’s Self-Portraiture.” Georgia State University Alumni Association’s Member Appreciation Night at the High Museum of Art, Atlanta, Georgia, Fall 2004.

• “An Overview of Art from Van Gogh to Mondrian.” Teacher workshop at the High Museum of Art, Atlanta, Georgia, in conjunction with the exhibition “Van Gogh to Mondrian,” Fall 2004.

• “Envisioning Prehistory in Nineteenth-Century France.” Honors Lounge Seminar, Georgia State University, Atlanta, Georgia, Spring 2004.


• “Revisiting Orientalism.” Art History Student League, Georgia State University, Atlanta, Georgia, Spring 2002.


MUSEUM EXPERIENCE
Philadelphia Museum of Art, Philadelphia, PA
Graduate Lecturer Academic Years 1996-1997 and 1994-1995 Lectured on individual works of art including Constantin Brancusi’s Princess X, Claude Monet's Japanese Bridge, Auguste
Rodin’s Thought, and Medardo Rosso’s Ecce Puer.
Pennsylvania Academy of the Fine Arts, Philadelphia, PA
Education Consultant and Docent  Summer and Fall 1996 Wrote tour outlines for the To Be
Modern: American Encounters with Cézanne and Company and Family Matters exhibitions,
conducted docent training sessions, and gave tours.
Arthur Ross Gallery, University of Pennsylvania, Philadelphia, PA
Exhibition Assistant  Fall 1993 Catalogued and researched drawings as a student in a graduate
seminar that designed the exhibition Graced Places: The Architecture of Wilson Eyre.
National Gallery of Art, Washington, DC
Federal Summer InternSummer 1992 Researched objects offered as gifts, worked on entries for the
systematic catalogue of plaquettes, and answered public inquiries for the Department of
Sculpture and Decorative Arts as part of a competitive, salaried internship.

PROFESSIONAL SERVICE
Peer Reviewer
• Interdisciplinary Science Review • Nineteenth-Century Art Worldwide • Nineteenth Century
  Studies • Visual Resources
Nineteenth Century Studies Association
• Archivist, March 2010-present • Publicity Committee, Member, March 2009-March 2010,
  April 2006-March 2008, Chair, April 2008- February 2009 • Nominating Committee, April
  2008-February 2009 • Board of Directors, March 2007-March 2010
Association of Historians of Nineteenth-Century Art
• Chair of “Future Directions” Panel, College Art Association Conference, New York, New
  York, February 2011
Georgia State University, Atlanta, GA
• Art History Graduate Forum Faculty Advisor, Fall 2010-present • Art History Search
  Committee Chair, Academic Year 2010-2011 • School of Art and Design Curriculum
  Committee, Academic Years 2010-2011, 2007-2008, Fall 2003 • International Education Fee
  (IEF) Scholarship Review Committee, Fall 2010 • Conducted Art History Workshop on
  Applying to Graduate School, Fall 2010, Fall 2008, Fall 2003 • Women’s Studies SEWSA
  (Southeastern Women's Studies Association) Conference Publicity Committee, July 2010-March
  2011 • School of Art and Design Promotion and Tenure Committee, Fall 2009-present • U.S.
  Student Fulbright Program Advisor, Spring 2009-present • School of Art and Design Executive
  Committee, Fall 2008-Summer 2009, Fall 2004-Summer 2006 • Graphic Design Search
  Committee, Academic Year 2008-2009 • University Senate, School of Art and Design
  Representative, April 2008-December 2009 • School of Art and Design Summer Research Grant
  Review Committee, April 2008 • Art History Search Committee, Academic Year 2007-2008 •
  Women’s Studies Undergraduate Studies Committee, Fall 2006-present • School of Art and
  Design Visiting Artist and Scholar Committee, Academic Year 2006-2007 • Center for
  Collaborative Scholarship in the Humanities Executive Committee, Spring 2006-present •
  Women’s Studies Faculty Affiliate, Fall 2005-present • School of Art and Design Library
  Liaison, Fall 2005-present, Fall 2004 • Honors Program Faculty Affiliate and Executive
  Committee Member, Fall 2005-Summer 2007 • Art History Search Committee Chair, Academic
  Year 2005-2006 • Art History Student League Faculty Advisor, Fall 2003-present • School of Art
  and Design Representative to Honors Council, Fall 2003-Spring 2005 • Art History Area
  Coordinator, Academic Year 2003-2004 • Art History Search Committee, Academic Year 2002-
PROFESSIONAL AFFILIATIONS
• College Art Association • Southeastern College Art Conference • Association of Historians of Nineteenth-Century Art • Interdisciplinary Nineteenth-Century Studies • Nineteenth-Century Studies Association

M.A. THESES DIRECTED
Completed
In Progress
• “The Theatrical and Film Work of Alexandra Exter,” Laura Hunt  • “Shirin Neshat’s Art: Orientalism Revisited or the Affirmation of the Iranian Woman’s Presence?,” Mojgan Khosravi

HONORS THESES DIRECTED
Completed
Research Semester Only
• “In the Flesh: Jenny Saville and Plastic Surgery,” Mallory Myers, Spring 2005
In Progress
• “Pre-Columbian Jewelry,” Suzanne Pharr

SUSAN E. RICHMOND
Georgia State University
Ernst G. Welch School of Art & Design
P.O. Box 4107
Atlanta, GA 30302-4107
Phone: (404) 413-5240

15 Wiltshire Drive
Avondale Estates, GA 30002
Home phone: (404) 668-0614
E-mail: srichmond@gsu.edu

EDUCATION
The University of Texas at Austin
2002
Ph.D., Art History

1995
The University of Texas at Austin

M.A., Art History

1992
Wellesley College

B.A., Studio Art and Art History, cum laude

CURRENT POSITION
2006-present  Assistant Professor, Georgia State University, Atlanta, Georgia

TEACHING EXPERIENCE
2003-06  Visiting Lecturer, Georgia State University, Atlanta, Georgia
2005-06  Instructor, Advanced Placement Art History, Benjamin Franklin Academy, Decatur, Georgia

Spring 2003  Lecturer, The University of Texas at Austin
Spring 2003  Lecturer, Austin Community College, Texas
Fall 2002  Instructor, The University of Texas at Austin
2000-01  Instructor, Atlanta College of Art, Atlanta, Georgia
1999-2000  Instructor, Agnes Scott College, Decatur, Georgia
1998/2002  Teaching Assistant in Writing Skills and Developmental English, Austin Community College

GRANTS, FELLOWSHIPS AND AWARDS
Georgia O’Keeffe Research Center for American Modernism Fellowship, summer 2009
Fulton County Arts Council (to curate exhibition, Losing Yourself in the 21st Century), fall 2009
Center for Collaborative and International Arts (CENCIA), College of Arts & Sciences (to curate exhibition, *Losing Yourself in the 21st Century*), spring 2008 & fall 2009

Research Initiation Grant, College of Arts & Sciences, summer 2008

Nominated, Outstanding Teaching Award, College of Arts & Sciences, 2007

Research Grant, School of Art & Design, summer 2007

Writing Across the Curriculum Faculty Grant, 2005

Henry Luce Foundation Scholarship, Art History Department, U. Texas- Austin, 2001

Professional Development Award, Office of the Vice President and Dean of Graduate Studies, 1998; 2001

Cornelia and Meredith Long Centennial Scholarship, Art History Department, 1999

Marshall F. Wells Scholarship from the College of Fine Arts, 1999

M. K. Hage Endowed Scholarship in Fine Arts, Art History Department, 1998

Dissertation Research Travel Award, Art History Department, 1997

Sherry & Tommy Jacks Graduate Art History Scholarship, Art History Department, 1995

M.A. Book Award for Seminar Paper, "*Memoria, Doctrina and Religio*: The Asclepius- Hygieia Diptych," Art History Department, 1995

Competitive Academic Scholarship, Art History Department, 1993-1995

**PUBLICATIONS**


**PEER-REVIEWED ARTICLES**


**FEATURE ARTICLES**


**CATALOGUE ESSAYS**


**Reviews**

“*Louise Bourgeois: The Spider, the Mistress and the Tangerine, Who Does She Think She Is?, and Lover/Other: The Story of Claude Cahun and Marcel Moore*” [film review]. *Films for the Feminist Classroom* 2.1 (Spring 2010).


**Selected Exhibition Reviews**


“John Bankston” [Atlanta College of Art Gallery]. *Art Papers* 26, no. 4 (July/Aug 2002): 34.


**Curatorial Projects**


**Academic Conferences**


Southeastern College Art Conference, October 2009. Paper: “Lighter than Air: (Im)materiality in Mary Kelly’s *Love Songs*.”

Luce Irigaray Symposium, Emory University, February 2009. Paper: “What’s Love Got To Do With It? Mary Kelly’s *Love Songs* and Feminist Intergenerationality.”


Southeastern Women’s Studies Association Conference, April 2008. Paper: “Mary Kelly’s *Multi-Story House*: Gesturing toward the Outmoded” (also served as panel chair).

Conference of the Association of Art Historians, University of Leeds, April 2006. Panel organizer & moderator: “Seeking the Contemporary Art Historian.”


PUBLIC LECTURES


Undergraduate Art Symposium, Agnes Scott College, March 2007. Panel participant (and faculty mentor): “Cowboys, Kruger and Other Tales of Gender-Bending in Modern and Contemporary Art.”


Huntington Art Gallery, The University of Texas, February 1996. Gallery talk: “What is a Pop Print?”


COURSES TAUGHT
Seminar: Contemporary Feminist Art, Theory and Criticism
Seminar: Gender Issues in Contemporary Art
Seminar: Contemporary Art and Visual Culture
Seminar: Space, Place and Identity in Contemporary Art
Contemporary Art, Theory and Criticism
20th Century Painting and Sculpture
Introduction to Cultural Studies
Art Historical Methodology for Undergraduates
Survey of 19th and 20th Century Art
Introduction to Visual Arts
Survey: Art Since 1900
Survey of Western Art I & II

Advanced Placement Art History

SERVICE

COMMITTEES

Faculty Awards Committee, College of Arts & Sciences, 2007-09 (Chair, 2007-08)

Executive Committee, Art & Design, fall 2007; 2009-2010

Undergraduate Curriculum Committee, Art & Design, 2006-07

JOB SEARCHES

Tenure-Track Assistant Professor, Renaissance Art History, Art & Design, 2007


PEER REVIEWER

Signs, 2010 - present

SUPERVISION OF STUDENT WORK

M.A. Thesis Advisor
Michelle Hudson: Beyond Self: Strategic Essentialism in Ana Mendieta’s La Maja de Yerba, spring 2011.


Graduate Thesis Committee Member


Undergraduate Thesis Committee Member


General Student Advising

Faculty Coordinator, Art History Graduate Student Symposium, 2003-2005, 2007

Faculty Advisor, Art History internships, 2003-2006, summer 2007

INSTRUCTIONAL SERVICE

Ambassador for “Critical Thinking Through Writing,” Art History, fall 2007-present.

**Campus Lectures**
- Art History Faculty Symposium, paper: “Mary Kelly’s Love Songs,” February 2009.
- Art & Design Gallery and Youth Art Connection Gallery, discussion with film screening of Jessica Yu’s In the Realms of the Unreal, September 2007.

**Community Service**
- Podcast interview with visiting artist, Ann Hamilton (and Craig Dongoski), School of Art & Design, January 2007.
- Advisory Board Member, Burnaway.org., 2010- present

Inman Park Arts & Crafts Spring Festival, Atlanta, Arts Judge, April 2006.

**Georgia Lawyers for the Arts Gala, The Lowe Gallery, Atlanta, Co-Curator, fall 2005.**

**MARIAN J. MEYERS**
Associate Professor Department of Communication
Women’s Studies Institute
Georgia State University
P.O. Box 4000 Atlanta, Georgia 30303-4000
mmeyers@gsu.edu

**Education**
- Ph.D., Mass Communication, University of Iowa, Iowa City
- M.A., Journalism/Mass Communication, University of Wisconsin-Madison
- B.A., double major in Journalism and Mass Communication, University of Massachusetts, Amherst

**Areas of Research**
- Gender, race, class and sexual orientation in the mediated representation of women; violence against women in the news; feminist theory; cultural studies; popular culture; women in higher education.
PUBLICATIONS

Books

Articles

Chapters

Conference Papers & Panels


TEACHING Georgia State University 1990-present:
Undergraduate courses -- women and media; communication and gender; mass communication theory; mass media and society; introduction to mass communication; beginning, public affairs and advanced reporting.
Graduate courses -- communication and gender; women and media; feminist media studies; feminist research methods; communication theory; communication research; qualitative methods; media and cultural studies.

Previous Positions
8/87-5/88 8/85-8/87
8/84-5/85
1982, fall & summer
Instructor. Department of Journalism and Mass Communication, Iowa State University, Ames. Taught news reporting and writing, public relations methods.
Instructor/teaching associate. School of Journalism and Mass Communication University of Iowa, Iowa City. Taught news reporting and writing, advanced reporting.
Teaching assistant. School of Journalism and Mass Communication, University of Iowa, Iowa City. Taught introduction to journalistic writing.
Instructor. State University of New York, Continuing Education Division, Albany. Taught writing for public relations.

GRANTS AND AWARDS Georgia State University
Communication Department, summer research grant Communication Department, summer research grant Office of Research and Sponsored Programs, research initiation grant Outstanding Faculty Achievement Award, Department of Communication Communication Department, summer research grants Office of Research and Sponsored Programs, research initiation grant College of Arts and Sciences, summer research grant

University of Iowa
1988 John F. Murray Dissertation Grant

Associated Press
1982 New York State Associated Press Annual Awards, first place, enterprise reporting

University of Wisconsin-Madison
1976 Milwaukee Journal scholarship for excellence in journalism

PROFESSIONAL EXPERIENCE Print Journalism
10/79-3/80
10/77-10/79 10/77-10/79 3/77-10/77
1976
1973 summer
News editor: edited news copy, laid out front page, wrote headlines, selected wire copy, supervised newsroom staff, assigned stories and coordinated correspondent and staff coverage of six communities. *Clinton Daily Item*, Clinton, MA. 
Reporter: covered police, courts, school committee, economic development. *Clinton Daily Item*, Clinton, MA. 

**Broadcast Journalism**
6/79-10/79 2/78-6/79 
2/77-6/78 1975, 1976 
News reporter and announcer at Top 40 radio station. WFTQ, Worcester, MA. 
Announcer, reporter and journalism instructor at community radio station. WCUW, Worcester, MA. 
Announcer, reporter, creator and producer of "The Women's News," a 10-minute weekly program of news and information of special interest to women. WCUW, Worcester, MA. 
News writer, announcer and co-host of weekly public affairs/news show at public 5 Summers radio station. WICN, Worcester, MA. 

**Public Relations**
2/90-9/92 8/89-9/92 2/90-5/90 
10/78-6/81 10/77-6/78 
Media consultant: developed and implemented media strategy; editor of legislative newsletters. Southern Regional Council, Atlanta, GA. 
Media consultant: edited press releases and reports; wrote 1989 annual report. Center for Democratic Renewal, Atlanta, GA. 
Media consultant: developed and implemented media campaign and coordinated news coverage in four states for union-sponsored Jesse Jackson tour; media coordinator for union organizing campaign in North Carolina. Amalgamated Clothing and Textile Workers Union, Southern Regional Division, Atlanta, GA. 
Articles editor for *The Lobe*, a monthly program guide and magazine. WCUW, Worcester, MA. 
Writer, layout and paste-up person for *The Lobe*. WCUW, Worcester, MA. 

**SERVICE AND PROFESSIONAL DEVELOPMENT**


Georgia State University
2002-2003
Member, Student Life and Development Committee. Member, University Senate (representing WSI) Member, Faculty Affairs Committee (Chair, sexual harassment and appeals subcommittee, 1999-2004; Chair, childcare subcommittee, 2002-2004) Member, Commencement Committee.

**College of Arts and Sciences, Georgia State University**
2009 Member, fifth-year lecturer review committee. 1992-1996 Member, curriculum committee.

**Department of Communication, Georgia State University**
Course director, Jour 2500. Member, executive committee. Member, international journalism search committee Member, PR search committee. Member, journalism search committee. Member, graduate committee.

Member, lecturer review committee. Member, executive committee. Member, diversity committee. Member, promotion and tenure committee. Member, mass communication search committees Chair, journalism lecturer search committee. Member, TV studies search committee. Member, moving image studies search committee. Member, research committee. Chair, journalism/mass communication search committee. Member, executive committee. Member, graduate committee. Chair, research committee. Coordinator, journalism grammar tutorial program. Director, Journalism 1010. Member, public communication search committee. Member, international communication search committee. Member, Ph.D. ad hoc committee. Member, digital media studies search committee. Chair, undergraduate committee. Member, debate search committee. Member, research committee. Member, undergraduate studies committee. Faculty advisor, Women in Communication Inc. Chair, scholarship committee. Chair, undergraduate studies committee. Chair, Proficiency Exams Committee, charged with developing, implementing and overseeing grammar and spelling exams for journalism students. Member, scholarship committee.
Member, curriculum committee.

**Women's Studies Institute, Georgia State University**

**Community**
2009 2008 2003
2001
Member, executive committee. Member, research committee. Member, ad hoc promotion and tenure manual committee. Chair, promotion and tenure committee. Chair, curriculum committee. Member, curriculum committee.
Presenter, “Shaping Media Images/Talking with the Media,” This Far by Faith conference, Black Church and Domestic Violence Institute, Atlanta, Feb. 13. Presenter in panel “Finding Your Voice as a Leader,” Leadership Academy for Women, Georgia State University, Atlanta, Jan. 24.
Presenter, “Exploring Race in the United States Through the Lens of the African American
Laura A. Zaylea  
1405 Belmont Avenue, Smyrna, GA 30080  
LauraZaylea@gmail.com  
404.295.5551

WORK EXPERIENCE

Film Lecturer, Georgia State University, Atlanta, GA  August, 2010-Present • Instructor for Undergraduate Courses:  
FILM 4780, 2 sections: The Language of Film Through Production  Spring, 2011  
FILM 4120, 4 sections: Production One  Fall, 2010; Spring, 2011  
FILM 1010, 2 sections: Aesthetics and Analysis • Developed new undergraduate course, “The Language of Film Through Production” • Co-managed undergraduate film/video equipment checkout facilities

Digital Media Coordinator/Instructor, East Bay Center for the Performing Arts, Richmond, CA  
Media Coordinator:  
• Film and edit digital media projects for nonprofit youth performing arts organization • Develop video funding reels for grant submission • Prepare student work for public and online viewing • Oversee digital media archive with 30 years of digital footage  
• Videotape all performances; Manage multi-camera video shoots  
Media Instructor:  
• Design and teach media arts and animation curriculum for youth (6th-12th grade) • Design and teach video production ‘outreach’ courses for youth (1st-6th grade) • Supervise high school teaching assistants, providing teaching opportunities and feedback • Design and lead special presentations, workshops and public presentations of student work • Ensure that curriculum is culturally relevant, age-appropriate, diverse and engaging • Partner with cultural art, music and dance teachers to co-design interdisciplinary projects  
Fall, 2011  

2008-2010

Education Coordinator, Community Media Access Partnership (CMAP), Gilroy, CA •  
Design video production curriculum for community TV station and partner organizations • Teach 10-week after-school video production classes for 3rd through 6th grade students • Teach adult education classes on video production, Claymation and digital storytelling • Ensure implementation of strategic program vision within curriculum and final video work  
• Lead staff training sessions on how to teach courses including claymation and “movie madlibs” • Helped develop the STAMP teen internship program  

Lead Instructor, Camp Galileo Summer Quest, San Mateo, CA  Summer, 2009 • Lead instructor for middle school classes: Claymation, Comic Books, Magazines • Create and teach high energy, hands-on, technology-smart educational activities • Provide technical instruction on video, audio, imaging/design and animation assignments  
• Supervise assistant instructor, providing team teaching responsibilities, goals and feedback

Associate Instructor, TILT: Teaching Intermedia Literacy Tools, San Francisco, CA •  
Co-taught video production to LGBT youth and elders • Designed and lead lighting demonstrations and class film projects • Helped publicize workshop and recruit youth participants  
2009
Teaching Assistant, San Francisco Art Institute, San Francisco, CA

Film One, Professor Caroline Savage
Fall, 2007 Film One, Professor Janis Crystal Lipzin
Spring, 2007

- Helped teach film and digital media to undergraduate production courses
- Designed and taught 5 week section on experimental animation
- Lead historical film presentations and facilitated group critiques
- Demonstrated production equipment and postproduction software, strategies and technique
- Setup A/V devices for presentations by professors, students and guest lecturers
- Lead class frequently when professors were away

Equipment Instructor, San Francisco Art Institute, San Francisco, CA 2007
- Met individually with students to teach film, video and audio equipment
- Supervised check-in and check-out of film, video, audio, lighting and computer equipment
- Designed training protocol and created equipment “cheat sheets” for students

Artist-Mentor for Video Projects, New Urban Arts, Providence, RI
- Worked with ‘at risk’ high school students to design and create video projects
- Created 6 minute promotional video for public screening and online broadcast

Instructor of Digital Media, WiredWoods at Crossroads For Kids, Duxbury, MA
- Team teacher of digital imaging program for youth summer camp (ages: 10-15)
- Designed and taught digital video curriculum
- Prepared student digital media work for online presentation

Teaching Assistant, Brown University, Providence, RI Intermediate Filmmaking, Prof. Leslie Thornton
Introduction to Filmmaking, Prof. Leslie Thornton Senior Seminar: Approaches to Digital Cinema, Prof. Leslie Thornton Advanced Video Production, Prof. Michael Udris
Introduction to Filmmaking, Prof. Leslie Thornton Introduction to Video Production, Prof. Michael Udris
- Worked one-on-one with college students teaching and troubleshooting Final Cut Pro
- Created instructional handouts on various software and troubleshooting tip sheets
- Assisted students with all lab hardware and software, including Photoshop and basic Mac use

Video Production Intern, DTV Productions, New York, NY
- Produced and edited short TV programs for nonprofit television program
- Demonstrated video and audio equipment, lightning strategies and shot composition, and postproduction software for first-time media makers
- Assistant editor for video programs, logging footage and dubbing tapes
2004-2005
Summer, 2004
Fall, '04
Fall, '04 Spring, '04 Spring, '04 Spring, '03 Spring, '03 Fall '02
GRANT WRITING EXPERIENCE

Grant Received from: The Kodak Foundation 2007 • Wrote and received grant for 16mm experimental film production • Sponsor organization: San Francisco Art Institute

Grant Received from: The Open Meadows Foundation 2004 • Wrote and received grant for the independent distribution of LGBT youth videos • Sponsor organizations: The Lydia Pink Project, DTV Productions

Grant Received from: The Rhode Island State Council on the Arts 2004 • Wrote and received grant for public art curatorial project • Sponsor organization: The Dirt Palace Feminist Art Collective

Grant Received from: Undergraduate Council of the Creative Arts 2002

Wrote and received grant for thesis video project Wrote and received second grant for collaborative art project Sponsor organization: Brown University

Funding Received from: Multiple Sources, Brown University 2000 • Wrote funding letters and received financial support for Women’s History Month • Sponsor organization: Sarah Doyle Women’s Center

OTHER EXPERIENCE

Co-Director and Co-Producer, “Hold The Sun” (Independent Feature Movie), San Francisco, CA 2008-2009

Worked with co-director to recruit, train and lead team of 16 for feature length movie Supervised all areas of production, pre-production and postproduction Managed budget of $20,000

Director, The Lydia Pink Project, Providence, RI • Created independent initiative to send youth-positive videos to LGBT organizations • Wrote and received grant from The Open Meadows Foundation

Co-Curator, Dirt Palace Feminist Art Collective, Providence, RI • Worked with collective to develop and implement mission for curation of public art space

Curator of Visual Art, Wham Bam Trans Arts Event, Providence, RI • Curator of visual art for multi-genre transgender arts festival

Video Archive Monitor, Dept. of Culture & Media at Brown University, Providence, RI • Helped students locate and view media in film/video/media archive • Oversaw video check-out and opening and closing procedures of archive

Theme Month Coordinator, Rainbow Alliance at Brown University, Providence, RI

2004-2006
2001-2002

Lead team of students in visioning and programming Pride Month 2002 Synthesized ideas and developed concepts; Facilitated meetings; Resolved conflicts Coordinated and oversaw all logistical, administrative and programming operations

Volunteer Coordinator, Sarah Doyle Women’s Center, Providence, RI • Recruited, trained and lead diverse group of student volunteers • Developed mission statement and
produced written training material

**Theme Month Coordinator, Women’s Center at Brown University, Providence, RI**

Lead teams of students in designing and programming Women’s History Month 2000
Synthesized ideas and developed concepts; Facilitated meetings; Resolved conflicts Coordinated and oversaw all logistical, administrative and programming operations

**FILMOGRAPHY (SELECTED)**

*Hold The Sun*
*Fertilized by Fire*
*Box of Your Bones*
*Flower Fall*
*Untitled:TangoFootage*
*Lydia Li*
*Claudia & the Chicken*
*Camouflage Pink*
*AnuRa’s Wedding*
*J.U.C.A.*

Co-Director / Co-Writer / Co-Producer 2009, 93 minutes, HD Experimental narrative movie exploring identity, race, fantasy International Premiere: *International Film Festival South Africa*, KwaZulu-Natal, 2009 U.S. Premiere: *San Francisco International Asian American Film Festival*, San Fran, CA, 2010 Award: Best Avant-garde Film, 2010 Amsterdam Film Festival Award: Best Experimental Feature, 2010 New York International Film Festival in Los Angeles Filmmaker 2009, 8 minutes, 16mm on DV, color, sound Experimental film including hand-processed and hand-dyed 16mm and super-8mm footage U.S. Premiere: Climate Theater, San Francisco, CA, 2009
Filmmaker 2007, 3 minute installation film loop, 16mm, sepia-toned, silent Hand-processed, sepia-toned footage of tango dancers; included in multi-artist projection event U.S. Premiere: San Francisco International Film Festival Opening Night Gala Event, CA, 2007
Filmmaker / Performer 2004, 5.5 minutes, 16mm on Digital Video, film sing-a-long with live sound performance U.S. Premiere: AS220 in Providence, RI, and 14-city international multi-artist performance tour
Producer / Lead Camera Operator 2001, 7 minutes, Digital Video Documentary short about the spiritual union of two inter-gender, African American artists Made-for-TV, aired on DykeTV international public access program, 2001
Producer / Lead Camera Operator 2001, 8 minutes, Digital Video Documentary short about women’s reggae band Joy Understanding Creativity and Abundance Made-for-TV, aired on DykeTV international public access program, 2001

INSTALLATION (Selected)

Space for Calm
Dream Baby
Inside Love
16mm Film Project inside of wooden and cloth meditation dome San Francisco Art Institute San Francisco, CA, 2007
Illuminated Fiberglass Sculptures in Cloth Landscape, Storefront Window Installation Dirt Palace Feminist Art Collective Providence, RI, 2005
Claymation and webcam video images inside of fiberglass tunnels, Storefront Window Installation Center for Modern, Culture and Media at Brown University Providence, RI, 2005

Within This (Memory) Space
Mixed Media (Cyanotype Prints, Video, Film, Found Objects, Diaries/Journals, Lavender) Sarah Doyle Women’s Center (Basement, after the building had been condemned) Providence, RI, 2002

RELEVANT SKILLS
• Experienced media teacher, producer and researcher • Skilled at motivating, challenging and engaging students • Ability to design and teach technology-focused curriculum to youth, adults, college students and elders • Experience working with people of various cultural and socioeconomic experiences, ages six to seventy-six • Knowledgeable user of media software; including Final Cut Pro, DVD Studio Pro, AfterEffects, Photoshop, Dreamweaver, InDesign, iStopMotion, Adobe Premiere, ProTools, Soundtrack Pro, Audacity, iStopMotion • Proficient with Macintosh and PC platforms; knowledge of Word, Excel, PowerPoint, Adobe Acrobat • Expert knowledge of film cameras, video cameras, audio equipment and postproduction software • Knowledge of video optimization for online presentation • Native English speaker with excellent written and verbal communication skills • Introductory knowledge of Spanish • Responsible, friendly and professional • Ability to multi-task and prioritize responsibilities

EDUCATION
M.F.A. in Film, San Francisco Art Institute, San Francisco, CA Awards: Kodak Film Production Grant
B.A. in Art-Semiotics with Honors, Brown University, Providence, RI Awards: Weston Fine Art Award, Undergraduate Council of the Creative Arts Grant Member of the Resource Scholars and Artists Program Additional filmmaking courses taken at Rhode Island School of Design August, 2008 May, 2003
PERSONAL DATA

Campus Address:  
Department of Criminal Justice  
Georgia State University  
1236 Urban Life Building  
Atlanta, GA 30303  
404.413.1023 (office)  
404.413.1024 (fax)  
bblackwell@gsu.edu  

Home Address:  
1401 Brookside Manor Court  
Tucker, GA 30084  
770.496.5755 (home)  

DEGREES/EDUCATION:

**Dissertation:** "Elaborating Power-Control Theory: Predicting Differences in Social Bonds, Perceived Sanction Threats, and Low Self-Control."

**Thesis:** "Religious Based Normative Support for Random Drug Testing: A Status Politics Explanation."


ACADEMIC POSITIONS:

Associate Professor, Department of Criminal Justice. Georgia State University. 2005 – Present.  
(Graduate Faculty Status)


Affiliate Faculty, Public Institute of Health. Georgia State University.

Assistant Professor, Department of Criminal Justice. Georgia State University. 1998 - 2005.  
(Graduate Faculty Status)

Assistant Professor, Department of Sociology and Crime, Law, and Justice. Pennsylvania State University. 1995 - 1998. (Graduate Faculty Status)
OTHER PROFESSIONAL APPOINTMENTS:

Assistant Director: "The Annual Oklahoma City Survey." Fall, 1993 to Summer, 1994. Funded by the College of Arts and Sciences, University of Oklahoma. Project Directors: Harold G. Grasmick and Robert J. Bursik, Jr. Supervised graduate students working on the Oklahoma City Survey, assisted with questionnaire and codebook development, directed data collection, data input, data cleaning, assisted in data management.


AREAS OF SPECIALIZATION:

Criminological Theory  Introductory Statistics
Women, Crime, and Criminal Justice  Electronic Monitoring
Survey Research  Education Assessment in Criminal Justice

RESEARCH AND PROFESSIONAL DEVELOPMENT

PUBLICATIONS

Journal Articles
Accepted

Blackwell, Brenda Sims, Brian K. Payne, and John Prevost*

Payne, Brian K., George E. Higgins, and Brenda Sims Blackwell.
2010  Exploring the Link between Self-Control and Partner Violence: Bad Parenting or General Criminals?” Journal of Criminal Justice 38(5): 1015-1021. (Refereed) (Primary data based)

Payne, Brian K., Brenda Sims Blackwell, and Sue Carter Collins

Payne, Brian K., Brenda Sims Blackwell, and Sue Carter Collins

Blackwell, Brenda Sims, David Holleran, and Mary A. Finn
2008  The Impact of Sentencing Guidelines on Gender Differences in Sentencing. Journal of Contemporary Criminal Justice  (Refereed) (Primary data based) [cited:1; 1/2/10]

Blackwell, Brenda Sims and Alex Piquero

Blackwell, Brenda Sims and Clark Cunningham

Finn, Mary A., Brenda Sims Blackwell, Loretta J. Stalans, Sheila Studdard, & Laura Dugan
Blackwell, Brenda Sims  
2003  Power-Control and Social Bonds: Exploring the Effect of Patriarchy. Criminal Justice Studies 16 (2): 131-152. (Refereed) (Primary data based)

Blackwell, Brenda Sims and Mark D. Reed  
2003  Power-control as a between and within family model: Reconsidering the unit of analysis. Journal of Youth and Adolescence 32: 385-400. (Refereed) (Partial primary data based) [cited: 5; 9/9/09]

Blackwell, Brenda Sims and Michael S. Vaughn  

Beck, Elizabeth, Brenda Sims Blackwell, Pamela Blume Leonard, and Michael Meares  

Blackwell, Brenda Sims, Christine S. Sellers, and Sheila M. Schlaupitz  

Sarah Eschholz, Brenda Sims Blackwell, Marc Gertz, and Ted Chiricos  

Finn, Mary A., Brenda Sims Blackwell, Beth Oxford, George Braucht, and John Prevost  

Blackwell, Brenda Sims  

Blackwell, Brenda Sims and Harold G. Grasmick  

Harold G. Grasmick, Hagan, John L, Brenda Sims Blackwell, and Bruce J. Arneklev


Citations: 262 (as of 1/10/2010)

Under Contract

Blackwell, Brenda Sims and Christine Sellers  Women and Crime: Theories on Offenders, Victims and Workers. (Book contract with Oxford University Press Editorial Board; manuscript in progress).

Book Chapters/Encyclopedia Entries: Original Works

Blackwell, Brenda Sims

Reed, Mark D. and Brenda Sims Blackwell

Blackwell, Brenda Sims and Sarah Eschholz

Technical Reports

Blackwell, Brenda Sims

Finn, Mary, Brenda Sims Blackwell, Leslie C. Jackson, James L. Wolk, M. Brooke Oakley

Book Reviews

Blackwell, Brenda Sims

Blackwell, Brenda Sims

Under Review
Payne, Brian K. and Brenda Sims Blackwell
Academic Advising: Ties Between Student Satisfaction and Perceptions of Program Quality."

Blackwell, Brenda Sims, George Higgens, and Brian K Payne
“Witnessing Violence and General Strain Theory.” (Primary data based)

Works in Progress

Blackwell, Brenda Sims and Lawrence Sherman

Higgens, George, Brenda Sims Blackwell, and Brian K. Payne
“Self-Control Theory and the Approval of Violence” (Primary data based)

Blackwell, Brenda Sims and Sellers, Christine
“The Impact of Patriarchy on the Creation of Strain: Using Power-Control Theory to Understand Gendered Outcomes in Agnew’s Strain Theory.” (Primary data based)

FUNDING

External Grants

Funded


Applied for but Not Funded

Submitted 2010 to the National Institute for Justice call for proposals for “Crime and Justice Research and Evaluation: Investigator-Initiated.” Requested $206,392.00. PIs: **Brenda Sims Blackwell (lead), Brian K. Payne, and Brent Teasdale.**

**PI:**

“Using the State Court Processing Statistics Database to Explore the Effects of County and Offender Characteristics across Types of Conviction.” Submitted 2010 to the National Institute for Justice call for proposals for “Data Resources Program 2010: Funding for the Analysis of Existing Data.” Requested $34,884.00. PIs: **Brenda Sims Blackwell (lead), Chester L. Britt, III.**

**PI:**


**Co-Investigator:** “Advancing Awareness about Victims’ Issues to College Students through a Multidisciplinary Model.” Submitted 2009 to the U.S. Department of Justice Office for Victims of Crime Requested $299,666.00. PIs: Brian K. Payne, Brenda Sims Blackwell, Leah Daigle, Sheri Strasser, Deb Houry, Sue Carter Collins, and Lisa Muftic.

**Co-Investigator:** “Crime Victims’ Network: An Initiative to Link Faith-Based and Secular Crime Victim Services in Urban Areas.” Submitted 2003 to the U.S. Department of Justice Office for Victims of Crime. Requested $1,100,000.00. PIs: Mark D. Reed (Lead), Elizabeth Beck, Sarah Eschholz, and Brenda Sims Blackwell.

**Internal Research Grants**

**Funded**

**Co-Investigator:** “Exposure to secondary victimization in death penalty cases: Focus groups with homicide co-victims and victim advocates.” Georgia State
University Research Team Grant. $10,975.00 funded July, 2003 to June, 2004. PIs: Mark D. Reed, Brenda Sims Blackwell, Elizabeth Beck, and Sarah Eschholz.

Co-Investigator: “Developing a measure of ‘Patriarchy’: Opening the gate for future tests of power-control theory.” Georgia State University Research Initiation Grant. $4,000.00 funded September, 2000 to June, 2001. Co-PI: Mark D. Reed.


Applied for but Not Funded

PI: “Examining the Impact of Platform on Scenario-Based Research.” Requested $7565.00. Sole PI.


Contracts


Scholarly Activities with Students

Dissertation Committees: Pennsylvania State University; Crime, Law, and Justice Program

Brian Lipset. Member. 1998. (Research Analyst – Citizen’s Clearing House for Hazardous Waste.)

Thesis Committees: Pennsylvania State University; Crime, Law, and Justice Program

Ackerman, Jeffrey A. Chair. 1998. (Assistant Professor, Texas A&M, Dept. of Sociology)
Young Sin Kim. Member. 1998.
Christina Arnoldi. Member. 1998.
Stephen DeMuth. Member. (Department of Sociology.) 1997. (Assistant Professor at Bowling Green University; Department of Sociology).

Thesis Committees: Georgia State University; Department of Criminal Justice
Bauman, Miranda. Chair.

Gayan, Tyler. Member. A Critical Examination of the Secondary Victimization Caused by the Criminal Justice System on Family Members of Homicide Victims. Defended August 8, 2008. (Teaching)
Dias, Clarissa. Member. Backlash or Gender Symmetry: Exploring Explanations for the Increased Arrests of Women for Family Violence. Defended August 8, 2006. (PhD Student, GSU)
Morgan, Rhiannon. Member. Gender and the Routine Use of Force: Examining the Influences of Socialization in Policing. Defended August 19, 2005. (Georgia Bureau of Investigation)
Studdard, Sheila. Member. The effect of policy, injury, and officers’ perceptions on arrest outcome. 2001. (Clerk of Court - Fayette County, GA).

Honor’s Theses
Joy Barni. Honors Thesis, Chair. Department of Sociology. Penn State University. 1998. (Graduate of Georgetown University Law Center; Attorney, Boston, MA.)

Presentations at Professional Meetings (Refereed unless noted otherwise)

Blackwell, Brenda Sims, and Christine S. Sellers
“Gender and Strain: Theorizing the Integration of Gender into Strain Models of Offending.” Presentation at the Annual Meeting of the American Society of Criminology. San Francisco, CA. 2010 (Podium, National).

Blackwell, Brenda Sims, George Higgens, and Brian K. Payne
Panel Discussant in session on “Media Coverage of Minority Female Abductions.”
Presentation
(Roundtable, National).

Blackwell, Brenda Sims
Panel Discussant in session on “The State of Feminist Criminology II.” Presentation at the

Blackwell, Brenda Sims, M. Brooke Oakley, Mary Finn
“Process Evaluation Outcomes and Issues for Atlanta’s Collaborative Response to Commercial
Sexual Exploitation of Children.” Presented at the Annual Meeting of the American Society of

Blackwell, Brenda Sims, M. Brooke Oakley

Blackwell, Brenda Sims

Reed, Mark D., and Brenda Sims Blackwell

Blackwell, Brenda Sims

Brenda Sims Blackwell

Reed, Mark D., and Brenda Sims Blackwell
Sellers, Christine S. and **Brenda Sims Blackwell**

Baglivio, Michael and **Brenda Sims Blackwell**

Reed, Mark D., **Brenda Sims Blackwell**, Elizabeth Beck, and Sarah Eschholz

**Blackwell, Brenda Sims** and Clark Cunningham

Baglivio, Michael and **Brenda Sims Blackwell**

Hartman, Jennifer L., Michael G. Turner, and **Brenda Sims Blackwell**

**Blackwell, Brenda Sims**

**Blackwell, Brenda Sims** and Chester Britt, III.

Reed, Mark D., **Brenda Sims Blackwell**, Elizabeth Beck, and Sarah Eschholz

**Brenda Sims Blackwell**

Reed, Mark D. and Brenda Sims Blackwell

Blackwell, Brenda Sims, Mary A. Finn, and Loretta J. Stalans

Turner, Michael G., Jennifer L. Hartman, and Brenda Sims Blackwell

Hartman, Jennifer L., Michael G. Turner, and Brenda Sims Blackwell

Blackwell, Brenda Sims and Alex Piquero

Reed, Mark D. and Brenda Sims Blackwell

Finn, Mary A. and Brenda Sims Blackwell

Dugan, Laura J., Dean Dabney, and Brenda Sims Blackwell

Michael S. Vaughn and Brenda Sims Blackwell

Mark D. Reed, Brenda Sims Blackwell, and Sarah Eschholz

Brenda Sims Blackwell and Mark D. Reed

Sarah Eschholz and Brenda Sims Blackwell

Brenda Sims Blackwell and Sarah Eschholz

Blackwell, Brenda Sims, Christine S. Sellers, and Sheila M. Schlaupitz

Ackerman, Jeffrey and Brenda Sims Blackwell

Durrington, Denise A., Brenda Sims Blackwell, and Lisa Kennedy

Blackwell, Brenda Sims

Blackwell, Brenda Sims

Brenda Sims Blackwell

Arnoldi, Christina E. and Brenda Sims Blackwell

Blackwell, Brenda Sims and Chester L. Britt

Britt, Chester L., Brenda Sims Blackwell, and John Kramer

Blackwell, Brenda Sims and Darrell Steffensmeier

Blackwell, Brenda Sims

Blackwell, Brenda Sims

Blackwell, Brenda Sims, Harold G. Grasmick, and John L. Hagan

Hagan, John L., Harold G. Grasmick, Brenda Sims Blackwell, and Bruce J. Arnecelev

Blackwell, Brenda Sims

Blackwell, Brenda Sims

Blackwell, Brenda Sims


Blackwell, Brenda Sims

Sellers, Christine S. and Brenda Sims Blackwell

AWARDS:

2009 Outstanding CTW Ambassador Report (GSU; $750 travel stipend included).
2004 Nominated for Who’s Who in Social Sciences Higher Education
(Academic Keys Who's Who in Social Sciences Higher Education, a comprehensive, authoritative online source of information on leading, influential experts and scientists in the field of Social Sciences in the institutes of higher education.)
1992  Gene Carte Student Paper Competition. First Place.  
American Society of Criminology.
1992  Southwest Sociological Association Master's Level Student Paper 
Competition.  First Place.  Southwest Sociological Association.
1988  Eleventh Overall Speaker, National Forensics League Annual 
National Tournament.

Workshops

**Participant:** National Institute of Justice Data Resources Program Workshop:  
Violence Across Settings.  ICPSR Summer Training Program in  
*(Competitive.)*

**Participant:** Hierarchical Linear Models Workshop. ICPSR Summer Program in  

**Participant:** Division on Experimental Criminology, Experimental Design Workshop.  

---

**TEACHING**

**Undergraduate Courses:**

- Corrections.
- Criminology.
- Criminal Justice Statistics.
- Law and Society. (PSU)
- Probation, Parole, and Pardons. (PSU)
- Internship Seminar.
- Law, Criminal Justice, and Social Change.
- Women and Criminal Justice.
- Crime, Delinquency, and Deviance. (OU)
- Introduction to Sociology.  (OU)

**Independent Studies - Undergraduate :**

CRJU 4999 Readings in Criminal Justice. 3 hour. Chastity Cantrell. Careers in policing and experiences of female officers.  (Spr 2008)
CRJU 4999 Readings in Criminal Justice. 3 hour. Anda Sandidge. Applications of Traditional Theory to Domestic Violence. (F 2006)
CRJU 4999 Readings in Criminal Justice. 3 hour. Becky Purcell. Advanced work in Undergraduate Statistics. (F 2002)
CJ 4999 Readings in Criminal Justice. 3 hour. Tim Wallace. Advanced work in Undergraduate Statistics. (F 2001)

Undergraduate Mentor:


Graduate Courses:

Criminological Theory. (MA)
Criminal Justice Statistics. (MA)
Gender and Criminal Justice. (MA/Ph.D.)
Directed Teaching Seminar (Ph.D.)
Directed Readings - Graduate:


SERVICE

SERVICE TO THE UNIVERSITY

Committees:

UAC Committee Member. Fall 2008-Summer 2010.
Admissions and Standards Committee. Fall 2004-Fa 2009.
  Attendance Subcommittee. (Co-Chair). Fall, 2007-Sp, 2008
  Hurricane Katrina Subcommittee. Fall 2005.
Senate Joint Committee on Class Attendance. Fall, 2008-Spring 2009.
Faculty Affairs Committee. Fa 2008-Fa 2009
  Subcommittee on course packs. Fall 2008.
McNair Scholar Advisory Board. Fall 2007-Fall 2008.

Other Service:

Served as member of faculty panels for INCEPT, July 2003 (2), July 2004 (2).
Participated in a focus group regarding the university website. April, 2002.
Participated in “On-Track: Empowering Women Faculty,” a collaborative program between AAUW and GSU. October, 2002.
Served on a Student Appeals board hearing. Fall, 2000.

SERVICE TO THE COLLEGE

Committees:

Academic Programs Committee, Member. Andrew Young School of Policy Studies, GSU. 2011-2013.
Graduate Faculty Committee, Chair. College of Health and Human Sciences, GSU. 2003-2004.
Faculty Appeals Committee, Member. College of Health and Human Sciences, GSU. 2001-2003.

DEPARTMENT

Administrative Positions:
Undergraduate Coordinator. F 2009-F 2012.

Committees:
Undergraduate Committee. Member. Sp 2007-present.
Scholarship Committee. Member. F 2002-present.
Faculty Search Committee. Member. F 2006. Search for 2 faculty positions.
Faculty Search Committee. Member. F 2004. Search for 3 faculty positions.

Graduate Student Committee. Dept. of Sociology. PSU. F 1995 - Sp1996.
Undergraduate Curriculum Committee. Crime, Law & Justice Program; Dept. of Sociology. PSU. Fall 1996.

Other Service:

Guest Lecture, Ph.D. Proseminar. (September 28, 2011)
Guest lecture, Ph.D. Proseminar. (November 9, 2010)
Guest lecture, SLC Seminar (CRJU 2010). (August 27, 2009; August 31, 2010).

Undergraduate Mentor:


Service in the Profession

Positions and Committees:

Academy of Criminal Justice Sciences –

American Society of Criminology –
- Program Committee: Member, 2001-2002.
- Membership Committee: Member, 2001-2002.
- Student Awards Committee: Member, 1996-1997; 2007-2008.

American Society of Criminology; Division on Women and Crime -
- Chair (elected by membership): 2009-2011
- Executive Committee (as past chair): 2011-2012
- Webpage Committee: 2010
- Awards Committee: Co-Chair, 2007, 2008; Member, 2009

American Sociological Association –

**Editorial Boards:**

**Journal of Criminal Justice Education. 2006-2008.**
Women and Criminal Justice. Fall, 2008-present.
Feminist Criminology. Spring, 2010-present.

**Grant Reviewer**

National Science Foundation, Law and Social Science, Division of Social and Economic Sciences. (2009 – 1; 2010 – 2)

**Ad hoc Manuscript Reviewer:**

**Peer Reviewed Journal**
American Journal of Criminal Justice
Crime, Law, and Social Change
Journal of Criminal Justice

Journal of Criminal Justice Education
Journal of Research in Crime and Delinquency
Criminal Justice Review
Criminology
International Criminal Justice Review
The Justice Professional
Justice Quarterly
Quantitative Criminology (2010:1)
The Sociological Quarterly
Violence Against Women

Western Criminology Review
Women in Criminal Justice

Publishing Companies

Greenwood Publishing Group
Roxbury Press
Educational Publishing
Sage

Prentice Hall Publishing
West
Educational Publishing

Presentation for Publishers


Meeting Participation:


Appointed Chair. Panel on Victimization and Prevention in the Ivory Tower. San Francisco, 2010. (Declined due to conflicts with DWC Division Chair duties.)


**Memberships:**

American Society of Criminology (1990-present)
Division of Women and Crime (1990-present)
Academy of Criminal Justice Sciences (1992-present)
Southeastern Sociological Association (2003-08)
Service to the Community


Consulting

Program Development. Reviewed and made recommendations for academic program development.


JENNIFER R. ESPOSITO

1372 Gates Circle ♦ Atlanta, GA 30316 ♦ 770-500-7357◆
drjenniferesposito@yahoo.com

Education

Syracuse University, Syracuse, New York
Ph.D. Cultural Foundations of Education – Qualitative Methods 2002

Syracuse University, Syracuse, New York
Advanced Certificate in Women’s Studies 2002

Elms College, Chicopee, Massachusetts
M.Ed. Education 1998
Thesis- “The Relationship of Gender to Math Self-Efficacy and Math Self-Concept”

University of Massachusetts, Amherst, Massachusetts
B.A. Liberal Arts  1994
Major: Women’s Studies
Minor: Pre-med
Honors: Cum Laude

Current Position
Georgia State University, Atlanta, Georgia
Associate Professor of Educational Policy Studies  2004-Current
Affiliate Faculty of Women’s Studies
Qualitative Methods; Social Foundations of Education
Courses Taught: (Graduate) Introduction to Qualitative and Interpretive Research in Education I; Advanced Qualitative Research in Education II; Advanced Qualitative Research in Education III; Special Topics: Popular Culture as a Qualitative Text; Case Study Methods; Anthropology of Education; Action Research.

Teaching Experience
Millersville University, Millersville, Pennsylvania
Assistant Professor of Social Foundations of Education  2002-2004
Courses Taught: (Graduate) Foundations of Modern Education; Methods of Research; (Undergraduate) Foundations of Modern Education; Genetics Pedagogy Seminar.

Syracuse University, Syracuse, New York
Teaching Assistant  1998-2000
Course Taught: (Undergraduate) The American School.

Syracuse University, Syracuse, New York
Instructor  2000-2002
Courses Taught: (Graduate) Introduction to Qualitative Research; Advanced Seminar in Qualitative Research; (Undergraduate) Schooling and Diversity, The American School.

Mt. Carmel School, Springfield, Massachusetts
5th-8th Grade Math and Science Teacher  1995-1998

Edwards Junior High, Rocky Mount, North Carolina
9th Grade Science Teacher  1994-1995

Funded Research Experience
Dreams Program, Atlanta, Georgia
**Program Evaluator - PI** 2009

Shoot the Hoop Afterschool Program, Atlanta, Georgia
**Program Evaluator - PI** 2008

*Syracuse University, Syracuse, New York*  
**Graduate Research Associate** 1999-2001  
*American Association of University Women - Vocabularies of Gender*

*Syracuse University, Syracuse, New York*  
**Graduate Research Associate** 1999-2001  
*Vision Fund – Private Documents/Public Lives*

---

**Publications – Refereed Journal Articles**


**Publications – Book Chapters**


**Publications – Encyclopedia Entries**


**Manuscripts under Review**
Love, B., Esposito, J. and Davis, C. Pop Music & Post-Feminism: An Analysis of Beyoncé’s Discourses of Love. Feminism, Sex, and the Body issue of the *Journal of Gender Studies*, Date Submitted: 10/01/10

Esposito, J. (under review). Learning the body as a hidden curriculum: Negotiating the gaze, race, and femininities on a university campus. *Equity & Excellence in Education*. Date Submitted: 5/01/09

Esposito, J. (under review). The urban school paradox: Culturally relevant pedagogy and school reform mandates. *Journal of Educational Change*. Date Submitted: 9/01/10


**Presentations - Refereed**


Directions in Feminist Qualitative Research. Paper presented at The Fourth International Congress of Qualitative Inquiry, annual meetings, in Urbana-Champaign, IL, May 2008.


The Black Lesbians are White and The Studs are Femmes: A Cultural Studies Analysis of the L Word. Paper presented at the Southeast Philosophy of Education Society, annual meetings, Atlanta, February 2006.


Presentations - Invited


Raced and Gendered Embodiment on a College Campus. Invited paper presented at National Council of Teachers of English, annual meetings, Atlanta, November 2002.

How to conduct a qualitative interview. Invited presentation at the PDS University & GSU System Coordinators’ Meeting. October 6, 2005.

Teaching at Syracuse University. Invited presentation at The Graduate School’s orientation, Syracuse University, Syracuse, NY, August 2001.

Grants

External

Shoot the Hoop Afterschool Program, Atlanta, Georgia
Program Evaluator- PI 2008
Amount: $10,022.
Status: Submitted. Funded.

Atlanta Public School System, Atlanta, Georgia
Program Evaluator 2007
PI – Dr. Susan McClendon
Leave No Child Behind: Preparing Educators for a Successful Transition into a Single-Gender Urban School.
Amount: $145,338.00

Internal

Georgia State University, Atlanta, Georgia
Minority Mentoring Professional Development Grant Recipient 2008
Amount: $800
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia
Minority Mentoring Professional Development Grant Recipient 2007
Amount: $800
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia
Minority Mentoring Professional Development Grant Recipient 2006
Amount: $800  
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia  
Co-PI  
Co-PI – Dr. George McMahon  
Research Initiation Grant  
Amount: $10,000  
Status: Submitted. Funded.

Service to the Profession

Journals

- **Equity & Excellence in Education**  
  Reviewer  
  2010-Current

- **Urban Education**  
  Reviewer  
  2010-Current

- **Educational Foundations Journal**  
  Editorial Board Member  
  2007-Current

- **Journal of Ethnographic & Qualitative Research**  
  Editorial Board Member  
  2007-Current

- **Multicultural Learning and Teaching**  
  Reviewer  
  2007

- **Educational Studies**  
  Reviewer  
  2009-Current

- **International Journal of Qualitative Research in Education**  
  Reviewer  
  2009-Current

Conferences

- **American Educational Studies Association**  
  Program Committee  
  2009

- **American Educational Research Association**  
  Program Co-Chair  
  2008-2009
  Division G- Social Contexts, Section 1- Teaching and Learning

- **Ethnographic & Qualitative Research Conference**  
  Reviewer  
  2009
Four conference proposals

*American Educational Studies Association Conference*
**Reviewer** 2009
Twenty-four conference proposals

*Ethnographic & Qualitative Research Conference*
**Reviewer** 2008
Four conference proposals

*American Educational Research Association Conference*
**Reviewer** 2007
Twenty conference proposals
Division G

*American Educational Research Association Conference*
**Reviewer** 2006
Twenty conference proposals
Division G

*American Educational Research Association Conference*
**Reviewer** 2005
Twenty conference proposals
Division G

*American Educational Research Association Conference*
**Reviewer** 2005
Four conference proposals
Division K

**Books**

Sage Publications, Thousand Oaks, California
**Reviewer** 2006

Sage Publications, Thousand Oaks, California
**Reviewer** 2008

**University Service**

Georgia State University, Atlanta, Georgia 2010-Current
**Member, Tenure and Promotion Departmental Committee**
Georgia State University, Atlanta, Georgia
Chair, Student Affairs College Committee  2009-Current

Georgia State University, Atlanta, Georgia
Member, Student Affairs College Committee  2005-2009

Georgia State University, Atlanta, Georgia
Member, Social Foundations Search Committee  2006-2007

Georgia State University, Atlanta, Georgia
Member, Research, Measurement and Statistics Search Committee  2005-2006

Georgia State University, Atlanta, Georgia
Co-Coordinator of Research, Measurement and Statistics Program  2004

Georgia State University, Atlanta, Georgia
Member, Student Affairs Departmental Committee  2005-Current

Georgia State University, Atlanta, Georgia
Chair, Student Affairs Departmental Committee  2004-2005

Millersville University, Millersville, Pennsylvania
Member, NCATE Assessment Committee,  2003-2004

Millersville University, Millersville, Pennsylvania
Educational Foundations Library Liaison  2003-2004

Millersville University, Millersville, Pennsylvania
Member, Educational Foundations Faculty Search Committee  2002-2004

Millersville University, Millersville, Pennsylvania
Member, The Color of Teaching  2002-2004

Millersville University, Millersville, Pennsylvania
Member, Urban Education Task Force  2002-2004

Millersville University, Millersville, Pennsylvania
Member Educational Foundations Faculty Search Committee  2002-2003

Millersville University, Millersville, Pennsylvania
APSCUF Departmental Representative  2002-2003

Syracuse University, Syracuse, New York
Student Representative for Faculty Meetings  1999-2001
**Completed Doctoral Students’ Dissertations - Chair**

Qiana Cutts (EPS-SF-2009). *To be African or not to be: An autoethnographic content analysis of the work of Dr. Asa Grant Hilliard, III.*


---

**Completed Doctoral Students’ Dissertations - Methodologist**


Sujatha Bhagavati (EPS-RMS-2009). *Phenomenology and Bayesian statistical analysis: Where the twain meet in the context of international students’ health care experiences.*


Dennis Attick (EPS-SF-2008). *Experience, knowledge, and democracy: Television through a Deweyan lens.*


Mary Janie Heisner (EPSE-2008). *Meeting the professional development needs of early childhood teachers with child development associate training.*

Entrenda Dillon (HE-2007). *The role of education in the rise and fall of Americo-Liberians in Liberia, West Africa*

Desha Williams (MSIT-2007). *Student teaching in an urban context: Student teachers' views and identity construction*
Antje Barabasch (SF-2006). *Risk and the school-to-work transition in Germany and the United States.*


completed Master’s Students’ Projects - Chair


Terri Seay (SF-2008). *Action research study.*


completed Master’s Students’ Theses- Methodologist

Katie Mayer (SF-2005). *Creating alternative models: Young adult fiction and grrrrl culture.*

Professional Affiliations

- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- Southeast Philosophy of Education Society (SEPES)
- Institute for Popular Culture, Media Literacy, and Education (Syracuse University)

Awards

Syracuse University, Syracuse, New York

**Syracuse University Graduate School’s Doctoral Prize** 2002

Syracuse University, Syracuse, New York

**College of Education’s Dissertation Fellowship** 2001

Syracuse University, Syracuse, New York

**Outstanding Teaching Assistant** 2001
I. EDUCATION

UNIVERSITY OF GEORGIA, Athens, Georgia

ANTIOCH UNIVERSITY, Seattle, Washington
Masters in Education. Thesis, under the direction of Dr. Tisdell, entitled "Radical pedagogy in action: A case study of a Chicano/a autobiography class," winner of the Adult Education Research Conference (AERC) graduate student research award, September 1997.

SEATTLE PACIFIC UNIVERSITY, Seattle, Washington

UNIVERSITY OF WASHINGTON, Seattle, Washington
Bachelor of Arts in English, graduated Magna Cum Laude, March 1983.

II. PROFESSIONAL CREDENTIALS

GEORGIA STATE UNIVERSITY, Atlanta, Georgia
Assistant Professor, Department of Educational Policy Studies, Research, Measurement and Statistics Program. August, 2006-present.

UNIVERSITY OF GEORGIA, Athens, Georgia
Assistant Professor, Department of Adult Education, Qualitative Inquiry Program. August 2004 – 2006.

UNIVERSITY OF GEORGIA, Athens, Georgia

UNIVERSITY OF GEORGIA, Athens, Georgia
Research and Systems Manager, Georgia Literacy Grant Project. Fall and Spring 2000-2001.

MENORAH SCHOOL, Mercer Island, Washington
Teacher, third, fourth and fifth grades, October 1996 – June 1998

CIBECUE APACHE COMMUNITY SCHOOL, Cibecue, Arizona
Head Librarian for elementary and secondary school on the White Mountain Apache Reservation, June 1993 - July 1994

INDEPENDENT, Seattle, Washington
Private tutor for elementary and secondary students, June 1991 – June 1993
SEATTLE WALDORF SCHOOL, Seattle, Washington
Teacher, second and third grades, July 1989 - August 1991

III. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Publications
*Peer Reviewed
+International

. Journal Articles

*+Kaufmann, J. (in press). I spit to meet you on a line unfolding. *Qualitative Inquiry* (4% acceptance rate).


*+Kaufmann, J. (in press). The meaning of “not innocent”: The Troy Anthony Davis case. *International Review of Qualitative Research*. (7% acceptance rate)

*+Kaufmann, J. (in press). An autoethnography of a face. *Qualitative Inquiry*. (4% acceptance rate)


*+Kaufmann, J. (2010). Trans-representation. *Qualitative Inquiry* 16(3), 90-103. (4% acceptance rate)


### Book Reviews


### Reports

Kaufmann, J (2004). *Oppositional feminist ethnography: What does it have to offer Adult Education?* Columbus, OH, Clearinghouse on Adult, Career, and Vocational Education.

### Submitted Works


Kaufmann, J. (revise and resubmit). *Poststructural analysis: Reading empirical matter for new meaning*. Left Coast Press.

### Conference Proceedings


**Research Reports**


**Recognition and Outstanding Achievements**

University Dissertation Completion Assistantship, University of Georgia, Athens, Georgia. Award for academic achievement, 2003-2004.

University Fellowship, University of Georgia, Athens, Georgia. Award for academic achievements, 1998-2000.

Adult Education Research Conference Graduate Research Award, Oklahoma State University, Stillwater, Oklahoma. Award for most outstanding graduate research of the year, May 1997.

Scholarship recipient, Antioch University, Seattle. Award for commitment to equity and diversity and academic achievement, Spring 1996.

**C. Manuscript and Proposal Reviewer**

1. **Occasional Reviewer**

(2011). *Adult Education Quarterly*. Number of manuscripts reviewed: 1

(2011). *Qualitative Inquiry*. Number of manuscripts reviewed: 2

(2011). *Qualitative Report*. Number of manuscripts reviewed: 1

(2011). *International Review of Qualitative Research*. Number of manuscripts reviewed: 1

(2011). *Journal of Ethnographic and Qualitative Research*. Number of manuscripts reviewed: 1

(2010). *Critical Studies ↔ Critical Methodologies*. Number of manuscripts reviewed: 1

(2010). *Policy Futures in Education*. Number of manuscripts reviewed: 2

(2010). *Qualitative Report*. Number of manuscripts reviewed: 1

(2010). *Qualitative Inquiry*. Number of manuscripts reviewed: 1


(2007). *Qualitative Inquiry*. Number of manuscripts reviewed: 3.


(2003). Qualitative Interest Group Conference. Number of manuscripts reviewed: 4

(2002). *Educational Theory*. Number of manuscripts reviewed: 1

**D. Convention Papers**

1. **International and National Presentations**


**IV. RESIDENT INSTRUCTION AND ADVISING**

1. **Student Work Directed at Georgia State University**

   GEORGIA STATE UNIVERSITY, Atlanta, Georgia

   1. **Chair of Dissertation Committee**

Xylecia Taylor. *Integrating music into the urban elementary classroom*, working on prospectus 2011.


2. **Co-chair of Dissertation Committee**


3. **Methodologist of Dissertation Committee**


Michelle Mercier. *In the flow: Music education*, working on dissertation 2011.


Sarida Hoy. *To iron or not to iron: Puerto Rican women scientists*, complete 2010.


4. **Member of Dissertation Committee**

Chris King. *Foucauldian analysis of No Child Left Behind*, working on prospectus 2011.


Qiana Cutts. *Autoethnographic content analysis of the works of Dr. Asa Grant Hillard*, complete 2008.


5. **Reader of Dissertation Committee**


Kerry Lane Hathaway (2007). *The double-consciousness of black gay men –blackism and heterosexism: A two-ness that compounds the struggle to preserve an already problematic self*, complete.
2. Courses taught at Georgia State University

GEORGIA STATE UNIVERSITY, Atlanta, Georgia

Graduate Program in Educational Policy Studies, EPRS 8500, “Qualitative/Interpretive Research in Education I.”
Spring 2007 (enrollment: 15. student evaluation: 4.9/5)
Summer 2007 (enrollment: 15. student evaluation: 4.9/5)
Fall 2007 (enrollment: 27. student evaluation: 4.9/5)
Fall 2007 (enrollment: 20. student evaluation: 4.9/5)
Summer 2008 (enrollment: 21. student evaluation: 4.9/5)
Fall 2008 (enrollment: 21. student evaluation: 4.6/5)
Fall 2008 (enrollment: 14. student evaluation: 4.9/5)
Summer 2009 (enrollment: 13. student evaluation: 5/5)
Fall 2009 (enrollment: 21. student evaluation: 4.8/5)
Spring 2010 (enrollment: 12. student evaluation: 4.6/5)
Summer 2010 (enrollment 15. student evaluation 4.8/5)
Fall 2010 (enrollment: 20. student evaluation: 4.9/5)
Summer 2011 (enrollment 14. student evaluation 5/5)

Graduate Program in Educational Policy Studies, EPRS 8510, “Qualitative/Interpretive Research in Education II.”
Summer 2007 (enrollment: 16. student evaluation: 4.9/5)
Spring 2008 (enrollment: 18. student evaluation: 4.9/5)
Spring 2008 (enrollment: 24. student evaluation: 4.9/5)
Summer 2008 (enrollment: 13. student evaluation: 5/5)
Spring 2009 (enrollment 16. student evaluation: 4.9/5)
Summer 2009 (enrollment: 9. student evaluation: 5/5)
Summer 2010 (enrollment: 21. student evaluation: 5/5)
Summer 2011 (enrollment 3: student evaluation: 5/5)

Graduate Program in Educational Policy Studies, EPRS 9120, “Poststructural Inquiry.”
Spring 2010 (enrollment: 8. student evaluation: 4.8/5).

Graduate Program in Educational Policy Studies, EPSF 9280, “Interpretive Inquiry in Education.”
Fall 2006 (enrollment: 10. student evaluation: 5/5)

Graduate Program in Educational Policy Studies, EPRS 9920, “Special Topics in Qualitative Research: Deleuze and Qualitative Research.”
Fall 2009 (enrollment: 5. student evaluation: 5/5)

Graduate Program in Educational Policy Studies, EPRS 9920: “Special Topics in Qualitative Research: Arts Based Research.”
3. **Program Development at Georgia State University**

GEORGIA STATE UNIVERSITY, Atlanta, Georgia

Qualitative Research in Education Certificate (2007). Developed and implemented a certificate program for graduate students who complete seven qualitative research courses and a qualitative dissertation.

EPRS 9920, “Special Topics in Qualitative Research.” (2006). Developed and implemented a special topics course which deals with varying issues in qualitative research.

EPRS 9120, “Poststructural Inquiry.” (2006). Developed and implemented a qualitative research course dealing with the current trends in poststructural inquiry.

4. **Courses taught at The University of Georgia**

UNIVERSITY OF GEORGIA, Athens, Georgia
Graduate Program in Lifelong Education, Administration and Policy, “Qualitative Data Analysis.” Spring 2006


Institute of Women’s Studies. “Introduction to Feminist Theories.” Spring 2005


Graduate Program in Educational Research and Measurement, “Qualitative Research Design.” An on-line course. Fall 2004

V. SERVICE

A. **University Service**

(2011– present). Member, University Senate, Georgia State University.

(2011– present). Member, Committee of Academic Programs, Georgia State University.

(2011–present). Member, Graduate Council subcommittee of Committee of Academic Programs.

B. **College Service**


C. **Department Service**

(2009 - present). Chair, Research and Scholarship Committee, Department of Educational Policy Studies, Georgia State University.
D. Scholarly Service

(Spring 2011). Member Qualitative Research Dissertation Award Committee. *American Education Research Association*.


(Spring 2007). Chair Conference Session, Representation and The Other. Third International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.

(Spring 2006). Qualitative Research in the Social Sciences. Presented to the School of Journalism, The University of Georgia.

(Spring 2004; Summer 2005). Introduction to Qualitative Research. Presented to ERSH 6400: An Introduction to Research, Department of Educational Research and Measurement, The University of Georgia.

(Spring 2003). Introduction to Poststructural Data Analysis. Presented to ERSH 7400: An Introduction to Qualitative Research, Department of Educational Research and Measurement, The University of Georgia.


VI. AREAS OF INTEREST

• Qualitative Research Methodologies

• Poststructural Inquiry

• Social Justice Issues

• Gender Studies

Daphne Greenberg, Ph.D.
Office Address:  
Georgia State University  
Department of Educational Psychology and  
Special Education  
Georgia State University  
P.O. Box 3679  
Atlanta, Georgia 30302-3979  
Tel: 404-413-8337; Fax: 404-413-8043  
dgreenberg@gsu.edu  

Home Address:  
1015 Trailmore Dr.  
Roswell, GA 30076  
770-642-7386  

Education  
Ph.D., City University of New York, 1995  
Major: Educational Psychology  
Dissertation: *Word Reading Processes in Children and Adult Literacy Students*  

M.A., Yeshiva University, 1985  
Major: General Psychology  

B.A., Brandeis University, 1984  
Major: Psychology  

Current Professional Experience  
2008-Current  
Director, Coalition for the Study of Adult Literacy,  
Georgia State University, Atlanta, GA.  

2007- Current  
Associate Professor, Educational Psychology and Special Education,  
Georgia State University, Atlanta, GA  

Previous Professional Experience  
Summer, 2010  
Instructor, Online Continuing Education Course for Adult Literacy  
Instructors: Effective Instruction for Low-Level Readers, University of  
Georgia/Technical College System of Georgia.  

2001-2007  
Assistant Professor, Educational Psychology and Special Education,  
Georgia State University, Atlanta, GA  

1997-2008  
Associate Director, Center for the Study of Adult Literacy,  
Georgia State University, Atlanta, GA.  

1996-1997  
Interim Assistant Director, Center for the Study of Adult Literacy,  
Georgia State University, Atlanta, GA.
Summer, 1996  Part Time Instructor, Emory University, Atlanta, Georgia
Summer, 1996  Adult Literacy Program Evaluator, Literacy Action, Atlanta, GA.
1995-1996  Education Instruction Specialist, IBM, EduQuest, Atlanta, GA.
1995  Literacy Project Manager, The Atlanta Project, Center for the Study of Adult Literacy, Georgia State University, Atlanta, GA.
Spring, 1994  Part Time Instructor, Minneapolis Community College, Minneapolis, Minnesota
Spring 1992  Part Time Instructor, Queens College, Queens, New York
1984-1985  Parent Trainer, Queens Services for Autistic Citizens, Flushing, NY.
1982-1984  Assistant Director of Summer Programs, Queens Services for Autistic Citizens, Flushing, NY.

Student Committees

**PhD: Educational Psychology Students**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Luke</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2010-</td>
<td>In progress</td>
</tr>
<tr>
<td>Tammy Turner</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2007-</td>
<td>In progress</td>
</tr>
<tr>
<td>Krista Hilton</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2007-</td>
<td>In progress</td>
</tr>
<tr>
<td>Nicole Hughes</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2006-</td>
<td>In progress</td>
</tr>
<tr>
<td>Martha Alexander</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2005-</td>
<td>In progress</td>
</tr>
<tr>
<td>Ryan Hall</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2004-</td>
<td>In progress</td>
</tr>
<tr>
<td>Gayle Payne</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2002-2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Alice Owens Nanda</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2002-2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Chad Dollar</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2011-</td>
<td>In progress</td>
</tr>
<tr>
<td>Kim Harrington</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2007-</td>
<td>In progress</td>
</tr>
<tr>
<td>April DeGennaro</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2007-2010</td>
<td>Inactive</td>
</tr>
<tr>
<td>Julie Kruppa</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2006-2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Author</td>
<td>Degree</td>
<td>Role Title</td>
<td>Date</td>
<td>Status</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Ericka Reid</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2003-2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Victoria Burke</td>
<td>Ph.D.</td>
<td>Chair</td>
<td>2003-</td>
<td>In progress</td>
</tr>
<tr>
<td>Joyce Eskridge</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2003-</td>
<td>In progress</td>
</tr>
<tr>
<td>Amy Scarborough</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2002-</td>
<td>In progress</td>
</tr>
<tr>
<td>Susan Leveritt</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2002-2007</td>
<td>Completed</td>
</tr>
<tr>
<td>Carol Springer</td>
<td>PhD.</td>
<td>Committee Member</td>
<td>2002-2009</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**PhD: Special Education Students**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Fain</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2009-</td>
<td>In progress</td>
</tr>
<tr>
<td>Kristen Hess</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2004-2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Margaret Flores</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2001-2004</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**PhD: Counseling and Psychological Services**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Graybill</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2009-</td>
<td>In progress</td>
</tr>
</tbody>
</table>

**PhD: Middle-School Education and Instructional Technology Students**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Wood</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Joseph Horne</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2010</td>
<td>In progress</td>
</tr>
<tr>
<td>Lectra Lawhorne</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2006-</td>
<td>In progress</td>
</tr>
<tr>
<td>Barbara Ford</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2003-2007</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**PhD: Early Childhood Education Students**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Alicea</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2010</td>
<td>In progress</td>
</tr>
<tr>
<td>Lisa Matthews</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>2007-2010</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Master’s: Educational Psychology Students**

<table>
<thead>
<tr>
<th>Author</th>
<th>Degree</th>
<th>Role Title</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eden Blackman</td>
<td>M.S.</td>
<td>Chair</td>
<td>2010-</td>
<td>In progress</td>
</tr>
<tr>
<td>Christine Miller</td>
<td>M.S.</td>
<td>Chair</td>
<td>2010-</td>
<td>In progress</td>
</tr>
<tr>
<td>Lauren Tupper</td>
<td>M.S.</td>
<td>Chair</td>
<td>2008-</td>
<td>In progress</td>
</tr>
<tr>
<td>Dina Schwam</td>
<td>M.S.</td>
<td>Chair</td>
<td>2007-</td>
<td>In progress</td>
</tr>
<tr>
<td>Sarah Wilson</td>
<td>M.S.</td>
<td>Chair</td>
<td>2007-2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Tanya Brinck</td>
<td>M.S.</td>
<td>Chair</td>
<td>2005-</td>
<td>In progress</td>
</tr>
<tr>
<td>Lisa Helsel</td>
<td>M.S.</td>
<td>Chair</td>
<td>2004-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Erin Cameron</td>
<td>M.S.</td>
<td>Chair</td>
<td>2003-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Amanda Dewhirst</td>
<td>M.S.</td>
<td>Chair</td>
<td>2001-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Judy Tang</td>
<td>M.S.</td>
<td>Chair</td>
<td>2001-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Dariush Bakhtiari</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2011-</td>
<td>In progress</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Title</td>
<td>Years</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
<td>--------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Stella Mercker</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Shilpa Shah</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2009-2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Porcia Richardson</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Felicia Fisher</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2008-2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Carol Ashong</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2008-2009</td>
<td>Completed</td>
</tr>
<tr>
<td>Brandi Lee</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2008-2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Erica Thurman</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2007-2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Katie Huelskoetter</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2007-2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Jason Gladman</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2007</td>
<td>Completed</td>
</tr>
<tr>
<td>Robin Elms</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2006-2010</td>
<td>Completed</td>
</tr>
<tr>
<td>Windy Edwards</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2006-2011</td>
<td>Completed</td>
</tr>
<tr>
<td>Laetitia Samuel</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2006</td>
<td>Completed</td>
</tr>
<tr>
<td>Tracy Kettering</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2004-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Dawn Brawley</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2004-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Joclyn Cynkus</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2004-2007</td>
<td>Completed</td>
</tr>
<tr>
<td>Caroline Lord</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2003-2004</td>
<td>Completed</td>
</tr>
<tr>
<td>Meghan Holligan</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2003-2005</td>
<td>Completed</td>
</tr>
<tr>
<td>Rita Chakrovorty</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2003-2004</td>
<td>Completed</td>
</tr>
<tr>
<td>Kara Karably</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2002-2004</td>
<td>Completed</td>
</tr>
<tr>
<td>Christie Berthelson</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2001-2006</td>
<td>Completed</td>
</tr>
<tr>
<td>Rachel Shallet</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2001-2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Jill Mainzer</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2001-2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Karen Lewis</td>
<td>M.S.</td>
<td>Committee Member</td>
<td>2001-2008</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Externally Funded Grants**

Stoneman, Z., Campbell, J., Greenberg, D., & Gallagher, P. (2010). Early Identification and Connection to Services among Low-Income, Low Literacy Urban Parents. Funded by a cooperative agreement between the Association of University Centers on Disabilities (AUCD) and the Centers for Disease Control and Prevention (CDC) National Center on Birth Defects and Developmental Disabilities (NCBDDD). $100,000.


**Internally Funded Grants**

Greenberg, D. (2010-2011). Language and Literacy Fellow Program, Georgia State University. $25,000.

Greenberg, D. (2009-2010). Language and Literacy Fellow Program, Georgia State University. $25,000.


Greenberg, D. (1998). Interactive Tutor Training for Project Read. Funded by Division of Distance Learning Programs and Services, Georgia State University. $5,000.

Abbott-Shim, M., Greenberg, D., & Jones, J. (1997). An Evaluation of a CDA Distance Learning Program. Funded by the Center for Teaching and Learning, Georgia State University (Scholarship of Teaching Grant Award). $3,000

Submitted but not Funded Proposals


Calhoon, M.B., & Greenberg, G. (2004). Co-mentor for Dr. Mary Beth Calhoon, Advancement of Women, Faculty Scholarship Mentoring Grant: Adolescent Remedial Reading Project.


Greenberg, D. (1997). How Does Technology Influence the Success of the Adult Literacy Learner? Center on Adult Learning’s Practitioner-Based Research Award. $5,000.


**Refereed Journal Articles (italics indicate student)**


**Submitted Manuscripts**


*Obrentz, S.B.*, Commander, N., & Greenberg, D. Supplemental instruction and high-achieving undergraduate students (revise/resubmit).

Pae, H., Greenberg, D., & Morris, R. Construct validity and measurement invariance of the Peabody Picture Vocabulary Test For A in the Performance of Struggling Adult Readers: Rasch Modeling. (revise/resubmit)

Nanda, A., Greenberg, D., Morris, R. Reliability and validity of the CTOPP Elision and Blending Words subtests for struggling adult readers (submitted).


**Manuscripts in Preparation**


Hall, S., & Greenberg, D. (in preparation) Adult Literacy Students and Testing Issues

**Book Chapters**


Internet Publication


Abstracts


Reports


**Media Product**


**Paper Presentations**


Greenberg, D., & Hilton, K. (March, 2010). *LGBT Individuals within Adult Literacy Programs*. 241
Women’s Studies Institute Brown Bag Series, Atlanta, Georgia.


Greenberg, D. (May, 2008). *Adults With Reading Difficulties: What Can We Say About Their Exposure to Print, Fluency Skills, and Vocabulary Knowledge and the Implications for Instruction?* (chair and member of symposium). International Reading Association, Atlanta, Georgia.


Greenberg, D., Burke, V. (February, 2008). *University Campus Climate Survey Report.* Day of Learning Conference, Georgia State University, Atlanta, Georgia.

Greenberg, D. (October, 2007). *Research on Reading Instruction for Adults with Low Literacy Skills.* Georgia Fall Literacy Institute, Atlanta, Georgia.


Greenberg, D., & Burke, V. (February, 2006). *LGBTQI and Readability Issues.* Day of Learning Conference, Georgia State University, Atlanta, Georgia.

Greenberg, D. (November, 2005) *Research on Reading Instruction for Adults who Have Low


Fredrick, L., Keel, M. & Greenberg, D. (1999, May). *Middle school is not too late to learn to read.* Conference of the Association for Behavior Analysis, Chicago, IL.

Greenberg, D. & Odom, B. (1998, February). *ABE success through journal writing.* Georgia Department of Technical and Adult Education’s Annual Literacy Conference, Atlanta, GA.

Greenberg, D. & Odom, B. (1997, May). *The analysis of adult literacy students’ writing samples.* International Reading Association, Atlanta, GA.


**Invited Presentations**

Greenberg, D. (2009, October). *Adults who have extreme difficulty reading: What do we know from the research, and how can we help them?* Technical College System of Georgia, Office of Adult Education Fall Conference, Atlanta Georgia. (invited speaker).


Greenberg, D. (2007, July). *Adults with Serious Reading Difficulties: Research and Implications for Literacy Instruction*. National Association for Adults with Special Learning Needs, Atlanta, Georgia. (invited speaker)


Greenberg, D. (September, 2005). *Adult literacy—What is it all about?* Invited keynote speaker at the Veterans’ Health Administration, Veterans’ Educators’ Integrated Network Conference. St. Louis, Missouri.


**Poster Presentation**


**Workshops Conducted**


Conference Chair


Conferences Organized


Literacy and LD, Interactive videoconference, Atlanta, GA, 1999.


Integrating Technology into the ABE/GED Curriculum, Interactive videoconference, Atlanta, GA, 1998.

Hope is a Literate Woman, Atlanta, GA, 1997.

Planning and Funding Technology for Adult Literacy, Atlanta, GA, 1997.

Conference Planning Committees

Southeastern Women’s Studies Association Conference, Atlanta, Georgia, 2010.


Editorial & Review Boards


Invited co-editor of special Journal of Research on Educational Effectiveness issue devoted to adult literacy (Volume 4, 2011)

Reviewer of manuscript for Reading Research Quarterly (April, 2011).
Reviewer of manuscript for *Reading Psychology*. (April, 2011).

Proposal Reviewer for the Year 2011 Literacy Research Association Conference, area 6 (April, 2011).

Reviewer of manuscript for *Journal of Learning Disabilities* (January, 2011).

Invited co-editor of special *Learning Disabilities Quarterly* issue devoted to spelling (Volume 33, 2010).

Proposal Reviewer for the Year 2011 American Psychological Association Conference, Division 15 (December, 2010).

Reviewer of manuscript for *Assessment for Effective Intervention* (November, 2010).

Reviewer of manuscript for *Reading Psychology*. (September, 2010).

Reviewer of manuscript for *Reading and Writing: An Interdisciplinary Journal* (September, 2010).


Reviewer of manuscript for *Applied Cognitive Psychology* (June, 2010).

Proposal Reviewer for the Year 2010 National Reading Conference, area 12 (April, 2010).

Reviewer of manuscript for *Journal of Learning Disabilities* (January, 2010).

Reviewer of manuscript for *Applied Cognitive Psychology* (November, 2009).


Reviewer of manuscript for *Reading Research Quarterly* (July, 2009).

Reviewer of manuscript for *Educational Reviewer* (June, 2009).

Proposal Reviewer for the Year 2009 National Reading Conference, area 12 (April, 2009).

Proposal Reviewer for the Year 2009 National Reading Conference, area 6 (April, 2009).

Reviewer of proposals for the Year 2009 Women Expanding Literacy Education Action Resource Network Conference (December, 2008).

Reviewer of manuscript for *Reading Psychology* (September, 2008).

Proposal Reviewer for the Year 2009 American Educational Research Association Conference, Division C, Section 1 (September, 2008).
Proposal Reviewer for the Year 2009 American Educational Research Association Conference, Adult Literacy and Adult Education, Special Interest Group (September, 2008).

Reviewer of resources for NIFL LINCS Resource Collections (2008-present).

Reviewer of documents for Broader Middle East and North Africa, the Literacy Hub of Best Practices (2008).

Reviewer of manuscript for Literacy and Numeracy Studies (March, 2008).


Reviewer of manuscript for Reading Research Quarterly (February, 2008).


Reviewer for the Year 2008 Women Expanding Literacy Education Action Resource Network Conference (December, 2007).


Proposal Reviewer for the Year 2008 American Educational Research Association Conference, Division C, Section 1 (September, 2007).


Proposal Reviewer for the Year 2008 American Educational Research Association Conference, Adult Literacy and Adult Education, Special Interest Group (September, 2007).

Reviewer of manuscript for Applied Psycholinguistics (May, 2007).

Reviewer of document for Broader Middle East and North Africa, the Literacy Hub of Best Practices (April, 2007).


Proposal Reviewer for the Year 2007 National Reading Conference, area 12 (April, 2007).


Member of Editorial Review Board for the Journal of Literacy Research (2003-present).

Research Reviewer for Region II LINCS Regional Resource Centers, National Institute for Literacy (10/1/06-9/30/09)

Reviewer of manuscript for Reading Research Quarterly (December, 2006).
Reviewer for the Year 2006 Women Expanding Literacy Education Action Resource Network Conference (December, 2006).


Reviewer of draft manuscript guidelines and review criteria for the development of a revised version of the *Adult Basic Education* journal (July, 2006).

Proposal Reviewer for the Year 2006 National Reading Conference, area 3 (March, 2006).

Proposal Reviewer for the Year 2006 National Reading Conference, area 7 (March, 2006).

Reviewer of fifth year products produced by Regional Educational Laboratories, Institute of Education Sciences, United States Department of Education (February, 2006).

Proposal Reviewer of grant proposal on adult literacy for National Science Foundation Perception, Action, and Cognition Advisory Panel (December, 2005).

Reviewer of *Assessment Strategies and Reading Profiles (ASRP)* Website. RMC Research Corporation (May, 2005).

Proposal Reviewer for the Year 2005 National Reading Conference, area 3 (March, 2005).

Proposal Reviewer for the Year 2005 National Reading Conference, area 7 (March, 2005).


Chapter Reviewer for National Center for the Study of Adult Learning and Literacy’s *Review of Adult Learning and Literacy, 6.* (2003).


Proposal Reviewer for the Year 2003 AERA Division C, Section 1 Conference (October, 2003).


Chapter Reviewer for National Center for the Study of Adult Learning and Literacy’s *Review of Adult Learning and Literacy, 5.* (2003).

Proposal Reviewer for the Year 2003 AERA Division C, Section 1 Conference (October, 2002).

Proposal Reviewer for the Year 2003 AERA Conference Special Interest Group: Adult Literacy and Adult Education (October, 2002).
Proposal Reviewer for the Year 2002 National Reading Conference (March, 2002).

Reviewer of the National Institute of Literacy’s Draft Working Document: Research-Based Principles for Adult Basic Education Reading Instruction: A Guide to the Research for Reading Professionals (October, 2001).

Proposal Reviewer for the Year 2002 AERA Division C, Section 1 Conference (October, 2001).

Reviewer of the National Institute of Literacy’s Draft Working Document: Research-Based Principles for Adult Basic Education Reading Instruction: A Resource for Researchers (September, 2001).

Proposal Reviewer for the Year 2001 National Reading Conference (February, 2001).

Proposal Reviewer for the Year 2001 AERA Division C, Section 1 Conference (October, 2000).


Proposal Reviewer for the Year 2000 National Reading Conference (February, 2000).


Reviewer of Breast Cancer Proposals, Komen (June, 1999).

Interim Editor: Text: Quarterly Newsletter of the Center for the Study of Adult Literacy (Winter and Spring, 1997).

Consulting Editor for Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators. (1997-2006).

Expert Panels

Reviewer for the Institute of Education Sciences Reading, Writing, and Language Peer Review Panel (February, 2011).

National Center for Education Statistics (NCES) Focus Group Member on adult education and training data collection (November, 2010)

Ad-Hoc Reviewer for the Institute of Education Sciences Education Systems and Broad Reform Peer Review Panel (October, 2010).

Presenter to the Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy (May, 2009). Division of Behavioral and Social Sciences and Education National Academies of Science

Member of Project LIBERATE Advisory Board (February 2008-present)


Member of Expert Panel on Psychosocial Risk and Disease Prevention Study Section (June, 2007). National Institutes of Health.


Member of Expert Panel on Psychosocial Risk and Disease Prevention Study Section (October, 2006). National Institutes of Health.

Member of Expert Panel on Populations at Risk for Poverty, Low SES and No Health Insurance (October, 2005). Office on Smoking and Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention.


Member of the Atlanta Housing Authority Expert Panel (2004). Atlanta Housing Authority.

Member of the Adult Literacy Research Working Group (2004-2005). National Institute of Literacy, National Center on the Study of Adult Learning and Literacy.


Member of Case Study subcommittee of the Adult Literacy Research Working Group (2004-2005). National Institute of Literacy, National Center on the Study of Adult Learning and Literacy.

Member of LINCS Selection Criteria review panel (2003). National Institute of Literacy.

Member of case study review panel of evidence-based adult literacy programs (2003). National Institute of Literacy.


Member of expert caucus on Adult Literacy and Health (June, 2002). World Education.
Member of expert panel on Adult and Family Literacy (August, 2001). National Institute of Literacy, National Institute of Child Health and Human Development, and US Department of Education.

Member of Researcher/Practitioner panel on Adult Basic Education Reading Research (June, 2001). National Institute of Literacy.

Member of Adult Basic Education Special Collections Advisory Group (May, 2001). National Institute of Literacy.

**Service to the University**

Co-Chair, RCALL Seed Proposal Review Committee (2010).

Member of Committee to review Chair of Women’s Studies Institute (2010).


Faculty Member, Language and Literacy Area of Focus Committee (2008-present).

Member of Literacy and Language Seed Grant Committee (2008-present).

Member of Literacy and Language Internal Grant Review Committee (2008-present).

Member of Graduate Student Review Committee, Women’s Studies Institute (2008-present).

Member of Committee to review Chair of Women’s Studies Institute (2007).

Faculty Member, Georgia State University Testing Committee for the Faculty Information Testing Mode System (FIMS) (2006-2007)

Faculty Member, Georgia State University Center for Research on Atypical Development and Learning (2006-present).

Affiliate Faculty Status, Georgia State University Women’s Studies Institute (2005-present).

Member, Georgia State University Women’s Studies Institute, Brown Bag Speaker Committee (2006-2008)

Member, Georgia State University Adult Learning Focused Institution Working Group (2005).

Member, Georgia State University Joint Committee of the Senate Faculty Affairs and Budget Committees on Salary Compression and Inversion (2005).

Member, Georgia State University list of faculty members who are designated as “multiculturally friendly and interested.” Division of Student Services (2005).

Presenter, Georgia State University’s Women’s Studies Methodology Class: *Quantitative Research* (2005).

Member, Georgia State University Senate Committee of the Budget (2004-2005).
Member, Georgia State University Advancement of Women Faculty Steering Committee (2004-present).

Member, Georgia State University Lesbian, Gay, Bisexual, Transgender Campus Attitude Survey Subcommittee of the Senate Cultural Diversity Committee (2003-2005).

Proposal Reviewer, Georgia State University Scholarship Review Committee of the IEF Study Abroad Scholarship Program (2003-2008).

Member, Georgia State University Responsible Conduct of Research Committee (2002-2003)

Member, Georgia State University Service Learning Committee (2002).

**Service to the College of Education**

College of Education International Programs Study Abroad Committee (2010)

Search committee member for the Associate Dean of Research for the College of Education (2008-2009).

Member of the College of Education Research and Scholarship Committee (2007-2009).

Member of the “Go Green” College of Education Committee (2007-2008).

Adult Literacy Liaison to Nesbit and Esther Jackson Elementary Schools (2006-2007).

Member of the Day of Learning Planning Committee (2005-2006).

Member of the COE Party Committee (2005)

Member of the Urban Education Research Initiative Committee (2004).

Member of the Research on the Acquisition of Language and Literacy Committee (2004).


Coordinator of farewell effort for the Ellens (2004).

Member, College of Education Speakers Symposium Committee (2002-2004).

Member, College of Education Literacy Group Committee (2002).

Proposal Reviewer, College of Education Study Abroad Scholarships (2002).


**Service to the Department of Educational Psychology and Special Education**

Member, Language and Literacy “Mini-Search” Committee (2011).

Faculty Speaker, Educational Psychology and Special Education-Doctoral Student Association (EPSE-DSA). (November 10, 2010).

Chair, Language and Literacy “Mini-Search” Committee (2009).
EPY Program Coordinator (2008-present)
EPSE Graduate Faculty Committee (2008-present)
Search committee Member; Tenure-track faculty position in ECSE/MSD program (2006/2007).
Member, EPSE Academic Program Review History Committee (2006-2007).
Member, EPSE Ad Hoc Group on Chair’s Annual Evaluation of EPSE Faculty Members (2006-2008).
Member, EPSE Ad Hoc Committee on EPSE P & T (2006).
Coordinator of EPSE Social (2005).
Presenter, Communication Disorders Class: *An Introduction to Adult Literacy* (2005).
Coordinator of EPY PhD Student Mentor Program (2004-present).
Member, EPSE Ad Hoc Diversity Committee (2004-2007).
Co-mentor for Dr. Miles Irving, Faculty Mentoring Grant: *Oppositional Identity and Science Achievement Among African Americans.* (2003).
Member, EPSE Space Management Committee (2002-2004).
EPSE Unit Coordinator for the State Charitable Contributions Program (2002).
Member, EPSE Annual Faculty Evaluation Committee (2002).
Coordinator of EPY Student Orientation (2001-2008).
Coordinator, EPY 7080 Committee (2001-2004).
Member, Crisis Committee (2001).

**Internet Activities**

Reading and Writing Skills Electronic List Moderator (2009-present). Sponsored by the National Institute of Literacy (http://www.nifl.gov/mailman/listinfo/readwrite/).


Marketing Committee Member for National Institute of Literacy’s web based collections (2001).


**Seminars/Workshops Attended**


Advanced Group Design and Statistics Seminar. Sponsored by the Educational Psychology and Special Education Department, Fall 2007.


**Awards and Honors**

Georgia State University, Outstanding Faculty Research Award, 2010.

The Graduate Center of the City University of New York, Dissertation Year Fellowship, 1994-1995.


IBM Research Division’s Student Thesis Grant, 1992.

The Graduate Center of the City University of New York, University Tuition Fellowship, 1989-1993.

The Graduate Center of the City University of New York, Robert E. Gilleece Fellowship, 1989-1993.

**Boards and Committees**
Member of Adult Literacy Consortium of Metro Atlanta (2010-present)
Vice Chair of Georgia Adult Literacy Advocacy (2010)
Member of Georgia Adult Literacy Advocacy (2008-2009)
Founder of Georgia Adult Literacy Advocacy (2007)
Advisory Board member of Literacy Action, Inc (2007-present)
Chair of Nomination Committee for the Adult Literacy Special Interest Group, International Reading Association (1999-2004).
Advisory Board member of Literacy Action’s Workplace Literacy Council (1998-2004).
Advisory Board member of the Latin American Association (1997-2004).
Board member of Metro-Atlanta Literacy Network (1995-present).
Member of The Atlanta Project Education Study Task Force (1995).

Professional and Academic Association Memberships

Society for Research on Educational Effectiveness, Member
American Educational Research Association Member, Division C: Educational Psychology
American Psychological Association Member, Division 15: Educational Psychology
Scientific Study of Reading, Voting Member
International Reading Association Member, Special Interest Group: Adult and Family Literacy
National Reading Conference, Member
Commission on Adult Basic Education, Member
ProLiteracy, Member
Women Expanding. Literacy Education Action Resource Network, Member

JODY ELIZABETH BROOKS
725 Maynard Terrace SE
Education
M.F.A. Georgia State University Summer 2008 Creative Writing, Fiction, Department of English
B.A. University of California, Berkeley Fall 1999 Architecture, College of Environmental Design

Teaching Experience

Literature
English 3990: Women’s Lit II
English 3870: Contemporary American Fiction
English 2120: British Literature
English 2110: World Literature

Creative Writing
English 3150B: Fiction Writing

Composition/Writing
English 1103: English 1102: English 1101: Regents 0199:

Professional Experience
Honors Composition Argumentative Writing English Composition Regents’ Writing Skills
Lecturer Georgia State University, Department of English
Fall 2008-present
Teach four 25-35 student classes per semester, serve on department and university committees, carry out research, engage with the broader scholarly and professional communities, contribute to the development, planning and implementation of a high quality curriculum.

Publications

Fiction
English Instructor Fall 2002-Spring 2008 Georgia State University, Department of English, Graduate Assistant
Taught, as primary instructor, two 25-student classes per semester; developed syllabi, lesson plans, assignments; assigned grades, held one- on-one student conferences and weekly office hours, tutored at GSU’s Writing Studio.
Developed blueprints for $550,000 to $1,000,000 kitchen remodels as featured in This Old House, HGTV online, Homestyle, San Francisco Magazine, and Old House Interiors.


Creative Non-Fiction

“Humor and Storytelling in Times of Crisis.” Associated Writers and Writing Programs (AWP)
Conference, Fiction Writing, 2007
“Beginning at the End.” AWP Conference, Fiction Writing, 2005
“Letting the Cat Out of the Bag: Using the Origins of Words and Phrases.” AWP Conference, Fiction Writing, 2004


Departmental Service
Review Board
Spring 2011 Fall 2010-present Fall 2010 Fall 2010 Spring 2010 Spring 2009-present Spring 2009, 2010 Fall 2007-present
Student Media Review, Dept. of Student Affairs Textbook Committee
Chair Guest Lecturer
Department of Ethics Film Festival
Guest Lecturer
Atlanta Exploration Program, Intercultural Relations
Review Board
GTA Teaching Portfolio Review
Affiliate Faculty Member
Department of Women’s Studies
Panel Judge
Undergraduate Honors Conference
Professional Development Community
Committee Leader
Community Development Council
Presidential Member
Media Head Selection Committee
Board Member
Committee on Student Communications
Media Head Committee Member
Fiction Judge gsureview Spring Contest Issue
Regents’ Test Grader

Conference Participation
Graduate
English Association Conference, Atlanta, Spring 2009 Presenter. “Creative Writing Assignments

Editorial Experience

First Essays, fourth edition Spring 2006 Editorial Board gsureview GSU’s English 1101 composition textbook. Edited text and format, created and selected artwork, collected sample essays, wrote assignments and apparatus.

Fiction Editor Fall 2004-Summer 2008 Coordinate the Visiting Writers’ Series: recruit and arrange for readings by award-winning fiction writers Amy Bloom, Michael Martone, Tom Franklin, Cris Mazza, Dallas Hudgens. Read 20+ manuscripts per week; choose and inform featured authors; edit proofs.

Editor Spring 2005-Summer 2006 Edited and published tri-yearly literary journal of fiction, poetry, and art. Managed budget, Visiting Writers’ Series, staff of 9. Advertised and raised $4200 annually for spring contest issue, read 20 manuscripts per week; nominated outstanding work for Pushcarts. Meet monthly and work with 6 campus media heads, attended yearly Associated Writers and Writing Programs (AWP). Associate Fiction Editor Volunteered to read 20 manuscripts per week; edited featured stories.

Awards/Honors
Teacher of the Year, GTA Award, GSU, Department of English, 2008 Finalist, Agnes Scott Writers’ Festival. “The Man Who Inherited the Furniture Store.” Staff Scholarship, Georgia State University Staff Council, 2006 Outstanding Leadership Award, Georgia State University Media Organizations, 2006

Professional Memberships
Associated Writers and Writing Programs Modern Language Association Fall 2003-Fall 2004

References
Dr. Marti Singer Associate Professor Rhetoric and Composition Georgia State University engms@langate.gsu.edu
Josh Russell Assistant Professor Creative Writing Georgia State University josh@gsu.edu
PROFESSIONAL EXPERIENCE
Full Professor of English, Georgia State University
Associate Professor of English, Georgia State University.
Assistant Professor of English, Georgia State University.
Instructor of English, Georgia State University, Atlanta, Georgia.
Teaching Assistant, The Department of English, The Ohio State University, Columbus, Ohio.
Assistant to E. P. J Corbett, coordinator of National Endowment for the Humanities Summer
Rhetoric Seminar, The Ohio State University.
Editorial Assistant, College Composition & Communication, ed. E. P. J. Corbett,
The Ohio State University.
Full-time Composition Instructor, Department of English, Western Illinois University, Macomb, Illinois.

EDUCATION
PhD in English Literature & Composition. The Ohio State University, Columbus, Ohio.
Dissertation Title: Truth and Rhetoric in the Novels of Henry James.
MA in English Literature & Composition. Western Illinois University, Macomb, Illinois. BA in
English Literature & Spanish. Ohio Wesleyan University, Delaware, Ohio. Magna Cum Laude.

List of Publications
American History through Literature 1820-70. 3 Vols. Co-edited by Janet Gabler-Hover and
Dreaming Black/Writing White: The Hagar Myth in Nineteenth-Century American Culture and
Language Association Book of the Year Award, Fall 2001.
Truth in American Fiction: The Legacy of Rhetorical Idealism. Athens: University of Georgia

Essays
“The Portratit of a Southern Lady in Woolson’s For the Major in Witness to Reconstruction:
Constance Fenimore Woolson and the Postbellum South, 1873-1894. Jackson, Mississippi:
University of Mississippi Press, forthcoming.
“What’s Up With Feminism? Reviewing Plain and Sellers” A History of Feminist Literary
“Early American Literature” in American Literary Scholarship 2003. Duke University Press:
“Teaching 'The Yellow Wall-Paper' through Feminist Literary Criticism," Approaches to
Teaching Gilman's 'The Yellow Wall-Paper' and Herland. New York: Modern Language
“Introduction,” “Special Issue: Periodical Research in the American Classroom,” Ed. Janet
“Periodical Research: Open Sesame,” in “Special Issue: Periodical Research in the American


Other Edited Collections


Invited Review of Subject and Strategy: A Rhetoric Reader in College Composition and Communication, XXX (February, 1979), 86-87.

Conference Presentations and Other Scholarly Activities
Co-Founder and development Pauline Elizabeth Hopkins author website, 2008 and ongoing.
“Teaching Pauline Hopkins”s Of One Blood, CAAR, April 2007 Madrid, Spain.
“Pride and Prejudice: North and South in Constance Fenimore Woolson’s For the Major.
Constance Fenimore Woolson Society, February 2007, Savannah, Georgia.
“Utopic and Dystopic „Capitolism” in Pauline Hopkins”s Hagar”s Daughter,” American Literature Association, Boston, MA, Spring 2001.
Respondent, "Mark Twain's Shorter Writings," Mark Twain Circle of America Meeting, South Atlantic Modern Language Association, Atlanta, Georgia, November 1998.
"Sympathy not Empathy: The Intent of Narration in Huckleberry Finn, International Conference on Narrative Poetics, Columbus, Ohio, April, 1986.
Organizations Acting Executive Director, The South Atlantic Modern Language Association, Fall 2002-Fall 2003.
Modern Language Association, American Literature Association, Charlotte Perkins Gilman Society, Nathaniel Hawthorne Society, Chair SAMLA Award Committee for Best SAMLA Essay (2000-2003), Toni Morrison Society. Referee for Texas Studies, South Central Review, Legacy, PMLA, Universities of Georgia, Texas, and Kentucky Press. Invited Outside Member Editorial Board, Texas Studies, '93-'95; Outside evaluator for promotions to full professor, Rutgers University, to Associate Professor, University of Miami, and to associate professor, Ohio University. Member CAAR (Colloquium for the Studies of African American Literature. Member Constance Fenimore Woolson society.
Recognition at Georgia State University
Outstanding Teacher in Arts & Sciences, Spring, 1993, Georgia State University.
Sparks Award, Spring, 1989. (Alumni Award for "initiative, perseverance, ability to accomplish difficult tasks, while being an enjoyable person with whom to work.")
Program Awards
First Prize “Degree Programs with an Integrated Study Abroad Component,” $10,000, Fall, 2002. By the Board of Regents of the University System of Georgia. Wrote grant and developed British/American Joint Studies Degree Program with the University of Northumbria in Newcastle, England.
MARY E. HOCKS
Associate Professor
Box 3970 Atlanta, GA 30302
404-413-5800 (dept.)
www.rhetcomp.gsu.edu

EDUCATION
English Department
Georgia State University
1019 Woodland Ave SE Atlanta, GA 30316 404-627-6163 (home) mhocks@gsu.edu

Ph.D., English, Center for Writing Studies, University of Illinois at Urbana-Champaign 1944
M.A., English (summa cum laude), University of Illinois at Urbana-Champaign 1988
B.A., English (magna cum laude), Saint Mary’s College, Notre Dame, IN 1985

PROFESSIONAL EXPERIENCE
Associate Professor of English, Rhetoric and Composition.
Georgia State University, Atlanta. 2004-present.
Teach rhetoric and writing courses in the undergraduate and graduate concentrations in
Advanced Composition, Rhetorical Theory and Digital Rhetoric. Director and reader for
individual student work in English B.A., M.A., Ph.D. and Women’s Studies M.A. programs.
Director, Writing Across the Curriculum and Assistant Professor of English.
Georgia State University, Atlanta. 1998-2004.
Created and offered faculty workshops on writing, communication and multimedia across the
curriculum. Implemented a Writing Consultants program with graduate students, administered a
$250,000 annual budget and developed models for teacher research throughout the university.
Director, Comprehensive Writing Program and Assistant Professor of English.
Administration of Writing Program and Writing Center included creating a multimedia intensive
curriculum, offering faculty workshops, and designing a computer writing classroom and campus
writing center for technology use by students and faculty. Served as three-year Project Director
for a $400,000 Mellon Foundation Grant in Multimedia Curriculum Development.

PUBLICATIONS
Books
Eloquent Images: Word and Image in the Age of New Media. With the late Michelle R.
“Cyberfeminist Rhetorics: Composing Identities as Digital Rhetoric.” In Webbing Cyberfeminist
Practice: Communities, Pedagogies, and Social Action. Ed. Kristine Blair, Radhika Gajjala and
Christine Tully. New Dimensions in Computers and Composition Series. Gail E Hawisher and
“Author Response to Reviews of Eloquent Images: Word and Image in the Age of New Media.”
Resource Center for Cyberculture Studies (RACC) Reviews.” Dec 1, 2006. San Francisco, USF.
Available http://rccs.usfca.edu/booklist.asp


*Winner of the WPA journal’s best article biennial award for 2001-02.


Digital Media


Encyclopedia Articles


HONORS AND AWARDS
Invited participant, “the BETHA Institute on New Media and Writing Studies.” hosted by The Ohio State University, August 2004. Funded by the Battelle Endowment for Technology and Human Affairs.
The 2003 Distinguished Book Award from Computers and Composition Press, contributing author for “Teaching and Learning Visual Rhetoric.”
Best article biennial award, 2001-2002, WPA: Writing Program Administration, for “Using Multimedia to Teach Communication Across the Curriculum.”
Women’s Studies Scholarship Award, University of Illinois, 1993.
Luckman Undergraduate Distinguished Teaching Award, University of Illinois, 1992. Awarded $3,000 for university-wide endowed teaching award.
Liberal Arts and Sciences College Award for Excellence in Undergraduate Teaching, University of Illinois, 1992.
English Department Outstanding Teaching Assistant Award, University of Illinois, 1991.

GRANTS
Learning With Sound: The Sonic Primer as Digital Media Learning Device. Summer Research Grant. Department of English, Georgia State University. Awarded $7,500 for Summer 2008 to begin work on multi-year collaborative grant project.
CONFERENCE PRESENTATIONS


“Re(Viewing) the Landscape of Visual Rhetoric: Topics in Visual Rhetoric.” Chair of Special Session for the South Atlantic Modern Languages Association Conference (SAML), Atlanta, GA. Nov. 2009.


“Visual Rhetoric in Teaching and Scholarship.” Organizer and Chair of Special Session for the South Atlantic Modern Languages Association Conference (SAML), Atlanta, GA. Nov. 2007.

“Contemporary Sites of Women’s Rhetoric: From Popular Culture to Writing Classrooms.”

“Visual Rhetoric in Teaching and Scholarship.” Organizer and Chair of Special Session for the South Atlantic Modern Languages Association Conference (SAML), Atlanta, GA. Nov. 2007.


“Visual Rhetoric in Electronic Environments.” Presentation for the Conference on College Composition and Communication, Minneapolis, MN. April 2000.


INVITED PRESENTATIONS

“Thinking Across the Disciplines.” Keynote address for Composition Faculty Symposium at the University of Cincinnati, Cincinnati, OH. May 10, 2007.

“Word and Image: New Directions for the Composition Classroom.” Keynote address for the Louisiana Association for College Composition Conference, Baton Rouge, LA. November 2006.

“Multimedia Composition: First Steps.” Digital Media and Composition Faculty Institute. The Ohio State University, Columbus, OH. June 2006.

“Engaging the Faculty in Multimedia Across the Curriculum.” The Institute for Multimedia Literacy, Annenberg School of Communication, University of Southern California, Los Angeles, CA. April 2006.


“Cyberfeminism and Digital Rhetoric: Intersections in Writing Research.” Distinguished Speaker
Series, Program in Digital Communication and Culture, Michigan State University, East Lansing, MI. April 2005.

SELECTED FACULTY WORKSHOPS
“Writing To Learn/Learning to Write” Created and offered annual one-week seminar for faculty and graduate students, Writing Across the Curriculum, Georgia State University. 1999-2004.
“Faculty Development Workshop on Writing Assessment.” Created one-week faculty workshop on assessing writing for General Education at Georgia State University. June 16 - 21, 1999.
“Writing Across the Curriculum and in the Disciplines.” Created and offered one-week annual faculty seminar for Writing Across the Curriculum at Spelman College, 1995-98.

DIRECTION OF STUDENT WORK
Completed May 1, 2006.

TEACHING EXPERIENCE
Georgia State University, 1998-present
Composition Theory (graduate) Composition Pedagogy (graduate) Modern and Contemporary
Rhetorical Theory (graduate) Computers and Composition (graduate) Visual Rhetorics (graduate
and undergraduate) Feminism and Technology (graduate and undergraduate) Technical Writing
(graduate and undergraduate) Senior Seminar in Advanced Rhetoric, Composition and
Professional and Technical Writing History, Theory and Practice of Expository Writing Business
Writing Advanced Composition First Year Composition I and II First Year Orientation and
Advisor, Freshman Learning Community, Writing For a Better Society
Spelman College, 1994-1998
Honors Advanced Composition Investigation Argumentation Science Writing
University of Illinois at Urbana-Champaign, Urbana, IL, 1985-88 & 1990-94
Technical Communication Instructor, Department of Chemical Engineering (1 year) Research
Assistant, Center for Writing Studies (1 year) Writing Tutor and Assistant to the Director of the
Writers’ Workshop (2 years) Composition Instructor, Advisor and Mentor for new Instructors,
Department of English (6 years)

TECHNICAL WRITING EXPERIENCE
Job Boss Software, Minneapolis, MN, 1988-89
Wrote and desktop-published user manuals for small manufacturing software company.
National Center for Supercomputing Applications, 1990-91
Technical Writer for the Software Tools Group developing Mosaic and early Internet
applications.

PROFESSIONAL SERVICE
Academic Review Boards
• Editorial Board, Computers and Composition Digital Press. Appointed 2009 – present. •
WIDEpaper Series. Writing In Digital Environments (WIDE) Research Center, Michigan State
• Consulting Review Board, College Composition and Communication. Invited 2000– present. •
Editorial Board, Across the Disciplines. Appointed 1999-2005. • Content Reviewer and
National Service
• Local Arrangements Chair for 2011 Conference, Conference on College Composition and
• Executive Committee, Conference on College Composition and Communication (CCCC).
• CCCC Nominating Committee. National Council of Teachers of English. Elected and served
• The CCCC Committee on Computers in Composition and Communication. National Council of
• The Instructional Computing Committee. National Council of Teachers of English. Appointed
• Local Planning Committee. College Composition and Communication Conference in Atlanta, GA.; Co-chair of Berlin Run Committee. Appointed and served 1998-99.
Georgia State University University Service
Chair, University Senate APACE Subcommittee on Writing Across the Curriculum, 1998-2004.
Provost’s Advisory Committee for Academic Affairs, 2002-2004.
Undergraduate Studies Advisory Committee on Freshman Learning Communities, 1998-2004.
University Senate Subcommittee on Teaching and Learning with Technology Committee, 1998-2003.
South Atlanta Modern Languages Association Special Session Chair, 2001; 2007; 2009.
Spelman College

PROFESSIONAL AFFILIATIONS
Conference on College Composition and Communication Association for Teachers of Technical Writing National Council of Teachers of English Coalition of Woman in the History of Rhetoric and Composition

REFERENCES
Available upon request.

SCOTT LIGHTSEY
Associate Professor
Department of English

I. EDUCATION (Academic degrees earned)
M.A., English Language and Literature. Catholic University, 1996.
II. PROFESSIONAL CREDENTIALS
Associate Professor, Medieval Literature and Language, Department of English, GSU Assistant Professor, Medieval Literature and Language, Department of English, GSU

III. TEACHING EXPERIENCE (ACADEMIC) places and dates
Associate Professor, Department of English, Georgia State University, 2007—present Assistant Professor, Department of English, Georgia State University, 2001—2006 Lecturer, Honors Program, University of Delaware, 1998—2001 Lecturer, Department of English, University of Delaware, 1996—2001 English Master, St. Anselm Abbey School, Washington, D.C., 1997

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC) (Service on committees, etc.)

V. BUSINESS AND PROFESSIONAL EXPERIENCE
Editorial Assistant, University of Delaware Press, 2000-2001, under Editor Donald C. Mell. Work included author-communication, manuscript reviewer selection and communication, systems administration, and all processing of manuscripts and reviews. I also have worked in vintage European motorcycle and motorscooter restoration, framing and interior carpentry, high structure building, and for several booksellers.

VI. INSTRUCTIONAL ACTIVITIES (Courses taught, direction of individual student work, membership on committees for individual student work, teaching recognition, course and program development).

Direction of Individual Student Work
Dissertation, Ruth Summar-MacIntyre, “Textual Geographies: Space, Memory, and Authority in Mandeville, Chaucer, and Margery Kempe.” Under my direction this dissertation was defended summer 2008 and graded Outstanding, and also garnered a competitive travel grant for the British Library, acceptance to two MLA panels, and publication of one chapter as an article. Dissertation, Carola Mattord, “Lay writers and the politics of theology in Medieval England from the twelfth to fifteenth centuries.” Complete, Outstanding defense spring 2009.


Independent Study, “Feminism and Science Fiction,” 2008

Membership on committees for individual student work
Reader, (proposal phase) Denise White, “Middle English Swan Knight Romances” Reader, Jennifer Randall, “Rhetorical Traditions in Medieval Literature”
Master’s Thesis, Anthea Andrade, “The Female Peaceweaver In Anglo-Saxon Literature and Culture”

Teaching recognition
Faculty Honors Committee nominee for Exemplary Instructor, UD 2000-2001
Course and program development
Developed “Chaucer for Teachers” summer course to facilitate the study of Chaucer and medieval studies among TEEMS students, for summer 2011.
Developed “Writers of Ricardian London” on the poetry and politics of the City of London during the contentious reign of Richard II, 1377-99, for summer 2010.
Developed and taught “Feminism and Science Fiction” as an independent study, fall 2008
Awarded a Faculty Development Grant from the Writing Across the Curriculum Program, GSU, Summer 2004, to transform undergraduate course on Chaucer (course in 2 of 3 sem. rotation).
Developed and taught “The Reign of Femenye: Women in Medieval Literature and Culture,” a graduate course on literature by and about women.
Developed “Science Fiction,” an undergraduate Special Topics course on the history of science fiction literature from the 19th century through the pulps to recent dystopia. Developed “Medieval Literature in Translation” a graduate course the Medieval Section plans to propose in fall 2007 as a parallel course to the undergraduate “3300: Medieval Literature.”

Developed “The Medieval City,” a seminar in theory and medieval texts, developed with a new faculty development grant from the GSU Department of English, 2001.

VII. INTELLECTUAL CONTRIBUTIONS
A. Publications – Journal Articles


B. Publications – Books/Monographs/Chapters


C. Proceedings (Refereed)

D. Professional Presentations


“Re-examining the Substance of Chaucer’s Lombardy” for “Chaucer and the Italians” session, Southeastern Medieval Association, Loyola University of New Orleans, 2001.


Pedagogy Presentations:
Panelist, “Teaching Early British Literature,” for GSA Student Teachers” Seminar, 2003-2006

“Planning and Developing Dissertation Research.” Informational Panel, Methods of Research graduate seminar, University of Delaware English Department, 1999.


Panel Administration:
Chair/discussion moderator, “The Natural World” Teaching the Quest in Medieval Literature, Kennesaw State University, Atlanta, Georgia, spring 2007.
Keynote Speaker Introduction: invited to present introductory comments for Theresa Coletti, Chair of the University of Maryland’s Department of English, before the fourth annual “Teaching Medieval Literature” conference, Emory University, spring 2005.
Chair, “Teaching Through Monty Python and the Holy Grail,” Teaching Arthurian Literature to Undergraduates conference, Kennesaw State University, Atlanta, Georgia, Spring 2003.
Chair, plenary session: “Contextualizing Chaucer.” Chaucer in Our Time: Teaching Chaucer to Undergraduates conference, Kennesaw State University, Atlanta, Georgia, Spring 2002.
Chair and Moderator, “Medieval Literature.” New Voices Graduate Student Conference, Atlanta, Georgia, Fall 2001.
Organizer and Chair, “The Sciences in Later Medieval Culture.” Special Session of the 34th International Congress on Medieval Studies, Kalamazoo, Michigan, 1999.
E. Editorial/Reviewer Projects
Manuscript Reviewer, Studies in Medieval and Renaissance Teaching, (Eds., Robert L. Kindrick, Barbara Stevenson), complete manuscript, 2009
F. Grants and External Funding
Summer Research Grant, Dept. of English, 2008
Special Travel Grant, Dept. of English, GSU, British Library, summer 2008
Research Initiation Grant, College of Arts & Sciences, Georgia State University, Spring 2005.
Speaker’s Honorarium, Visiting Scholars Program, Western Carolina University, 2002. Special Travel Grant, Delaware Commission on the Status of Women, Fall 1998
VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES
Membership
Modern Language Association Medieval Academy of America New Chaucer Society Society for Medieval Feminist Scholarship Southeastern Medieval Association
B. Offices/Committees/Presentations IX. HONORS, AWARDS AND RECOGNITION
College of Arts & Sciences Nominee for the Wilbur Owen Sypherd Prize for Best Arts &
English Department Competitive Dissertation Writing Fellowship, UD Spring 1999 English
Department Competitive Pre-dissertation Research Fellowship, UD Spring 1998 Morris Library
Special Collections Department, Book Collection Award, UD1998-1999 English Department

DANIEL E. MARSHALL
Georgia State University, Atlanta Georgia
M.F.A. in Creative Writing, Fiction, 2004
Graduate study in Medieval Literature Fall, 2004 to Spring, 2007.
Georgia State University, Atlanta, Georgia
B.A., Summa Cum Laude, 2001, English, Honors: Degree with Distinction

Teaching Experience:
Georgia State University, Lecturer, 2008 to present Georgia State University, Visiting Instructor, 2007 to 2008 Georgia State University, Graduate Teaching Assistant, Introduction to Fiction Writing, 2003 to 2007; Composition, 2002 to 2007 Oglethorpe University, Visiting Instructor, Narratives of the Self, Fall 2006 to 2007; Visiting Instructor, Composition, Fall 2005 (part-time) Agnes Scott College, Visiting Instructor, Narrative Writing, Fall, 2004 to Spring, 2005 Laney Instructor of Narrative Writing, Fall, 2003 (part-time) Georgia State University, Academic Advisor for undergraduate English majors, 2002 to 2007 Georgia State University, Mentor, GTA Mentoring program 2003-2004 Georgia State University, Tutor, Writing Center, 2001 to 2004 Georgia State University, Tutor in Latin, 2006
Editorial Experience:
“Crow Beach” “Writing the Postmodern Short Story” “Burnt Air” “Throwing Sparks”
Hot Metal Bridge, 2008
Awards:
Winner (tie) Winner First Place First Place
Marguerite Pettis Murphy Award for Teaching, 2006 Outstanding Achievement as a Graduate Teaching Assistant 2006 Agnes Scott Writers’ Festival Competition 2003 for “Burnt Air” Graduate English Association Essay Contest, 2002, for British Literature Graduate English Association Fiction Contest, 2001, for the story “Alice”
Readings and Professional Activities:
Presented “Teach Your Children” at a Special Session (“Manifestations of Disease in Victorian Literature and Folklore”), SAMLAA, November 2010

280
Co-chaired a session on “Classroom Management,” GTA Conference, November 2009
Chair, “Feminist Theory,” New Voices Conference, GSU, September 2002
Membership in Professional Associations:
National Council for Teachers of English (NCTE), 2009-present
The Association of Writers and Writers’ Programs (AWP), 2002 to present
South Atlantic Modern Language Association (SAMLA), 1996 to present
Graduate English Association, Georgia State University, 2001 to 2007
Additional Pedagogical Activities at GSU:
Led a Professional Development Community, 2008-present
Taught an Honors Seminar “Monsters in Everyday Life” Fall, 2010
Taught Feminist Literary Criticism cross-listed with Women’s Studies Fall, 2010
Directed an Honors Project in Feminist Literary Criticism with Shannon Vidal Fall, 2010
Member of the reading panel for David Karosick’s Graduation with Distinction Project:
Rachel Dyer, Spring 2009
Directed Reading with Amber West, Twentieth Century Women Writers, Spring 2009
Directed Reading with Robert Brennan, American Fiction 1914-1945, Summer 2009
Designated Department Substitute Teacher, Spring 2009
Directed David Karosick in Composition Pedagogy, Spring 2009
Pedagogical and Service Activities outside GSU:
Taught Hemingway’s In Our Time at Phillip’s State Prison, Buford, GA, June 2010
Conducted an ongoing fiction workshop, 2004 to present
Judge, Palmer PTSA Reflections Program, 2003 to present.

Kameelah Martin Samuel, PhD
Assistant Professor of English
Georgia State University
Department of English
P.O. Box 3970
Atlanta, Georgia 30302
404.413.5855
kmartin@gsu.edu

Education
PhD
MA
BA
August 2006 Florida State University, African American Literature & Folklore
Research Areas: 20th c. African American literature, African-based spirituality, the conjure woman as literary figure, and vernacular traditions Dissertation: —Conjuring Moments and Other Such Hoodoo:
Honors & Awards
National Council for Black Studies Cutting-Edge Gender Research Grant, ($5,000), 2009-2010
Georgia State University Writing Across the Curriculum Intensive Writing Course Development Grant ($2000), Summer 2009
—Critical Approaches to Teaching African American Literature. Co-sponsorship for the Conversations among Partners in Learning Program from the Georgia Humanities Council. ($1,900.00), Jan. 1–June 1, 2008
Georgia State University Research Initiation Grant ($6,051), 2007-2008 Georgia State University Dept. of English Summer Research Enhancement Grant ($7,500), Summer 2007
Florida State University Dept. of English J. Russell Reaver Award for Outstanding Dissertation in American Literature or Folklore ($100), 2006-07
Florida State University Department of English George Harper Award for Outstanding Graduate Critical Writing ($100), 2004-05
National Council for Black Studies Graduate Student Essay Contest, Second Place ($250), 2005 Ford Foundation Pre-doctoral Fellowships for Minorities Alternate/Hon. Mention, 2004 National Council for Black Studies Graduate Student Essay Contest, Second Place ($250), 2003 UCLA Center for African American Studies Archive Mentorship Fellowship ($12,000), 2002-03 UCLA Graduate Opportunity Fellowship ($12,000), 2001-02
Publications
Works in Progress Scholarly Monographs Conjuring Moments and Other Such Hoodoo: African American Women and Spirit Work—manuscript under review with University of Tennessee Press.
Scholarly Articles/Book Chapters:
—Disney’s Tia Dalma: A Critical Interrogation of the ‘Imagineered’ Priestess. Black Women,
Gender, and Families. –under review.
—Hoodoo Ladies and High Conjurers: New Directions for an Old Archetype. Literary Expressions of African Spirituality. Ekema Agbaw, Carol Marsh-Lockett, and Elizabeth J. West, editors—accepted.

Professional Presentations

Samuel
—Caribbean Continuities; or Ol’ Buckra Imports more than Sugar and Black Bodies. Southern Conference on African American Studies, Inc. Annual Conference. Feb. 7-9, 2008. Atlanta, GA.
—Move Over Sweetback and Stagolee; There’s a New Baadass on the Horizon: The Black Badman Cop. South Atlantic Modern Language Association Annual Convention. Nov. 4-6, 2005. Atlanta, GA.
—Rethinking Ishmael Reed’s Mumbo Jumbo: Neo-Hoodoo Feminist Text?” Pennsylvania State

**Teaching Georgia State University, Assistant Professor of English Undergraduate Courses:**
(*directed readings)*
American Literature Survey Black Literature and Film 20th c. Black Women Writers Ethnic American Literature The Conjure Tradition Intro to African American Lit Gullah Presence in AfAm Lit

**Students Supervised:**
Smith, Fatimah. — From Mammy to Princess: Disney’s Colored Animation of the Black Female.l GSU McNair Summer Research Institute, Summer 2009.

**Graduate Courses:** The Folklore of Zora Neale Hurston* Exploring the Conjure Trope Women and Voodoo MA Pro-Seminar 20th c. Major American Authors (Toni Morrison) Black Literary Masculinity Black Women and the Blues Tradition

**Students Supervised:**

**Florida State University, Teaching Assistant (2003-2006) Tutor, Reading and Writing Center** (Fall 2004) ENC 1101 Composition & Rhetoric ENC1145 Researching and Writing about Family History LIT 2081: Exploring the Conjuring Trope in 20th c. Afro-Am Lit

**Academic Service**
ENC 1102 Writing, Reading & Research LIT 2020 Stories by Black Women Writers

Member, South Eastern Women’s Studies Association Conference Proposal Approval Committee, Georgia State University Women’s Studies Institute, (2010-2011).

Faculty Participant, —The Global South in the Age of Obama.¶ Maintz-Atlanta-Beijing Tri-national Summer Seminar. July 3-July 18, 2010. Atlanta, GA.


Guest Introduction, Natasha Trethewey (Guest Speaker). Georgia State University Department of English. Feb. 17, 2010. Atlanta, GA.

Co-Moderator, —Undergraduate Master Class with Natasha Trethewey.¶ Georgia State University Department of English. Feb. 17, 2010. Atlanta, GA.

Faculty Participant, Georgia State University Strategic Planning Diversity Committee/Office for Underrepresented Faculty Research Focus Group. (Feb. 2010).


Advisory Board Member, Georgia State University Ronald E. McNair Post-Baccalaureate Achievement Program (2009-2010). Member, Executive Committee, Georgia State University Department of English (2009-10).


Mentor, Georgia State University Ronald E. McNair Post-Baccalaureate Achievement Program Summer Research Institute, (Summer 2009).


Associate Faculty Member, Georgia State University Women’s Studies Institute, 2008-2011.

Member, Graduate Admissions and Review Committee, Georgia State University Department of English (2008-09).


Co-Director, 14th Annual Conversations among Partners in Learning Series: —Critical Approaches to Teaching African American Literature.¶ Georgia State University Department of
Member, Executive Committee, Georgia State University Department of English (2007-08).
Member, Research Enhancement Committee, Georgia State University Department of English (2007-08).
Member, Ad-Hoc Committee for Graduate Teaching Assistant Hearing, Georgia State University Dept. of English (Fall 2007).
Mentor, Ronald E. McNair Post-Baccalaureate Achievement Program Summer Research Institute, Georgia State University (Summer 2007).
Panelist, —The Job Interview.‖ Georgia State University Department of English Graduate English Association Professional Development Conference. April 13, 2007.
Member, MA Exam Committee, Georgia State University Department of English (2006-07).

Coordinator, —Investigating Intersections: Folklore, Literature & Legend.‖ Florida State University Department of English Literature Colloquium, October 13-14, 2005.
Panelist, —Responding to Student Writing.‖ Florida State University Department of English First Year Writing Program Teaching Assistant Summer Training. July 13, 2005.
Coordinator, —Popular Culture and the 20th Century.‖ Florida State University Department of English Graduate Student Colloquium, November 2004.
Panelist, —Dealing with Issues of Race in the Classroom.‖ Florida State University First Year Writing Program Teaching Assistant Summer Training. July 26, 2004.
Guest Student Lecturer, —Walking with the Orisha.‖ Dr. Donald J. Cosentino’s Vodou and Santería Course. University of California Los Angeles. Fall 2001.

Professional Organizations
Popular Culture Association/American Culture Association College Language Association
American Studies Association African American Historical and Genealogical Society

References:
Darryl Dickson-Carr, Associate Professor Department of English Southern Methodist University Dallas, TX 75275
214.768.2215

286
dcarr@smu.edu

(Dissertation Director)

Alfred Young, Professor Department of History Georgia Southern University Statesboro, GA 30460-8054 912.478.5835 ayoung@georgiasouthern.edu

South Atlantic Modern Language Association National Council for Black Studies Southern American Studies Association

Richard Yarborough, Professor Department of English University of California Los Angeles Box 951530

Los Angeles, CA 90095-1530 310.825.2914 Yarborou@humnet.ucla.edu

Elizabeth J. West, Associate Professor Georgia State University Department of English, Box 3970 Atlanta, GA 3030 404.413.5866 engejw@langate.gsu.edu

KATHERINE B. HANKINS

Department of Geosciences
Georgia State University
PO Box 4105 Atlanta, GA 30302-4105 404 413-5775
khankins@gsu.edu

Assistant Professor, Georgia State University, 2006 – present

EDUCATION University of Georgia

University of Arizona
M.A. Geography, 2000 Master’s Thesis: “The Restructuring of Retail Capital and ‘Old Town’ Retailing: The Case of Colorado Boulevard in Pasadena, California” Advisor: Dr. Sallie A. Marston

Dartmouth College
A.B. Russian Area Studies (major) and Geography (minor), 1997 University of Georgia Study Abroad, Cortona, Italy Summer 1996 Dartmouth College Foreign Study Program, St. Petersburg, Russia Spring 1996

PUBLICATIONS


Hankins, K., 2002 “The restructuring of retail capital and the street” *Tijdschrift, the Journal of Economic and Social Geography* 93(1): 34-47.


Works in Review Hankins, K. and R. Cochran, “Racialized practices and the (re)making of a place of whiteness in Atlanta, Georgia” submitted to *Social and Cultural Geography* (revise and resubmit)


Non-refereed Publications Hankins, K., 2000 “Finding a way through career geography” *Finding A Way: Learning Activities in Geography for Grades 7-11*, a publication of the National
Council for Geographic Education, Title No. 5. Hankins, K., 1999 (ed.) you are here: the journal of creative geography, Volume 2, Issue 2, Department of Geography, University of Arizona.

GRANT ACTIVITY
“Faith in the Urban Process: Shaping Poor Neighborhoods through Faith-Based Community Development” submitted with Dr. Andy Walter to National Science Foundation, January 2011, $182,244, pending
“Examining the Mechanisms that Explain Variation in Health Outcomes within Disadvantaged Neighborhoods” National Institutes of Health, (NIH, P20 center grant: 10/1/10-9/30/15) (Project within P20, R01, 10/1/10-9/30/12), with Drs. Erin Ruel (PI), Deirdre Oakley (Co-PI), and Kymberle Sterling (Co-PI), ($518,411), awarded for October 2010-2012
“Variation in Health Outcomes within Disadvantaged Neighborhoods: Person Environment Fit”, National Institute of Health, submitted with Drs. Erin Ruel (PI), Deirdre Oakley (Co-PI) and Kymberle Sterling, May 2010 ($1,781,668), not awarded
“Faith-based Gentrification in Atlanta’s Inner City Neighborhoods”, Research Initiation Grant (RIG), Georgia State University, submitted January 2010 ($10,000), awarded
“Public Housing Transformation and Responsible Relocation: A Case Evaluation of Decatur, GA” MacArthur Foundation, submitted with Drs. Deirdre Oakley (PI) and Erin Ruel (Co-PI), ($350,000), April 2009, not awarded
“Addressing Poverty Through Place: Nonprofits and the Remaking of Impoverished Neighborhoods” National Science Foundation (NSF), submitted with Dr. Andy Walter (Co-PI), University of West Georgia ($109,026), January 2009, not awarded
“Addressing Poverty Through Place: Nonprofits and the Remaking of Impoverished Neighborhoods in Atlanta” Center for Metropolitan and Neighborhood Studies Research Grant, (S3,200), May 2009, awarded

“Framing Place and Poverty: Nonprofits and the Remaking of Impoverished Neighborhoods” Research Initiation Grant (RIG), Georgia State University, submitted January 2009 ($10,000), not awarded
“Building the Geosciences Learning Community: Increasing Retention, Progression, and Graduation” Retention, Progression, and Graduation (RPG) grant for the Department of Geosciences, Georgia State University, submitted March 2008 with Dr. Daniel Deocampo ($80,600) not awarded
“The Geography of State-Citizen Relations: Citizen Activism and Spatial Inequality” Research Initiation Grant (RIG), Georgia State University, submitted January 2008 ($10,000) not awarded
“Challenging Public and Private Spheres: Women, Voluntarism, and the Urban
Neighborhood Advancement of Women Faculty Scholarship Mentoring Grant, Georgia State University, submitted March 2007 with Dr. Emanuela Guano ($6,000) not awarded
Retention, Progression, and Graduation (RPG) grant for the Department of Geosciences, Georgia State University, submitted July 2006 with Dr. Pamela Burnley, ($92,200) (2006-2008) awarded
“Understanding Atlanta’s Changing Retail Landscape” Dan E. Sweat Atlanta Research Papers, Andrew Young School of Policy Studies, Georgia State University (2006) ($3000) awarded

MAJOR HONORS
The National Council for Geographic Education *2008 Best College/University Article in Journal of Geography
Urban Geography Specialty Group of the Association of American Geographers Best Dissertation Award, 2004 ($250)
Southeastern Division of the Association of American Geographers Hart Student Honors Paper Award, 2003 ($1000)
The University of Georgia Graduate School Dissertation Completion Award, 2003-2004 ($15,000) Dean of Arts and Humanities Dissertation Enhancement Award, 2003 ($1000)
Department of Geography Student Travel Award, 2002 ($650)
The University of Arizona Graduate Fee Waiver Scholarship, 2000 ($1100) Graduate and Professional School Travel Scholarship, 2000 ($125) Elected Graduate Student Representative for faculty meetings, 1999-2000
Dartmouth College Cloise Appleton Crane Award for Excellence in Russian Studies, 1997 Third Honor Group, 1997

INVITED LECTURES
“Urban geography topics and methods” Department of Geosciences, Georgia State University, Research Methods class, November 16, 2010.
“Urban politics” presented at the Department of Geosciences, Georgia State University, Political Geography class, March 30, 2009.
“Urban politics in Atlanta” presented at the Department of Geosciences, University of West Georgia, Metropolitan Atlanta geography class, March 10, 2009.
“How to publish in the social sciences” presented at the Urban Fellows brown bag series, the Center for Metropolitan Growth, Georgia State University School of Law, November 6, 2007.
“The role of charter schools in gentrifying neighborhoods” presented at the Urban Fellows brown bag series, the Center for Metropolitan Growth, Georgia State University School of Law, September 26, 2007.
“A “livable” city without the state? The case of Atlantic Station” presented at Georgia Southern University, April 5, 2007.
“The problems and promise of a new urbanist development: A case study of Atlantic Station” presented at Columbus State University, November 16, 2006.

CONFERENCES/ PAPER PRESENTATIONS
“Strategic neighboring: Asserting the politics of the everyday in the inner city” to be presented at the Annual Meeting of the Association of American Geographers, Seattle, WA, April 2011
“Love thy neighbor”: The daily politics of embodied place” presented at the Annual Meeting of the Southeastern Division of the Association of American Geographers in Birmingham, AL, November 2010
“Do a deal for Jesus: faith, gentrification, and Atlanta’s urban political economy” to be co-presented with Dr. Andy Walter at the Annual Meeting of the Southeastern Division of the Association of American Geographers to be held in Birmingham, AL, November 2010
“Reneighboring poor Atlanta: the political economy of faith-motivated gentrification” co-presented with Dr. Andy Walter in a special session “Regional Spotlight Session: Housing, Redevelopment, and the Changing Face of Atlanta” at the Annual Meeting of the American Sociological Association, Atlanta, August 2010
“Reneighboring poor Atlanta: the political economy of faith-motivated gentrification” co-presented with Dr. Andy Walter at the Annual Meeting of the Association of American Geographers, Washington, DC, April 2010

“The relocation of ‘radical relocation’: Atlanta and the mobility of an anti-poverty strategy” co-presented with Dr. Andy Walter at the Annual Meeting of the Association of American Geographers, Washington, DC, April 2010
“‘Bringing the lightness of the gospel to the darkness of the ghetto’: the subjects and spaces of faith-based gentrification” co-presented with Dr. Andy Walter at the Annual Meeting of the Southeastern Division of the Association of American Geographers, Knoxville, TN, November 2009
“Neglected neighborhoods and the multiscalar failure of the state” presented at the Annual Meeting of the Association of American Geographers, Las Vegas, NV, April 2009
“Philanthropy’s era(s) and the making of urban space” presented at the Annual Meeting of the Southeast Division of the Association of American Geographers, Greensboro, NC, November 2008
“Exploring the state in new urbanism” presented at the Annual Meeting of the Association of American Geographers, Boston, MA, April 2008
“Place-frames and the unevenness of the local state in transitioning neighborhoods” co-presented with Laura Wilson at the Political Geography Specialty Group miniconference, Worcester, MA April 2008
“Neighborhood activism in gentrifying neighborhoods: From making safe spaces to ‘gilding the lily’” co-presented with Laura Wilson at the Annual Meeting of the Southeastern Division of the Association of American Geographers, Charleston, SC, November 2007
“Creating a livable city without evidence of the state” co-presented with Emily Powers at the Annual Meeting of the Association of American Geographers, San Francisco, California, April 2007
“The role of the state in urban livability” presented at the Political Geography Specialty Group miniconference, Berkeley, California, April 2007
“Understanding Atlanta’s changing retail” presented at the Atlanta: Current Trends, Future Prospects conference, Georgia State University, Andrew Young School of Policy Studies, February 23, 2007.
“The politics of a park in gentrifying Atlanta” presented at the Annual Meeting of the Southeastern Division of the Association of American Geographers, Morgantown, West Virginia, November 2006
“Producing, consuming, and rescaling community through the creation of a charter school”, Annual Meeting of the Southeastern Division of the Association of American Geographers, West Palm Beach, Florida, November 2005
“The regime goes to (charter) school: The *Atlanta-Journal Constitution* and regime politics in education” with Dr. Deborah Martin, Annual Meeting of the Association of American Geographers, Denver, Colorado, April 2005
“The final frontier: charter schools as social institutions (or instruments?) of gentrification”, Annual Meeting of the Southeastern Division of the Association of American Geographers, Biloxi, Mississippi, November 2004
“Fracturing the neighborhood: Class, race, and a charter school”, Student Honors Competition (winner) at the Annual Meeting of the Southeastern Division of the Association of American Geographers, Charlotte, North Carolina, November 2003
“Spatializing American citizenship: Religion and education find their places”, Annual Meeting of the Southeastern Division of the Association of American Geographers, Richmond, Virginia, November 2002
“Exploring questions of value and labor in retailing”, Annual Meeting of the Association of American Geographers, Los Angeles, California, March 2002

**PROFESSIONAL EMPLOYMENT**

*Assistant Professor*, Department of Geosciences, Georgia State University, 2006-present

*Adjunct Assistant Professor*, Department of Geography, University of Georgia, 2004-2006

*Independent*
Study/Distance Learning Associate, Center for Continuing Education, University of Georgia, 2005-present
Instructor, Department of Geography, University of Georgia, 2003 spring
Graduate Teaching Assistant, Department of Geography, University of Georgia, 2001-2002
Instructor: Department of Anthropology and Geography, Georgia State University, 2002 summer
Program Associate, Udall Center for Studies in Public Policy, University of Arizona, 2000-2001
Instructor: Department of Geography and Regional Development, University of Arizona, 2001
summer Graduate Assistant in Teaching, Department of Geography and Regional Development, University of
Arizona, 1999-2000
Instructor: Department of Geography and Regional Development, University of Arizona, 2000
summer Graduate Assistant in Research, Dr. Beth Mitchneck, University of Arizona, 1998-1999
Administrative Assistant, Corestaff Services, Atlanta, GA, 1997-1998
Writing Assistant, The Composition Center at Dartmouth College, 1997 spring
Research Assistant, Center for Gender Studies, Center for Socioeconomic Problems of Population,
Academy of Sciences, Moscow, Russia, 1995 fall
Research Assistant, Dr. George Demko, Dartmouth College, 1994-1996

PROFESSIONAL DEVELOPMENT
Participant at the Center for Teaching and Learning Faculty Series, 2007-present
Participant at the Geography Faculty Development Alliance, July 18-25, 2005, Boulder, Colorado

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
2010-present: Elected to the Board of the Urban Geography Specialty Group, Association of
American Geographers
2009: Chair, Audit Committee, Southeastern Division of the Association of American
Geographers 2007-2009: Elected to the Board of the Political Geography Specialty Group,
Association of
American Geographers 2008: Chair, Tellers Committee, Southeastern Division of the
Association of American Geographers 2001 – present: Southeastern Division of the Association
International Council on Shopping Centers
1996– 1999: Pacific Coast Division of the Association of American Geographers

UNIVERSITY AFFILIATIONS
Partnership for Urban Health Research faculty affiliate, Georgia State University
Urban Fellows faculty affiliate, Center for the Comparative Study of Metropolitan Growth, Georgia
State University School of Law Metropolitan and Urban Studies faculty member

SERVICE
Manuscripts reviewed The Southeastern Geographer, December 2010, April 2005
Journal of Social and Cultural Geography, January 2010
Urban Studies, January 2011, August 2009
Environment and Planning D: Society and Space, June 2009
Journal of Rural Studies, May 2008
GeoJournal, March 2008
ACME, An International E-Journal for Critical Geographies, October
2007 Tijdschrift: Journal of Economic and Social Geography, June 2007
Publishing Reviewer for Wiley Publishing, Visualizing Human Geography, June 2010

UNIVERSITY SERVICE

CTW (Critical Thinking through Writing) Ambassador for Department of Geosciences, October 2007 – present

DEPARTMENTAL SERVICE


294
Participated in CAS FIMS test, April 2007 Geosciences representative at the WAC/QEP faculty workshop, Georgia State University, December 7-8, 2006

**STUDENTS ADVISED**


Matthew Waller, M.A., 2009, “The Importance of the Regional Concept: The Case for an Undergraduate Regional Geography Course of Sub-Saharan Africa” (non-thesis practicum)

Robert Cochran, M.A., 2009, “Race, Place, and Identity: Examining Place Identity in the Racialized Landscape of Buckhead, Atlanta”

Meghan Wilson, M.A., 2009, “Spatial Politics and Discourses of the Public Voice in the Remaking of Marietta, Georgia”

Laura Wilson, M.A., 2009, “Place-based Voluntarism in the Neoliberal State: A Case Study of Gentrifying Neighborhoods in Atlanta, Georgia” (non-thesis practicum)

David Holmes, Master’s student, 2008-present

Michael Husebo, Master’s student, 2010-present

Cheryl Case, Master’s student, Anthropology, 2010-present (co-chair) Traci Dahl, Master’s student, 2010-present

Paul Foster, Master’s student, 2010-present


Participation on Committees

**Ph.D.**

Barbara Combs, PhD committee, 2010, “The Ties that Bind: The Role of Place in Racial Identity Formation, Social Cohesion, Accord, and Discord in Two Historic, Black Gentrifying Atlanta Neighborhoods” Department of Sociology

Elizabeth Henry, PhD committee, Department of History, 2008-present

Amy Roberts, PhD committee, Department of Educational Policy Studies, 2009-present

**M.A.**


Demetrice Jordan, Geography, 2010-present

Yu Chen, M.A., 2007, Geography

**Student Activities Advised**


Julia Bryant, recipient of Orise Fellowship, Center for Disease Control, Atlanta, Georgia, 2009-present.

Robert Cochran, “‘Racialized practices and the (re)making of a place of whiteness in Atlanta, Georgia” presented at the University of Illinois, Urbana-Champaign, School of Earth, Society, and Environment, Research Review, 2010, March 7, 2010.


Dan Miller, “Dereliction and Abandonment in the City of Atlanta, Georgia” presentation at the Annual Meeting of the Southeastern Division of the Association of American Geographers, Charleston, SC, November 18-20, 2007.


Dan Miller, “Environmental Inequities in Metropolitan Atlanta” presentation at the Georgia State University Undergraduate Research Conference, April 11, 2007.

**Student Awards**

Robert Cochran, Urban Geography Specialty Group Master’s fellowship, 2008

Dan Miller, Georgia URISA undergraduate paper award, 2008

Dan Miller, winner of the Urban Geography Specialty Group Glenda Laws undergraduate paper competition, 2008

**COURSES TAUGHT**

Qualitative Methods in Geography (Spring 2011) Metropolitan Atlanta (Spring 2009)


Introduction to Political Geography (Spring 2008, 2007)


Urban Economic Geography Seminar: Spatial Justice and the City (Fall 2010)

Urban Economic Geography Seminar: Philanthropy and Urban Space (Fall 2007)

Geosciences Learning Community (Summer 2008, Spring 2008, Spring 2007, Fall 2007)

Geography in the Field (Urban field trip course) (Spring 2008, 2007)
New course developed Qualitative Methods in Geography, with Dr. Parama Roy

Elisabeth O. Burgess
Director, Gerontology Institute Associate Professor, Gerontology and Sociology Georgia State University
(404) 413-5213
eburgess@gsu.edu

Educational and Professional Credentials
PhD 1997 M.A 1995 B.S. 1992

Professional Experience
January 2009 to Present Spring 2005 to 2008 Fall 2004 to Present
Fall 1997 to 2004 Fall 1996

Areas of Specialization
Aging and Life Course Sexuality and Relationships Intergenerational Families

Intellectual Contributions
Sociology, University of Southern California. Sociology, University of Southern California Sociology, Old Dominion University.
Director, Gerontology Institute, Georgia State University. Graduate Director, Gerontology Institute, Georgia State University. Associate Professor, Department of Sociology, Georgia State University. Assistant Professor, Department of Sociology, Georgia State University. Instructor, Sociology, Mt. St. Mary’s College, “Research Methods”

Publications – Journal Articles


Reviewer Projects and Other Writings


Professional Presentations: (Selected)
Burgess, E.O., Bender, A., Barmon, C. & J.L. Allen. “All Talk and No Action: The Disconnect between Language and Practice of Sexual Freedom in Assisted Living Facilities” Southern Gerontological Society, April 4-7, 2010 in Richmond, Virginia

“Gen X, Gen Y, Boom: Generational Dynamics in the Workplace” Workshop for Leadership Academy for Women, Georgia State University, February 21, 2008
Marni Kahn, Dawn Baunach, and Elisabeth O. Burgess “I get by with a little help from my


Kahn, Marni, Dawn M. Baunach, and Elisabeth O. Burgess. “It’s Who You Know: The Effects of Homosexual Contact on Sexual Prejudice.” Presented at the Society for the Scientific Study of Sexuality Mid-South/Eastern Region November 2005, Atlanta, GA.

Burgess, Elisabeth O. and Elisabeth A. Sheff. “Research: Creating a Sex Positive Academic Environment” Panel Presentation at the Society for the Scientific Study of Sexuality Mid-South/Eastern Region November 2005, Atlanta, GA.


“„I don’t want to be sick like grandmom:” Health attitudes and behaviors in multigenerational African American families.” With S.V. King, M. Akinyela, M. Counts-Spriggs & N. Johnson. National Council for Black Studies Annual Meeting, March 21, Atlanta, Georgia.

2002 “Gender, Sex, and Involuntary Celibacy.” With D. Donnelly. Women’s Studies Network Association (UK/Western Europe) Conference, September, Belfast, Northern Ireland.

“Celibate, But Not by Choice.” With D. Donnelly. Invited community lecture, May, sponsored by the Women’s Studies Centre, Queen’s University, Belfast, Northern Ireland.

2001 “Stigma and Stereotype: An Analysis of Adult Involuntary Virgins.” With J. Dillard and D. Donnelly. Southern Sociological Society Annual Meeting, April 7-9, Atlanta, GA.

“„When you are married you expect a little sex:” The paradox of marital celibacy” With D. Donnelly and S. Anderson. Southern Sociological Society Annual Meeting, April 7-9, Atlanta, GA.

"Ethical Dilemmas in Conducting Sexuality Research on the Internet: Examples from a Study of Involuntary Celibacy." With D. Donnelly. Presented at the Society for the Scientific Study of
2000 ““Having a Senior Moment.”” A content analysis of the media’s use of the term „senior moment.”” With Jaye Shaner. Gerontological Society of America Annual Meeting, November 17-21, Washington D.C.
“Southeastern Council on Family Relations Survey.” With D. Donnelly and D. Gregory. National Council on Family Relations Annual Meetings, November 9-12, Minneapolis, MN.
“Building Scholars: The transition from Graduate Student to Faculty Member.” Panel Member. Southern Sociological Society Annual Meeting, April 4-7, New Orleans, LA.
“Generation X: A Radical Shift in the Experiences of Young Adulthood or Another Generation of Rebellious Youth?” Paper presented at the Sociology Department Colloquium Series, Georgia State University. May 22, 1998, Atlanta, Georgia.


301


Grants and Contracts
On-Going Research Support
R21 AG030171-01 Burgess, E.O. (PI) 2008-2010 NIH/NIA “Negotiating Sex and Intimacy in Assisted Living” The purpose of this two-year qualitative study is to examine how sexuality and intimacy are negotiated in assisted living facilities (ALFs). Role: PI
R01 AG030486-01 Ball, M.M. (P.I) 2008-2011 NIH/NIA “Negotiating Social Relationships in Assisted Living: The Resident Experience” The purpose of this study is to learn how resident negotiate and manage their relationships with other residents in an assisted living setting. Role: Co-Investigator

Completed Research Support Burgess, E.O. (PI) Georgia State University, University Research Services TEAM Grant “Teen Pregnancy Prevention in Grandparent-headed Families” This project is designed to prepare a grant proposal for external funding to research cross-cultural comparisons on sexual education from a diverse population of grandparents. Role: PI

2007-2008
King, S. (PI) 2006-07 Georgia State University Office for Advancement of Women Faculty Mentorship Grant “African American Grandparents” Attitudes about Sexuality and Sexually-transmitted Infections: What are They Telling Their Grandchildren?” This project is designed to explore grandparents” attitudes regarding sexuality and sex education. Role: Mentor/Co-investigator

R03 AG021209-01, King, S. (PI) 2002-03. NIH/NIA “Religion and Health in Multigenerational Black Families.” This grant was designed to explore the transmission of values regarding religion and health in multigenerational black families. Role: Co-Investigator
GSU Research Foundation, Donnelly and Burgess (Co-Investigators) 2000-01 “Dimensions of Involuntary Celibacy” This Research Initiation Grant allowed us to collect Internet data on involuntary celibacy. Role: Co-Investigator

Projects in Process (Selected)
Dawn M. Banauch and Elisabeth O. Burgess. “Sexual Identities in the South: Concordance and Discordance of Sexual Activity, Relationships and Identities (Under Review)
Brown, Marni, Dawn M. Baunach, and Elisabeth O. Burgess. “The Closet, Y”all: Sexual Disclosure among College Students in the Deep South (under review)
Amy Palder, Dawn Baunach, and Elisabeth O. Burgess. “Sexual Morality and Network Chains: A Network Analysis” (Revised and Resubmit)
Elisabeth O. Burgess, Dawn M. Banauch, Jennifer Chandler and Kirstin McMillen. “Gay Friendly? Contact with Homosexual Community and Attitudes towards Homosexuality.”
(Working Paper)
Elisabeth O. Burgess & Denise Donnelly. “The 40 Year Old Virgin: Fact or Fiction” (working paper)
Elisabeth O. Burgess, Sharon V. King & Jennifer Griffith. “African American Grandparents” Attitudes about Sex” (Working Paper)

Courses Taught Undergraduate
SOCI 3030: Sociological Theory SOCI 3101: Families and Society SOCI 3156: Sexuality and Society SOCI 4116: Aging and Society WMST 2010: Introduction to Women’s Studies

Graduate

Supervision of Individual Students (Sociology, unless noted otherwise)
Alexis Bender, PhD Dissertation (Chair), in progress Jenn Chandler, PhD Dissertation (Member), in progress

Evelina Sterling, PhD Dissertation (Member), in progress Jeff Duvall, PhD Dissertation (Member), in progress Victoria Foster, PhD Dissertation Nursing (Member), August, 2010


Courtney Muse, MA Thesis (Member) December 2004 Stephanie Medley, MA Thesis (Chair)
May 2004 Charissa Carstarphen, MA Paper (Chair) May 2004 Jennifer Osborne, MA Thesis (Chair) May 2004
Ashraf Esmail, MA Paper (Chair) May 1998
Service (Selected since 2004)
University Level

Denise Zara Davidson
Department of History
Georgia State University
Atlanta, GA 30302-4117
EDUCATION
M.A., History, 1992, University of Maryland
B.A., History, 1989, Rutgers College, Rutgers University

PROFESSIONAL APPOINTMENTS
History Department, Georgia State University, Atlanta, GA 
Associate Professor, 2007-present
Assistant Professor, 1999-2007 
Director of Undergraduate Studies, 2007-2010
History Department, Saint Lawrence University, Canton, NY
Visiting Assistant Professor, 1998-1999
History Department, University of Pennsylvania, Philadelphia, PA
Lecturer, 1997-1998
Département d’Anglais, Université Lyon II, Lyon, France Lectrice anglaise (Instructor of English), 1993-1994

HONORS/AWARDS
Fellow, National Humanities Center, 2010-2011
ACLS Burkhardt Fellowship for Recently Tenured Scholars, 2010-2011
National Endowment for the Humanities Summer Stipend, 2010
Somers Book Award, History Department, Georgia State University, 2008
Fulbright Research Fellowship for France, 2006-2007
Copen Faculty Development Grant, History Department, Georgia State University, 2006
Research Initiation Grant, Georgia State University, 2004-2005
Chimicles Fellowship in the Teaching of Writing (Univ. of Penn.), 1997-1998 (declined)
French Institute for Culture and Technology Travel Grant, 1997
Andrew W. Mellon Dissertation Fellowship, 1996-1997
Bourse Chateaubriand, Fellowship for Research in France, 1995-1996
Mellon Pre-Dissertation Travel Grant, Summer 1993 
Graduate School Fellowship, University of Maryland, 1990-1991

PUBLICATIONS (BOOKS)
Le Roman conjugal de la Révolution à la Restauration, co-authored with Anne Verjus (Seyssel: Champ Vallon, in press, February 2011).

PUBLICATIONS (ARTICLES, BOOKCHAPTERS, REVIEWESSAYS, ENCYCLOPEDIAENTRIES)

“Women at Napoleonic Festivals: Gender and the Public Sphere during the First Empire,” *French History* Vol. 16, No. 3 (September 2002): 299-322.


**PUBLICATIONS (BOOKREVIEWS)**


**WORK IN PROGRESS**

**Surviving Revolution: Bourgeois Families in France, 1780-1830** (book project)

**CONFERENCE PAPERS AND PRESENTATIONS**


“Imaging the Readers of the *Journal des dames et des modes*,” paper presented at the More than
Fashion: The Journal des dames et des modes (1797-1835) workshop sponsored by the Art History Department at the University of Michigan, Ann Arbor, April 2009. Also co-organized the workshop, along with Susan Siegfried (University of Michigan) and Jann Matlock (University College, London).


PROFESSIONAL MEMBERSHIPS AND SERVICE
American Historical Association
American Society for Eighteenth-Century Studies
Consortium on the Revolutionary Era, 1750-1850 Board of Directors, 2000-present
H-France
2006 Conference Organizer
Society for French Historical Studies
Western Society for French History Secretary, October 2009-present

Updated January 6, 2011
IAN CHRISTOPHER FLETCHER

Department of History
Georgia State University
P.O. Box 4117
Atlanta GA 30302-4117 USA

404/413-6355
icfletcher@gsu.edu

Education

M.A. The Johns Hopkins University, 1984, History.
A.B. Harvard College, cum laude, 1979, History and Literature.

Appointments

Associate professor, Georgia State University, 1999-.
Instructor, University of Delaware, Fall 1995.
Assistant professor, Georgia State University, 1990-99.
Lecturer, University of Delaware, 1988-90.
Instructor, The Johns Hopkins University, Spring 1988.
Instructor, University of Delaware, 1987-88.

Fellowships, Grants, and Honors

Research initiation grant (History), Georgia State University, 1994-95.
Instructional improvement grant (Women's Studies), Georgia State University, 1994.
Teaching fellowship, The Johns Hopkins University, 1986-87.
Dissertation research fellowship, The Johns Hopkins University, 1985-86.
Dissertation research fellowship, Fulbright Commission, 1984-85.
Frederic C. Lane teaching fellowship, The Johns Hopkins University, 1983-84.
Fellowship, The Johns Hopkins University, 1982-83.

SCHOLARSHIP
Books


Edited Journal Issues


Microform Collection (Consultant Editor)

*Sex and Gender: Manuscript Sources from the Public Record Office, Parts 1 & 2: Empire and Suffrage* (Adam Matthew Publications, 2003), 36 reels.


Articles, Chapters, Essays, and Introductions


Reviews


**Conferences and Seminars**


“Social Movements in Historical Perspective: A Graduate Student Conference,” Special Collections and Archives, University Library, Georgia State University, Atlanta, Georgia, May 2009. Convenor.


“History,” Locations of Power: First Roundtable between Emory University and the University of Cape Town, Institute of African Studies, Emory University, Atlanta, Georgia, November 2006. Respondent.


"Empire, Nation, Diaspora: Frontiers of Rule and Recognition before the First World War," Identities: Four Dialogues, First German American Frontiers of the Humanities


"Cultural and Social Dimensions of Sexual Harassment," Dimensions of Sexual Harassment Conference, Georgia State University, Atlanta, Georgia, April 1999. Rapporteur.


"How We Survived Semester Conversion: A Roundtable," Department of History Seminar, Georgia State University, Atlanta, Georgia, November 1998. Chair.

"Film and History in the Archives and the Classroom: A Roundtable," Department of History Seminar, Georgia State University, Atlanta, Georgia, October 1998. Chair.


"Luring Our Maidens from the Paths of Virtue': Social Purity, Popular Radicalism, and the Melodramatization of the 1913 Queenie Gerald Case," Department of History Faculty-Graduate Student Colloquium, University of Delaware, Newark, Delaware, December 1995. Paper.


"The Diaspora that was Empire: Negotiating Cultural Identities in, Against, and Beyond the 'Motherland,' 1850-1950," American Historical Association, Chicago, Illinois, January 1995. Comment.


"Royalism, Republicanism and Avoiding Revolution in Great Britain," Consortium on Revolutionary Europe, Atlanta, Georgia, February 1993. Chair.


TEACHING

Georgia State University
**Undergraduate Courses**

- The World since 1500
- The Twentieth Century World
- Film and History
- Britain, Ireland, and the British Empire since 1689
- Cross-Cultural Encounters in World History
- Transnational Social Movements in Historical Perspective

**Graduate Courses**

- Historical Methods and Theory
- Issues and Interpretations in World History
- Modern British, Irish, and Imperial History
- Global Social Movements in Historical Perspective

**Theses and Dissertations (Director)**


SERVICE (CURRENT)

Georgia State University

University Library

Reed Fink Fellowship for Labor History Selection Committee

Women's Studies Institute

Graduate Studies Committee
Promotion and Tenure Committee
Education
Ph.D. University of Illinois, Champaign-Urbana, 1985
M.A. University of Illinois, Champaign-Urbana, 1979
B.A. University of Illinois, Champaign-Urbana, 1977

Professional Credentials
Professor, Georgia State University, 2006- Associate Professor, Georgia State University, 1998-
Assistant Professor, Georgia State University, 1995- Associate Professor, Eastern Illinois
University, 1988- Assistant Professor, Eastern Illinois University, 1985-

Teaching Experience
Georgia State University, 1995- Eastern Illinois University, 1985-1995

Administrative Experience at Georgia State University
Social and Behavioral Sciences Area Committee, College Tenure and Promotion Committee, 2009-
Arts and Sciences Undergraduate Studies Committee, 2004-2006 APRC (Annual Program
Review Committee), 2006-2007 Ad Hoc Committee on Scholarly Publishing in the Book Fields,
2004-2005 Secretary to the Faculty of Arts and Sciences, 2001-2004 University Honors Council,
committee chair, 1997-2000
Georgia Women’s Movement Faculty Committee (Women’s Studies), Committee chair, 1998-

History Department
Associate Chair, 2010- Undergraduate Studies Director, 2001-2006 Chair Evaluation Committee,
2009 Advisement Committee, Committee chair, 2001-2006 Executive Committee, 1996-2000,
Search Committees/tenure track positions, 1995-96, 1996-97,

V. VI. COURSES TAUGHT AT GEORGIA STATE UNIVERSITY
BUSINESS AND PROFESSIONAL EXPERIENCE

History 2110: Survey of U.S. History History 3000: Introduction to Historical Studies History
3210: U.S. in the Nineteenth Century History 4250: Women in America History 4490: Topics in
U.S. History/Civil War and Reconstruction History 4999: Historical Research History 8020:
Graduate Seminar in Nineteenth Century U.S.
Topic A: America in the Age of Expansion, 1815-1848 Topic B: American Civil War Era, 1848-
1900 Topic C: Biography and History
History 8810: Seminar in the History of Gender Topic: Women, Reform, Politics, and Power
1780-1920

VII. INTELLECTUAL CONTRIBUTIONS
Books/Monographs
A Strong-Minded Woman: The Life of Mary Livermore (University of Massachusetts Press, 2005)
Neither Ballots nor Bullets: Women Abolitionists and the Civil War (University Press of
Virginia, 1991)
Edited/Co-edited Volumes
Sam Richards’s Civil War Diary: A Chronicle of the Atlanta Home Front (University of Georgia
Press, 2009)
The Union in Crisis 1850-1877, 2nd ed., co-edited with Robert W. Johannsen (Copley Press, 2003)
Midwestern Women: Work, Community, and Leadership at the Crossroads, co-edited with Lucy
Eldersveld Murphy (Indiana University Press, 1997)
The Papers of Ulysses S. Grant, vol. 16 assisted with this volume under the name Wendy F.
Hamand (Southern Illinois University Press, 1988)
Articles
“From Gate City to Gotham: Sam Richards Chronicles the Civil War in Atlanta,” in Breaking the
Heartland: Georgia’s Civil War, eds., John D. Fowler and David Parker (forthcoming, Mercer
University Press, April, 2011)
“The Emergence of a Suffragist: Mary Livermore, Civil War Activism, and the Moral Power of
Women” Civil War History 48 (June 2002): 143-64
“‘Cry Aloud and Spare Not’: Northern Antislavery Women and John Brown’s Raid,” in His Soul
“The Woman’s National Loyal League: Feminist Abolitionists and the Civil War,” Civil War
History 35 (March 1989): 39-58

**Professional Presentations**

“From Gate City to Gotham: Sam Richards Chronicles the Civil War in Atlanta,” Society of Civil War Historians Biennial meeting, Richmond, Virginia, June 2010

“John Brown, Female Abolitionists, and Rights for Women: A Mixed Legacy,” Slavery and the Legacies of Violence in Our Own Time: A Conference Commemorating the 150th Anniversary of the Harpers Ferry Raid, Yale University, October 2009

“Sam Richards’ Civil War Atlanta,” lecture and book signing, Atlanta History Center, June 2009

Chair: session “Re-Exploring New Orleans during the Civil War and Reconstruction,” Southern Historical Association annual meeting, New Orleans, October 2008


Chair: session on “Family, Authority and Revolution in France and the United States,” at Consortium on the Revolutionary Era, 1750 - 1850, Atlanta, March 2006

Chair: session on “Administrators and Emancipators: Female Slaveholders and Plantation Management,” Southern Historical Association, Atlanta, November 2005

Chair: session on “The Intimate Lincoln,” conference celebrating the inauguration of the Abraham Lincoln Museum and Library, Springfield, April 2005


Chair: session on “Women, Race, and Identity on a Multicultural Great Lakes Frontier,” Berkshire Conference on the History of Women, Chapel Hill, 1996


Comment: session on “Notable American Women,” Duquesne History Forum, Pittsburgh, October 1990

Presentation: “Women Abolitionists and the Civil War,” Southern Historical Association, Norfolk, November 1988


**Editorial/Reviewer Projects**

Manuscript reviewer, University of Kansas Press, 2010

Manuscript reviewer, Journal of the Abraham Lincoln Association, 2010

Manuscript reviewer, Civil War History, 2008


Book Review Sub-Editor, American history to 1865, The Historian, Phi Alpha Theta’s scholarly journal, 1995-2005

**Grants and External Funding**

Georgia State University Research Initiation Grant, 1996 NHPRC Fellowship, Papers of Ulysses S. Grant, 1984-85

**VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES**

Memberships: Phi Beta Kappa Phi Alpha Theta
Organization of American Historians Society of Civil War Historians
Program committee: Society of Civil War Historians, 2009–2011
Advisory Board, Abraham Lincoln Presidential Museum and Library, 1999–2000
Advisory Council, The Lincoln Prize (Gettysburg College), 1999–2000

HONORS, AWARDS, AND RECOGNITION
Award for Excellence in Research Using the Holdings of an Archives, from the Georgia Historical Records Advisory Board (for Sam Richards’ Civil War Diary), 2010
Appreciation for Outstanding Service, as faculty advisor for Mu Tau chapter, Phi Alpha Theta, Georgia State University, May 1997

STEPHEN MARK CAREY
Georgia State University
Assistant Professor The Department of Modern and Classical Languages
P.O. Box 3970
Atlanta, Georgia 30302-3970
Tel: 404 413 6591
smcarey@gsu.edu http://www2.gsu.edu/~melsmc/
5170 Bankside Way Norcross, GA 30092
Tel: 770 447 3461
Cell: 404 932 1084
Fax: 770 447 3461

EMPLOYMENT
Georgia State University
Emory University

EDUCATION
Ph.D., German Course Work and Colloquia M. A., German B. A., English and German

DISSERTATION
2004 - present 2001 – 2004
1995 1992

Assistant Prof. of Germanic Languages and Literatures
Visiting Assistant Prof. of German & Medieval Studies, Linguistics, and Director of the German Film Program
Washington University Freie Universität, Berlin Washington University Saint Joseph's University

Medieval Literary Consciousness and Narrative Innovation in Wolfram von Eschenbach's Parzival Advisor: Professor James F. Poag

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT
Companion to Wolfram von Eschenbach’s Parzival Books in Progress An Introduction to Medieval Literature.

Articles in Journals

Articles in Reference Works

INSTRUCTION
Selected Courses Taught at Georgia State University


Contemporary Germany: From Zero Hour into the New Millennium: 1933-Present  Phonetics and Phonology: Introduction to Germanic Linguistics I  Syntax and Morphology: Introduction to Germanic Linguistics II  Language Instruction at all Levels

Selected Courses Taught At Emory University

Development of German: Gothic, Old High German and Middle High German  Enlightenment to Romanticism: Sacred Spaces in German Literature 1749-1817  Translating Middle High German Texts: Heribert von Friztlar's Liet von Troye  The History of the German Language  Reading German for Research: Intensive Course for Graduate Students in Philosophy and Theology  German Literature to 1750: Love and Marriage in Medieval Early Modern German Literature  Study Abroad Program in Vienna  Elementary German I &II

Selected Courses Taught At Washington University In St. Louis

Witches, Ghosts, and Vampires: The Strange and the Weird in German Literature and History

ADVISING

Advisor for Masters Theses at Georgia State University
1. 2. 3.
Rene Desax (Swiss Culture and National Socialism) Annette Anderson (Heinrich Kleist as a Romantic) Eleanor Hall (Sorrow in Wolfram von Eschenbach’s Parzival.)

Dissertation Committee at Georgia State University
1. 2. 3.
Denise C. White (Cotton Caligula A.), Phillip Purser (The Undead in Old Norse and Anglo-Saxon Lit), James V. Crowder (Hermetic Tradition in 12th and 13th Century)

SERVICE TO THE DEPARTMENT
2004 - Present 2007 - Present 2010 2009

• Departmental Library Liason • Executive Committee • Committee for the Evaluation of the Chair • German Graduate Student Orientation • Cluster Hire Committee • INCEPT • German Majors Fair • German Majors Fair • TATTOO Graduate Student Pedagogical Orientation • Director of Emory University's German Film Series • TATTOO Graduate Student Pedagogical Orientation • Emory University Majors Fair at Oxford Campus • Emory University Study Abroad Fair • Member of Emory University's Medieval Roundtable • Participant and Organizer
for Emory University's Stammtisch • Faculty Advisor for Emory United Football Club (Intramural Soccer) • Administrator for Emory University's German Placement Exams • Administrator for Washington University's German Placement Exams • German Department Graduate Student Co-President and Faculty Liaison

SERVICE TO THE COLLEGE AND UNIVERSITY
2010 2008 - Present 2008 - Present 2008 - Present 2008 - Present
• Chair, University Committee for Student Life and Development • University Budget Committee • University Committee for Student Life and Development • University Senator

SERVICE TO THE PROFESSION
2011 • Executive Committee for the Discussion Group in Germanic Philology of the MLA 2010 • Chair, University Committee for Student Life and Development 2009 • ICMS Session Organizer (5) and Chair (2) 2009 • Editor, Yearbook of Society of Medieval German Studies 2008 • ICMS Session Organizer (5) and Chair (2) 2008 • Alternate Officer, Society for German Baroque Literature 2007 • ICMS Session Organizer (5) and Chair (3) 2007 • Alternate Officer, Society for German Baroque Literature 2006 2006-2011 2006-2009 2005 2004 2003 2002-2004 2002-2004 2002-2007 1999 - Present 2003 1999 1993-94 1996
• ICMS Session Organizer(5) and Chair (2) • Chair for the Discussion Group on Arthurian Literature of the MLA • Executive Committee for the Division of German Literature to 1700 of the MLA • President of the Society of Medieval German Studies at the ICMS, Kalamazoo • Secretary for the Discussion Group on Arthurian Literature of the MLA • SAML AATG Session Chair: "Politics in the Language Classroom" • SAML AATG Session Chair: "Coordinating the Curriculum" • 39th Int'l Congress on Medieval Studies Session Organizer: "Minnesang and Mystik" • MLA Session (761) Organizer: "Johann Gottfried Herder and Multiculturalism" • Chair for the Discussion Group on Arthurian Literature before 1750 of the SAML A • Chair for the AATG Session at the SAML A • Executive Committee for the Discussion Group on Arthurian Literature of the MLA • Webmaster of WEMSK – Online Subject Bibliographies for Medieval Studies http://www2.gsu.edu/~mclsmc/WEMSK.html • Kentucky Foreign Language Conference Session Organizer • MLA Session (736) Organizer: "The Unruly Genre" • Secretarial and Editorial Work for the GDR Bulletin • Washington University Graduate Student Symposium Organizer

SERVICE TO THE COMMUNITY
• Foreign Lang. Assoc. of Georgia (FLAG) High School Spoken Language Contest. • Participant and Organizer for Stammtisch at Washington University • German Day Participant: High School Outreach Program at Washington University

EXTERNAL GRANTS
Edward Bullwinkel and Norfolk Southern Research Grant ($5,000) Direct Exchange/DAAD.
Freie Universität, Berlin (10 Month Doctoral Stipend) J. William Fulbright Fellowship. Bochum,
Germany (10 Month Fellowship Stipend)

PEDAGOGY WORKSHOPS AND SEMINARS
2003 Patrick Allitt, N.E.H. / Arthur Blank Professor of Teaching "Teaching Workshop" 2003
Robert Di Donato, "Strengthening German Programs" 2002 Creating Electronic Media
for the First Year Curriculum II 2001 Creating Electronic Media for the First Year Curriculum I
2000 Heidi Byrnes, "Supporting the Advanced Learner: Linking Genres and Tasks" 1999
Brigitte Rossbacher, "Integrating Technology into Language Teaching" 1999 Claire
Kramsch, "The Construction of the Self in L2 Learners' Writing" 1996 Robert DiDonato,
"Setting the Stage for Interaction"
1995 The University of New Mexico’s German Summer School 1994 Sally Sieloff Magnan,
"Teaching Writing in a Second Language"

PROFESSIONAL ORGANIZATIONS
American Association of Teachers of German • German Studies Association • Modern Language
Association • South Atlantic Modern Language Association • Medieval Academy •
Mediaevistenverband • Young Medievalists and Germanists in North America • Society for
Medieval German Studies • Wolfram von Eschenbach Gesellschaft • Georgia Philological
Association • Georgia Medievalists Group

LANGUAGES
German (near-native); French, Latin, Middle and Old High German, Middle English, Old
French, Dutch (reading)

Translations of Works by Others
Mosel: Munich, 2002. 9-34.
Hans-Josef Ortheil, "On Multiculturalism," World Literature Today: A Literary Quarterly from
Oliver Grau, "Carbon vs. Silicon," SIMklaas. Theoretische Überlegungen zu digitaler Kunst
Ludwig Seyfarth, "Who is SIMklaas," SIMklaas. Theoretische Überlegungen zu digitaler Kunst

Book Reviews
Rethinking the School of Chartres. by Édouard Jeauneau. Trans., Claude Paul Desmarais. North
Kritisch herausgegeben, übersetzt, und kommentiert von Joachim Bumke und Joachim Heinzle,


A Companion to the Works of Hartmann von Aue (Studies in German Literature, Linguistics, and Culture) edited by Francis G. Gentry. The Society for Medieval German Studies Review Nr. 22, 2005


Conference Papers


"des steines nemen war: Barlaam und der heilige Graal?" Barlaam und Josaphat in der Literatur des Mittelalters. April 15 - 18, 2010 at the University of Vienna.


"German-Jewish-East German Identity" 2nd Annual Southeast German Studies Workshop
University of South Carolina at Columbia March 5-6, 2009
"The De-Meaning of Culture: Comments on Historical Myopia in German Studies," The
Meaning of Culture: German Studies in the 21st Century, UGA, Athens, GA. March 28-29,
2008.
"Gpauern Geschrei: On the Problem of Wittenwiler’s Comic” 123rd Annual Conference of the
"Deutsch Jüdische Identität in Christoph Hein's "Der Name" ACTFL 2007 Annual Convention
and World Languages Expo, November 16-18, 2007. San Antonio TX.
"The Song Remains the Same: Joachim Bumke and the Blutstropfenepisode" 42nd International
"Fearless: German Jewish Identity in Christoph Hein's "Der Name" 21st Annual International
Literature Conference of the University of West Georgia, November 2-4, 2006. Atlanta.
"Noble Hearts and Novelistic Discourse in Gottfried von Strassburg's Tristan," 30th Annual
"owe mooter: God in the works of Wolfram von Eschenbach," 41st International Congress on
"The Degeneration of Knowledge in Heinrich Wittenwiler's Ring," 121st Annual Conference of
"Weder Lust noch Freud: Rape as Gender Marker and Gender as Metaphor for Social Order in
Grimmelshausen's Landstörzerin Courasche," 29th Annual Conference of the German Studies
"What is Secular in the Middle Ages?," 40th International Congress on Medieval Studies.
Kalamazoo, MI. May 5-8, 2005.
"Ambivalent Certainty: The Taboo in Medieval German Literature," 28th Annual Conference of
"Der Gönner und die Geschichte: Epische Helden und Romanhelden als historische Figuren am
Hof von Hermann II von Thüringen" Héros épique et héros Romanesque: un colloque du Centre
Session Leader "Johann Gottfried Herder and Multiculturalism" 119th Annual Conference of the
Modern Language Association. San Diego, December 27-30, 2003. (Special Session Organizer:  
Session 761)
"Shared Distance: Teaching Language and History through the Popular Culture of East and West
Germany in the 1960s and 1970s, "Popular Culture in the German-Language Classroom. South
"Wolframs Ding: den Graal sehen," München-Berlin-Urbana Tagung: Visualisierungsstrategien
in mittelalterlichen Texten. Allerton Center / Illini Union University of Illinois, 30.10 - 2.11.
2003.
"With Blood on their Hands: Desire and Rage in Parzival and the Nibenlungenlied." Fury:
Aspects of Medieval German Literature. 27th Annual Conference of the German Studies
"der keiser habe undanc: The Authority of Emotions in Herzog Ernst " International Medieval
"minnet mich nach unser è: Wolfram's Critique of Courtly and Legal Paradigms of Love and Marriage" Discourses of Love and Marriage in the Middle Ages: An International Symposium, May 1-4, 2003 at the University of Arizona.
"The Rape of the Nibelungen: Jan Dirk Müller's Spielregeln and the Old Norse Tradition" Kentucky Foreign Language Conference, April 24-26, 2003.
MONICA DIAZ  
Department of Modern & Classical Languages  
Georgia State University, Atlanta  
mdiaz@gsu.edu  
(404) 413-5994

Ph.D. (2002), Indiana University, Bloomington, IN, Hispanic Literature and Latin American History (Double Major)  
M.A. (1997), Indiana University, Bloomington, IN, Latin American and Caribbean Studies B.A. (1995), Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey, Mexico, Spanish Literature

ACADEMIC POSITIONS  
Assistant Professor, Georgia State University, 2010-present  
Assistant Professor, University of Texas Pan American, 2005-2010  
Assistant Professor, University of Texas at Brownsville, 2003-2005  
Visiting Professor, Instituto Tecnológico y de Estudios Superiores de Monterrey, 2002-2003  
Associate Instructor, Indiana University, 1997-2002  
Graduate Assistant, Indiana University, 1996-1997

PUBLICATIONS

Books

Essays and Articles In Print


In Press


**In Progress**

“Legal Pluralism and the “india pura” in the Colegio and Convent of Nuestra Señora de Guadalupe y Enseñanza.” Accepted for publication in the volume *Unequal Encounters: Colonial Politics, Religion and the Rhetoric of the Law*, eds. Santa Arias and Raúl Marrero-Fente.

“Sor Juana Inés de la Cruz: Early Feminism in the Americas or the Right of Every Woman to Study.” Accepted for publication in the volume *Transnational History of Feminist Thought*, eds. Ellen Rosenman, Susan Bordo, and Cristina Alcalde.

**Book Reviews**


**RESEARCH GRANTS and HONORS**


Research Grants Program of the Hispanic History of Texas Project, University of Houston, in support of the project “The Missionary Endeavor in the Spanish Southwest Frontier,” August - December 2009.

Undergraduate Research Scholars Initiative, University of Texas Pan American, in support of the project “Sor María de Ágreda: Writer, Mystic, and Traveler,” September 2008 - August 2009.

Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities, in support of the project “Transatlantic Scientific Thought: Sor María Jesús de Agreda, Author of a Cosmographical Treatise,” July 2008.

College of Arts and Humanities Faculty Research Support Award, University of Texas Pan American, in support of the project “‘What we endured:’ The Lives and Writings of Indigenous Nuns in Colonial Mexico,” January - August 2008.
The Research Grants Program of the Hispanic History of Texas Project, University of Houston, in support of the project “Visions and Visionaries in the Spanish Southwest: Divine Interventions and Colonial Discourse,” September - December 2007
Faculty Research Award, National Endowment for the Humanities, in support of the project “‘What we endured:’ The Lives and Writings of Indigenous Nuns in Colonial Mexico,” September 2006 - August 2007
Faculty Research Council Grant, University of Texas Pan American, in support of the project “‘What we endured:’ The Lives and Writings of Indigenous Nuns in Colonial Mexico,” September 2006 - December 2006

Travel Grant, Center for Latin American and Caribbean Studies, Indiana University, Bloomington, June 2000 - July 2000
Agapito Rey/Donald Sisters Academic Year Fellowship Department of Spanish and Portuguese, Indiana University, Bloomington, 1999-2000
Pre-Dissertation Research Grant, Office of International Programs, Indiana University, Bloomington, June 1999 – July 1999
College of Arts and Sciences Travel Grant, Indiana University, Bloomington, June 1998- July 1998
Donald Sisters Travel Grant, Department of Spanish and Portuguese, Indiana University, Bloomington, June 1997 - July 1997

CONFERENCE PAPERS
“Sor María de Jesús de Ágreda: Construcción de una epistemología femenina transatlántica.” GEMELA Conference (Women in Spain and Latin America pre-1800). Mt. Holyoke College, South Hadley, 2010.
“Mexican Indigenous Nuns: Ethnicity and Class in Conventual Writing.” Mid-America Conference on Hispanic Literatures (MACHL), University of Kansas, Lawrence, Kansas, 2009
“La historiografía mexicana indígena: la colonialidad del discurso.” Congress of the Latin American Studies Association, Rio de Janeiro, Brazil, 2009
“Mujeres indígenas en la religión: Estereotipo y ambivalencia.” GEMELA Conference (Grupo de Estudios sobre la mujer en España y las Américas pre-1800). California State University, Long Beach, California, 2008


“Pensamiento filosófico trasatlántico: María de Ágreda y Sor Juana Inés de la Cruz.” XVII Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica. Sevilla, España, 2007


“Itzpapalotl: Indagación de lo femenino colonial en los códices mexicanos.” Simposio Internacional Interdisciplinario de Estudios Coloniales de las Américas. Universidad San Francisco de Quito, Ecuador, 2007


“Visions of the Borderlands in Cabeza de Vaca’s Nafragios.” XVI International Symposium on Modern Languages, University of Texas Pan American, Edinburg, Texas, 2005

“Mal de amores: La reescritura de la historia con el cuerpo.” Noveno Congreso de Literatura Mexicana, University of Texas at El Paso, El Paso, Texas, 2004

“Biografías y hagiografías: La diferente perspectiva de los géneros.” XV Congreso de la Asociación Internacional de Hispanistas, ITESM, Monterrey, N.L., México, 2004


“La producción de textos religiosos y la dinámica entre géneros literarios: el caso de Corpus Christi.” V Annual Conference on Women Writers on Medieval and Early Modern Spain and Colonial Latin America, Mexico City, 2000

“Piedras y Olivas: Sermones panegíricos y el juego de género y raza en el convento de Corpus Christi.” III Annual Conference on Women Writers on Medieval and Early Modern Spain and Colonial Latin America, Los Angeles, California, 1998

“La mariposa de obsidiana en Paz y Fuentes: Los códices como guía para recuperar el pasado.” XVIII Annual Institute of Latin American Studies Student Association Conference, Austin, Texas, 1998

OTHER CONFERENCE PARTICIPATION


Chair and Organizer of the Session “Negotiating Identity in Colonial Mexico: Discourses of Race, Ethnicity, and Religion” at the Mid-America Conference on Hispanic Literatures, University of Kansas, Lawrence, 2009.
Co-Organizer with Jeanne Gillespie (University of Southern Mississippi) of the Session “Centers and Peripheries in Colonial Studies: Culture Texts and the Processes of Colonization” at the South Central Modern Languages Association, San Antonio, Texas, 2008.
Organizer of the “Session in Honor of Josefina Muriel” at the GEMELA Conference (Grupo de Estudios sobre la mujer en España y las Américas pre-1800), California State University, Long Beach, California, 2008.
Chair and Organizer of the Session “Race and Ethnicity in Colonial Discourse” at the First Conference on Ethnicity, Race and Indigenous Peoples in Latin America and the Caribbean, University of California, San Diego, California, 2008.

TEACHING Graduate Courses

Undergraduate Courses
Spanish language courses (first and second year) Spanish Composition Advanced Conversation Introduction to Hispanic Literature Hispanic Civilization

Masterpieces of Spanish American Literature I Masterpieces of Spanish American Literature II Mexican Literature I Special Topics in Modern/Classical Literature: Colonial Latin America Transatlantic Women’s Writings: Encounter Zones, Hybrid Identities

MA Thesis

SERVICE To the profession

To the university
Panelist in the 8th annual Ethics-in-film movie series, Jean Beer Blumenfeld Center for Ethics Student Forum, fall 2010. Department of Modern and Classical Languages Honors Program Representative, 2010- present.
Chair, College Council, College of Arts and Humanities, University of Texas Pan American, May 2008 – January 2009
Graduate advisor, Department of Modern Languages and Literatures, The University of Texas Pan American, September 2005 - August 2007
Graduate advisor, Modern Languages Department, University of Texas at Brownsville, September 2004 – August 2005

LANGUAGES
Spanish: native  English: near-native fluency  French: reading knowledge  Portuguese: reading knowledge

PROFESSIONAL ORGANIZATIONS

LESLIE L. MARSH
2380 Marion Circle Decatur, GA 30032
404-431-2739
llmarsh@gsu.edu

Education University of Michigan, Ann Arbor Ph.D. in Romance Languages and Literatures: Spanish. 12/2008 Graduate Certificate in Film and Video Studies Dissertation: “Embodying Citizenship in Brazilian Women’s Film, Video and Literature, 1971 to 1988” Advisor: Professor Catherine L. Benamou and Lawrence LaFountain-Stokes Committee Members: Sueann Caulfield, Maria Cotera, Paulina Laura Alberto

University of Michigan, Ann Arbor M.A. in Romance Languages and Literatures: Spanish, 12/1997 Master’s Thesis: “Hacia una nueva comprensión de la vacilación fantástica en tres cuentos de Cristina Fernández Cubas: ‘En el hemisfério sur,’ ‘Helícón,’ y ‘Con Agatha en Estambul’” Advisor: Professor Andrew Anderson


Languages
Spanish – near-native fluency  Portuguese – near-native fluency

Primary research and teaching interests
Latin American Film, Video and Television  Brazilian Literature and Culture  Spanish and Spanish-American Literature
Publications
Catalan – highly proficient English – native tongue
Alternative and Grassroots Media Gender and Women’s Studies

Translations

Ongoing Research
“Revisioning citizenship: Brazilian women’s filmmaking from dictatorship to democracy.” Book manuscript. Requested for review by a University Press.
“Memory and Violence in Quase Dois Irmôs (2004) and O Ano Em Que Meus Pais Saíram de Férias (2006)” Article in progress.

Invited Lectures
“The State of Women’s Filmmaking in Brazil Today.” Invited to speak by Associate Provost Ana López at Tulane University, March 11, 2010.
“Um país de todos: Rebranding a Nation in Contemporary Films from Brazil.” Invited to speak at Denison University as part of an annual lecture series on Brazilian Cultural Studies, 19 April 2010.

Conferences and Symposia Organized
Co-organizer with Dr. Ana López and Dr. Rebecca Atencio for Mulheres da Retomada Conference at Tulane University (February 16-18, 2011).

Conference papers and Presentations
“Legacies of Violence in Recent Brazilian Films.” Presented at the Kentucky Foreign Language Conference (April 16, 2010).
“Contesting the Boundaries of Belonging in the Films of Ana Carolina Teixeira Soares.” Presented in the Women’s Studies Institute Brown Bag Lecture Series at Georgia State University. (February 18, 2010).


**Professional Service**

Served as member of Department of Modern and Classical Languages Search Committee for tenure-track position in Spanish Colonial. Fall 2009 – Spring 2010.

Served as member of University Senate, Spring 2010 to present. Served as member on Senate Committee on Academic Programs, Spring 2010 to present. Served as member on Senate Academic Program Review Committee, Spring 2010 to present. Collaborated with Women’s Studies Instituted in application for USAID grant. Spring 2010.

Advised MA graduate student Teljer Liburd on graduate school applications, wrote recommendations to graduate schools. Assisted extensively in preparation of an abstract to submit to participate in Latin American Studies Graduate Student Conference held at Tulane University (Fall 2010), assisted student with preparation of conference paper, originally written for a seminar I taught (Spanish 8603, Spring 2010). Also helped student find funding to attend conference.

Collaborated with Prof. William Nichols (Modern and Classical Languages, GSU) and undergraduate students to establish Spanish Club for students studying and interested in studying Spanish language and the cultures of the Spanish-speaking world. Fall 2009 – present

Collaborated with Prof. William Nichols (Modern and Classical Languages GSU) on Ad Hoc Committee on Student Recruitment and Retention. Spring 2009 – present
Organized Portuguese Club for students studying and interested in studying Portuguese language and the cultures of the Portuguese-speaking world. Fall 2010 to present.
Advised MA graduate student Paola Maneiro Mena on graduate student work, tutored student in ways to improve research methods and academic writing.
Collaborated with Prof. Héctor Fernández de L´Hoeste (Modern and Classical Languages, GSU) and Prof. Cassandra White (Anthropology, GSU) to apply for FIPSE grant proposal for the United States Department of Education, Fall 2009 – present
Advised Julia Simões on Brazilian Film for her Portuguese language class(es). Held Brazilian Film nights, Fall 2009.
Served as grader for Graduate Foreign Language exams in Spanish and Portuguese, Fall 2009.
Participated in New Student Orientation program, Fall 2009. Served as grader for Master’s oral exams in Spanish, Spring and Fall 2009; Served as outside reader, grader for Master’s thesis, Fall 2009
Reviewed applications for the Málaga, Spain study abroad program, Fall 2009
Advised undergraduate student Allison Adams (B.A. Spanish, 2010) in her preparation of a Fulbright Application concerning youth cultures and Mexico. Advised Ms. Adams on attending graduate schools. Spring – Fall 2009. Accepted to American University where she is pursuing an MA in Latin American Studies.

Evaluations of Scholarly Work

Teaching
Spanish 2203. Spring and Fall 2009; Spring 2011
Spanish 3305. Advanced Conversation, Fall 2008, Spring 2011
Spanish 3307. Introduction to the Study of Spanish Literature. Fall 2008, Fall 2010
Spanish 4480 (Spanish 4467). “Introduction to Latin American and Latino Film.” Spring 2009
Spanish 8603: “Sexualidades” in Hispanic and Lusophone Film.” Fall 2010
Spanish 6999. Independent Study with Latin American and Latino Studies Graduate Certificate student Douglas Jones. Fall 2009
Spanish 8603. Independent Study with Silvia García de Nichols. Fall 2010

Courses Designed
Spanish 3307. Introduction to the Study of Spanish Literature. (Re)designed and implemented a version of the course that includes a significant audiovisual component. In addition to learning how to analyze literary texts, students gained basic concepts to critique visual texts. Students also produced their own digital “videopoemas” in which they created a visual interpretation of a Spanish-language poem.
Spanish 4467. “Introduction to Latin American and Latino Film.” Course provides a survey of
Latin American and Latino Film and Video from the end of the “Golden Age” of the studio system to the current era. Prepares students for further study of Latin American and Latino Film. Spanish 8603. Cultural Studies: Globalization, Citizenship and Popular Cultures. Course introduces students to key concepts and methodologies employed in the field of Cultural Studies, focusing on larger questions of globalization and citizenship as expressed in Latin American popular culture (i.e. radio, street performance, film, etc.).


Spanish 4480. “Violence in Latin American Film.” Course focuses on representation of violence in diverse films from Latin America. In addition to developing an historically-based and theoretically-informed critique of the representation of violence, we will also reflect on how Latin American films have used a prism of violence to reconfigure contemporary experience and national identity.

**Research Experience**
Conducted research at the Fundação da Casa Rui Barbosa and the Museo da Imagem e do Som in Rio de Janeiro for article on Brazilian women singers and songwriters, including Elza Soares, Elis Regina and Elizeth Cardoso. June–July 2009.
Conducted research at the Cinemateca Brasileira in São Paulo for book manuscript on Brazilian Cinema of the 1970s and 1980s. Also conducted research on contemporary Brazilian Film for article on representations of violence in films from the 2000s for article in progress, upcoming presentations, and current course (Spanish 4480). June–July, 2009.

**Professional Memberships**
Latin American Studies Association, member Brazilian Studies Association, member Modern Languages Association, member Society for Cinema and Media Studies and the SCMS Latino Caucus, member

---

**FAYE STEWART**
Department of Modern and Classical Languages
Georgia State University
P.O. Box 3970
Atlanta, GA 30302-3970

---

**PROFESSIONAL EXPERIENCE**
Assistant Professor of German, Department of Modern and Classical Languages Affiliate Faculty, Women’s Studies Institute (2009-present) Georgia State University, Atlanta, GA
Visiting Brown Junior Scholar of German, Department of Modern Foreign Languages and Literatures
Southwestern University, Georgetown, TX
EDUCATION
Ph.D., Modern German Literature and Culture Indiana University, Bloomington, IN
Dissertation: Queer Investigations: Genre, Geography, and Sexuality in German-Language Lesbian Crime Fiction
Committee: Claudia Breger, Fritz Breithaupt, Barbara Klinger, William Rasch
Ph.D. Minor: Communication and Culture (Film and Media Studies)
Graduate Exchange Fellow, Freie Universität, Berlin, Germany
M.A., Modern German Culture Indiana University, Bloomington, IN
B.A., Comparative Literature (German and French) Haverford College, Haverford, PA

FELLOWSHIPS AND HONORS
Summer 2010 June 2009 2006-2007
Faculty Research Grant, Department of Modern & Classical Languages, Georgia State University
Robert Bosch Stiftung Grant to attend Washington University St. Louis
Contemporary Literature Seminar, Deutsches Literaturarchiv, Marbach am Neckar, Germany
Oskar Seidlin Dissertation Fellowship, Department of Germanic Studies, Indiana University

RESEARCH AND TEACHING INTERESTS
♦ German and Austrian Literature and Culture, 18th to 21st Century ♦ Gender and Sexuality Studies ♦ Film Studies ♦ Popular Literature and Genre Studies; Crime and Detective Fiction ♦ Ethnic Studies and Critical Race Theory

PUBLICATIONS Refereed Journal Articles

Invited Book Chapters

Journal Articles and Book Chapters in Progress

“Violence in Vienna: Female Subjectivity, Dualities, and Cultural Critique in Edith Kneifl’s *Zwischen zwei Nächten.*” Under consideration at a peer-reviewed journal.


**Book in Progress**

*Queer Investigations: Detecting Identities in German Crime Fiction.*

**SCHOLARLY PRESENTATIONS Invited Lectures**

“Geographien des Geschlechts: Grenzüberschreitende Körper im deutschen Film” [“Geographies of Gender: Transgressive Bodies in German Film”] (to be held at Duke University, Durham, NC, April 2011)

“Reading the Lavender Herring: Decoding Identity in Detective Fiction” (California Polytechnic State University, San Luis Obispo, CA, May 2008)

**Conference and Workshop Papers**

“’Kreuz und quer durch Berlin’: Mapping Subjectivity and Sexuality in Queer Crime” (German Studies Association, Oakland, CA, October 2010)

“Crossing Borders in Contemporary German Filmic Representation” (Symposium on Human Rights and the Humanities, Georgia State University, Atlanta, GA, November 2009)

“Rites of Passage: Transgendered Bodies and Border Crossings in Film” (Women in German, Augusta, MI, October 2009)

“In Orbit: *Fremde Haut*’s Politics of Space” (German Studies Association, Arlington, VA, October 2009)

“Architectures of Race and Sexuality in Angelina Maccarone’s *Alles wird gut*” (Popular Culture Association, New Orleans, LA, April 2009)

“Inside and Out: Queer Textuality and the Politics of Space” (Southeast German Studies Workshop, University of South Carolina, Columbia, SC, March 2009)

“No Woman or Trace of Woman? Femininity and the Queer Detective: Susanne Billig’s *Sieben Zeichen. Dein Tod*” (Modern Language Association, Chicago, IL, December 2007)

“Crime in the Streets and between the Sheets: The Politics of Racial and Sexual Representation in Self-Published Lesbian Crime Fiction” (German Studies Association, San Diego, CA, October 2007)

“A Queer Eye for Crime: Gender Transgressions in Thea Dorn’s *Berliner Aufklärung*” (Midwest Popular Culture Association, Indianapolis, IN, October 2006)

“Queer Crime? Perspectives on Early Lesbian Feminist Crime of the 1980s: Claudia Wessel’s *Es wird Zeit* and Pieke Biermann’s *Potsdamer Ableben*” (German Studies Association, Pittsburgh, PA, September 2006)

“Lesbian Sleuths and Queer Crime: Genre, Gender and Sexuality in the Austrian *Lesbenkrimi*” (Modern Austrian Literature and Culture Association, Wake Forest University, Winston Salem, NC, April 2006)

“Paragraph 218: Abortion in German Literature and Film around 1930” (Midwest Modern Language Association, Chicago, IL, November 2003)

“Women and the Third Sex in Aimée Duc’s 1901 Sind es Frauen?” (Women in German, Carrollton, KY, October 2003)


“Towards a Vocabulary of Same-Sex Desire in Karl Philipp Moritz’s Anton Reiser” (German Studies Association, San Diego, CA, October 2002)

**Poster Presentations and Pedagogical Workshop Sessions**

“Submitting and Subordinating: An Interactive Experience with Art Censorship and Dependent Clauses” (Collaborative Workshop, Foreign Language Teaching Share Fair, Indiana University, Bloomington, IN, March 2007)

“Collaborative Feminist Pedagogy in the 21st Century: Broadening the Horizons of Germanic Studies” (Collaborative Poster, Women in German, Snowbird, UT, October 2006)

“Tatort-Kommissarin Lena Odenthal: Amazon, Lone Wolf, and Lesbian Icon” (Poster, Women in German, Carrollton, KY, October 2005)

“Youth Magazines in the Foreign-Language Classroom” (Collaborative Workshop, Foreign Language Teaching Share Fair, Indiana University, Bloomington, IN, April 2002)

**TEACHING EXPERIENCE Georgia State University, Atlanta, GA:** Assistant Professor of German

**Language Courses:**
Elementary German I (Fall 2008) Elementary German II (Spring 2009) Intermediate German I (Fall 2010)

**Literature & Culture Courses in German:**
Introduction to Reading German I: Text in Context (Fall 2009) Introduction to Reading German II: Turning Points in Twentieth-Century Literature (Spring 2010) Introduction to Cultural Studies: Cultural Bodies/Bodies in Culture (Spring 2011) Introduction to German Film (Spring 2011) German Civilization II: Contemporary Germany 1871-2010 (Spring 2010)

**Graduate Seminars:**
Queer German Studies (Fall 2010)

German for Reading Knowledge (Fall 2009) Crossing Borders in German Film (Spring 2009) Negotiating Feminisms, Constructing Identities: Gender and Representation in Contemporary German Culture (Fall 2008)

**Southwestern University, Georgetown, TX:** Visiting Brown Junior Scholar of German Language Courses:
German I (Fall 2007) German II (Spring 2008) German III (Fall 2007)

**Literature & Culture Courses in German:**
Contemporary German Culture (Fall 2007) Reading German: Text in Context. Crime, Criminality, and Detection (Spring 2008)
Indiana University, Bloomington, IN: Associate Instructor, Department of Germanic Studies

Language Courses:
Beginning German I (Fall 2000, Spring 2001, Spring 2003) Course Chair [Coordinator of multiple sections] (Spring 2003)
Beginning German II (Fall 2001, Summer 2003) Intensive Beginning German I & II (Fall 2003)
Intermediate German II (Spring 2002, Summer 2002) Advanced Intermediate German I (Spring 2006) Advanced German Overseas [Summer Program in Graz, Austria] (Summer 2006)

Literature & Culture Courses in English:
Gender in Fascist Fantasies [Co-designed and co-taught] (Fall 2006) German Cultural History: The Changing Face of Berlin in the 20th Century (Fall 2005) How Global Is Youth Culture? Case Study: Post-Unification Germany [Co-designed and co-taught] (Summer 2003)

ACADEMIC SERVICE Georgia State University: M.A. Thesis Advising and Committees
M.A. Thesis Advisor
M.A. Committee Member
Simone Pfleger, Department of Modern & Classical Languages (in progress) Monika Schulte, Department of Modern & Classical Languages (in progress) Johanna Asmuss, Department of Modern & Classical Languages, 2010
Michael Floyd, Department of Modern & Classical Languages (in progress) Chad van Gorden, Department of History (in progress) Dorothy Kemptner, Department of Modern & Classical Languages, 2009 John Lowther, Department of English, 2009

Georgia State University: Departmental and Campus-Wide Service
♦ Curriculum Committee, Department of Modern and Classical Languages: Chair (2010-present); Member (2008-2010)
Faye Stewart / CV January 2011 / 5
♦ Co-Organizer, Third and Fourth Annual Southeast German Studies Workshops (hosted by Georgia State University, March 2010 and February 2011)
♦ International Education Fund and Global Experience Scholarship Review Committee (Fall 2010)
♦ Major Matters Workshop (Fall 2008, Fall 2009, Fall 2010) ♦ Fulbright Campus Evaluation Committees: Nicholas Nunn, Germany (Fall 2010); Martin Stover, Germany (Fall 2008) ♦ Search Committee, Lecturer in Classics, Department of Modern and Classical Languages (Spring 2009, Fall 2009) ♦ Departmental Representative, University Honors Program (2008-2009) ♦ Ad-Hoc Committee to Revamp the Undergraduate Honors Celebration (Fall 2008)

Service to the Profession
♦ Founding Co-Editor, Crossing Germania: Dialogues in Queer German Studies, Peer-Reviewed, Open-Access E-Journal (2010-present)
♦ Committee Member, Southeast German Studies Consortium (2009-present) ♦ Co-Organizer & Co-Moderator, Panel on “Gendering the Commons: Open Access and the Future of Feminist (e)Publishing” (to be held at Women in German, Augusta, MI, October 2011) ♦ Moderator, Panel on “Transnational Legacies of History” (“Queer Worlds and Global Positions,” Emory University, Atlanta, GA, January 2011) ♦ Commentator, Panel on “Immigration and Borderlands: Shifting Definitions of Germanness” (Southeast German Studies Workshop, Georgia State University, Atlanta, GA, March 2010) ♦ Co-Organizer & Moderator, Panel on “Popfeminism, Postfeminism, and Genderfuck:

LANGUAGES
English (native) German (near-native) French (near-native)

NADINE A. SINNO
1270 West Peachtree Street NW
Apt 9G Atlanta, GA 30309
Phone: (404) 660-4724
Email: nsinno@gsu.edu

EDUCATION Ph.D. Comparative Literature and Cultural Studies. University of Arkansas. Fayetteville, AR. (May 2009)
B.A. English Literature (with distinction). American University of Beirut. (July 1998)

POSITION
Assistant Professor of Arabic (August 2009-Present) Middle East Institute, Georgia State University. Atlanta, GA.
Currently teaching: Advanced Arabic II; Modern Arabic Literature in Translation. Courses previously taught: Elementary Arabic II; Elementary Arabic I; Intermediate Arabic I; Advanced Arabic I; Modern Arabic Literature in Translation.

PUBLICATIONS
Under Review


“From Confinement to Creativity: Women’s Reconfiguration of the Prison and Mental Asylum in Salwa Bakr’s The Golden Chariot and Fadia Faqir’s Pillars of Salt.” Journal of Arabic Literature.


“Airport Blues.” Mizna: Prose, Poetry and Art Exploring Arab America. CONFERENCE PRESENTATIONS & SPEAKING ENGAGEMENTS


Invited guest-speaker. Title: “What We Talk About When We Talk About War: War Narratives in Contemporary Arab Women’s Writings.” Middle East and Islamic Center Program. MEIS Lecture Series. San Francisco State University. San Francisco, CA. April 2010.


EDITORIAL EXPERIENCE

GRANTS, AWARDS, AND HONORS
Vance Randolph and Mary Celestia Parlor Randolph Award for outstanding academic achievement. Department of English. University of Arkansas. (March 2009)
Doctoral Student Travel Grant. Graduate School, University of Arkansas. (April 2008, September 2007, April 2006)
Middle East Studies Travel Grant. King Fahd Center for Middle East and Islamic Studies, University of Arkansas. (October 2006, March 2006, March 2002)

TEACHING EXPERIENCE (United States)
Teaching Assistant of Arabic Literature (August 2007-May 2008) King Fahd Center for Middle East and Islamic Studies, University of Arkansas Served as a teaching and research assistant for the Modern Arabic Literature, Classical Arabic and Arab Women Writers classes. Duties included lecturing, facilitating class discussion, researching articles, composing and grading exams.
Teaching Assistant of Modern Standard Arabic (January 2001-May 2004) King Fahd Center for Middle East and Islamic Studies, University of Arkansas Taught Modern Standard Arabic language lab which included reviewing grammar covered by main professor, showing and discussing video segments of lessons, and drilling students through interactive activities.
ESL Instructor (Summer 2002) Spring International Language Center, University of Arkansas Taught English as a Second Language to a diverse group of international students. Classes included Reading and Vocabulary, Grammar and Writing, and English for Japanese Instructors.

TEACHING EXPERIENCE (Lebanon)
Arabic Instructor (Summer 2010 & Summer 2005) Intensive Arabic Summer Program. American University of Science and Technology, Beirut Designed and taught Intensive Lebanese Dialect to non-native speakers of Arabic. Assisted students in adapting to a new environment and
accompanied them on trips to sites all over Lebanon.

**ESL Instructor** (Summer 2004 & January 1998-October 2000) American Language Center, Beirut Taught English as a Second Language to non-native speakers of English. Courses integrated reading, listening, grammar and writing and ranged from beginning to advanced levels.

**Arabic Instructor** (Summer 2003 & Summer 2001) Intensive Arabic Summer Program, Lebanese American University, Beirut Designed and taught Intensive Lebanese Dialect to non-native speakers of Arabic. In addition to teaching, resided on campus and assisted students with daily activities and tutored those with learning difficulties.

**Teacher-Trainee** (Summer 1999) University Orientation Program, American University of Beirut, Beirut Trained elementary school teachers to use English as the language of instruction in the classroom instead of Arabic.

**ESL Instructor** (Summer 1999) Extension Program, American University of Beirut, Beirut Prepared students for the TOEFL exam.

**COMMITTEE SERVICE**
- **Executive Committee**
  Georgia State University. Middle East Institute. (September 2010-Present)
- **Promotion and Tenure Committee**
  Georgia State University. Middle East Institute. (August 2009-Present)
- **Undergraduate Studies Committee**
  Georgia State University. Middle East Institute. (August 2009-Present)

**OTHER SERVICE**
- **Study-Abroad Advisor**
  Georgia State University. Middle East Institute. (January 2010-Present)
  Assist students in finding and applying for appropriate study-abroad programs and scholarships in the Middle East.
- **Discussion Facilitator**
  Office of International Students and Scholars. International Education Week. Georgia State University. (November 2010)
  Introduced and showed the movie *Caramel* to a group of students, faculty and staff. Facilitated a brief discussion following the movie viewing.
- **Office of International Students and Scholars. International Education Week. Georgia State University. (November 2009)**
  Gave a reading from my translation of Nazik Saba Yared’s *Canceled Memories*. Discussed the Lebanese Civil War and its repercussions on civilian daily life as well as issues and challenges commonly associated with translation from Arabic into English. Introduced and showed the movie *West Beyrouth* to a group of students, faculty and staff. Facilitated a brief discussion following the movie viewing.
- **Major-in-a Minute Video**
  College of Arts and Sciences. Major Matters Program. Georgia State University. (November 2009)
  Participated in an interview regarding current academic and professional opportunities for Middle East Studies majors.
- **Judge**
  Assessed students’ speeches in terms of vocabulary, grammar, and fluency and selected winners
for elementary, intermediate, and advanced Arabic levels.

**Cultural Representative**
International Culture Team, University of Arkansas (January 2001-August 2003)
Conducted presentations on topics including Lebanon, Arab women, Islam, and the Middle East at diverse institutions in Northwest Arkansas such as local schools, The Rotary Club (Bentonville) and Fayetteville Retirement Home. Participated in different outreach activities including International Students Organization Banquet, Students Day of Caring, and International Thinking Day.

**LANGUAGES**
Arabic (fluent), English (fluent), and French (intermediate)

**PROFESSIONAL MEMBERSHIPS**
Modern Language Association Middle East Studies Association American Comparative Literature Association South Atlantic Modern Language Association

References available upon request

---

**David Wayne Stinson**
Present Rank: Associate Professor
Tenure Status: Tenured
Graduate Faculty Status: Expires 2015
Department: Middle-Secondary Education and Instructional Technology: Unit – Mathematics Education Women’s Studies Institute Affiliated Faculty (2007–)
Effective Date of Last Promotion: August 2010

**EDUCATION AND PROFESSIONAL EXPERIENCE**

Educational Institutions:
The University of Georgia, Athens, Georgia Doctor of Philosophy—Mathematics Education 2004
Dissertation: African American Male Students and Achievement in School Mathematics: A Critical Postmodern Analysis of Agency Committee: Drs. Denise S. Mewborn (Chair), Jerome E. Morris, George M. A. Stanic, Paola Sztajn, and Dorothy Y. White
Educational Leadership Add-on—2004 Interdisciplinary Qualitative Studies Certificate—2004 Georgia State University, Atlanta, Georgia Master of Education—Mathematics Education 1999 Post-baccalaureate Teacher Certification (108 quarter hours)—Mathematics 1995 Bachelor of Business Administration—Marketing 1985
Certificates:
State of Georgia Educator Certificate, Mathematics (6–12)—Level 7 State of Georgia Educator Certificate, Educational Leadership (P–12)—Level 7 The University of Georgia Interdisciplinary Qualitative Studies Certificate
Professional Employment History:
2010–
2004–2010
Georgia State University, Atlanta, GA Position: associate professor-mathematics education,
College of Education: Department of Middle-Secondary Education and Instructional
Technology: Unit – Mathematics Education
Georgia State University, Atlanta, GA Position: assistant professor-mathematics education,
College of Education: Department of Middle-Secondary Education and Instructional
Technology: Unit – Mathematics Education
2000–2004
1995–2000
The University of Georgia, Athens, GA Position: graduate assistant, College of Education:
Department of Mathematics Education
Fulton County School System: Westlake High School, Mathematics and Science Magnet,
Atlanta, GA Position: secondary mathematics teacher
Jerell, Inc., Dallas, TX (women’s apparel manufacturer) Position: sales representative; territory:
Georgia and Alabama
Gaspararilla Designs, Boca Grande, FL (home interior design store) Position: co-owner
territory: South Georgia
Rich’s Department Store, Inc., Atlanta, GA, Division of Federated Department Stores, Inc.,
Cincinnati, OH Positions: assistant buyer, sales manager, and head-of-sales
RESEARCH AND SCHOLARLY ACTIVITY Scholarly Writings in Journals, Books,
Monographs, and Reviews Published Articles (Refereed):
Stinson, D. W. (2011/online first 2010). When the —burden of acting white is not a burden:
Stinson, D. W. (online first 2010). Negotiating the —White male math myth—: African American
male students and success in school mathematics. Journal for Research in Mathematics
researcher used eclecticism as a solution. The Qualitative Report, 14(3), 498–523. Retrieved from
academically (and mathematically) successful African American male students. American
http://aer.sagepub.com/cgi/content/abstract/45/4/975.
College Record, 109(6), 1457–1487. Retrieved from
Retrieved from http://rer.sagepub.com/cgi/content/abstract/76/4/477.


Chapters in Books (Refereed):


Books and Monographs:


Book Reviews (Refereed):

Published Abstracts or Proceedings (Refereed):

Other:


Developed and edited an on-line [World Wide Web] newsletter PRIME News (Partnerships and Reform In Mathematics Education) for the Department of Mathematics Education at the University of Georgia, a bi-monthly newsletter for secondary mathematics preservice and mentor teachers, 2000–2001
Submitted/In Progress Scholarly Writings:
Jett, C. C., Stinson, D. W., & Williams, B. A. (in progress, September 2011). Counternarratives from mathematically successful African American male students: Implications for mathematics
teacher education. In J. Leonard & D. B. Martin (Eds.), Beyond the numbers: Shaping policy discourse vis-à-vis the brilliance of Black children in mathematics.
Stinson, D. W. (in progress, October 2011). Practicing the science of culturally relevant mathematics pedagogy: Indeed, it is just good mathematics teaching! Teachers College Record.
Presentations at Professional Meetings (Refereed):
Stinson, D. W. (2011, April). Opening different spaces for different statements about urban mathematics education, paper presented at the research symposium Who decides what counts as mathematics education research? (Chair: Dr. Rochelle Gutiérrez) at the Research Preession of the National Council of Teachers of Mathematics, Indianapolis, IN.

Stinson, D. W. (2009, April). Negotiating the “White male math myth”: African American male students and success in school mathematics, paper presented at the research symposium Moving beyond the “gap-gazing” fetish: Exploring mathematics learning and participation as racialized forms of experience (Chair: Dr. David Stinson; Discussant: Dr. Danny Martin) at the annual meeting of the American Educational Research Association, San Diego, CA.
Stinson, D. W. (2009, April). Negotiating the “White male math myth”: African American male students and success in school mathematics, paper presented at the research symposium Mathematics as racialized forms of experience (Chair: Dr. David Stinson; Discussant: Dr. Rochelle Gutiérrez) at the Research Preession of the National Council of Teachers of Mathematics, Washington, DC.


Mewborn, D. S., & Stinson, D. W. (2004, April). We heard, we saw, we did: The impact of consistent experiences in a teacher education program, paper presented at the research symposium Building practice from the ground up: Potential of early field experiences (Chair: Dr. Denise Mewborn; Discussant: Dr. Lew Romagnano) at the Research Preession of the National Council of Teachers of Mathematics, Philadelphia, PA.


Awards and Grants: Funded external awards:
2009 National Science Foundation: Mathematics Attainment and African American Students: Discourse from Multiple Perspectives; PI: Dr. Jacqueline Leonard (Temple University); Co-PIs: Drs. Erica Davila (Arcadia University) and David Stinson; submitted: $197,467.00 November 2008; awarded September 2009

Funded internal awards:
2008 Georgia State University, Proposal Development Grant; PIs: Drs. Chara Bohan and David Stinson; submitted: $6,000.00 August 2008; awarded September 2008

Submitted and/or unfunded external awards:
2010 National Science Foundation – Math and Science Partnership Grant: Targeted: Partnership for Student Achievement in Mathematics (PSAM); PI: Dr. Christine Thomas; Co-PIs: Drs. David Stinson, Janice Fournillier, Draga Vidakovic, and Dottie Whitlow; submitted: $ 9,999,116.00 October 2010; not funded February 2011

2009 Institute of Education Science: Education Research Grant Programs – Mathematics and Science Education: Developing a Social Justice Mathematics Curriculum for a Ninth-Grade, Integrated Mathematics Course; PI: Dr. David Stinson; Co-PI: Dr. Chara Bohan; submitted: $1,334,461.00 September 2009; not funded May 2010

2009 Institute of Education Science: Education Research Grant Programs – Mathematics and Science Education: Teaching for Social Justice: Developing an Interdisciplinary Mathematics, Science, and Social Studies Curriculum; PI: Dr. David Stinson; Co-PIs: Drs. Chara Bohan, Joseph Feinberg, Miyoun Lim; LOI submitted: $1,125,000 April 2009; LOI declined May 2009


2008 Institute of Education Science: Education Research Grant Programs – Teacher Quality- Mathematics and Science Education: Establishing Urban Professional Development Community Schools: Teacher Preparation That Enriches Schools and Society; PI: Dr. David Stinson; Letter of Intent submitted: $1,425,000.00 April 2008; LOI declined May 2008

Evidence of Peer Recognition and Reputation: Significant professional service:
Editor-in-chief: Journal of Urban Mathematics Education (JUME) – a peer-reviewed, open-access, academic journal developed by faculty members of mathematics education at GSU; see: http://education.gsu.edu/JUME. (Term as editor-in-chief began with Vol. 2, No. 2; copy and production editor)
Co-founder and associate editor JUME (and copy and production editor: Vol. 1, No. 1; Vol. 2, No. 1 & 2)

Manuscript reviewer for the following scholarly journals (number of times):
- Educational Researcher (3)
- Educational Studies in Mathematics Special Issue (1)
- International Journal of Qualitative Studies in Education (1)
- Journal for Research in Mathematics Education (5)
- Journal of Mathematics Teacher Education (1)
- Journal of Teacher Education (2)
- Mathematical Thinking and Learning: An International Journal (2)
- Review of Educational Research (4)
- The Mathematics Educator (8)
- Teachers College Record (1)
- Urban Education (1)

Manuscript reviewer for the following scholarly publishing companies (number of times):
- Sage Publications: Learner-Centered Instruction: Building Relationships for Student Success (2)

Proposal reviewer for the following conferences:
- NCTM Research Presession, Indianapolis, IN, 2011
- NCTM Research Presession, San Diego, CA, 2010
- American Educational Research Association Review Panel: Division G (Social Context of Education) Section 2 (Education in Multicultural Contexts Within and Across Subject Areas), Denver, CO, 2010
- North American Chapter of the International Group for the Psychology of Mathematics Education, Mérida, Yucatán, Mexico, 2006

Proposal reviewer for the following proceedings:

Recognition by scholarly and professional associations:
Stinson, D. W. (2010, November). Invited keynote speaker at the Multicultural Teaching and Learning Institute: Culturally Sensitive Pedagogy in Higher Education: Is there a need (or space) for culturally relevant pedagogy in higher education? Indiana University-Purdue University Indianapolis, Indianapolis, IN.
Stinson, D. W. (2010, October). Invited participant at the National Science Foundation funded summit: Mathematics attainment and African American students: Discourse from multiple perspectives, University of Colorado at Denver, Denver, CO.
Arcadia University and Temple University, Philadelphia, PA.
Stinson, D. W. (2010, April). Invited keynote speaker at the National Science Foundation funded conference: Midwestern Noyce Regional Conference – Preparing Excellent STEM Teachers for Urban and Rural High-Need Schools: Practicing the science of culturally relevant mathematics pedagogy: Indeed, it is just good mathematics teaching! Indiana University-Purdue University Indianapolis, Indianapolis, IN.
Stinson, D. W. (2009, September). The many roles of an academic professional: Author, reviewer, and editor. Invited speaker to Advanced Seminar in Qualitative Research EPS 8970, College of Education, Georgia State University, Atlanta, GA.
Stinson, D. W. (2009, September). The proliferation of theoretical paradigms quandary: How one novice researcher used eclecticism as a solution? Invited speaker to Research Seminar in Language and Literacy and Social Studies Education EDCI 9850, College of Education, Georgia State University, Atlanta, GA.
Stinson, D. W. (2009, July). Invited participant at Case Study Data Camp (a National Science Foundation funded week-long workshop examining an extensive qualitative dataset on successful African American mathematics teachers of African American students), University of Maryland, College Park, MD.
Stinson, D. W. (2009, March). Tips for writing in the academic community. Invited speaker to Advanced Research Seminar in Language and Literacy Education EDRD 9870, College of Education, Georgia State University, Atlanta, GA.
Stinson, D. W. (2006, March). The theoretical paradigm quandary: Eclecticism as a solution? Invited speaker to Ethnography II EPTD 8510, College of Education, Georgia State University, Atlanta, GA.
Stinson, D. W. (2005, July). Expanding science: What are they so afraid of? Invited speaker to the Department of Middle-Secondary Education and Instructional Technology-Mathematics Education Unit, Doctoral Research Seminar, Georgia State University, Atlanta, GA.
Stinson, D. W. (2005, March). African American male students and school mathematics, Invited speaker to the Department of Mathematics Education, Mathematics Education Student Association Colloquium, University of Georgia, Athens, GA.

TEACHING Teaching Assignments:
Georgia State University:
EDMT 9870 Advanced Research Seminar in Mathematics Education; times taught: 1; enrollment average: 6 students
EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education; times taught: 3; enrollment average: 13 students
EDMT 8420/EDMT 8290 Critical Theory and Teaching for Social Justice (Topics in School Mathematics Curriculum/The Study of Learning and Instruction in Mathematics); times taught: 3; enrollment average: 15 students
EDMT 8420/EDMT 8290 Mathematics within the Postmodern (Topics in School Mathematics Curriculum/The Study of Learning and Instruction in Mathematics); times taught: 9; enrollment average: 9 students
EDMT 8290 What is Mathematics, Really? (The Study of Learning and Instruction in Mathematics); times taught: 1; enrollment average: 15 students
EDMT 7560 Theory and Pedagogy of Mathematics Instruction; times taught 1; enrollment average: 6 students (MED-MTE)
EDMT 7560 Theory and Pedagogy of Mathematics Instruction; times taught: 4; enrollment average: 10 students (MAT-MTE)
EDMT 6560 Principles of Mathematics Instruction; times taught: 2; enrollment average: 7 students (MAT-MTE)
EDCI 9900 Critique of Education Research (Mathematics Education Ph.D. Students Only); times taught: 1; enrollment average: 7 students
EDCI 8970 Seminar in Teaching and Learning (Introduction to the Ph.D. in Mathematics Education); times taught: 2; enrollment average: 10 students
EDCI 8970 Seminar in Teaching and Learning (Foucault in Education); times taught: 1; enrollment average: 10 students
EDCI 8810 Directed Reading; times taught: 3; enrollment average: 2 students (Overview of Mathematics Education; Philosophy of Mathematics; Feminist Pedagogy)
EDCI 8400 Dynamics of Teaching, Learning, and Curriculum Development; times taught 3; enrollment average: 17 students
EDCI 7680 Practicum III; times taught 4; enrollment average: 6 students (MAT-MTE)
EDCI 7670 Practicum II; times taught 4; enrollment average: 6 students (MAT-MTE)
EDCI 7660 Practicum I; times taught 4; enrollment average: 6 students (MAT-MTE)
EDCI 6660 Introduction to Secondary Instruction; times taught: 1; enrollment average: 10 students (MAT-MTE)
EDUC 2120 Exploring Sociocultural Perspectives on Diversity; times taught: 4; enrollment
average: 22 students
GSU 1010 New Student Orientation (Freshman Learning Community): Careers in Mathematics and Science Education; times taught 1; enrollment average: 22 students

University of Georgia:
EMAT 8990 Research Seminar in Mathematics Education: Rethinking Mathematics Education from a Critical Pedagogy Perspective (co-created and -taught); times taught: 1; average enrollment: 9 students; spring 2001
EMAT 6000 Special Problems in Mathematics Education: Sociocultural and Sociohistorical Issues of Mathematics Education (co-created and -taught); times taught: 1; average enrollment: 13 students; spring 2004

Westlake High School:
Courses Developed:
EDMT 8290 What is Mathematics, Really? (within existing course number), co-creator and -instructor (with Kimberly White-Fredette, doctoral student), summer 2007
EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education, creator and instructor (new course number), spring 2007, spring 2008, spring 2009
EDMT 8420/EDMT 8290 Critical Theory and Teaching for Social Justice (within existing course numbers), creator and instructor, spring 2006, fall 2008, fall 2009
EDMT 8290/EDMT 8420 Mathematics within the Postmodern (within existing course numbers), creator and instructor, summer 2004, summer 2005, spring 2009
EDCI 8970 Foucault in Education (within existing course number), creator and instructor, spring 2010

Graduate Student Committees:
14 PHD students, major professor, in progress: Randall Archer, Erika Bullock, Jennifer Feenstra, Pamela Hughes, Jason Hunter, Bradley McPhail, Kasele Mshinda, Gerard Petty, Elijah Porter, Dean Potts, Ginny Powell, Katrina Stanfield, John Wamsted, Candance Williams

Kimberly White-Fredette: What is Mathematics: An Exploration of Teachers’ Philosophies of Mathematics During a Time of Curriculum Reform, summer 2009
5 PHD students, committee member, in progress: Donald Brown, Jacqueline Hennings, Becky Patterson, Brandon Lewis (ECE), Jeffrey Morrison (EPS)
2 PHD student, committee member, completed: · Dorothy Lewis Grace: An investigation of the influence of instructional coaching on
retention of mathematics teachers, summer 2011 · Carol Taylor: Promoting Mathematical Understanding through Open-Ended Tasks:
Experiences of an Eight-Grade Gifted Geometry Class, spring 2008
4 EDS students, major professor, completed · Dean Potts: Professional Portfolio, fall 2010 · Cassandra Accurso: Professional Portfolio, spring 2009 · Angela McCreery: Algebra I Revisited: Beginning at the End in a Gateway Mathematics Course, fall 2007 · Carl Chernard: Using Writing to Improve Student Achievement in the Mathematics Classroom, fall 2006 3 MED students, in progress
17 MED students, completed · Amanda Schumann, summer 2011 · Laura Stott, spring 2011 · Lindell Coker, summer 2010 · Jamie Fitzpatrick, summer 2010 · Carri Carver, fall 2009 · David Girmay, summer 2009 · Lauren McKinley, summer 2009 · Kirsten Scott, summer 2009 · Wenona Young, summer 2009 · Monica Vestal, spring 2009 · Tasha Allen, fall 2008 · Sandra Bradley, fall 2008 · Amy Buchanan, fall 2008 · Danielle Shea, fall 2008 · Erica Bullock, summer 2008 · Katrina Stanfield, summer 2008 · Candace Williams, summer 2008
Honors and Awards:
Georgia State University
· Nominated for Outstanding Faculty Teaching Award 2010–2011, Georgia State University, College of Education
· Nominated for Outstanding Faculty Achievement Award 2009–2010, Georgia State University
· Nominated for Outstanding Faculty Teaching Award 2009–2010, Georgia State University, College of Education
· Nominated for Outstanding Faculty Teaching Award 2007–2008, Georgia State University, College of Education
Westlake High School
· Teacher of the Year, Finalist, 2000 · Who’s Who Among America’s Teachers, 2000, 2002, 2004 · The Atlanta Journal & Constitution Honor Teacher Award Nominee, 1999 · Magnet Educator of the Year—Math Teacher of the Year, 1999 · Georgia Institute of Technology: Center for Education Integrating Science, Mathematics, and Computing (CEISMC), Georgia Industrial Fellowships for Teachers (GIFT) Fellow
Impact on Students: Summary of student evaluations
Course
EDMT 8430 EDMT 8420 EDMT 8290 EDMT 7560 EDMT 6560 EDCI9900 EDCI8970
EDCI18970 EDCI8400 EDCI6600 EDUC 2120 GSU 1010**
Number of Responses
3 39 2 27 4 56 5 44 2 15 1 7 3 1 21 19 1 9 8
Times Number Taught of Students
Average: All 12 Questions1
4.9 4.9 4.9 4.7 4.9 5.0 4.9 5.0 4.7 4.7 4.8 3.7
Question 13: Overall Teaching Effectiveness2
4.9 4.9 4.9 4.7 4.9 5.0 5.0 5.0 4.6 4.6 4.8 3.8
3 52 4 41 4 87 1 22
45 37 73 16

362
Note: 1Scale is from 1.0–5.0, with 5.0 = Very Descriptive. 2Scale is from 1.0–5.0, with 5.0 = Extremely Effective.
32 24 46 36 9
EDCI 7660/7670/7680* 12/12 – 4.7 and 4.7 * Only the 2007–2008 cohort of 6 students completed evaluation form for practicums I and II/III. ** GSU 1010 uses the College of Arts and Sciences Evaluation of Instructor form, 17 total questions. Scale is from 1.0–5.0, with 5.0 = Very High.
Evidence of student achievement
Collaborative work with students:
Published work by students (selected):
SERVICE Service to the Profession:
· Membership: o American Association of University Professors (AAUP) o American Educational Research Association (AERA), Division G-Social Context of Education; SIGS: Critical Education for Social Justice, Foucault and Education, Queer Studies, Research Focus on Black Education, Research in Mathematics Education o Benjamin Banneker Association (BBA) o Lambda Theta Pi o Gay, Lesbian and Straight Education Network (GLSEN) o Georgia Council of Teachers of Mathematics (GCTM) o Georgia Association of Mathematics Teachers Educators (GaAMTE) o National Council of Teachers of Mathematics (NCTM)
o Metro Atlanta Regional PRISM Teaching and Learning Institute. Mableton, GA, April 28, 2008
o Metro Atlanta Regional PRISM Teaching and Learning Institute. Mableton, GA, October 15–16, 2006
o Improving Student Learning in Introductory Science, Math, and Engineering Courses. Atlanta, GA, January 26, 2006
o Assessment in Mathematics: What Do Our Students Know? Marietta, GA, October 14– 15, 2005
o How Do We Access Our Students in Our Courses? How Can We Do It Better? Savannah,
GA, February 25–26, 2005
- Fostering and Rewarding Faculty Engagement in P–16 Education, Atlanta, GA, February 17–18, 2005

Service to the Community:
- Membership:
  - American Civil Liberties Union (ACLU) National Association for the Advancement of Colored People (NAACP) The Carter Center
  - University System of Georgia Early College Curriculum Working Group, Atlanta, GA, April 14–15, 2005; November 3–4, 2005
  - Georgia Department of Education Office of Curriculum and Instruction, Preparing Teachers to Teach the New GPS, Atlanta, GA, February 3–4, 2005

Service to the University:
- Department:
  - Unit Leader – Mathematics Education, 2009–2011
  - Program Coordinator for Master of Education-Mathematics Education, 2005–
  - Program Co-coordinator for Doctor of Philosophy in Teaching and Learning-Mathematics Education (Lead coordinator 2009–) 2005–
  - Member, Leadership Team, 2009–2011
  - Member, Advanced Graduate Degree Committee, 2008–2009
  - Member, Faculty Search Committee for assistant/associate/full mathematics education professor, 2008–2009
  - Member, Ad Hoc Committee to Develop MSIT 2008 Bylaws, 2008
  - Member, Committee on Diversity, 2005–2007
  - Co-developed Bachelor of Science-Master of Arts for Teachers (BS-MAT) program (a seamless, 5-year program of study for students who are earning a Bachelor of Science degree in mathematics or engineering), 2006–2007
  - Co-writer in redesigning the Doctor of Philosophy in Teaching and Learning with a Concentration in Mathematics Education degree program, 2005–2008
  - Co-developed mission statement, goals and activities, administrative structure of Institute for Mathematics Education, 2005–2007
  - Member, Faculty Search Committee for associate/full mathematics education professor, 2006–2007

College:
- Member, Dean’s Faculty Advisory Committee, 2009–2011
- Co-Project Coordinator, Urban Graduate Research Collaborative, 2008–2011
- Member, Ad Hoc
Committee on Doctor of Education Degree Program, 2008 · Chair, Committee on Diversity of the College Community, 2009–2011
· Member, Committee on Diversity of the College Community, 2006–2011
· Coordinator of sub-committee on Environment 2006–2008 · Spearheaded Informal Exploratory Committee for Interdisciplinary Qualitative Research Certificate, 2005–2006 · Member, Selection Committee for Urban Graduate Research Assistants for COE’s Urban Graduate Research Collaborative, May 2005 · Member, Dean’s Council on Diversity (UGA), 2003–2004
University: · Lead contact for LGBTQ Faculty Learning Community, under the direction of the Senior Faculty Associate for Underrepresented Faculty, Dr. Cora Presley, 2009–2010 · Safe Space provider to lesbian, gay, bisexual, and transgender people (UGA), 2003–2004
PROFESSIONAL DEVELOPMENT Conferences Attended (but did not present):
· Annual Conference of Georgia Council of Teachers of Mathematics, October 19, 2007, Eatonton, GA
· Annual Conference of Georgia Council of Teachers of Mathematics, October 19, 2006, Eatonton, GA.
· Annual Conference of Interdisciplinary Qualitative Studies, January 6–8, 2006, Athens, GA.
· Annual Conference of National Association for Multicultural Education, November 9–13, 2005, Atlanta, GA.
· Annual Conference of Georgia Council of Teachers of Mathematics, October 20, 2005, Eatonton, GA.
· International Congress of Qualitative Inquiry, May 5–7, 2005, Urbana-Champaign, IL.
· Annual Conference of Georgia Council of Teachers of Mathematics, Mathematics, October 14, 2004, Eatonton, GA.
Workshops:
· The Institute of Education Sciences (IES) Grant Writing Workshop (Webinar), Georgia State University, Atlanta, GA, May 20, 2008
· Critical Friends Training, National School Reform Faculty – Harmony Education Center, Georgia State University, Atlanta, GA, October 22, 2007
· Institute for Communication Improvement, The Grant Institute, Grants 101: Professional Grant Proposal Writing; Georgia Institute of Technology, Atlanta, GA, April 18–20, 2007.
Courses Audited:
· WS 8290, Youth and Sexualities, Dr. Susan Talburt, Georgia State University, spring 2006 Secondary Education Professional Development:
· Alternative Assessment for Algebra I and Geometry (70 hrs) · Algebra I CORD Applied Mathematics (40 hrs) · Texas Instrument TI-82 (20 hrs) · Technology in the Classroom (16 hrs)
· Gifted Education (10 hrs) · Mini-tab Statistical Software (8 hrs)
The College Board Summer Institutes: · Advanced Placement Calculus (40 hrs) · Advanced Placement Statistics (40 hrs) · Pacesetter Pre-calculus (60 hrs)

SANDRA L. DWYER
Department of Philosophy
AREAS OF SPECIALIZATION: AREAS OF COMPETENCE: AREAS OF INTEREST:
Philosophy of Hannah Arendt; Critical Thinking; Business Ethics History of Western Philosophy (ancient modern; 20th) Feminist Criticism; Pedagogy

ACADEMIC APPOINTMENTS

EDUCATION
B.A. Philosophy (with distinction), James Madison University, 1982


Courses Taught Undergraduate: Business Ethics; Critical Thinking; Deductive Logic; Ethics; Great Questions (Intro); History of Western Philosophy: Modern, Ancient; Seminar for Phil Majors: Truth, Falsity and Lying; 20th century Analytic and Continental Philosophy Graduate: Political philosophy of Hannah Arendt (cross-listed grad/undergrad); Teaching Philosophy: pedagogy and practicum, 3 course sequence


Directed Readings (selected)
Feminist Ethics of Care (basis for WSI MA thesis); Arendt’s Separation of Morality and Politics (basis for Phil Honors thesis); Place of Speech in the Public Realm (resulted in WSI Honors thesis); The “Intrinsic Good” in Selected Classics (resulted in Phil MA thesis); Aristotle & Sankara on Causality (resulted in Phil/Rel Honors thesis); Cornell Moral Realism; Foucault and Healthcare; Autonomy v. Authority (Nozick v. Wolff); Descartes’ cogito: argument or intuition?; The Concept of Race (Outlaw, Sartre, West, Zack)

SERVICE ACTIVITIES
Phil = philosophy department WSI = Women’s Studies Institute 2010
Center for Teaching and Learning seminar participant on John Dewey’s educational theory, Spring, 2010. College Writing Across the Curriculum Two Day Training Workshop, May 2010
Phil Coordinator of Graduate Teaching, Fall 2004—current Phil Advisor to 15 undergraduate majors and 4 MA candidates

University of Arkansas at Little Rock (UALR) Phil Department Assessment Plan sole author
UALR Advisor for Philosophy and Liberal Studies Majors 1995—1998 UALR Philosophy Chair Search Committee Member, 1996 UALR College Committee for Faculty Excellence Awards, 1997

Other Publications, Conference Papers and Invited Talks

368


Awards
GSU Center for Teaching and Learning Research Scholar, 2010—2011 UALR Philosophy Assessment Plan received highest score of 108 programs ranked by Provost Recipient of Curriculum Reform Grant for workshop on Metapedagogy, UALR Graduate Fellowship and Tuition Scholarship, Emory University

Affiliations
Member of American Philosophical Association Member of American Association of Philosophy Teachers

CHRISTIE J. HARTLEY
Georgia State University
Assistant Professor of Philosophy, 2005-present
Affiliate Faculty Member of the Women’s Studies Institute, 2006-present

EDUCATION

AREAS OF SPECIALIZATION
Social and Political Philosophy, Ethics, Feminist Philosophy

DISSERTATION
Justice for All: Constructing an Inclusive Contractualism
Committee: Elizabeth Anderson (Chair), Stephen Darwall, Peter Railton, Arlene Saxonhouse

PUBLICATIONS

WORK IN PROGRESS
“Political Liberalism, Marriage and the Family,” co-authored with Lori Watson “Contractualism and Reciprocity”

PRESENTATIONS
“Political Liberalism, Marriage and the Family: A Reply to Brake,” co-authored with Lori Watson, presented by Watson.
“Is a Feminist Political Liberalism Possible?” co-authored with Lori Watson, presented by Hartley. - Georgia State University. Atlanta, Georgia. April, 2010.
Commentaries Comments on Joseph Carens’s manuscript on immigration
Jean Beer Blumenfeld Center for Ethics, Georgia State University, November 10th and 11th, 2006.
Comments on A. John Simmons’s “Political Philosophy” Jean Beer Blumenfeld Center for
FELLOWSHIPS, HONORS, AND AWARDS
Research Initiation Grant, Georgia State University, Spring 2011 American Association of University Women, Short-Term Research Publication Grant, 2006-2007 Outstanding Graduate Student Instructor Award (Graduate School, University of Michigan), 2004 Rackham Predoctoral Fellowship (Graduate School, University of Michigan), 2003-2004 Institute for the Humanities Graduate Student Fellowship (Institute for the Humanities, University of Michigan), declined, 2003-2004 Community of Scholars Summer Fellow (Institute for Research on Women and Gender, University of Michigan), 2003 John Dewey Prize for Excellence in Undergraduate Teaching ( Philosophy Department, University of Michigan), 2002-2003 Phi Beta Kappa (University of North Carolina at Chapel Hill), 1997

TEACHING EXPERIENCE
M.A. Thesis, chair or co-chair: Adams, Joseph, “Morris’s Retributivism Fails to Justify Punishment” (defended April 7, 2008, Georgia State University)
Carmichael, Charles, “The Proper Metric of Justice in Justice as Fairness” (defended April 15, 2009, Georgia State University)
Fulfer, Katherine, “The Category ‘Woman’: Feminism after the Essentialism Critique” (defended April 2, 2008, Georgia State University)
Salvatore, Joy, “Facing the Problems of Feminism: Working Toward Resolution” (defended April 14, 2008, Georgia State University)
Honors Thesis Director: Horwitz, Vicki, “Open Borders” (completed May 2008)
M.A. Seminars: Seminar in Social and Political Philosophy (“The Political Philosophy of John
Rawls,” Georgia State University) Seminar in Ethics (“Contractualism,” Georgia State University)
Upper Level Undergraduate/M.A. Level: Ethics (Georgia State University) Philosophical Perspectives on Women (Georgia State University) Social and Political Philosophy (Georgia State University)
Introductory Undergraduate: Introduction to Philosophy (University of Michigan, Georgia State University) Honors Introduction to Philosophy (Georgia State University) Introductory Seminar in Philosophy (Georgia State University)
Assisted:
Problems of Philosophy (University of Michigan, James Joyce) History of Ancient Philosophy (University of Michigan, Rachana Kamtekar) Contemporary Moral Problems (University of Michigan, Peter Railton) Law and Philosophy (University of Michigan, Elizabeth Anderson)

PROFESSIONAL ORGANIZATION MEMBERSHIPS
American Philosophical Association Society for Analytical Feminism

ACADEMIC SERVICE
Philosophy Department, Georgia State University Colloquium Director, 2005-2008 Member of Executive Committee, 2005-2007 Member of Senior Faculty Search Committee, 2006-2008 Triennial Evaluation Committee for Department Chair, Spring 2006 Member of Faculty Search Committee (metaphysics and epistemology), 2005-2006 Member of Faculty Search Committee (19th-century continental philosophy), 2005-2006 Member of Faculty Search Committee (Kant), 2009-2010
Member of Faculty Search Committee (philosophy of mind), 2010-2011 Member of Assessment Committee, 2005-2006, 2009-2011 Member of Graduate Studies Committee, 2009-2011 Advisor to Philosophy Majors, 2007-2008, 2009-2011
Member of Lecturer Search Committee, Spring 2008

Last updated January 19, 2011.

SARAH ALLEN GERSHON
Department of Political Science, Georgia State University
38 Peachtree Center Ave.
Suite 1005
Atlanta, GA 30303-2514
Tel. 404.413.6191
Fax: 404.413.6156
Email: sgershon@gsu.edu

ACADEMIC POSITIONS
Assistant Professor, Department of Political Science Georgia State University (2008-)

EDUCATION

PUBLICATIONS

Refereed Articles:
“When Race, Gender and the Media Intersect: Unfavorable News Coverage of Minority Congresswomen” (Forthcoming) Journal of Women, Politics and Policy

Invited Book Chapters and Book Reviews:

PROJECTS UNDER REVIEW & IN PROGRESS
“Press Secretaries, Journalists, and Editors: Shaping Local Congressional News Coverage” Under Review
progress.


“Gender Online: A Study of Male and Female Representatives’ Websites” “Pessimists, Optimists, and Skeptics: The Consequences of Transnational Ties for Latino Immigrant Naturalization” (with Adrian Pantoja).

“Voter Reaction to Media Coverage of Anglo, Latino and African American Congresswomen: An Experimental Study”

“Media Language Effects and Latino Political Attitudes” (with Rafael Jimeno) “Anglo and African American Post-Racial Attitudes” (With Lakeyta Bonnette and Precious Hall)

### ACADEMIC PAPERS

“Symbolic Representation and Intersectionality: An Examination of Latina and Black Congresswomen’s Presentation of Self” (with Nadia Brown), Presented at the Annual meeting of the Southern Political Science Association, January 2011, New Orleans.

“Free Your Mind: Contemporary Racial Attitudes and Post Racial Theory” (with Lakeyta Bonnette and Precious Hall) Presented at the Hendricks Symposium, October 2010, University of Nebraska (Lincoln).

“Voter Reaction to Media Coverage of Anglo, Latino and African American Congresswomen: An Experimental Study” Presented at the Annual meeting of the American Political Science Association, August 2010, Washington D.C.

“Exploring Congressional News Coverage during the 2006 Midterm Campaign” Presented at the Annual meeting of the Southern Political Science Association, January 2010, Atlanta.


“Gendered Appeals Online: A Study of Female Representatives’ Websites.” Presented at the Annual meeting of the American Political Science Association, August 2009, Toronto.


“American Identities and Language Loyalties: Comparing Latino and Anglo Attitudes toward English Only Legislation.” Presented (with Adrian Pantoja) at the Annual meeting of the Western Political Science Association, March 2009, Vancouver B.C.

“Media Coverage of Female and Minority Representatives.” Presented at the Annual meeting of the American Political Science Association, August 2008, Boston.


“Spinning Debates: The Impact of the News Media’s Framing of the Final 2004 Presidential Debate.” Presented (with Kim L. Fridkin, Patrick J. Kenney and Gina Woodall) at the Annual
meeting of the Midwest Political Science Association, April 2006, Chicago.
“Comparing Anglo and Latino Attitudes Toward English as the Official Language of the United States.” Presented (with Adrian D. Pantoja) at the Annual meeting of the Midwest Political Science Association, April 2006, Chicago.
“Political Orientations, Gender and Naturalization among Latino Immigrants.” Presented (with Adrian D. Pantoja) at the Annual meeting of Western Political Science Association, March 2005, Oakland.

HONORS, GRANTS AND AWARDS
National Science Foundation Grant, August 1, 2008 - July 31, 2009 (collaborator with principle investigators Patrick Kenney and Kim Fridkin, Arizona State University). $80,823.00
Arizona State University, Department of Political Science Teaching Assistant of the Year Award 2006-2007.
Full tuition waiver, Department of Political Science, Arizona State University, 2002-2007.
Arizona State University’s Graduate College Travel Grant, Spring 2005.

TEACHING INTERESTS
· Media and Politics
· Latino Politics
· Research Methods
· Women and Politics
· American Politics
· Public Opinion
· Political Behavior
· Campaigns & Elections
· Immigration

TEACHING EXPERIENCE Georgia State University:
-POLS 8190: Contemporary Immigration in the United States (Graduate Course), Spring 2011.
-POLS 1101: American Government and Politics (Fall 2008 (Honors), Summer 2009)
-POLS 3800: Political Science Research Methods (Spring 2009 & 2010, Fall 2009 & 2010, Summer 2010)
Directed Readings: -Latino Political Behavior (graduate & undergraduate) – Fall 2010.

Arizona State University:
RESEARCH EXPERIENCE
Research Associate (Summer 2003, Summer 2004) for Dr. Laura Peck (Arizona State University) for a project entitled “Understanding Poverty in the U.S. Southwest”. Hired to work on a study of poverty in the Southwestern United States conducted by several professors in the College of Public Programs. Duties included conducting qualitative interviews, data entry and analysis.
Research Assistant (Fall 2002-Spring 2007) Dr. Kim Fridkin (Arizona State University), Dr. Patrick J. Kenney (Arizona State University), Dr. Paul Goren (Arizona State University).
• Duties included (but were not limited to) data entry and limited analysis, conducting an experimental study and pilot surveys, content analyses of political events and media coverage.

SERVICE TO THE DISCIPLINE
Reviewer, Time-sharing Experiments for the Social Sciences (TESS) Reviewer, National Science Foundation (Law and Social Sciences)
Marian Irish Award Committee member (committee selecting the best paper on women in politics presented annual SPSA meeting, 2010).
Panel Discussant, Annual meeting of the American Political Science Association 2010, Annual meeting of the Southern Political Science Association (2010)
Panel Chair, Annual meeting of the Southern Political Science Association (2010), Annual meeting of the Midwest Political Science Association (2006).

ADVISING
Member, PhD Committee for Precious Hall, Spring 2010- Member, MA Thesis Committee for Elizabeth O’Callaghan, Fall 2009-Fall 2010. Member, MA Thesis Committee for Holly Teresi. Spring 2009-Fall 2010.

DEPARTMENT & UNIVERSITY SERVICE
Undergraduate Committee Member (Georgia State University) 2010-2011
Graduate Committee Member (Georgia State University) 2008-2010
Mentor Teacher (Center for Teaching and Learning Mentors Program) 2010.
College of Liberal Arts and Sciences Planning Committee for Graduation Recognition Celebrations, 2010
College of Liberal Arts and Sciences Undergraduate Sub-Committee on Synergistic Themes, 2009-2010
Faculty Search Committee Member (2009, 2010). Political Science Department Committee on Commencement, 2009, 2011.
Invited Panel Presenter, Vice Presidential Debate Watching Party, Freshman-Sophomore Political Science Honor Society, Georgia State University, October 2008.

Invited Speaker, Politics, Diversity and the 2008 Election, Counseling Center Staff Event, Georgia State University, November 2008.
PROFESSIONAL MEMBERSHIPS
American Political Science Association
Western Political Science Association
Southern Political Science Association
American Association of University Women

REFERENCES
Kim L. Fridkin (Kahn) (Professor) Arizona State University (480) 965-4195 fridkin@asu.edu
Patrick J. Kenney (Professor/Chair of The Department of Political Science) Arizona State University (480) 965-4222 pkenney@asu.edu
Paul Goren (Associate Professor) University of Minnesota (612) 626-7489 pgoren@umn.edu
Rodolfo Espino (Assistant Professor) Arizona State University (408) 965-5884 espino@asu.edu
Adrian D. Pantoja (Associate Professor) Pitzer College (909)607-0485 adrian_pantoja@pitzer.edu

PETER LINDSAY
Georgia State University
38 Peachtree Center Avenue
GCB – 1005
Atlanta, GA 30303
Associate Professor of Political Science and Philosophy
Director, Center for Teaching and Learning Chair,
Georgia Board of Regents Consortium on Teaching and Learning

EDUCATION
Ph.D., Political Science (Theory), University of Toronto
M.A., Political Science (Theory), University of Toronto
B.A., Political Science & Italian, University of Colorado

INTELLECTUAL CONTRIBUTIONS

Book

Refereed Journal Articles
“Abstract Teaching for a Concrete World: A Lesson from Plato” PS: Political Science and Politics (Forthcoming)
“Lincoln on Secession.” Social Theory and Practice Volume 29, Number 1, 2003 (with
Christopher Wellman).
Under Review:“Property by Agreement” *Political Theory* “Can we Own the Past?” *Ethics Review Essays/Book Reviews/Book Notes*
Other Publications
*Atlanta Journal Constitution* editorial: “A novel idea to spur live-saving drugs” (10/24/10) (with Thomas Pogge)
*Atlanta Journal Constitution* editorial: “Recall Darwin by accepting diversity” (11/13/09)
Invited Lectures

378
Keynote Speaker, Georgia Conference on College & University Teaching. February, 2011.
“Just War Theory,” Clayton College and State University, April 19, 2005.

Conference Participation
“Teaching Centers as Teaching Advocates: Navigating University Politics” (2010 Professional & Organizational Development Network Annual Conference)
“What is (Really) Wrong with Alienation?” (2010 Canadian Political Science Association Conference)
“Abstract Teaching for a Concrete World: A Lesson from Plato.” (2010 American Political Science Teaching and Learning Conference)
“Can We Own the Past?” (2009 American Political Science Association Conference)
“Teaching with Tension” (2009 American Political Science Teaching and Learning Conference)
“Inspiring Teachers to Learn about Teaching” (2008 Southern Regional Faculty and Instructional Development Consortium Annual Meeting)
“Deliberative Democrats Talk Property” (2007 Southern Political Science Association Annual Meeting)
“Are the Judgments of Conscience Unreasonable?” (2006 Southern Political Science Association Annual Meeting)
Participant on John Simmons Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (October, 2005)
“Are the Judgments of Conscience Unreasonable?” (2005 Northeastern Political Science Association Annual Meeting)
“Polanyi and Hayek, 60 Years Later” (10th International Karl Polanyi Conference, Istanbul, Turkey, October, 2005)
“Representing Redskins: Professional Sports and the Ethics of Native American Team Names” (Annual Conference of the International Political Science Associations Research Committee on Political Philosophy, April, 2005)
“Representing Redskins: Professional Sports and the Ethics of Native American Team Names” (2005 Midwest Political Science Association Meeting)
Participant on Tom Christiano Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (February, 2005)
“What Rights of Property Would We Really Agree to?” (2004 Western Political Science Association Meeting)
“Liberal Neutrality and the Myth of Free Markets” (2003 Canadian Political Science Association Meeting)
“Comments on The Legacy of C.B. Macpherson” (2003 Canadian Political Science Association Meeting)
Participant on Larry May Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (March 2003)
“Comments on Religion and the Liberal State” (2002 Southern Political Science Association Meeting)
“Comments on Cosmopolitan Politics and Political Theory” (2002 Canadian Political Science Association Meeting)
“Comments on the Problems of Liberalism in Theory and Practice” (2001 Southern Political Science Association Meeting)
Participant on Allen Buchanan Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (March 2001)
“Liberal Property Rights” (2000 Southern Political Science Association Meeting)
“Comments on Geeks and Monsters: Hate Crime Subjectivity in Perspective” (Conference on Hate Crimes; Jean Beer Blumenfeld Center for Ethics, Georgia State University, April, 2000)
“Episodes in the Disembodiment Narrative: The Communitarians, Macpherson and Marx” (1997 Canadian Political Science Association Annual Meeting)
“Ontology, Labour and Markets” (1993 Canadian Political Science Association Annual Meeting)

TEACHING EXPERIENCE
Georgia State University – Associate Professor Georgia State University – Assistant Professor
Harvard University – Lecturer on Social Studies University of New Hampshire – Visiting Lecturer
University of Toronto – Adjunct Professor University of Toronto – Teaching Assistant

Harvard University – Teaching Fellow
Thayer Academy, Braintree, MA – High School history teacher

COURSES TAUGHT Georgia State University (1999-Present)
Graduate level: · Feminist Political Theory · Classical and Early Modern Political Thought · Modern Political Thought · Liberalism and Its Critics · Contemporary Political Philosophy · The Political Theory of Economic Justice
Undergraduate level: · Feminist Political Theory · Introduction to Political Theory ·
   Introduction to Political Science · Classical and Early Modern Political Thought ·
   Contemporary Political Philosophy · Modern Political Thought
   · The Biology and Ethics of the Rainforest · Environmental Ethics · Liberalism and Its Critics · The Political Theory of Economic Justice
Independent studies directed: · Machiavelli and Kautilya · Contemporary Political Philosophy · Feminist Political Theory · The Political Thought of Alexis de Tocqueville · The Political Thought of Niccolò Machiavelli · Just War Theory

Harvard University (1996-1999)
· Introduction to Social Studies A (Fall) · Introduction to Social Studies B (Spring) · The State and Economic Life · The Political Theory of Economic Justice · Senior thesis supervision and evaluation

University of New Hampshire (1998)
· Feminist Political Theory University of Toronto (1995-1996)
· American Political Thought (co-taught with Melissa Williams)
· Modern Political Theory (Erindale Campus) · Thinking About Politics (co-taught with former Ontario Premier Bob Rae)

RECENT ADMINISTRATIVE EXPERIENCE
· Reviewer, Georgia Board of Regents Teaching Awards (2008) · Director of Georgia State University Italian exchange program (2001-2007) · Member, Classrooms Committee (2007-
PROFESSIONAL ACTIVITIES

Memberships
- American Philosophical Association
- American Political Science Association
- Canadian Political Science Association
- Southern Political Science Association
- Manuscript Reviewer
  - Journal of Politics
  - History of Political Thought
  - Blackwell Publishing
  - Politics & Policy

Awards
- 2007 Georgia Board of Regents Hall of Fame Teaching Award
- American Political Science Association and Pi Sigma Alpha citation for Outstanding Teaching in Political Science
- 2005 Georgia State University College of Arts and Sciences Outstanding Teaching Award (See PS: Political Science & Politics Volume XXXVIII, Number 4, October 2005, pg. 751)
- 2005 Georgia State University Distinguished Honors Professor Award (See PS: Political Science & Politics Volume XXXVIII, Number 4, October 2005, pg. 751)
- Phi Beta Delta Honors Society for International Scholars (inducted 2005)
- Golden Key Honors Society (inducted 2005)
- Georgia State University Writing Across the Curriculum Grant (2003)
- Derek Bok Award for Excellence in Undergraduate Teaching (Harvard University)
- University of Toronto Open Fellowship

REFERENCES
Available upon request

TRACIE L. STEWART
Department of Psychology,
Urban Life Building
730 Georgia State University,
P.O. Box 5010, Atlanta, GA 30302-5010
Office Phone: 404-413-6300;
Cell Phone: 404-545-5010
Email: stewart@gsu.edu;
Web Page: http://www2.gsu.edu/~wwwpsy/stewart.html

ACADEMIC POSITIONS
Assistant Professor of Psychology, Georgia State University, August 2003 to present Assistant

EDUCATION
Ph.D., Psychological Sciences, Purdue University, 1995 Specialization: Social Psychology
M.S., Psychological Sciences, Purdue University, 1993
B.A., Psychology (with distinction), Hendrix College, 1989 Visiting Student, University of London, Birkbeck College, 1988

HONORS AND AWARDS Fellow, Society of Experimental Social Psychology
Award for Outstanding Teaching and Mentoring (Graduate Degree Programs), American Psychological Association, Div. 9: Society for the Psychological Study of Social Issues, 2010
University Faculty Award for Undergraduate Research Mentorship, Georgia State University, 2009
Runner-Up, Inaugural University Faculty Award for Undergraduate Research Mentorship, Georgia State University, 2008
Proposal for meeting of the Association for Psychological Science designated one of best in content area and selected for Showcase Poster Session (Stewart, David, & Sanchez, 1998)
Margaret E. Fitch Award for Outstanding Psychology Major, Hendrix College, 1989
Psychology Club Graduate School Scholarship, Hendrix College, 1989
January 10, 2011

RESEARCH INTERESTS
Stereotyping and prejudice: Processes and consequences of intergroup bias Prejudice reduction and stereotype change Motivating social action Individual differences in implicit and explicit intergroup biases Implicit coping responses to racism Status and attitude effects on person memory Implicit cognitive and physiological measures of attitudes and social judgments Pedagogical techniques for teaching multiculturalism: Development and assessment

GRANT SUPPORT

External Grants
Revision under review, Proposal for National Science Foundation, In the eye of the beholder: Individual differences in inter-target stereotype transmission, Principal Investigator, $385,605
January 1, 2009 – December 31, 2010, Russell Sage Foundation Cultural Contact Award, Consider the situation: Reducing intergroup bias through attribution training, Principal Investigator, $83,255
July 1, 2008 – June 30, 2009, Wayne F. Placek Award, Predicting sexual orientation-based discrimination: Greater accuracy through facial electromyography, Principal Investigator, $5,000
March 1, 2003 – August 31, 2003, Bower Foundation Mississippi Health Policy Research Center, Student health and academic achievement, Co-Investigator (PI: Ginger Stevenson), $34,000
November 16, 2000 – August 30, 2002, Rural Health, Safety, and Security Institute, Cognitive studies of evidence-based medicine, Co-Investigator (PI: Gary Bradshaw), $185,224

Internal Grants
July 1, 2008 – June 30, 2009, Georgia State University Mentored Grant, Stereotype association
and generalization: A new model of bias processes, Principal Investigator, $11,000
January 1, 2009 – June 30, 2009, Georgia State University Research Foundation: Psychology Research Leverage Award, Programming for virtual reality environment (VRE) research, Co-Investigator (PI: David Washburn), $2,250

July 1, 2004 – June 30, 2005, Georgia State University Research Initiation Grant, Are family-responsive workplace policies related to workplace rewards? An experimental study of policy use, gender, and workplace inequality, Principal Investigator, $9,800
August 2004, Georgia State University Writing Across the Curriculum program, Teaching Psychology of Women as a writing-intensive course, $2,000
January 1, 2002 – December 31, 2002, Mississippi State University Travel Award Competition: First-prize award, The role of guilt in stereotype maintenance and stereotype change, Principal Investigator, $1,000
January 1, 2002 – December 31, 2002, Mississippi State University Research Initiation Program, Perceiving others as individuals versus interchangeable group members: Causes and consequences for intergroup relations, Principal Investigator, $10,000

PROFESSIONAL ACTIVITIES Associate Editor, British Journal of Social Psychology, 2010–present
Textbook Reviewer, general psychology area, Wadsworth Publishing Textbook Reviewer, social psychology area, Pearson Allyn & Bacon
Submission Reviewer, 2010 meeting of Society for Industrial and Organizational Psychology
Grant Reviewer, Social Sciences and Humanities Research Council of Canada, 2008–2009
Grant Reviewer, National Science Foundation, 2007
Member, Society for the Psychological Study of Social Issues Teaching and Mentoring Committee, 2011

PUBLICATIONS
Journal Articles and Book Chapters


Stewart, T. L., Latu, I. M., Branscombe, N. R., & Denney, H. T. (2010). Yes we can! Prejudice reduction through seeing (inequality) and believing (in social change). *Psychological Science, 21*, 1557-1562. *A “most-read” Psychological Science article in November 2010 and December 2010 (top 10); http://pss.sagepub.com/reports/most-read*


implications of students’ terms of address for male and female professors. *Psychology of Women Quarterly*, 25, 134-144.


Policy Briefs

Stewart, T. L., & Stevenson, G. D. (2003). *Poor health threatens the academic achievement of Mississippi’s children*. Starkville, MS: Social Science Research Center at Mississippi State University, Mississippi Health Policy Research Center.

Published Abstracts


Contributions to Instructors’ Manuals


MANUSCRIPTS UNDER EDITORIAL REVIEW

Myers, A. C., Read, G. L., Stewart, T. L., & Donohue, D. K. The relative efficacy of multicultural versus culture-blind approaches to egalitarian employment decisions.

Stewart, T. L., Estes, S. B., Latu, I. M., Myers, A. C., & Donohue, D. K. The workplace “mothering” bias: Do caregiving mothers and fathers both face diminished workplace outcomes?

MANUSCRIPTS IN PREPARATION


Parrott, D. J., Hudepohl, A. D., & Stewart, T. L. Effects of a male peer on heterosexual men’s perpetration of anti-gay aggression.

Stewart, T. L., Myers, A. C., Latu, I. M., & Kawakami, K. Processes and longevity of automatic stereotyping reduction via situational attribution training.

RESEARCH IN PROGRESS

Latu, I. M., Stewart, T. L., & Branscombe, N. R. Collective guilt and anger as mediators of the interactive effects of White privilege awareness and self-efficacy on bias reduction.

Stewart, T. L., Amoss, R. T., Parrott, D., & Vanman, E. R. *Physiological measurement of...*
intergroup bias.
Stewart, T. L., Latu, I. M., Kawakami, K., & Myers, A. C. Reducing automatic stereotyping through situational attribution training.
Stewart, T. L., Latu, I. M., & Lisco, C. The Successful Businessperson IAT as a predictor of workplace outcomes.
Stewart, T. L., & Myers, A. C. Mediators and moderators of stereotype association and generalization.

COLLOQUIA AND INVITED TALKS
Biennial Meeting of the Society for the Psychological Study of Social Issues (award receipt and keynote address), to be given in June 2012
Georgia State University Undergraduate Research Conference (keynote address), March 2009
Conference of the Georgia Network to End Sexual Assault (presentation on images of women in the media and their relationship to sexual violence), June 2005
Emory University, Atlanta, Georgia, March 2004
University of Kansas, Lawrence, Kansas, March 2002
University of Nijmegen, Nijmegen, The Netherlands, November 2000
Dominican College, Orangeburg, New York, October 1999
Wabash College, Crawfordsville, Indiana, March 1995

CONFERENCE PRESENTATIONS
Lisco, C. G., Latu, I. M., Myers, A. C., & Stewart, T. L. (2010, March). Predicting workplace inequities through the Successful Manager Implicit Association Task. Paper presented in the CEPO Student Awards session at the annual meeting of the Southeastern Psychological Association, Chattanooga, TN.
Elliott, L., & Stewart, T. L. (2009, February). Facial electromyography and other physiological measures as prejudice assessment tools. Conversation hour and demonstration conducted at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.
Myers, A. C., Stewart, T. L., Latu, I. M., & Kawakami, K. (2009, February). Training to “consider the situation” reduces automatic stereotype activation. Poster presented in an interactive poster session (combining poster and paper presentation formats) at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.

Parfene, C., Stewart, T. L., & King, T. Z. (2009, February). *Does caring for a child with epilepsy lead to workplace discrimination?* Poster presented at the annual meeting of the International Neuropsychological Society, Atlanta, GA.


Stewart, T. L. (2006, October). *Awareness of White privilege and efficacy to enact social change: Interactive effects on racial prejudice and social action.* Paper presented at the annual meeting of the Person Memory Interest Group, Worton, MD.


TEACHING INTERESTS

TRAINING IN COLLEGE TEACHING
Social Psychology Psychology of Women Stereotyping and Prejudice Research Methods History and Systems of Psychology

Workshop Participant, Writing Across the Curriculum Workshop, Georgia State University, Summer 2004.

Course Graduate, Psychology of College Teaching, Purdue University. Instructor: John Feldhusen, Fall 1994.

Workshop Participant, College Teaching Workshop, Center For Instructional Services, Purdue University, Summer 1991.

MENTORSHIP IN COLLEGE TEACHING
Faculty Mentor, Center for Teaching and Learning, Master Teacher Mentors Program, Georgia State University, 2010–2011

TEACHING EXPERIENCE
*Undergraduate Courses Taught*
Experimental Psychology, Mississippi State University, Summer 2003. General Introduction to Psychology, Colgate University (team taught), Spring 2001; Bard College, Fall 1999; Fall 1998; Fall 1997. Purdue University, Summer 1995; Fall 1994 (Continuing Studies); Summer 1994. General Psychology I (introductory overview of social, personality, and abnormal psychology), The University of Memphis, Summer 1996. History of Psychology, The University of Memphis, Spring 1997; Fall 1996. Intergroup Relations: Cultural, Political, and Interpersonal Perspectives, Bard College, Fall 1999; Summer 1999 (Continuing Studies); Fall 1998. Personality Psychology, The University of Memphis, Spring 1996. Psychology of Women, Georgia State University, Spring 2009; Spring 2008; Spring 2007; Summer, 2005; Spring 2004; Spring 2003; 2002; Colgate University, Spring 2001; Bard College, Spring 2000; Spring 1999; Spring 1998.


Social Psychology, Georgia State University, Fall 2010; Summer 2010; Spring, 2010; Fall 2009; Fall 2007; Fall 2006; Spring 2006; Fall 2005; Spring 2004; Fall 2003; Mississippi State University, Summer 2003; Spring 2003; Fall 2002; Spring 2002; Fall 2001; Bard College, Spring 2000; Fall 1997.

Stereotyping and Prejudice (undergraduate seminar), Bard College, Spring 2000; Fall 1998; Fall 1997.

Graduate Courses Taught

Advanced Social Psychology, Georgia State University, Spring 2011; Spring 2009; Spring 2008; Spring 2007; Fall 2004.

History of Psychology, Georgia State University, Spring 2011; Spring 2010. Intergroup Relations: Cultural, Political, and Interpersonal Perspectives (cross-listed graduate/upper-level undergraduate course). Mississippi State University, Spring 2002. Stereotyping and Prejudice (graduate seminar), Georgia State University, Fall 2008; Mississippi State University, Fall 2002. Course Advisement


Teaching Assistantships (Purdue University)


Teaching Assistantships (Hendrix College)


THESIS AND GENERAL EXAMINATION COMMITTEES

Committees Chaired

Dissertation Chair (Social/Cognitive Psychology Doctoral Program), Georgia State University: Ioana Latu, 2008-2010.

Dissertation Co-chair (Social/Cognitive Psychology Doctoral Program), Georgia State
Masters Thesis Chair (Cognitive Sciences Psychology Doctoral Program), Georgia State University: Ashley Myers, 2009-2010.
General Examination Committee Chair (Social/Cognitive Psychology Doctoral Program), Georgia State University: Ioana Latu, 2007-2008.

Committee Memberships
Dissertation Committee Member (Community Psychology Program), Georgia State University: Doyanne Aspen Darnell, 2008-2010.
Dissertation Committee member (Clinical Psychology Doctoral Program), Georgia State University: Dhakirah Hamin, 2007-2008.
Dissertation Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Lamonte Powell, 2007-2008.
Dissertation Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Jessie Hwang, 2005-2006.
Dissertation Committee Member (Clinical Psychology Doctoral Program), Georgia State University: Simon Kim, 2005-2006.
Masters Thesis Committee Member (Industrial-Organizational Psychology Doctoral Program), Georgia Institute of Technology: Tiffany Miller, 2008-present.
Masters Thesis Committee Member (Clinical Psychology Doctoral Program), Georgia State University: Adam Hudepohl, 2009.
Masters Thesis Committee Member (Clinical Psychology Doctoral Program), Georgia State University: Vivian Piazza, 2008-2009.
Masters Thesis Committee Member (Community Psychology Doctoral Program), Georgia State University: Elizabeth Anthony, 2007-2008.
Masters Thesis Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Leslie Riddick Knucky, 2007-2009.
Masters Thesis Committee Member (Community Psychology Program), Georgia State University: Doyanne Aspen Darnell, 2005-2006.
Masters Thesis Committee Member (Clinical Psychology Masters Program), Mississippi State University: Melissa Harrison, 2003.
Masters Thesis Committee Member (Clinical Psychology Masters Program), Mississippi State University: Joscylyn Clayton, 2002.
General Examination Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Natasha Schulz, 2008.
General Examination Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: John Ryan, 2007.
General Examination Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Lamonte Powell, 2007.
General Examination Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Patricia McCord Carlson, 2006-2007.
General Examination Committee Member (Social/Cognitive Psychology Doctoral Program), Georgia State University: Jessie Hwang, 2004-2005.
Honors Thesis Committee Member (Dominic Parrott, Chair), Georgia State University: Lauren Walther, 2007.
Honors Thesis Committee Member (Dominic Parrott, Chair), Georgia State University: Stephony Humphreys, 2010

STUDENTS’ AWARDS
Georgia State University undergraduate student Amanda Culver received the 2010 Award for Outstanding Diversity Poster (out of 19 posters in the diversity category) at the Georgia State University Psychology Undergraduate Research Conference for her poster “Reducing Automatic Racial Stereotyping: Persistence of Situational Attribution Training Effects Over Time.” Student co-authors on this poster were Brittany Weiner (Oglethorpe University), Cassandra Schwartzman, and Kelley Alexander. I served as faculty sponsor of the poster.
Georgia State University undergraduate student Claire Lisco was named 2010 Outstanding Psychology Honors Student at Georgia State University. I nominated her for this award based on her outstanding contributions as a student researcher in my lab.
Georgia State University graduate student Ioana Latu received a 2010 Georgia State University Dissertation Award. I served as her dissertation advisor and as the faculty sponsor of her award application.
Georgia State University undergraduate student Claire Lisco received the 2010 Student Research Award, sponsored by the Southeastern Psychological Association’s Committee for Equality in Professional Opportunities, for her presentation “Predicting Workplace Inequities Through the Successful Manager Implicit Association Task” (Lisco, Latu, Myers, & Stewart). Competitors for this award included both graduate and undergraduate students. I served as faculty sponsor for her presentation submission.

Georgia State University undergraduate student Glenna Read was named a 2009 finalist in the diversity poster category of the Georgia State University Psychology Undergraduate Research Conference for her poster “Effects of Situational Attribution Training on Spontaneous Situational Inferences.” Student co-authors on this poster were Erin McFry, Robert Thomas.
Morehouse College), Ioana Latu, and Ashley Myers. I served as faculty sponsor of the poster. Georgia State University graduate student Ashley Myers was awarded the 2009 Bailey M. Wade Memorial Scholarship, an award given to support graduate students who demonstrate merit and career goals in keeping with those manifested in the life of Dr. Bailey M. Wade during his life and tenure with the Department of Psychology at Georgia State University. I nominated her for this award based on her exemplary performance as a first-year graduate student.

Georgia State University undergraduate student Ashley Myers was awarded the 2009 Bailey M. Wade Memorial Scholarship, an award given to support graduate students who demonstrate merit and career goals in keeping with those manifested in the life of Dr. Bailey M. Wade during his life and tenure with the Department of Psychology at Georgia State University. I nominated her for this award based on her outstanding contributions in my research lab and her work on the planning team of GSU’s 2007 Psychology Undergraduate Research Conference.

Mississippi State University undergraduate student Kathryn Jaspers was the 2003 first place winner in the undergraduate experimental division of the Mississippi State University Annual Psychology Research Forum for her poster “Who Is Remembered? Effects of Status, Ethnicity, and Attitudes on Memory for Men and Women.” I served as faculty sponsor of the poster.

Mississippi State University graduate students Kevin Harris and Brian Peace were awarded first place in the masters level division of the 2002 Mississippi State University Annual Psychology Research Forum for their poster “Promoting Patient Understanding: Approaches for Increasing Adherence.” I served as co-faculty sponsor of the poster, along with Gary Bradshaw.

Bard College undergraduate students Hilary Takiff and Diana Sanchez were awarded second place at the 1999 Hudson Valley Undergraduate Psychology Research Conference. Students from a number of area colleges participate in this annual conference. Their research was developed in conjunction with my Research Methods course, and I served as sponsor for the poster.

Bard College undergraduate students Mariya Cherkasova, Nicole Cook, and Thomas Kiernan were awarded third place at the 1998 Hudson Valley Undergraduate Psychology Research Conference, in which students from a number of area colleges participated. Their research was developed in conjunction with my Research Methods course, and I served as sponsor for the poster.

PROFESSIONAL SERVICE

University Service

Member (faculty representative), Martin Luther King Jr. Torch of Peace Awards Selection Committee, sponsored by the Office of Student Life and Leadership: Intercultural Relations, Georgia State University, 2004–2005

Member, Higher Education Opportunities Program Committee, Bard College, 1998–2000

Departmental Service

Program Representative (Cognitive Sciences), Psychology Department Executive Committee, Georgia State University, 2009 – 2010

Director, Psychology Honors Program, Georgia State University, 2005 – 2008 Coordinator, Psychology Undergraduate Awards, Georgia State University, 2005 – 2008 Coordinator, Hard Data Café (Social/Cognitive Colloquium Series), Georgia State University, 2004 – 2007 Course Coordinator, Social Psychology, Georgia State University, 2006 – present

Member, Psychology Undergraduate Program Committee, Georgia State University, 2005 – 2008 Member, Psychology Department Diversity Committee, Georgia State University, 2004 –
2007 Planning Committee Member, Spring 2006 Psychology Undergraduate Research Conference (PURC), Georgia State University, 2005 – 2006 Judge, Spring 2008 Georgia State University Undergraduate Research Conference Judge, Spring 2007 Psychology Undergraduate Research Conference, Georgia State University Judge, Spring 2005 Psychology Undergraduate Research Conference, Georgia State University Member, Cognitive Sciences Search Committee, Georgia State University, 2009 – 2010 Member, Psychology Lecturer Search Committee, Georgia State University, 2007 – 2008 Member, Clinical Search Committee, Georgia State University, 2006 – 2007 Member, Psychology Lecturer Search Committee, Georgia State University, 2004 – 2005 Member, Social/Cognitive Search Committee, Georgia State University, 2003 – 2004 Director, Psychology Colloquium Series, Mississippi State University, 2002 – 2003 Chairperson, Departmental Human Subjects Committee, University of Memphis, 1996 – 1997

Program Affiliations
Affiliate of Partnership for Urban Health Research, Georgia State University, 2008 to present Affiliate of Women’s Studies program, Georgia State University, 2005 to present Member of Women’s Studies program, Mississippi State University, 2001 – 2003 Member of Gender Studies and Multiethnic Studies programs, Bard College, 1997 – 2000

Diversity Projects
Co-coordinator of the Jane Elliott Blue Eyes/Brown Eyes diversity project at Bard College, in cooperation with the Bard College Department of Multicultural Affairs, 1998 – 2000. The diversity training exercise was conducted and filmed at Bard for a documentary on February 26 and March 25, 2000.

Presentations at Affiliated Universities
Presentation on the scholarship of teaching and learning for the Center for Teaching and Learning’s Critical Thinking Through Writing Program Ambassadors, Georgia State University, February 2010.
Presented seminar, titled “Interactive Effects of Professors’ Gender, Age, and Teaching Style on Their Perceived Status and Accessibility,” at the 2009 Georgia State University Sociology Department Retreat, August 2009
Presented a colloquium titled “Affective, Cognitive, and Physiological Components of Bias Reduction,” in collaboration with Lisa Elliott and Ioana Latu, for the Hard Data Café Colloquium series, Georgia State University, October 2007.
Presented keynote address titled “Introduction to Intergroup Relations Research” at the Georgia State University Psi Chi induction ceremony, November 2003.
Presented research at the Fall 2003 Georgia State University Practicum Fair, October 2003.
Presented a colloquium titled “Who is Remembered? Status and Attitude Effects on Memory for Men and Women” for the Women’s Studies colloquium series, Mississippi State University, April 2003.
Facilitator of student-faculty discussion of cross-cultural perspectives on feminism sponsored by the Black Students Organization and Women's Alliance, Bard College, April 2000.
Coordinator and instructor for the seminar “Fighting Prejudice and Discrimination: Strategic
Suggestions from Social Psychology,” in collaboration with the Office of Multicultural Affairs, Bard College, April 1999. Seminar participants were members of the local community and Bard students.

Co-facilitator of student-faculty discussion of research on gender and sexuality at a joint meeting of the student BIGALA group and the Bard College Gender Studies program, Bard College, April 1998.

Guest speaker on gender research in psychology at a meeting of the Gender Studies program, Bard College, November 1997.

Co-instructor for the seminar “Enduring Topics in Social Psychology,” Bard College, November 1997. Seminar participants were students and members of the community.

Panel member for the symposium “Preparing for, Applying to, and Surviving in Graduate School” at the regional Undergraduate Consortium in Experimental Psychology held at The University of Memphis, October 1995.


*Professional Service Within the Community*

Board member for the Poughkeepsie Institute, a non-profit organization dedicated to research in the public interest, 1997 – 2000. Faculty members and students of diverse social science backgrounds from five area colleges collaborate with civic leaders and representatives from the Poughkeepsie mayor's office to explore social issues of local significance. Research projects have included "Ethnic Relations in Poughkeepsie" and "Homelessness in the Hudson Valley." Collaboration with Red Hook Central Schools, 1997 – 2000. Collaboration included guest lectures to high school psychology classes, involving high school students in psychology research, and working with students in the “bridge” program, a program aimed at introducing high school students to college environments and encouraging these students to attend college. Volunteer for Girls, Inc. (formerly Girls Club) of Memphis, 1996 – 97. Services included gathering historical documents and photos for an article on the history of the organization, co-authored with F. B. Burnett, which appeared in *Fifty Faces: Pioneers, Mentors, and Role Models* (1996), a journal sold as a fund-raiser for Girls, Inc.

*RECENT MEDIA COVERAGE OF RESEARCH*

My research on the interactive effects of White privilege awareness and efficacy beliefs on antidiscrimination action was featured in an article and video that appeared on the homepage of the Association for Psychological Science in November and December 2010. The article and/or video have also been integrated into numerous scientific and political blogs (e.g., Racism Review; e!Science) and organizational websites (e.g., video appeared on homepage of Boston YWCA). Stanford University’s *Stanford Innovation Review* will highlight this research in their Spring 2011 issue. The article and video remain accessible on the Association for Psychological Science website:

http://www.psychologicalscience.org/index.php/news/releases/motivation-to-end-racism- relies-
My research on the Situational Attribution Training bias reduction technique was featured in the research digest of the University of California-Berkeley’s “Greater Good” positive psychology website in 2010:
http://greatergood.berkeley.edu/article/research_digest/does_school_attendance_matter/

My research on diversity training effectiveness was presented on the United Kingdom’s Channel 4 television special How Racist Are You? (Krishnan Guru-Murthy, presenter), which aired originally in October 2009. This research was also discussed in an article about the special that can be downloaded from the television station’s website:
http://www.channel4.com/programmes/the-event-how-racist-are-you/articles/the-event-how-racist-are-you

I was interviewed by Munira Mirza, BBC4, concerning my intergroup relations research. Interview excerpts appeared in multiple segments of the BBC4 documentary mini-series “The Business of Race” (Jolyon Jenkins, Producer, London, UK), which aired originally in 2006. This research was also cited in an article about the special that can be downloaded from the BBC News website: http://news.bbc.co.uk/2/hi/uk_news/magazine/4521244.stm

CONSULTATION
Consultant for Chris Wetzel, PhD, 2007. Provided information concerning current research in intergroup relations, particularly research on collective White guilt, for use in the development of his “White Privilege Awareness” board game.

PROFESSIONAL MEMBERSHIPS
American Psychological Association: Division 2: Society for the Teaching of Psychology
Association for Psychological Science Midwestern Psychological Association

Social Psychologists Around Atlanta (Organization co-founded with Leah Zinner, PhD)

THESES


Southeastern Psychological Association

Kathryn McClymond
Associate Professor and Chair Department of Religious Studies
Education
PhD., Religious Studies, University of California, Santa Barbara
MA, Religious Studies, University of California, Santa Barbara
BA. cum laude, History and Literature, Harvard University

Publications
“You Are Where You Eat: Food, Utopia, and Hindus in America” in Eating in Eden, Martha Finch and Etta Madden, eds. (Lincoln, Nebraska: University of Nebraska Press, 2006), 89-106.
“Marketing Gender Awareness in the Classroom,” Epochē: Journal for the Study of Religions, volume 21, number 1 (Fall 1998), 13-18.

Under Contract
Ritual Gone Wrong: What We Learn from Ritual Disruption (under contract with Oxford University Press).

Reference Entries


Reviews


Conference Presentations
“Of Fists and Feathers: Ritual Error in the Modern Olympic Games,” Keynote Address, Play, Culture and Religion conference, University of Lausanne, Lausanne, Switzerland, June 3-6, 2010.
“Execution Gone Wrong: Saddam Hussein”s Death as Sacrificial Ritual.” Sacrifice Between Life and Death Symposium, Weingarten, Germany, September 2008.

“Microcosm and Macrocosm in Pancaratra Tantrism.” Association for Asian Studies, Western California, Claremont, October 1994.

Invited Lectures
“Ritual Gone Wrong: What We Learn from Mistakes in Ritual,” Emory University, Religious Studies Department, April 2006.

“Overview of Judaism,” Middle East Center, Georgia State University, Title VI Workshop, July 13, 2004

Special Colloquium on the work of McKim Marriott, Department of Religious Studies, University of California, Santa Barbara, May 24, 2000.

Fellowships, Grants, and Awards
Beyond Sacred Violence: A Comparative Study of Sacrifice awarded the 2009 Georgia Author of the Year Award (Nonfiction Essay).
Writing Across the Curriculum Grant, “Modern Judaism”, Georgia State University, Summer
2006; deferred to Summer 2007.  
Jewish Studies Program, Course Development Grant, “Judaism in the South,” Georgia State University, spring 2006 (deferred).  
Included in AcademicKeys *Who’s Who in Humanities Higher Education* (WWHHE), Summer 2005.  
2006 Outstanding Teaching Award, College of Arts and Sciences, Georgia State University.  
Pluralism Project Affiliate Grant, January 2002-present. Distinguished Honors Professor Award, Georgia State University, spring 2002.  
Research Initiation Grant, Georgia State University, summer 2000.  
Virginia Castagnola-Hunter Award for service to the University, Religious Studies Department, University of California, Santa Barbara, October 1997.  
Harvey Fellowship ($36,000), 1993-1996.  
Service Georgia State University Service Chair, Department of Religious Studies, Georgia State University, August 2008-present.  
Search Committee member, Dean, College of Arts and Sciences, November 2010-present.  
Search Committee member, Director, Center for Teaching and Learning, November 2010-present.  
Senate representative, Department of Religious Studies, Georgia State University, August 1, 2008-present.  
Committee Chair, Department Self-study, Department of Religious Studies, Spring 2008-Spring 2009.  
Executive committee member, Jewish Studies Program, Georgia State University, September 2002-present.  
Affiliate faculty, Women’s Studies Institute, Georgia State University, Fall 1999-present.  
Affiliate faculty, Middle East Institute, Georgia State University, Fall 1999-present; Executive Committee member, Fall 2007-present (Senate representative, Fall 2007-Fall 2008)  
Religious Studies Graduate Director, Department of Religious Studies, Georgia State University, Spring 2005-Fall 2008.  
Religious Studies Undergraduate Director, Department of Philosophy, Georgia State University, September 2001-Spring 2005.  
Committee chair, search committee for open tenure-track hire in Religious Studies, Department of Religious Studies, Georgia State University, Fall 2007-Spring 2008.  
Committee member, search committee for tenure-track hire in Islam, Department of Religious Studies, Georgia State University, Fall 2007-Spring 2008.  
Committee member, search committee for lecturer in Hebrew, Middle East Institute, Georgia State University, Spring 2008.  
Committee member, search committee for two junior hires, Women’s Studies Institute, Georgia State University, November 2004—Spring 2006.
Committee member, search committee for Suttles Chair, Program in Religious Studies, Department of Philosophy, Georgia State University, September 2003—Spring 2005.
Committee member, curriculum committee, Department of Philosophy, Georgia State University, September 2001—Spring 2005.
Executive committee member, Department of Philosophy, Georgia State University, September 2003-May 2004; September 2000-May 2001.
Committee member, search committee for position in Islamic studies, Program in Religious Studies, Department of Philosophy, Georgia State University, September 2000.
Committee member, search committee for position in African-American studies, Women’s Studies Institute, Georgia State University, December 1999-spring 2000.
Other University Service
Committee member, search committee for position of Chancellor, University of California, Merced, January-June 1999.
Chair, committee to review the selection process for the Student Regent, University of California, January-June 1999.
Regent, University of California Board of Regents, July 1, 1997-June 30, 1998; Regent Emeritus, June 1998-present.
Professional Service
Steering Committee Member, Comparative Study of Religion Section, American Academy of Religion, November 2008-present.
External reviewer, University of Missouri Review Board, “The Riddle of the Two Vasubandhus” research grant application, November 2003.
Section chair, Religion and Literature section, Western Conference for the Study of Religion,

Professional Association Memberships
Alpha Lambda Chapter, Phi Beta Delta Honor Society for International Scholars American Academy of Religion Association for Jewish Studies Bhandarkar Oriental Research Institute North American Association for Sanskrit-Hebrew Studies

Joyce Elaine King, Ph.D.
3208 Grant Way
East Point, GA 30344

drjoyceking@yahoo.com / 404.668.8755 (cell)

EDUCATION

Ph.D., Social Foundations of Education, Stanford University, 1974
B.A., Sociology (with Honors), Stanford University, 1969
Certificate, Harvard Graduate School Institute for Educational Management, 2002

FELLOWSHIP AWARDS

National Institutes of Mental Health, Post-Doctoral Fellowship, Department of Sociology (Concentration: Theory & Methodology), Stanford University, 1976-1977

Other Academic Honors

Distinguished Fellowship Award for Research and Leadership in Critical Studies University of Auckland (July, 2008)
Visiting Research Fellow, Southern Education Foundation, 2003 (January-June)
Bush-Hewlett Foundation Fellow, Harvard University, IEM Program (2002)
Visiting Scholar, Agnes Scott College (2003, Spring)
Distinguished Visiting Scholar, Texas Women’s College, 2000 (February)

TEACHING & ACADEMIC ADMINISTRATION

2004 – Benjamin E. Mays Endowed Chair of Urban Teaching, Learning and Leadership, Georgia State University and Professor, Department of Educational Policy Studies (Tenured). Courses: Social Foundations of Education; Sociology of the Inner City Child; Doctoral Research Supervision/Advising: Doctoral/Masters Theses. (8/04 – present).

2001 –2002 **Provost/Chief Academic Officer, Spelman College** (9/01-12/02).  
*Responsible* for all academic affairs of the College, related budgets, faculty hiring, development, tenure & promotion, oversight of faculty research, grant development, strategic planning, and Board of Trustees Liaison—Education Policy Committee. **Direct Reports:** Academic Dean, Associate Provosts (Liberal Arts & Education/Sciences & Mathematics), Dean of Continuing Education, Directors of Admissions, Recruitment, Institutional Research, Assessment & Planning, Museum of Fine Art, Women’s Research and Resource Center, College Archivist, Comprehensive Writing Program & WebCT (Title III), Cosby Endowed Chair program, Director of Athletics (NCAA Div. II to Div. III), Atlanta University Center Library Liaison, International Study Abroad programs, Department chairs (20) and 15 academic programs. **Accomplishments:** External Departmental reviews; new course development, major grant renewals.

1998 - 2001 **Associate Provost, Medgar Evers College of The City University of New York.** Reported to Provost/Senior Vice-President for Academic Affairs. **Primary responsibilities:** Presidential Cabinet Officer, faculty development & awards, tenure & promotion, adjunct faculty hiring, curriculum oversight and system academic reports, community outreach and related budget oversight. **Direct reports:** Chief Librarian, Assistant to the Provost. **Committees:** Provost’s Council, Core Curriculum, Enrollment Management Task Force, CUNY-wide Affirmative Action Committee. **Accomplishments:** 4 new BA/BS degree programs (Math, English, Business, Human Services) and Center for Black Literature approved; tenure/promotion criteria updated/approved. **Faculty appointment,** CUNY Doctoral program in Urban Education. **Tenured, Professor of Education.**

1994 - 1998 **Associate Vice-Chancellor for Academic Affairs & Diversity Programs, University of New Orleans.** Reported to Provost/Executive Vice-Chancellor/Academic Affairs. **Responsibilities:** Strategic planning/budget coordination, promotion & tenure committee, Chairs/Deans professional development, international faculty hiring & labor certification, & exchange agreements, Southern Univ./LSU desegregation consent decree programs (joint/ hiring, minority faculty mentoring, community outreach (e.g., course & program development and arts-based programs). **Direct reports:** Campus Diversity Advisory Committee, Women’s Center, and Asian & Pacific Rim Center. **Accomplishments:** Minor in African American Studies, approved and instructional
technology faculty development program and Minority Graduate Fellowship Program established. *Graduate Courses*: Foundations of Culture-centered Knowledge & Research; Mapping University Assets for Public Scholarship and Community Outreach. Doctoral Thesis committees. *Tenured, Professor of Education*.

1982-1994  **DIRECTOR OF TEACHER EDUCATION & Director, Interdisciplinary Master’s Degree Program in Education, Santa Clara University.** Primary responsibilities: Administration of elementary/secondary teacher education programs in the Graduate Division of Counseling Psychology and Education, the M.A. program in Interdisciplinary Education, and undergraduate College of Arts & Sciences education courses. *Committees*: President’s (Strategic) Planning and Action Team (campus-wide budget planning), Human Subjects, Vice President’s Search Committee. Promoted from Assistant to Associate Professor with tenure. *Graduate Courses*: Directed Teaching I, II & III (Elem/Secondary Methods), Interpersonal/ Cross-cultural Communication, Social Foundations of Education.


**Other Research & Teaching Experience:**


**DIVERSITY & LEADERSHIP TRAINING, FACULTY DEVELOPMENT & PROGRAM EVALUATION/ORGANIZATIONAL CONSULTATIONS**
1987- **Education Organizations/Professional Associations: University Community**

Academy Charter School (Atlanta); University of South Carolina; University of North Carolina, Charlotte; EXCEL High School (Oakland, CA); University of Maryland, College Park; Berry College (Rome, GA); Rochester (NY) Teacher Center; OISE, Department of Sociology and Equity Studies in Education, University of Toronto (External Evaluator, 2004); Fort Valley State University; American Council on Education (ACE) Senior Management Seminar; ACE Dean’s & Department Chairs Workshop; Brooklyn College, School of Education, CUNY (External Evaluator); Principals’ Association of New Orleans Public Schools, Inc. (PANOPSI); Louisiana State University, College of Education; Central Michigan Univ. & Univ. of Arkansas, Pine Bluff /W.K. Kellogg Foundation Partner-ship: “Building Community with Technology Project”; California State Univ., Hayward; Santa Clara Univ. President’s Cabinet; Western Association of College & University Business Officers (WACUBO);

Santa Clara Univ./Ravenswood School District Teacher Corps.

**Non-Profit/Civic Organizations:** A New Way Forward, National Mentoring Program (New York/Atlanta); Greater Pittsburgh YWCA (Diversity Workshop); Junebug Theatre-Color Lines Project (New Orleans); National Center for Urban Partnerships (Ford Foundation); International House of Blues Foundation (New Orleans); Young Leadership Council (New Orleans); National Mentoring Center (Oakland, CA); National Funding Collaborative for Violence Prevention (Ford Foundation); AmeriCorps (New Orleans) Council for a Better Louisiana; Greater New Orleans Foundation; Leadership Palo Alto (CA).

1988- **Program Development, Evaluation & Research:** National Black Curriculum Project, National Urban League; Amistad Commission, State of Illinois; American Institutes for Research/Urban League: Peninsula Academies; Sequoia Union High School District; Stanford University: Department of Psychology (“Learned Helplessness” classroom study, Research Associate), Urban/Rural School Development Program (Research Associate/Mid-western Region Parent-Teacher Training), Afro-American Studies
Program/Community Development Workshop (Developed interdisciplinary community-based internships/credit courses).

RESEARCH GRANTS (Selected)


*Open Society Institute, Soros Foundation.* Commission on Research in Black Education (1999-2001), Interactive CD archival project.


*Irvine Foundation.* Reconceptualizing Multiculturalism from Teacher and Parent Perspectives (Santa Clara University Faculty Research Grant, 1990-1991).

PUBLICATIONS (Selected)

**BOOKS**


*Preparing Teachers for Cultural Diversity,* J. E. King (Senior Editor) and E. R. Hollins & W. C. Hayman (Eds.). New York: Teachers College Press, 1997.


**Book Chapters**


“Preface”; Chapter 1, “A transformative vision of Black Education for human freedom” (pp. 3-17); Chapter 2, “A Declaration of Intellectual Independence for Human Freedom” (pp. 19-42); Afterword (pp. 347-350); (With S. Parker, Eds.) Chapter 11, “A Detroit conversation” (pp. 243-260); (With D. Hill), Appendix C “Glossary of Terms” (pp. 367-369). In J. King (Ed.) *Black Education: A Transformative Research and Action Agenda for the New Century*. Mahwah, NJ: Lawrence Erlbaum, 2005.


The Middle Passage revisited: Education for human freedom and the Black Studies epistemological critique. In L. H. Da Silva et al. (Eds.), Novos Mapas Culturais: Novas Perspectivas Educacionais (pp. 75-101). Porto Alegre, Brazil: Editor Sulina, 1996.


**Refereed Articles**


Dysconscious racism: Ideology, identity, and the mis-education of teachers. *Journal of Negro Education*, 60(2), 1990: 133-146. (To date reprinted 5 times as follows)


**RESEARCH REPORTS & TECHNICAL PUBLICATIONS (SELECTED)**


Publications with Doctoral Students


Other Publications Forthcoming


PUBLIC, UNIVERSITY, PROFESSIONAL & COMMUNITY SERVICE


Tenure & Promotion Reviewer: Teachers’ College, Columbia University; Stanford University; University of Indiana, Queens College, CUNY, University of N. Carolina, Chapel Hill, OISE-Univ. of Toronto, University of Washington, University of Wisconsin, Wayne State University, Univ. of Southern California; Univ. of Texas, Austin, The Ohio State University.

Membership/Committees: American Educational Research Association (AERA): Chair, Commission on Research in Black Education; Chair, International Relations Committee
Member, Presidential Task Force on International Research Exploration (2006-2008); Division G Nominating Committee, Affirmative Action Officer, Professional Training & Development Committee; American Sociological Association; Sociology of Education Assoc.; American Assoc. of University Women (AAUW); GA Chapter, National Association of Multicultural Educators (NAME); American Assoc. of Higher Education (AAHE).

Professional/University Service:

Georgia State University Institutional Review Board (IRB, 2008-present); Convener, Dean’s Africa Initiative, Guest Lecture, Dr. Carlos Moore (2008); Organizer/Convener, Georgia State University Faculty Brown Bag Conversations: “Teaching and Learning About Racial/Social Justice” (2007-2008); Heinz Foundation Program Review; GSU Department of Education Policy Studies Promotion & Tenure Committee/Academic Scholarship & Policy Committee; Urban Graduate Research Fellows, Selection Committee; Dean of Education Search Committee, GA State University; Education Policy Studies faculty search committees (2005-present); National External Advisory Board, School of Education, Clark Atlanta University (2003-present); American Council on Education Department Chairs; Website Development Committee (2000-2003), Georgia Humanities Council (State-wide Colloquium Planning Committee/Facilitator: The Humanities in Georgia, 2002); Jegna Collective Urban Teacher Education Institute, National Education Advisory Council, Clark Atlanta University (2002-present); Spelman College United Way Campaign, Unit leader (2001); University of New Orleans, Capital Campaign Committee, No Aids-Walk Committee.

Public/Community Service:


Editorial Advisor/Reviewer/Co-Editor:

**OTHER HONORS & AWARDS** (Selected)

2005 ET³ Tec Champion Award/Congressman Major Owens, Chair Congressional Black Caucus Education Braintrust

2003 Consortium of Doctors LTD, *Special Congressional Recognition Award*, 16th California State Assembly District, Congresswoman Barbara Lee & California Assembly Majority Leader Wilma Chan, *Certificate of Recognition*

2002 National Coalition of 100 Black Women of Atlanta, *Appreciation Award*, The Heritage Academy/Teen Mentoring Program, Spelman College; *Multicultural Educator of the Year Award*, National Assoc. of Multicultural Education (NAME), Georgia Chapter

2000 American Educational Research Association (AERA) *Distinguished Career Award*

1998 AERA, Research Focus on Black Education (SIG) *Outstanding Researcher Award*

1995 *Certificate*, Outstanding Community Service, Mayor Marc Morial, New Orleans

1995 *“Trailblazer Award,”* National Council of Negro Women's Business & Professional Women's Clubs, Inc., New Orleans

1992 *“Anti-Racist Education Award,”* National Association of Black Reading and Language Educators

1984 *Fellowship*, Bay Area Global Education Project. Institute on the Global Economy, Stanford Program in Intercultural Education (SPICE)/World Affairs Council

1983 *“Outstanding Black Women Award,”* Mid-Peninsula YWCA, Palo Alto, CA

1969 *Dinkelspiel (Presidential) Award for Service to Undergraduate Education*, Stanford University

**INVITED ADDRESSES, PAPERS, LECTURES & PRESENTATIONS** (Selected)


Keynote Lecture, “School-community engagement and Heritage Knowledge for academic and cultural excellence/cultural citizenship.” York Centre for Education & Community/School--Community Engaged Education Summer Institute, York University, Toronto, August, 2009.

Presentations, Alonzo A. Crim Center Sources of Urban Educational Excellence Annual Conference, “Has a Katrina Moment Arrived in Urban Education? –A Teach-In on Race, Research & Resistance” GA State University, April, 2009.

- Keynote: “Look for Me in the Whirlwind: Is This a Renaissance Moment for Radical Black Pedagogy?”
- Film Showing/Moderator: “Trouble the Water”—Racial “Cleansing” of Schools and Cities: We Shall Not Be (Re)Moved


**Keynote Presentation.** “From Multicultural Perspectives to Cultural Well Being.” Georgia Chapter, National Assoc. for Multicultural Education (NAME), Georgia State University, March 8, 2007.


Plenary Address. “If You Don’t Go, Don’t Hinder Me: Developing Cultural Knowledge/Understanding Cultural Phenomena/Recovering from Cultural Alienation.” Rochester Teacher


Lecture(s). “Ain’t You Got a Right to the Tree of Life?” Colgate University (New York) and Millersville University (Pennsylvania), 1996.


Organizer & Workshop Presentation with Dr. Paulo Freire, “Educating Minority Youth,” Santa Clara University, 1983.


MULTI-MEDIA PORTFOLIO


**ELIZABETH L. BECK**
Associate Professor  
Director of the Center for Collaborative Social Work  
School of Social Work  
Andrew Young School of Policy Studies

**EDUCATION AND PROFESSIONAL CREDENTIALS**

**Education**

Ph.D., University of Pittsburgh, 1997.  
B.S., Secondary Education, Ohio University, 1983.

**Awards**

Fulbright Scholar, United States Department of State, Education and Cultural Affairs, 2011.  
CHOICE Award for Outstanding Academic Title 2007, American Library Association.  

**Academic Positions**

Associate Professor, School of Social Work, Andrew Young School of Policy Studies, Georgia State University, 2011.  
Associate Professor, School of Social Work, College of Health and Human Sciences, Georgia State University, 2003–2011.  
Affiliate/Joint Appointment, Women’s Studies Institute, Georgia State University, 1998–present.  
Assistant Professor, School of Social Work, College of Health and Human Sciences, Georgia

Adjunct Faculty, School of Social Work, University of Pittsburgh, 1994–1997.

**Academic Administrative Experience**


**Other Professional Experience**

Visiting Fellow, Institute of Politics, University of Pittsburgh, 1997.


**SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

**Publications: Refereed Scholarly**


**Publications: Law Review**

**Publications: Books and Monographs**


**Publications: Book Chapters/ Foreword**


**Publications: Book Review**

Forthcoming Publications: Book Chapter


Research Under Revise and Resubmit: Refereed Scholarly


Research Under Review and in Process: Refereed Scholarly


Freedman, D., & Beck, E. Neighborhood effects and capital mitigation.


Funded Research: External

Georgia Department of Human Services, Evaluation of fatherhood programs, Investigator (PI: Ivery; Co-PI: Brooks), $42,000, 2011.


**Funded Research: Internal**

Georgia State University Office of Sponsored Programs, *Developing a training program to facilitate collective efficacy team grant*, Co-Principal Investigator (PI: Warner, Co-PI: Ohmer), $15,000, 2009.

Georgia State University Women’s Studies Institute, *An examination of women leaders in southern unionizing efforts*, Principal Investigator, $1,000, 2008.


**External Research: To be Re-submitted in 2012**


**Presented Papers: Refereed**


Research Annual Conference, New Orleans, LA.


Supervision of Doctoral Dissertations.


**Invited Presentations: Symposium, Named Lecture, Papers, Training Sessions, Workshops (selected).**


Beck, E. (2002). Community building without community participation is not building community. *Neighborhood Development Internship Program and the United Way of Metropolitan Atlanta*, Atlanta, GA.


Beck, E. (1999). Whole school change is not whole school change without participation of the community. *Atlanta Urban Compact Coalition*, Atlanta, GA.

**Professional Service**

**Symposium Co-Chair**

**Board member Secretary**
Association for Community Organizing and Social Administration (2008–2010).

**Editorial Board**
*Journal of Community Practice*

**Refereed Journal Review**
*Journal of Forensic Social Work*
*Journal of Policy Studies: Symposium on Homelessness*
*Journal of Women and Health*
*Criminal Justice Review*
*Journal of Emotional Abuse*
*Asian Journal of Criminology*

**Refereed Book Review**
Cambridge University Press
Oxford University Press
New York University Press
Sage Press
Routledge Press

**Invited**
Office of Justice Programs Peer Reviewer Database
**Selected Community Service**

PI, Let Every Voice Be Heard, Status of women and girls in the Metropolitan Atlanta Area, Atlanta Women’s Foundation.

**Expert Witness**

State of Missouri v. Marcells Williams
Toforest Johnson v. State of Alabama
State of Texas v. Manuel Ruiz
State of Georgia v. Juvenile

In addition, I have provided consultation in at least 15 cases at the Federal and State levels for both trial level and post-conviction.

I have served on several boards at the local and national level

The GA Law Center for the Homeless
The National Center for Human Rights Education

**PHILLIP W. DAVIS**
Department of Sociology
38 Peachtree Center Avenue
Georgia State University
Atlanta, Georgia 30302
January 2011

**Education:**
B.A. Sociology 1968 University of California, Berkeley
M.A. Sociology 1973 University of California, Los Angeles
Ph.D. Sociology 1979 University of California, Los Angeles

**Positions Held:**
Graduate Teaching Assistant, Department of Sociology University of California, Los Angeles
Part-time Instructor, Department of Sociology California State University, Long Beach
Lecturer, Department of Sociology University of California, Riverside
Assistant Professor, Department of Sociology Georgia State University
Associate Professor, Department of Sociology Georgia State University

**COURSES TAUGHT**
Introduction to Sociology (undergraduate) Crime and Delinquency (undergraduate) Deviance and Social Control (undergraduate) Social Problems (undergraduate)
Sociology of Family (undergraduate) Family Violence (undergraduate) Sexual and Intimate Violence (undergraduate and graduate) Law and Society (undergraduate) Seminar in Delinquency (graduate) Seminar in Deviance and Social Control (graduate) Children and Childhood (undergraduate and graduate)

PUBLICATIONS: ARTICLES, CHAPTERS, AND ESSAYS

PUBLICATIONS: BOOK REVIEWS

HONORS, FELLOWSHIPS, AND GRANTS

JOURNAL REFEREE

PROFESSIONAL CONFERENCE ACTIVITIES: PAPERS PRESENTED


435

35. “I’ve Tried the Switch but He Laughs Through the Tears.” Annual Meetings of the Southern Sociological Society, Baltimore, Maryland, April 2002.

Alpha Kappa Delta Honorary Society Advisor 1979-81 Undergraduate Committee 1981-84, 1988, 1990, 1998-2009 Program Committee 1996 Director of Undergraduate Studies 1981-84 Chair, Department of Sociology Graduate Committee 1994-96 Director of Graduate Studies, Department of Sociology 1994-96 Triennial Chair’s Evaluation Committee, Chair 2002 Community Outreach Committee 2001-2002
Teaching Committee 2003-20010
College and University Service:
Anthropology Student Outcomes Assessment Committee 1992 College of Arts and Sciences Graduate Council 1994-96 College of Arts and Sciences Graduate Petitions Committee 1994-96 College of Arts and Sciences Executive Committee, 2000-2002 College of Arts and Science Curriculum Committee, 2006-present. Faculty Advisory Committee, Center for Urban Policy Research 1994 University Senate Bylaws Committee 1994-95
University Research Initiation Grant Review Committee 1995, 1998 College of Arts and Sciences Graduate Faculty 1979 - present University Senate 1983-85, 1994-95 University Senate Committee on Academic Affairs 1983-85 University Senate Academic Affairs Subcommittee on Accreditation 1983-85 University Senate Committee on Athletics 1985-86

MANUSCRIPT REVIEWER
Wadsworth McGraw Hill

Random House Wiley and Sons D. Van Nostrand Canfield Press Little Brown Sage

PROFESSIONAL CONFERENCE ACTIVITIES: OTHER ASSIGNMENTS
Session Chair, The Sociology of Police and Law Enforcement, Annual Meeting of the Pacific
Session Discussant, Trends in the Study of Juvenile Delinquency. Annual Meeting of the Pacific
Roundtable Chair, Trends in Witness Attrition in the Criminal Justice System, Annual Meeting
Reactor, Roundtable on Social Psychological Research on Courts, Annual Meeting of the
Participant, Georgia Teaching FOCUS Workshop, "Communicating the Excitement of
Teaching," Atlanta, Georgia. February 1981.
Session Chair, "Popular Music," Annual Meeting of the Popular Culture Association in the
South, and the American Culture Association of the South, Atlanta, Georgia. October 1982.
Member, Local Arrangements Committee, Annual Meeting of the Southern Sociological Society,
Atlanta, Georgia. April 1983.
Discussant, Workshop on Dispute Resolution, Annual Meeting of the Southern Sociological
Society, Atlanta, Georgia. April 1983.
Invited Member, George Herbert Mead Award Committee, Society for the Study of Symbolic
Research Roundtable, "Managing Agency Rejection: A Wonder-Drug and FDA Counter-
Invited Roundtable, "Police Response to Domestic Violence" American Sociological
Workshop Presentation: "Large Screen Computer Projections in the Classroom," Annual
Presentation, "The Second Chicago School of Collective Behavior," Symposium on the Second
Chicago School, Duluth, Georgia. March 1991.
Presentation, "Marianic Culture and Pilgrim Experiences," with J. Boles and R. Minor, Annual
Meetings of the American Culture Association in the South, Augusta, Georgia. October 1992.
Roundtable Presider and Presenter, "Staging and Symbolization: The Case of a Modern
Apparition of Mary," Section on Collective Behavior and Social Movements, Annual Meetings
Presider, Regular Session, "Adjustment Issues of Adolescents." Annual Meetings of the Southern
Sociological Society, Atlanta, Georgia. April 1995.
Alntimate Assault in Public: When Strangers Step In.@ Pacific Sociological Association Annual
"Constructions of children and Corporal Punishment in the Mainstream Childrearing Manuals of
the 1990s." Refereed Roundtable Presentation, Annual Meetings of the American Sociological

MASTER'S THESES AND MASTER’S RESEARCH PAPERS DIRECTED Sandra J. Sturkey,
1993


DISSERTATION COMMITTEE MEMBERSHIP
Janie Wolf-Smith, "The Institutionalization of Wife-Abuse," 1990
Kathleen Basille, "The Silent Abuse of Women: Martial Rape Attitudes and Experiences, 1998
Tanya Telfair-Sharpe, "Behind the Eight Ball: Sex for Crack Exchange: Poor Black Women and Reproduction." 2000
Hissan Katoula, “Changes n pre- and in-service science teachers’ views on Nature of Science.” College of Education. 2007.
Beth Cavalier, “Sexual identity, sexual prejudice, and negotiations of self for major and minor league sport employees.” 2009
Mikel Watters, “IPV in Lesbian Communities.” 2009

DISSERTATION DIRECTION

Ralph LaRossa
Professor Department of Sociology
Georgia State University
P.O. Box 5020
Atlanta, GA 30302-5020
(404) 413-6507 rlarossa@gsu.edu

University of New Hampshire Major: Sociology; Minor: Psychology
New School for Social Research Major: Sociology; Minor: Psychology
St. Peter's College Major: Sociology; Minor: Philosophy

ACADEMIC APPOINTMENTS
Professor, Department of Sociology Georgia State University
Associate Professor, Department of Sociology Georgia State University
Assistant Professor, Department of Sociology Georgia State University
Graduate Assistant, Department of Sociology University of New Hampshire

ADMINISTRATIVE APPOINTMENTS
Chair, Department of Sociology Georgia State University
RESEARCH INTERESTS
Family Gender Theory War
History of Fatherhood/Motherhood/Childhood Culture and Cognition Qualitative and Historical Methods Content Analysis

January 23, 2011

COURSES TAUGHT
Introduction to Sociology (undergrad) Social Problems (undergrad) Social Psychology (undergrad) Family Sociology (undergrad, grad) Family Violence (undergrad, grad, honors) Birth and Parenthood (undergrad, grad, honors)

PUBLICATIONS
Books, Monographs, and Edited Volumes
Ralph LaRossa, guest editor. Journal of Contemporary Ethnography, Volume 17, Number 3, October 1988. Special Issue devoted to "Qualitative Family Research."

Journal Articles, Book Chapters, and Encyclopedia Entries


English and Japanese. Translated by Toshi Kii.)


Selected Other Published Contributions
Catherine Chesla. "Early Beginnings of the Qualitative Family Research Network: Interview with Ralph LaRossa," Qualitative Family Research, 1996, vol. 10 (May), pp. 3-


Book Reviews

GRANTS AND CONTRACTS External
William J. Doherty (Principal Investigator), Martha Farrell Erickson (Co-Investigator), Ralph LaRossa (Co-Investigator), Thomson F. Davis (Co-Investigator), and William D. Allen
Internal

PUBLISHED DATA SETS
Ralph LaRossa. "Parenthood in Early Twentieth Century America Project (PETCAP), 1900-1944" [Data collected for National Science Foundation Grant SES-8812583]. Inter- university Consortium for Political and Social Research, a branch of the Institute for Social Research at the University of Michigan [ICPSR Study Number 6876], 1997.

PRESENTATIONS AT PROFESSIONAL MEETINGS
Ralph LaRossa. "The Modernization of Fatherhood: Theoretical and Methodological


Ralph LaRossa and Donald C. Reitzes. "The Impact of Early 20th Century Urbanization and the

Ralph LaRossa and Donald C. Reitzes. "Father Involvement in Middle Class Families Prior to and During the Great Depression," American Sociological Association, 1992.

SESSIONS ORGANIZED AT PROFESSIONAL MEETINGS
"Perspectives on Father Involvement" (Panel--Members of Vice-President Al Gore's Father to Father Board of Directors), National Council on Family Relations, 1997.
"Looking Back, Moving Forward: Attachment from One Generation to the Next" (Plenary Session, Martha Farrell Erickson, Plenary Speaker), National Council on Family Relations, 1997.
"Producing the Mothers of the Nation: Race, Class, and Contemporary U.S. Population Policy" (Plenary Session, Patricia Hill Collins, Plenary Speaker), National Council on Family Relations, 1997.
"Men in Families" (Focus Group Organizational Meeting), National Council on Family Relations, 1993. (Organized with William J. Doherty.)
"Publishing Qualitative Family Research" (Qualitative Family Research Network session), National Council on Family Relations, 1988. (Organized with Katherine R. Allen.)
"Qualitative Family Research" (Qualitative Family Research Network session), National Council on Family Relations, 1987.

"Gender Roles in Family Development" (Thematic Session organized at the invitation of the President of the American Sociological Association), American Sociological Association, 1983.

SESSIONS SERVED AS PRESIDER OR CHAIR AT PROFESSIONAL MEETINGS
SESSIONS SERVED AS DISCUSSANT AT PROFESSIONAL MEETINGS


OFFICES IN PROFESSIONAL ORGANIZATIONS
Member, Distinguished Award Committee, Children and Youth Section, American Sociological Association, 2003.
Member, Nominating Committee, Research and Theory Section, National Council on Family Relations, 2002-2003.
Member, Steering Committee, Sourcebook of Family Theories and Methods Revision Project, National Council on Family Relations, 2001-2002.
Member, Best Student Paper Committee, Culture Section, American Sociological Association, 2001.


Member, Royalties Committee, Research and Theory Section, National Council on Family Relations, 2000.

Member, Committee on Honors, Southern Sociological Society, 1999-2002 (Chair May 2000-April 2001).

Member, Distinguished Service to Families Award Committee, Family Section, American Sociological Association, 1998.


Member, William J. Goode Distinguished Book Award Committee, Family Section, American Sociological Association, 1992.


EDITORIAL POSITIONS

Deputy Editor, Journal of Marriage and Family, 2007-present


Editorial Board, Marriage and Family Review, 1999-present

Editorial Board, Journal of Men's Studies, 1992-present

Editorial Board, Fathering: A Journal of Theory, Research, and Practice about Men as Fathers, 2002-present


Editor, Qualitative Family Research Network Newsletter, 1985-1988

Special Issue Editor, Journal of Contemporary Ethnography, 1988 (vol. 17/3)

Review Editor, Symbolic Interaction, 1990-1992


GRANT AND MANUSCRIPT REVIEWS

Granting Agencies
National Science Foundation Economic and Social Research Council (United Kingdom)

Journals
American Journal of Sociology American Sociological Review American Studies Developmental Psychology Deviant Behavior

Family and Consumer Science Research Family Relations Fathering Human Organization
SERVICE TO THE COLLEGE OF ARTS AND SCIENCES AND TO THE UNIVERSITY

Major Ad Hoc Committees
Chair Evaluation Committee, 1984, 1988, 1991, 1994 (Chair), 2002 Chair Selection Committee, 1999 (Chair) Clinical Sociology Report Committee, 1983 (Chair) Curriculum Committee for the

Maura Ryan, PhD
January 2011
Department of Sociology
Georgia State University
Atlanta, GA 30302-5020
(404) 413-6508
mryan@gsu.edu

Employment
Lecturer Department of Sociology, Georgia State University August 2009 – Present
Visiting Instructor Department of Sociology and Anthropology, University of North Florida August 2008 – July 2009

Education
Ph.D. 2009  University of Florida Sociology
M.A. 2006   University of Florida Sociology
B.A. 2004    University of Florida Sociology

Areas of Specialization
Gender and Sexualities Social Movements Social Inequalities (Race, Class, Gender) Lesbian, Gay, Bisexual, Transgender (LGBT) identities, communities, and movements

Publications
Peer Reviewed Journal Articles


Minor Publications


(4) Ryan, Maura. 2005. “They Can’t Take This Away From Us” Clamor: The Revolution of Everyday Life, November/December, pgs.18-21

Manuscripts in Progress

Journal Manuscripts under Review

(1) Ryan, Maura. “The Gender of Pregnancy: Masculine Lesbians Talk about Reproduction” [Submitted to Sociological Inquiry after an R&R decision]

Journal Manuscripts in Preparation


Book Prospectus in Preparation

Femmes Fight Back: Protest, Burlesque, and the Cultural Politics of the Femme Movement

Professional Presentations

(1) 2010. “From Feminine to Femme: The Group Construction of a Queer Femme Identity,” Annual Meeting of the American Sociological Association (ASA), Regular Session, Atlanta, Georgia


456
(11) 2006. “When It Takes (More Than) Two to Tango: Lesbian and Gay Family Negotiations,” Annual Meeting of the American Sociological Association (ASA), Regular Session, Montreal, Canada. (presented with second author, Dana Berkowitz)
(14) 2005. “What Would Sarah Schulman Do?: What Lesbian Ethics Tells Us about the Same-Sex Marriage Debate,” Annual Meeting of the National Women’s Studies Association (NWSA), Orlando, Florida. *Individual Presenter of this talk and panel organizer for the session “Queer Values and Same-Sex Marriage”

University Activities
Courses Taught
Introduction to Sociology (and Freshman Learning Community Section) Introduction to Social Problems (and WAC section) Sex & Society Gender & Society Queer Identities Gender & Sexuality (CTW) Activism, Protest, and Revolution
Department Service
Member, Teaching Committee, Department of Sociology 2010 – Present
Faculty Advisor, Sociology Club, Department of Sociology Spring 2011

University Service
Faculty Co-Advisor, The Alliance for Sexual and Gender Diversity 2011 – Present
Affiliate Faculty Member, Women’s Studies Institute 2010 – Present
Committee Member, South Eastern Women’s Studies Association (SEWSA) Conference 2011, Hosted by Georgia State University Fall 2010 – Spring 2011
Awards and Recognitions
2008. College of Liberal Arts and Sciences Graduate Student Award for Excellence in Teaching,
2004 - 2006. Grinter Fellow, Alumni Graduate Fellowship, University of
Professional Memberships
American Sociological Association, Member since 2005 Society for the Study of Social
Problems, Member since 2006 Sociologists for Women in Society, Member since 2008

Elisabeth Sheff, Ph.D.
Georgia State University
Department of Sociology
P O Box 5020
Atlanta, GA 30302-5020
Office 404-413-6522
Fax 404-413-6505
esheff@gsu.edu http://www2.gsu.edu/~wwsoc/facultystaff.html

Current Position
Georgia State University Assistant Professor, 2004 – Present

Previous Position
University of Montana Visiting Professor, Spring 2004

Education
Ph.D., Sociology, 2005 University of Colorado, Boulder
BA, Cum Laude, 1994 California State University, Sonoma

Specialty Areas: Family, Sexuality, Gender, Deviance, Sociological Theory (emphasis in
Classical, Postmodern, Feminist, and Queer theories), Qualitative Methods, Bodies

Publications
Peer Reviewed Journals
2011 Sheff, Elisabeth. “Polyamorous Families, Same-sex Marriage, and the Slippery Slope”
Journal of Contemporary Ethnography forthcoming.
2011 Sheff, Elisabeth and Hammers, Corie. “The Privilege of Perversities: Race, Class, and
Education Among Polyamorists and Kinksters” Sexuality & Psychology forthcoming.
2005 Nielsen, Joyce; Robyn Marschke, Elisabeth Sheff, and Patricia Rankin. ”Vital Variables,
Feminist Consciousness, and Insider/Outsider Status in
Interaction Research: Confessions from a Feminist Empiricist Project” SIGNS: A Journal of
2005 Sheff, Elisabeth. “Polyamorous Women, Sexual Subjectivity, and Power” Journal of
Contemporary Ethnography, 34(3):251-283.
2006 Reprinted in White, Jacqueline. TAKING SIDES: Clashing Views in Gender, Third
York: Prentice Hall

Edited Volumes and Texts

Reviews

Articles Under Review
Hammers, Corie and Sheff, Elisabeth. “The Transparent White Subject and the Racial (Re)Production of Sexed Spaces” at the Journal of Sex Research
Works in Progress
Sheff, Elisabeth. “Polyaffectivity and the Expansion of Chosen Kinship in Polyamorous Families” for the Journal of Marriage and Family
Sheff, Elisabeth. “Strategies for Feminist Pedagogy: Employing Reflexivity to Teach Privilege” for Teaching Sociology
Hammers, Corie and Sheff, Elisabeth. “Ethnographic Research Membership Roles Among Stigmatized Populations” for the Journal of Contemporary Ethnography

Awards
2008 Writing Across the Curriculum Faculty Development Grant, $2,000 2006 Georgia State University Sociology Department Research Support Award,
2006-2007 Academic Year. $1,000 2005 Research Initiation Grant for “Overlapping Sexual Identities” project,
Georgia State University, $10,000 2004 Georgia State University Sociology Department Research Support Award,
2004-2005 Academic Year. $1,000 2004 First Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Family Division 2003 Betsy Moen “Walk the Talk” Award for Feminist Research, Activism, and Teaching, University of Colorado, Feminist Scholars in Sociology 2002 First Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Sexual Behavior, Politics, and Communities Division 1999 Beverly Sears Graduate Student Grant Award, University of Colorado, $630

Invited Presentations
2010 The Policy Implications of Polyaffectivity, National Council on Family Relations Annual Meeting, November, Minneapolis MN
2008 Polyamory and Public Health, Rollins School of Public Health Colloquium, Emory University, April, Atlanta, GA
2008 Serving Polyamorous and Kinky Clients, Woodruff School of Nursing Spring Symposium, Emory University, April, Atlanta, GA
2007 An Introduction to Polyamory: Definitions, Terminology, and Details, Society for Sex Therapy and Research Annual Meeting, March, Atlanta, GA

Conference Presentations
2010 Navigating IRB Regulations in Sexuality Research, Society for the Study of Social Problems Annual Meeting, August, Atlanta, GA
2010 If Single Parenthood is such a Problem, Why Object to Multiple Parents?, Society for the Study of Social Problems Annual Meeting, August, Atlanta, GA
2006 Boundaries of Kink Identities Post Internet Revolution, Society for the Study of Social Problems Annual Meeting, August, Montreal, Canada
2006 Polyamorists Queering Nontraditional Families, Southern Sociological Society Annual Meeting, March, New Orleans, LA
2005 Sex-Positive Pedagogy: Establishing a Sex-Positive Departmental Environment and Researching Sexuality at Georgia State University, Society for the Scientific Study of Sexuality Eastern/Midcontinent Annual Meeting, November, Atlanta, GA
2005 Super Studs and Girlie Men: Spectrums of Polyamorous Masculinities, American Sociological Association Annual Meeting, August, Philadelphia, PA
2005 Having Children in Graduate School and Beyond, Southern Sociological Society Annual Meeting, April, Charlotte, NC
2003 Have Your Jake and Edith, Too: Bisexual Polyamorous Women and Desire, Society for the Study of Social Problems Annual Meeting, August, Atlanta, GA
2003 Polyamorous Community Lingo: Symbolic Interactionist View of Evolving Language, Sociology in Progress, March, Boulder, CO
2002 Unruly Women, American Sociological Association, Annual Meeting, August, Chicago, IL
2002 Implications of Online Community for Polyamorous Practitioners, American Sociological Association, August, Chicago, IL
2002 The Changing Family in the United States, Symposium on Current Issues at the United Methodist Church, May, Boulder, CO
2001 Postmodern Polyamorous Families, American Sociological Association, Annual Meeting, August, Anaheim, CA

460
1999 Bisexual Identity, Interdisciplinary Feminist Symposium, Annual Meeting, January, Boulder, CO
1998 In Defense of Same Sex Marriage, Interdisciplinary Feminist Symposium, Annual Meeting, February, Boulder, CO

Professional Service
2007 2006
2006 2006

Chair, Society for the Study of Social Problems, Sexual Behavior, Politics and Communities Division Panel Organizer, Society for the Study of Social Problems, Family and Research Divisions
Panel Organizer, Society for the Study of Social Problems, Family Division Chair, Society for the Study of Social Problems Outstanding Student Paper Competition Committee, Sexual Behavior, Politics and Communities Division

Local Arrangements Committee, Sociologists for Women in Society Winter meeting, Savannah, Georgia, February 2009 Panel Organizer, Current Research in Polyamory, Society for the Scientific Study of Sexuality, Western Regional Meeting, March, San Diego, CA


Committee Member, Student Paper Competition for the Sexual Behavior, Politics, and Communities Division, Society for the Study of Social Problems HAND mentor program coordinator, Sociologists for Women in Society Membership committee regional coordinator, Sociologists for Women in Society External Reviewer, Journal of Sex Roles External Reviewer, Temple University Press External Reviewer, Signs Journal Discussant and Presider, Risky Professions: Politics of being “Sexed” in Academia, Society for the Study of Social Problems Annual Meeting, August, Montreal, Canada

2006 Panel Organizer, Queer and Beyond: Families in the New Millennium, Southern Sociological Society Annual Meeting, March, New Orleans, LA
2005 Panel Organizer, Creating a Sex-Positive Academic and Research Environment at Georgia State University, Society for the Scientific Study of Sexuality Annual Meeting, October, Atlanta, GA
Sociological Association Annual Meeting, April 2005, Portland, OR
2002 Discussant and Presider, New Directions in Sociology Roundtable,
American Sociological Association Annual Meeting, August, Chicago, IL 2001–2003
   External Reviewer, Harper and Row

University Service
2009 – 2010
2008 – 2009
2008 – 2009
2007-2008
2006
2006-2007
2002-2003
1999-2002
1999-2000
1999-2000
1993-1994

Colloquium Committee, Executive Committee, Community Outreach Committee, Department of Sociology, Georgia State University Executive Committee, Graduate Committee, and Chair Evaluation Committee, Women’s Studies Institute, Georgia State University Undergraduate Committee, Research Committee, and Colloquium Committees, Sociology Department, Georgia State University Executive Committee, Graduate Committee, and Research Committees, Sociology Department, Georgia State University
Family and Lifecourse Concentration Area Self Study, Sociology Department, Georgia State University Teaching Committee, Sociopath Committee, Diversity Committee, Sociology Department, Georgia State University
Advisory Board Member, Leadership Education for Advancement and Promotion, University of Colorado Advisory Board Member, Women’s Resource Center, University of Colorado
Organizer, Department of Sociology Diversity Committee, University of Colorado President, Interdisciplinary Feminist Symposium Committee, University of Colorado
Organizer, Interdisciplinary Feminist Symposium, University of Colorado Board Member, Women’s Resource Center, California State University, Sonoma President, Sonoma Earth Action, California State University, Sonoma
Ongoing Invited Lectures
1998 – 2010 Polyamorous Families presented to Marriage and Family, Sexuality, Health, and Deviance courses
2000– 2006 History of Childbirth and Re-emergence of Homebirth in the United States presented to Marriage and Family and Gender courses

Deconstructing the Binary: Bisexual Identity presented to Gender and Sexuality courses Eating Disorders, Compulsive Exercise, and Acceptance: Evolution of Body Image presented to Gender and Sexuality courses
The Trajectory of Feminist Theory Presented to Theory, Gender, and Philosophy courses
Selected Research Experience
• (2006 - Present) Families of Polyamorists with Children. Longitudinal ethnographic and internet study of people who identify as polyamorous and are parents. This study examines
polyamorous families’ relational structures, stability or continuity, parenting practices, perceived impact on children, division of household and parental labor, and interactions with extended and/or bioregional families.

· (2005 – 2006) Are you Kinky? This pilot study originally attempted to test an Internet questionnaire related to people who identify as kinky. The pilot study indicated that the questionnaire was an inappropriate tool for such a complex subject and the second portion of the study focused on refining an interview template. This study is temporarily halted while I wait to receive notification from a granting agency regarding receipt of a grant to fund the research.


· (December 2002 – December 2003) National Science Foundation Advance Grant and University of Colorado, Boulder. Assisted the Leadership Education Advancement and Promotion (LEAP) project by collecting data on pay equity, writing and distributing climate survey, annotating bibliographies, and writing reports detailing our findings.

· (June 1997 – December 1998) National Renewable Energy Laboratory and University of Colorado, Boulder. Assisted a pilot study in which I interviewed utility customers regarding grid-tied rooftop photovoltaic systems, designed the code-book, and coded the interviews. We then created and distributed a questionnaire, and I managed the resulting data.


Affiliations
2004–2010 1996-2010
PolyResearchers Community Academic Consortium for Research on Alternative Sexualities (CARAS) Women’s Studies Institute, Georgia State University American Sociological Association


WENDY SIMONDS
Office: Department of Sociology
Georgia State University
Atlanta, GA 30302-5020
ACADEMIC APPOINTMENTS

Georgia State University
2009 – present  Professor, Department of Sociology
2002 – 2009  Associate Professor, Department of Sociology
1998 – 2002  Assistant Professor, Department of Sociology
1996 – 1998  Assistant Professor, Department of Sociology

Emory University
1995-1996  Visiting Assistant Professor, Institute of the Liberal Arts
1994-1995  Assistant Director, Institute of the Liberal Arts
1990-1994  Visiting Assistant Professor, Department of Sociology and Institute for Women’s Studies.

Courses Taught Undergraduate: Introduction to Sociology; Introduction to American Studies; Introduction to Women's Studies; Sociology of the Family; Birth and Parenthood; The Politics of Identity; Racial and Cultural Minority Relations; Sexual Identity; Social Inequality in the United States; Social Problems; Social Statistics; Sociological Theory; Sociology of Culture; Sociology of Education; Sociology of Gender. Graduate: Birth and Parenthood; Body Politics; Feminist Theory; Gender, Community, and Alienation in American Culture; Sociological Theory I (Classical Theory); Sociology of Culture; Sociology of Gender; Sociology of Sexuality; Women and American Popular Culture; Television and Critical Theory.

EDUCATION
1990 Ph.D. City University of New York, Graduate Center, Department of Sociology. Concentration in Women’s Studies.
1984 B.A. University of Pennsylvania. Degree awarded cum laude in Design of the Environment, with a minor in Art History.

Brunswick, NJ: Rutgers University Press.


Articles and Book Chapters


**Book Reviews, Review Essays, and Short Essays**

Simonds, Wendy. Forthcoming. Review of *Parenting Out of Control* by Margaret Nelson. *Contemporary Sociology*. 466


Presentations
2010.
2009.

Critic, Author Meets Critic Panel on Our Bodies, Our Crimes: The Policing of Women's Reproduction in America by Jeanne Flavin. American Sociological Association (ASA) annual meeting, Atlanta, August.

“Framing Feminism: Reflections on 25 Years of Interviewing.” National Women’s Studies Association Annual Meeting, Atlanta, November.

Session Organizer, two sessions on “Parenting.” ASA annual meeting, San Francisco, August.

Session Organizer, Local Action Award Winner panel on WAMM (Wo/men’s Alliance for Medical Marijuana). Society for the Study of Social Problems (SSSP) annual meeting, San Francisco, August.


“Chet Goes to Chemo: The Semiotics and Sadism of the Medical Industrial Complex.” SSSP annual meeting. Boston, August.

Guest Speaker, “Advocacy in the Archives: A Conversation about Reproductive Health and
Justice.” Georgia State University Pullen Library Women’s Collection 2008 Diane L. Fowlkes
Spring Event, GSU, Atlanta, June.
Session Organizer: “Activism, Identity, and Idealism”; “Borders, Boundaries, and Social
Action”; “Class Issues”; “Conflicts in Caregiving”; “Cultural Studies in Sociology”; “Diversity
and Discrimination”; “Gender Inequality”; “Gender, Sexuality, and Identity”; “Medicalization
and Its Discontents”; “Perspectives on Trauma and Stress”; “The Politics of Democracy”; and
“Schooling and Society”; “Theoretical Explorations.” SSSP annual meeting, Boston, August.
Presentation on Laboring On: Birth in Transition in the United States. Women’s Studies
Brownbag Colloquium, Institute for Women’s Studies, Georgia State University, Atlanta,
January.
Co-organizer and presenter, “Fragmentation: Holding Midwifery Together,” (with Barbara Katz
Rothman). Midwives Alliance of North America Annual Meeting, Clearwater Beach, FL,
October.
Authors Meet Critics: Laboring On: Birth in Transition in the United States. (Authors: Wendy
Simonds and Barbara Katz Rothman; Critics: Elizabeth Armstrong, Marisa Cohen, and Judith
Lasker. SSSP annual meeting, New York City, August.
Presentation on Laboring On: Birth in Transition in the United States. Anthropology
Colloquium, Anthropology Department, Georgia State University, Atlanta, March.
Presentation on Laboring On: Birth in Transition in the United States (with Barb
ara Katz
Rothman). Sociology Colloquium, Sociology Department, Georgia State University, Atlanta,
February.
Organizer and panelist, “A Holistic Approach to Procreative Issues: Feminist Sociologists
Pulling the Strands of Their Lives and Work Together.” “National Summit to Ensure the Health
and Humanity of Pregnant and Birthing Women” conference, sponsored by the National
Advocates for Pregnant Women, Atlanta, February.
“The Duty of Medical Men: Eugenics and Power in Pharmaceutical Ads in Fertility and Sterility,
1970-2006.” (Coauthored and presented with Kristin Wilson). SSSP annual meeting, Montreal,
August.
“Current Cultural Representations of Marriage and Monogamy” (Coauthored and presented with
Melissa Travis). SSSP annual meeting, Philadelphia, August.
Co-organizer and presenter (with Barbara Katz Rothman), “Time and Guilt Management
Workshop.” SSSP annual meeting, Philadelphia, August.
Panel participant, “Mentoring Young Women” session, “Everyday Activism” conference, North
Georgia College and State University, March.
Presentation on Sex Matters: The Sexuality and Society Reader(with Mindy Stombler, Dawn
“Culture, Cognition, and Parenthood.” (Coauthored with Ralph LaRossa and Donald Reitzes,
presented by Ralph LaRossa.) National Council on Family Relations annual meeting, Vancouver,
November.
Special session panel participant, “Moving up the Ladder in the Academy: Perils and Prospects for Tenure and Promotion.” ASA annual meeting, Atlanta, August.
Session co-organizer with Ralph LaRossa. “Conceptualizing Parenthood: Social and Economic Frames.” ASA annual meeting, Atlanta, August.
Session co-organizer with Ralph LaRossa. “Conceptualizing Parenthood: Social Constructions of Family Identities.” ASA annual meeting, Atlanta, August.

2000.
“Crossing Boundaries: Midwives on Abortion.” (Coauthored and presented with Barbara Katz Rothman. SSSP annual meeting, Chicago, August.
Panel participant, “Timing Careers, Becoming Parents” career workshop, SWS annual meeting, Chicago, August.
“Midwifery through the Lens of Social Science,” half-day workshop. (Presented with Barbara Katz Rothman and Robbie Davis-Floyd.) American College of Nurse Midwives annual meeting, Atlanta, May.
“Motherhood 101.” Charis Books, Atlanta, April.
Panel Participant, “Protect Women”’s Rights to Choose!” Sponsored by the International Socialist Organization, GSU Power of Women, and Georgia NOW, Georgia State University, April.
“Loss During Pregnancy, Birthing, and Postpartum.” (Co-authored and presented with Barbara Katz Rothman.) Midwives” Alliance of North America annual meeting, Clearwater Beach, FL. November.
“Rhetorics of „Choice” and „Love”: Midwives on Midwifery.” (Co-authored and presented with Barbara Katz Rothman.) SSSP annual meeting, Washington, DC, August.
“Watching the Clock: Time in Pregnancy and Birth.” SSSP annual meeting, Chicago, August.
“Providers, Pills, and Power: Mifepristone Abortion and the Renegotiation of Caregiver Client Relations.” National Abortion Federation annual meeting, Atlanta, April.
“On Midwifery and Home Birth.” (Co-authored and presented with Barbara Katz Rothman.) SSSP annual meeting, San Francisco, August.
Thematic Session Co-organizer: “Whatever Happened to the Women”s Health Movement?” SSSP annual meeting, San Francisco, August.
“Feminism, Anti-Feminism, and Family Texts.” Teaching and Learning Committee Colloquium, Department of Sociology, Georgia State University, May.

“Abortion at Work.” Invited Lecture, North Carolina State University, Departments of Sociology and Women’s Studies. Raleigh, NC, March.

“Feminist Ethnography.” Invited Seminar, North Carolina State University, Department of Sociology. Raleigh, NC, March.

“Creative Teaching Strategies.” Teaching and Learning Committee Colloquium, Department of Sociology, Georgia State University, July.


1996. “„You Just Take a Pill”: Public Perceptions and Private Use of Mifepristone Abortion.” (Co authored with Charlotte Ellertson, Kimberly Springer, and Beverly Winikoff; presented with Kimberly Springer.) SSSP annual meeting, New York, August.


1995. “Anti-Feminism Personified: Abortion Workers” Encounters with the Enemy.” Keynote Address, Alpha Kappa Delta Graduate Student Symposium, University of Georgia, Athens, May.

1994. “I Don’t Know if Anybody’s Been this Graphic with You”: Feminist Abortion Practice.” Institute of the Liberal Arts Colloquium, Emory University, Atlanta, September.


1993. “Feminism on the Job: Ideology and Practice in an Abortion Clinic.” ASA annual meeting, Miami Beach, August.


meeting, Baltimore, March.


SERVICE COLLEGE OF ARTS & SCIENCES, GEORGIA STATE UNIVERSITY
2009 – 2010
Synergistic Themes Ad Hoc Committee (subcommittee of the Undergraduate Council). Petitions & Academic Dishonesty Committee member.
Undergraduate Council member. Petitions & Academic Dishonesty Committee chair.
2011
2010
2001 – 2003
2000 – present
1999 – 2001
1998 – 2010
1998 1997 – present
Faculty Mentor to Drs. Hatch, Ryan, and Sheff. Chair Evaluation Committee member. Faculty Mentor to Drs. Hatch, Konrad, and Ryan. Faculty Recruitment Committee member.
Critical Thinking through Writing (CTW) Ambassador. Faculty Recruitment Committee Co-Chair. Director of Undergraduate Studies and Assessments Coordinator. Undergraduate Committee chair. Self Study Committee member. Faculty Recruitment Committee Co-Chair. Ph.D. Theory Exam Committee member/chair. Interim Director of Undergraduate Studies. Graduate Committee member, Department of Sociology, GSU. Gender and Sexuality specialty area co-director. M.A. Examination committee chair/member. Sociopath (departmental newsletter) editor. Executive Committee member.

1997 – 2000
Colloquia Committee member.
Teaching and Learning Committee member. Family and the Life Course and Social Conflict and Inequality Caucus member.
Library Committee member. Undergraduate Committee member.
WOMEN’S STUDIES INSTITUTE, GEORGIA STATE UNIVERSITY
Executive Committee Member. Undergraduate Committee member. Faculty Recruitment Committee member. Graduate Committee member. Undergraduate Committee chair. Undergraduate Committee member.
Executive Committee member, Institute of the Liberal Arts. Graduate and Admissions Committee member, Institute of the Liberal Arts. Programming Committee member, Institute of the Liberal Arts. Undergraduate Committee member. Women’s Studies Undergraduate Curriculum Committee member. Women’s Studies Faculty Committee member.
EMORY UNIVERSITY
1994 – 1995
1994 – 1995
1994 – 1995
1994 – 1995
1992 – 1996
1989 – 1990
CITY UNIVERSITY OF NEW YORK
1984 – 1989 Women’s Studies Curriculum Committee member, Graduate Center. 1987 – 1989 Women’s Studies Committee member, Queens College.
PROFESSIONAL ORGANIZATIONS
President, Society for the Study of Social Problems. President-Elect, SSSP. 2010 Annual Meeting Local Arrangements Committee Chair, SSSP. Contemporary Sociology Editorial Board member. Social Action Award Committee Chair, SSSP. 2008 Annual Meeting Program Co-Chair, SSSP. Board of Directors, SSSP.
1999 – 2004
1998 – 2000
1997 – 1998
Committee on Committees Chair, SSSP.
C. Wright Mills Award Committee Chair, SSSP.
C. Wright Mills Award Committee Chair-Elect and member, SSSP.
Nominations Committee member, Sociologists for Women in Society (SWS).
Social Action Award Committee member, SSSP.
2003 Annual Meeting Local Arrangements Committee chair, SSSP.
Dining Guide committee co-chair for 2003 annual meetings of American Sociological Association (ASA), SSSP, and SWS.
Sex and Gender Section Book Award Committee member, ASA.
Health and Health Policy Section Graduate Student Paper Award Committee chair, SSSP. *Social Problems* Advisory Board member. Health and Health Policy Section Graduate Student Paper Award Committee member, SSPP. Mentorship program participant, SWS. Gender & Society Editorial Board member. C. Wright Mills Award Committee member, SSSP. Program Committee Co-Chair and Local Arrangements Committee member, SWS Winter meeting. Founding member, SWS Georgia Chapter. Mentorship Award Committee Chair, SWS. Membership Award Committee member, SSSP. 1994 Annual Meeting Program Co-Chair, SSSP. Nominations Committee member, SWS. Annual Meeting Local Arrangements Committee member, SSSP.

**Organizational memberships:**

**Manuscript reviewer/grant application referee for:**
Blackwell Publishing; Feminist Studies; Gender & Society; Greenwood Press; Guilford Press; Health: An Interdisciplinary Journal for the Social Study of Health, Illness, and Medicine; JAMWA (Journal of the American Medical Women”s Association); Lawrence Erdbaum Associates; Men and Masculinities; Mayfield Publishing Company; National Science Foundation; Oxford University Press; Palgrave Macmillan; Pine Forge Press (Sage Publications); Rutgers University Press; Sex Roles; Science, Technology and Human Values; Social Forces; Social Problems; Social Psychology Quarterly; Social Science & Medicine; Sociological Forum; The Sociological Quarterly; Symbolic Interaction; Wadsworth; The Wellcome Trust.

**FUNDING**
1995 – 1996
1995
Professional Leave, spring semester.
Departmental research funding, (Department of Sociology, GSU),
Departmental research funding, travel and equipment, $1,000.
Departmental summer research funding. $4600.
$5100.
Research Initiation Grant, GSU. “Midwifery in the United States.” $5,000.
Departmental summer research funding. $4400.
Departmental research funding, equipment. $2,000.
Departmental research funding, travel and equipment. $1,650.
Consultant work: Sponsorship of focus group interviews with health care providers who participated in the U.S. mifepristone trial. The Population Council. $10,000.
Consultant work: Sponsorship of interviews with women having mifepristone abortions. The Population Council. $2,000.
Charania, Moon. “Spectacular Subjects: Pakistani Women and the Politics of Visuality, Transnational Feminism and the War-on-Terror,” In progress.
Regus, Pam. “Postpartum Depression: Standardizing Motherhood?” In progress.
Travis, Melissa. “Assume the Position: A Study of Couples Involved in Domestic Discipline.” In progress.

MA theses/papers directed:

Dissertation committee memberships (since 2002):
Setting. In Progress.
Pruitt, Cenate. “Not Just „A Place For Friends“: Teenagers, Social Networks and Identity Vulnerability.” In progress.
Windsor, Elroi. “Regulating Healthy Gender: Surgical Body Modification among Transgender and Cisgender Consumers.” In progress.

M.A. thesis/paper committee memberships (since 2002):
Examination of Labor Market Segmentation in the Six States of the Gulf Cooperation Council.”
Waszkiewicz, Elroi. “Exploring the Health Care Experiences of Female to Male Transexuals.”

Mindy Stombler
1/2011
Department of Sociology
Georgia State University
Atlanta, GA 30302-5020
(404) 413-6531 (office) (404) 413-6500 (department)
stombler@gsu.edu

EDUCATION
1995 Ph.D. Sociology Florida State University
1991 M. S. Sociology Florida State University
1989 B.S. Sociology University of Florida

RESEARCH
Publications/Books
Stombler, Mindy, Baunach, Dawn, Burgess, Elisabeth, Donnelly, Denise, Simonds, Wendy and
Pearson Allyn & Bacon.
Stombler, Mindy, Baunach, Dawn, Burgess, Elisabeth, Donnelly, Denise, and Wendy Simonds.
Bacon.
Stombler, Mindy, Baunach, Dawn, Burgess, Elisabeth, Donnelly, Denise and Wendy Simonds.
Reviewed by Davis, Tricia M. (2005) “Review of Stombler, Baunach, Burgess, Donnelly, and
Simonds, Sex Matters” Teaching Sociology 33 (1): 119-120.
Publications/Articles
A 31, A33).
Stombler, Mindy and Amanda Jungels. 2010. “Funding Sex Research” in Mindy Stombler,
Dawn Michelle Baunach, Elisabeth O. Burgess, Denise Donnelly, Wendy Simonds and Elroi
(Boxed Inset)


Reprinted in College Men and Masculinities: Theory, Research and Implications for Practice, Shaun R. Harper and Frank Harris III, eds. San Francisco: Jossey-Bass. 2010


Works in Progress Padavic, Irene and Mindy Stombler. 2007. “Show me to the subway, and I’ll go down”: Changing perceptions of giving women oral sex and what it means to be a man.”


Padavic, Irene and Mindy Stombler. 2007. “Show me to the subway, and I’ll go down”: Contestation over cunnilingus in Black music.” Annual Meeting of the Southern Sociological Society. Atlanta, GA.


Stombler, Mindy and Lars Christiansen. 2002. Don’t Know, Don’t Care: Understanding the social psychology of librarian-faculty work relationships. Invited panelist at the Annual Meeting of the American Library Association, Atlanta GA.

Stombler, Mindy. 2001. Gender and organizations: A panel in honor of Patricia Yancey Martin’s Katherine Jocher-Belle Boone Award for distinguished scholarly work on gender. Invited presentation at the Annual Meeting of the Southern Sociological Society, Atlanta GA.
Grants and Awards
Extramural Research Promotion Award. 1996. "A house with no closets: Exploring the structure of and the dynamics within gay fraternities." Awarded $520 for travel to data collection site. Office of Research Services (in conjunction with the College of Arts and Sciences and the Department of Sociology). Texas Tech University.
College of Social Sciences small grant. 1994-1995. Awarded $1,000 for research on African-American fraternity little sister programs with Professor Irene Padavic. Florida State University.
Summer Workshop in Field Work Methods Stipend Award. 1993. University of Georgia. National competition. Received travel and living expenses for attendance at the month-long qualitative methodology training program sponsored by the National Science Foundation. American Sociological Association Honors Program Travel Grant. 1990. Department of Sociology, Florida State University.
Publications
TEACHING

480
Stombler, Mindy. 2006. “Small Group Instructional Diagnosis” In Marilyn Krogh’s (ed.) *ASA Volume on Preparing Graduate Students to Teach*. 
Presentations
Ponder, Bentley, Baunach, Dawn, Burgess, Elisabeth and Mindy Stombler. 2001. Afternoon delight or fright: Tales from the trenches of teaching sexuality. Panel participant at the Annual Meeting of the Southern Sociological Society, Atlanta GA.
Stombler, Mindy. 1998. Gays and Lesbians in the Media. PFLAG. Lubbock, TX.
Stombler, Mindy. 1996. Why Women's History Month? Radio Interview. KFMX (94.5 FM). Lubbock TX.
Stombler, Mindy. 1993. How to be an Effective Teacher: Equity issues in the classroom. Southeastern Regional Conference of the National Association of Graduate and Professional Students. Wakulla Springs FL.
Grants and Awards
The Outstanding Teaching Award. 2010. College of Arts and Sciences. Georgia State University.
Writing Across the Curriculum Grant. 2010. Awarded five GTAs to serve as Writing Consultants. Grant funded by the Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2009. Awarded five GTAs to serve as Writing Consultants. Grant funded by the Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2008. Awarded five GTAs to serve as Writing
Consultants. Grant funded by the Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2007. Awarded three GTAs to serve as Writing Consultants. Grant funded by the Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2006. Awarded three GTAs to serve as Writing Consultants. Grant funded by the Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2005. Awarded three GTAs to serve as Writing Consultants. Grant funded by Writing Across the Curriculum Program, Georgia State University.
Writing Across the Curriculum Grant. 2004. Awarded three GTAs to serve as Writing Consultants. Grant funded by Writing Across the Curriculum Program, Georgia State University.
Instructional Improvement Grant. 2001. “Creating a quality sociology of sexuality reader.” Awarded $3000. Grant funded by Department of Sociology, Georgia State University.
Faculty Incentive Grant. 1996. "Teaching 'The Color of Fear': Facilitating innovative seminars on cultural diversity." Awarded $1335 for travel to and cost of facilitation training seminar (Berkeley, CA) and audiovisual materials. Teaching, Learning, and Technology Center. Texas Tech University.
Outstanding Teaching Assistant Award. 1995. Florida State University.
Graduate Student Teacher of the Year. 1992. Department of Sociology, Florida State University.
Courses Taught
Undergraduate: Introduction to Sociology
Social Problems Gender and Society Sexuality and Society Photography and Social Change (honors)
Graduate: Sociology of Gender Relations Qualitative Methodology Teaching Sociology Teaching Internship Professional Service SERVICE

Committee member. American Sociological Association’s Distinguished Contributions to Teaching Award Selection Committee (appointed by ASA Council). 2010-2012.

Chair. Sally Hacker Graduate Award Committee of the Sex and Gender Section of the American Sociological Association. 2010-2011.


Member. Nominations Committee of the Sex and Gender Section of the American Sociological Association. 2008-2009.


Chair. Sally Hacker Graduate Award Committee of the Sex and Gender Section of the American Sociological Association. 2003-2004.


Member. Sally Hacker Graduate Student Award Committee of the Sex and Gender Section of the American Sociological Association. 2002-2003.


Chair. New Member Orientation Committee of the Sex and Gender Section of the American Sociological Association. 1994.

Discussant. The high school experience. Discussant. Annual Meeting of the Southern
University Service
Testified before the Senate and House Committees on Higher Education of the Georgia Legislature to support my own research and teaching, the research of my colleagues, the University, and the University System.
Advisory Board Member. Center for Teaching and Learning. Georgia State University. 2007-present.
Board Member. Sexual Misconduct Board. Georgia State University. 2007-present.
Member. Enrollment Management Committee. Georgia State University. 2007-present.
Member. Senate Disciplinary Committee. University Senate. Georgia State University. 2006-present.
Member. Student Life and Development Committee. University Senate. Georgia State University. 2006-present.
Faculty Advisor, Sex Talks. Georgia State University. 2006-2007.
Faculty Senator representing the College of Arts & Sciences. Texas Tech University. Elected 1997 for three year term.
Chair. Faculty Status and Welfare Committee. The Faculty Senate. Texas Tech University. 1998. Charges included assessing feasibility of a new Honors College and recommending whether spouses should be eligible to vote on their spouse’s tenure decision.
Faculty Senate Liaison. Gloria Lyerla Travel Grant Board. 1997-1999. Duties included reviewing and funding travel grants to special library collections.

March Organizer. Take Back the Night Coalition. Texas Tech University. 1996-1997. Duties included coordinating all logistics of March including but not limited to public safety, media relations, sound, promotion, content, entertainment, and march course.
Member. Women's Studies Council. Texas Tech University. 1995-2000. Duties have included conducting a survey of Women's Studies programs of the Big 12 Conference and preparing a
report for the Council and developing the Masters level curriculum.

Departmental Service
Member. Technology Committee. Department of Sociology. Georgia State University. 2008-present.
Director of Instruction. Department of Sociology. Georgia State University. 2004-present.
Chair. Teaching Committee. Department of Sociology. Georgia State University. 2002-present.
Member. Chair’s Evaluation Committee. Department of Sociology. Georgia State University. 2005.
Member. Chair’s Evaluation Committee. Department of Sociology. Georgia State University. 2002.
Member. Undergraduate Committee. Department of Sociology. Georgia State University. 2002.
Member. Alpha Kappa Delta/Sociology Club Committee. Department of Sociology. Georgia State University. 2002.
Member. Executive Committee, Department of Sociology. Georgia State University. 2001-2002.
Member. Colloquium Committee, Department of Sociology, Georgia State University. 2001-2002.
Member. Recruitment Committee for Anthropology Faculty Position. Texas Tech University. 1999-2000.
Advisor and Founder. The Sociology Club. Texas Tech University. 1998-2000. Duties included but were not limited to creating and maintaining Club web site, organizing and attending all club activities, assisting officers’ attempts to secure funding.

Member. Graduate Committee of the Department of Sociology. Texas Tech University. 1995-2000.

COMMUNITY SERVICE
Selection committee member. 2010. Scenarios USA (Scenarios USA is a 501(c)3 nonprofit organization that that uses writing and filmmaking to foster youth leadership, advocacy and self-expression in under-served teens. Scenarios USA asks teens to write about the issues that shape their lives for the annual "What's the REAL DEAL?" writing contest, and thousands have responded with their raw and revealing insights. The winning writers are partnered with some of Hollywood's finest filmmakers to transform their stories into award-winning short films).

EMPLOYMENT
Academic
Georgia State University, Department of Sociology. Senior Lecturer, 2006-present
Director of Instruction. 2004-present Lecturer. 2000-2006
Texas Tech University, Department of Sociology, Anthropology, and Social Work Assistant Professor of Sociology (tenure-track). 1995-2001.


Research Associate. 1994. Assisted in writing grants aimed at lowering the Division of Unemployment Compensation's Improper Payment Rate on Unemployment Compensation claims. Collected and analyzed state-level survey data on various dimensions of employee satisfaction; wrote and presented written reports to Bureau Chiefs and UC Division Director.

Researcher. 1991-1992. Organized state-wide data collection effort; coded and analyzed data on employment distributions of women, men, and ethnic minorities; wrote and presented written report to Bureau Chief.

Researcher. 1994. Analyzed data on race, gender, and age disparities in Unemployment Compensation disqualification rates to assist in the Department's effort to comply with Civil Rights laws.

Adia Harvey Wingfield
Department of Sociology
Georgia State University
Atlanta, GA 30302-5020
(404) 413 6509 (ofc)
(404) 413 6505 (fax)
aharvey@gsu.edu
January 2011

EDUCATION
2004 PhD Sociology Johns Hopkins University
2000 MA Sociology Johns Hopkins University
1998 BA English Spelman College

EMPLOYMENT
2006-present: Assistant Professor, Department of Sociology, Georgia State University.
2004-2006: Assistant Professor, Department of Sociology, Hollins University.
Fall 2003: Adjunct Professor, Department of Sociology, McDaniel College.

RESEARCH

*Winner, Distinguished Article Award 2009-2010. Race Gender and Class Section, American Sociological Association
*Abstracted in “Discoveries” section of Contexts magazine, Summer 2009

Harvey, Adia M. (2005.) “Becoming Entrepreneurs: Intersections of Race, Class, and

*Voted one of 2004’s most scholarly articles published in the area of Southern history by the Journal of Southern History.

Sanders, Mavis G. and Adia M. Harvey. (2002.) “Beyond the School Walls: A Case Study of Principal Leadership for School-Community Collaboration.” Teachers College Record (104): 7 pp. 1345-1368


Harvey Wingfield, Adia. “Race, Gender, and Entrepreneurship Initiatives: Comparing Black Men’s and Women’s Use of Small Business Development Centers.”


Outstanding Junior Faculty Award. (2010.) College of Arts and Sciences, Georgia State University.
Prize Teaching Fellowship. (2004.) Awarded $7500 to develop and teach an advanced undergraduate course related to gender and sexuality. Course was Women and Activism. Johns Hopkins University.

Harvey Wingfield, Adia. (2008.) “‘We Don”t Look Like That’: Young Black Women’s Responses to Images of Black Femininity in Rap Music Videos.” Annual Meeting of the Southeastern Women”s Studies Association. Charlotte, NC
Sanders, Mavis G. and Adia M. Harvey. (2000.)“Emphasizing School Community Partnerships.”
Invited Presentations Harvey Wingfield, Adia. (February 2011.) “Intersectionality and Embodiment.” Invited

Panelist, Annual Meetings of the Eastern Sociological Society, Philadelphia PA
Harvey Wingfield, Adia. (2010.) "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces. Invited Guest Speaker, University of South Carolina-Upstate. Greenville, SC; Emory University; University of Texas- Austin. Austin, TX.
Harvey Wingfield, Adia. (2010.) Address, Minority Fellowship Program, Annual Meetings of the American Sociological Association, Atlanta GA.
Harvey Wingfield, Adia. (2009.) “Intersectionality and the Conundrum of the Middle Class.” Invited Panel Discussant. Annual Meeting of the National Women’s Studies Association. Atlanta, GA.
Harvey Wingfield, Adia. (2009.) “We Don’t Look Like That.” Invited Guest Speaker, University of South Carolina-Upstate, Greenville, SC
Harvey Wingfield, Adia. (2008.) “Doing Business with Beauty.” Invited Guest Speaker, University of South Carolina-Columbia, Columbia, SC; Winthrop University. Rock Hill, SC

Harvey, Adia M. (2003.) “Gender Dynamics within the Black Panther Party: Reconceptualizing the Party’s Influence and Position on Gender Politics.” Sixth Annual Black Women’s Herstory Conference. Emory University, Atlanta, GA.
Harvey, Adia M. (2001.) “Intersection of Race, Gender, and Class in Graduate Study.” McNair Program Speaker Series, University of Wisconsin, Whitewater. Whitewater, WI.
TEACHING
Presentations Harvey, Adia M. (2007.) “Alternative Approaches to Teaching Theory.” Annual Meeting of the Southern Sociological Society. Atlanta, GA.

Courses Taught Undergraduate:
Social Theory Race & Ethnic Relations Race, Class, and Gender in the Media Race & Ethnicity in the Labor Market Resistance, Revolutions, and Social Reform Women and Work Introduction to Sociology Research Methods Social Theory II Race, Class, and Gender

Graduate: Social Theory I Race & Ethnic Relations

Editorial work Associate Editor, Gender & Society, 2011-2015
Associate Editor; Journal of Race and Policy, 2008-2011
Editorial Board; Gender & Society, 2007-2010

SERVICE

Guest Editor. (2010.) Special Issue: Race and Policy in the Age of Obama. Journal of Race and Policy. 6 (1)


Meeting of the Eastern Sociological Society. Boston, MA.
Presider/Discussant. (2005.) Race, Gender, and Class Roundtable. Annual Meeting of the

American Sociological Association. Atlanta, GA.
University Service Chair, Sociology Department Diversity Committee, Georgia State University.
2009-present.
Invited Guest Speaker, Sigma Pi Fraternity, Georgia State University. 2009.
Member, Sociology Department Executive Committee, Georgia State University. 2008.
Member, Sociology Department Graduate Student Committee, Georgia State University. 2007-2008.
Member, Sociology Department Recruitment Committee, Georgia State University. 2007-2008.
Faculty Advisor, Black Student Alliance. Hollins University. 2005-2006
Faculty Advisor, The Center (support group for survivors of sexual violence). Hollins University
Chair, Student Life Committee. Hollins University 2005-2006.
Planner and Coordinator, “Bridging the Ivory Tower: Connecting Academia to Public Policy.”
Speakers: Dr. Adolphus G. Belk, Jr. (Winthrop University), Dr. Eiman
Zein-Elabdin (Franklin and Marshall University), and Dr. Joe Feagin (Texas A&M University).
Hollins University. 2006.
Planner and Coordinator, Screening of “Comrade Sister: Voices of Women in the Black Panther
Nominating Committee Chair, Board of Directors, Planned Parenthood of the Blue Ridge.
Volunteer, Big Brothers Big Sisters. Roanoke, VA. 2005-2006. Volunteer Advocate, DC Rape
Professional Affiliations American Sociological Association (ASA)

Sociologists for Women in Society (SWS) Eastern Sociological Society (ESS) Southern
Sociological Society (SSS)
Media Appearances Quoted. Ryan Lee’s “Is Tyler Perry Atlanta’s Most Famous Drag Queen?”
In Georgia Voice, April 15, 2010.
Quoted. Deborah Douglas’ “Nader’s Dissing Obama is Just the Beginning.” In Chicago Sun
Times, June 27, 2008.
WXIA-11 NBC News Affiliate: Atlanta Public Schools Ban Saggy Pants. Television interview,

William P. Nye Professor, Dept. of Sociology Hollins University Roanoke, VA 24020 (540) 362
6359 wnye@hollins.edu
Katrina Bell McDonald Associate Professor Dept. of Sociology Johns Hopkins University
Baltimore, MD 21218 (410) 516 7624 mcdon@jhu.edu
Joe Feagin Professor, Department of Sociology Texas A&M University Box 4351 College
AMIRA JARMAKANI
Georgia State University
Women’s Studies Institute
P.O. Box 3969
Atlanta, GA 30302-3969
404.413.6583
amira@gsu.edu
251 Casson St. NE
Atlanta, GA 30307
404.387.4942
amirajarmakani@yahoo.com

Education
Emory University, Atlanta, GA, 2004 Ph.D., Graduate Institute of the Liberal Arts, Cultural Studies Graduate Certificate, Department of Women’s Studies Dissertation: Disorienting America: The Legacy of Orientalist Representations of Arab Womanhood in U.S. Popular Culture

Emory University, Atlanta, GA, 2002 M.A., Graduate Institute of the Liberal Arts

Duke University, Durham, NC, 1996 B.A., English, cum laude Secondary Education Certification (English)

Professional Employment
Georgia State University, Atlanta, GA. August 2005-present. Assistant Professor in the Women’s Studies Institute.
Director of Graduate Studies, 2009-present.
Affiliated Faculty with the Middle East Institute.

Otterbein College, Westerville, OH. September 2004-June 2005. Visiting Assistant Professor, Integrative Studies
Capital University, Columbus, OH. August 2003-May 2004. Adjunct Faculty, History Department
Georgia Perimeter Community College, Clarkston, GA. Spring 2003. Adjunct Faculty, Department of Humanities
Emory University, Atlanta, GA, August 2001- December 2002. Instructor, Graduate Institute of the Liberal Arts

Grants and Awards
Outstanding Junior Faculty Award; College of Arts and Sciences; Georgia State University (2009)
Research Initiation Grant, Georgia State University, 2008-09, $9900: “‘To Catch a Sheik” in the War on Terror: Reading Sheikh-Themed Romance Novels.”
Advancement of Women Faculty Scholarship Mentoring Grant (as mentee), Georgia State University, 2007-08, $5500: “‘To Catch a Sheikh” in the War on Terror: Reading Sheikh-Themed Romance Novels.”

Publications


Invited Talks

“Dancing to the Goddess Within: The Spectacle of Belly Dancing in U.S. Popular Culture,” Race Reveal: Racialized Tropes, Queer Performance, Political Possibilities; Center for Race and Gender at the University of California – Berkeley; October 28, 2010

“Teaching about Gender and Gender Justice in the Muslim World,” Understanding the Muslim World Symposium, Kennesaw State University, October 29, 2009

“Imagining Arab Womanhood” book talk and signing, Arab and Muslim Ethnicities and Diasporas Initiative, College of Ethnic Studies, San Francisco State University, San Francisco, CA, April 30, 2009.


“Imagining Arab Womanhood” book talk and signing, Middle East and Middle Eastern American Center at the Graduate Center of the City University of New York, New York, NY, February 26, 2009.

“A Conversation in Celebration of Imagining Arab Womanhood,” Women’s Studies Institute Speakers Series, Georgia State University, Atlanta, GA, September 17, 2008.

“Teaching About Gender and Feminism in the Arab World,” Faculty Development Seminar sponsored by the Middle East Institute, Georgia State University, Atlanta, GA, October 24, 2008. Imagining Arab Womanhood: The Cultural Mythology of Veils, Harems, and Belly Dancers in the U.S., presented at Otterbein College, Westerville, OH, May 13, 2008.


“Arab and Islamic Feminisms,” presented at Teaching the Middle East IV: The Great Debates (workshop for professors in the University System of GA), Georgia State University, March 31, 2007.

“Symposium, Part II” panel, The Seventh Annual New Voices Graduate Student Conference on the Human Condition, Georgia State University, September 2006.


“Iraq’s Constitution and Women’s Rights,” IDST Lecture Series at Georgia College and State University, December, 2005.

Book Reviews and Encyclopedia Entries

Conference Activities
Roundtable Chair: “Challenges within the Arab-American Community and Larger American Society,” Conference on Arab American Women, Kansas State University, Manhattan, KS, March 2009.
“In Love with a „Desert Rogue”: Reading Sheikh-Themed Romance Novels,” Middle East Studies Association annual meeting, Washington, DC, November 2008.
“Marketing Muslim Women: The Material and the Spiritual in Religious Consumption” roundtable participant at Middle East Studies Association annual meeting, Washington, DC, November 2008.
Chair, “Race and Gender in American Dance” panel at American Studies Association annual meeting, Albuquerque, NM, October 2008.
“Orientalism, Racialization, and the Politics of Knowledge Production about the Middle East,” 41st Annual Meeting, Middle East Studies Association, Montreal, Quebec, November 2007.
“„To Catch a Sheik” in the War on Terror: Reading Sheikh-Themed Romance Novels,” America Aqui: Transhemispheric Visions and Community Connections, American Studies Association, Philadelphia, PA, October 2007.

“Imag(in)ing the Harem,” Representing the Other: A Multicultural Conference, San Antonio College, San Antonio, TX, April 2002.
“Building on This Bridge: The Emergence of Arab American Literature,” Embedded Conference, National Women’s Studies Association, Minneapolis, MN, June 2001.
“Arab American Literature,” The Arabs: An American Story (Symposium and Exhibit), Georgia State University, Atlanta, GA, April 2001.

Academic Service
Professional:

Courses Taught
Graduate: · Women, War, and the Middle East · Arab and Islamic Feminisms · Cultural Studies of Gender · Globalization and Gender · Women”s Studies Proseminar · Thinking the Body

Undergraduate: · Feminist Theories · Women and Social Change in Global Perspective · Introduction to Women’s Studies · Growing Up in America · Individual and Society (Literature and Composition) · Race/Ethnicity Inside and Outside the U.S. Borders · Cultural Pluralism in American Society · The Politics of Identity, American Identities

Member of the Review Committee for the 2010 Gloria Anzaldúa Book Prize, awarded by the National Women’s Studies Association (NWSA); May – August, 2010
Proposal Review Chair for the 2009 National Women”s Studies Association (NWSA) conference
Advisory Board Member, Orientalism exhibit at Arab American National Museum, Dearborn, MI, 2006–
Review of manuscript for Syracuse University Press Review of articles for Radical History
Review; International Migration Review; and
International Journal of Qualitative Studies in Education
College/Departmental (Service):
Director of Graduate Studies, Women’s Studies Institute, GSU, 2009-present Member,
Executive Committee, Women’s Studies Institute, GSU, 2005-09 Member, Speaker’s Series
committee, Women’s Studies Institute, GSU, 2007-09 Member, By-laws committee, Middle
East Institute, GSU, 2007
Member, Action Plan committee, Middle East Institute, GSU, 2007 Coordinator, Brown Bag
Series for Women’s Studies Institute, GSU, 2006-07 Member, Self Study Committee, Middle
East Institute, GSU, 2006-07 Moderator, “Activists on Sex, Gender, and Islam,” WSI Speaker’s
Series, Nov. 2006 Member, Search Committee, Women’s Studies Institute, GSU, 2005-06
Member, Curriculum Committee/Women’s Studies Minor, Otterbein College, 2004-05 Member,
Ethnic Studies Working Group, Otterbein College, 2004-05 Chair and Organizer, “Critical
Moments: Remembering Community and Self,” an interdisciplinary conference, Emory
University, Spring 2003

Student Advisement:
Director, Tahereh Aghdasifar, Master’s Thesis Committee (Women’s Studies), GSU, 2009-
Director, Lisa Frazier, “African American Sunni Muslim Women: Racial and Spiritual
Empowerment and Agency,” Master’s Thesis Committee (Women’s Studies), GSU,
2007-09 Director, Alysa Burdette, “Mason Jar Project,” Master’s Thesis Committee (Women’s
Studies), GSU 2007-08 Director, Chanel Craft, “Where My Girls At? The Interpellation of
Women and Girls in
Gangsta Hip-Hop,” Master’s Thesis Committee (Women’s Studies), GSU 2007- 2010 Director,
Larken McCord, “So Very,” „So Fetch”: Constructing Girls on Film in the Era of
Girl Power and Girls in Crisis,” Master’s Thesis Committee (Women’s Studies), GSU
2006-08 Director, Mekisha Parks, “Media Literacy, Technology, and Adolescent Body Image: An
Action Research Case Study,” Master’s Thesis Committee (Women’s Studies), GSU 2005-09
Member, Jessie Stiner, MA Comprehensive Exams (History), GSU 2009- Reader, Rahna Carusi,
PhD Qualifying Exams (English), GSU 2009 Member, Katie Still, “The Mystery of the Body:
Embodiment in the Nancy Drew Mystery
Series,” Master’s Thesis Committee (Women’s Studies), GSU 2008-09 Member, Moon
Charania, “Hermeneutics of Resistance: Intersections of Globalization, Islamization, and
Transnational Feminism in Pakistani Women’s Rights Activism,”
Dissertation Committee (Sociology), GSU, 2007- Member, Mo Oscar Gittemeier, “Transforming
and the Cyborg,” Master’s
Thesis Committee (Art History), GSU 2007-9 Member, Wesley Chenault, “Working the
Margins: Women in the Comic Book Industry,”
Master’s Thesis Committee (Women’s Studies), GSU 2006 Member, Kacie LeCompte “The
Female Voices of Islam” Master’s Thesis Committee
(Philosophy), GSU 2005-06 Member, Lisa Borello, “Mother May I? Food, Power and Control in
the Mother-Daughter Relationship,” Master’s Thesis Committee (Women’s Studies), GSU 2005-06


Professional Memberships
Juliana M. Kubala  
Institute of Women’s Studies  
Georgia State University  
Atlanta, GA 30303  
(404) 413-6580  
331 Oakdale Rd.  
Atlanta, GA 30307  
(404) 906-2125  
jkubala@gsu.edu  

EDUCATION  
Emory University, Graduate Institute of the Liberal Arts, Certificate in Women's Studies Ph.D., May 1997  
Dissertation: “Reconstructing the Subject: Personal Narrative and Political Critique in Lesbian Autobiographical Anthologies”  
Emory University, Graduate Institute of the Liberal Arts, Master of Arts, August 1991  
Rice University, Bachelor of Arts, Philosophy, May 1987  

TEACHING EXPERIENCE  
Lecturer, Georgia State University, Women’s Studies, 2005-Present  
Visiting Lecturer, Georgia State University, Women’s Studies, 2004-2005  
Part-Time Instrutor, Georgia State University, Women’s Studies, 2001-2004  
Courses: Introduction to Women’s Studies, 2001-Present  
Feminisms, 2001-2005  
Activism: History and Theory, 2001-Present  
Feminism and Queer Theory, 2003-Present  
Feminism and Foucault, 2004-Present  
Girls, 2001-Present  
Class Matters: Bootstrapped and the Price of Privilege, 2005-Present  
Women’s Personal Narratives, 2001  
Perspectives: Women and Social Change around the World, 2005-Present  
Perspectives: Youth Cultures, 2007-Present  
Supervise Internships, 2006-Present  
Direct Senior Research, 2006-Present  
Assistant Professor, Clark Atlanta University, Department of English/Humanities, 1998-2004  
Courses: Composition and Rhetoric I & II, World Literature II  
Humanities: Introduction to Interdisciplinary Studies I & II  
Adjunct Professor, Clark Atlanta University, Department of Humanities, 1997-8  
Courses: Humanities: All Periods  
Adjunct Professor, DeKalb College, Department of English, North Campus, 1997-9  
Courses: Composition and Rhetoric I & II  
Introduction to Film Appreciation (4 sections)  
Instructor, Image Film and Video, 1997  
Course: Erasing Erasure: Lesbian and Gay Independent Film Since 1970  
Instructor, Emory University, Department of English, 1996  
Course: Seminar in Writing  
Instructor, Georgia Institute of Technology Brittain Fellows Program, Department of Literature, Communication, and Culture, 1992-1995
Courses: Analysis of Language and Literature I (Composition - 8 sections) Analysis of Language and Literature II (Introduction to Literature - 10 sections) Professional Speaking (9 sections)
Teaching Assistant, Emory University, Women’s Studies Program, 1990-2
Courses: Feminist Theory
Women, Power, Property and Identity Instructor, Emory University, Liberal Studies Program, 1990-2, 1995
Courses: Special Topics: Theorizing Sexual Identities: Issues in Lesbian and Gay Studies Youth, Identity, and the Self
The Literary Tradition: Other Voices

PUBLICATIONS

WORKS IN PROGRESS “Lost in Space: Activists, Academics and Human Rights At the Intersections of Queer and Anti-Racist Organizing” “Peristent Fetish: Pedagogy, Globalization and Othering in Introductory Women’s Studies Classrooms”

INVITED ACADEMIC PRESENTATIONS
“Fissures in the Faultline: Intersectionality, Rights, and Activisms,” Keynote Presentation, Social Movements in Historical Perspective: A Graduate Student Conference, Atlanta, Georgia, May 2, 2009
“Out of the Closets and Into the Chapels? Differential Citizenship Status and the Illusion of Inclusion,” Southern Polytechnic State University, April 21, 2004
“Out of the Closets and Into the Chapels? Differential Citizenship Status and the Illusion of Inclusion,” “Same-Sex Marriage Symposium,” Georgia State University, March 24, 2004
“Team Teaching and Interdisciplinary Humanities,” with Dr. David Cann, Clark Atlanta University, July 9, 2002

CONFERENCE PRESENTATIONS
“Gay Rights are Human Rights?: Subverting the Progress Narrative in Queer Studies,” National Women’s Studies Association, Denver, Colorado, November 11, 2010 “Not Just for Kids: Generational Trauma and Graphic Novels,” South Atlantic Modern Language Association, Atlanta, Georgia, November 5, 2010 “Relentless Fetish: Interrogating the Discourses that Produce the Contemporary Feminist Subject,” National Women’s Studies Association, Atlanta, Georgia,

Studies, Urbana, Illinois, April 4, 1992
Moderator, "Eco-Feminism," Southeastern Women's Studies Association, Charlotte, North Carolina, April 13, 1991
"Escaping the Fathers' (and the Mothers') Authority: When Running Away Isn't Enough," Third Annual Graduate Student Conference in English Studies, Iowa City, Iowa, October 14, 1989

PUBLIC SCHOLARSHIP AND ADVOCACY
Moderator, "Beyond the 'Green Movement': A Look at Post-Election Baha'i Rights in Iran," March 18, 2010
“Teaching Graphic Novels,” Decatur Book Festival, Decatur, Georgia, September 5, 2009
“Herstorial Feminisms: Struggles for Gender Justice,” Distance Learning Webinar, Women’s Funding Network, June 11, 2009 “Class and Women’s Struggles for Justice” Softer Touch Women’s History Month Presentation


ACADEMIC AWARDS AND HONORS
Brittain Fellowship in Writing, Georgia Institute of Technology Naiad-NWSA Graduate
Scholarship in Lesbian Studies Women's Studies Mellon Dissertation Fellowship Full Tuition Scholarship and Fellowship, Emory University National Merit Corporation, Monsanto Merit Scholarship Philosophy Department Tsanoff Essay Competition Prize Arthur B. Cohn Scholarship, Rice University

ACADEMIC SERVICE Professional:
Review of articles for Feminist Studies and Criminal Justice Review Student Advisement:
Honor’s Thesis Direction:
Crystal Rodgers, 2010-Present
Daniel Horowitz, co-directed with Christine Skiwot, 2010
Senior Thesis Direction:
Georgia Victoria Tychan, 2006Fallon Proctor, 2008
Monica Romaine, 2008
Kimberly Wheeler, 2008
Brittany Elyse Blake, 2009-2010
Amariah Huth, 2009-2010
Graduate Student Committees: Member, Jessica Maynard’s Master’s Thesis Committee, 2010-Present
Member, Brandi Pettijohn’s Master’s Thesis Committee, 2010-Present
Member, Tahereh Aghdasifar’s Master’s Thesis Committee, “The Neoliberalization of Space: The Future of Female Homosociality in Tehran” 2010-Present
Member, Eszter Szucs Master’s Thesis Committee, “Space for Girls: Possibilities of Feminist Agency and Political Engagement on the Internet” 2009-2010
Member, Crystal Baker Master’s Thesis Committee, “To Catch Who?: Moral Panics And America’s Media-Industrial Complex,” 2009-Present
Member, Chanel Craft Master’s Thesis Committee, “Girls, Women, and the School- to-Prison Pipeline,” 2008-2010
Member, Katie Still Master’s Thesis Committee, "The Mystery of the Female Form: Representations of Body in Nancy Drew,” 2008-2009
Member, Melinda Mills Master’s Thesis Committee, “’You Talking to Me: Considering Women’s Racialized and Gendered Experiences with and Responses or Reactions to Street Harassment from Men,” 2005-2008
University Service: University: Critical Thinking through Writing Ambassador, 2007-Present
College: Undergraduate Studies Council, 2005-Present
Women’s Studies Institute Co-Chair, Southeastern Women’s Studies Association Annual Conference 2011 Co-Chair, Proposal Committee, SEWSA 2011 Co-Chair, Volunteer Committee, SEWSA 2011 Director,
Undergraduate Studies, Georgia State University, Women’s Studies, 2005-Present Chair,
Undergraduate Studies Committee, Georgia State University, 2005-Present Learning Outcomes Coordinator, 2005-Present Speaker’s Committee, GSU, 2005-Present Lecturer Policy Committee, GSU 2005-Present Advisor, Faces of Feminism, GSU, 2006-Present Previous Institutions: Undergraduate Humanities Core Coordinator, Clark Atlanta University, 2002-2004
SACS Committee, Clark Atlanta University, 2002-2004
Humanities Curriculum Development Committee, Clark Atlanta University, 1998-2004
Humanities Textbook Development Committee, Clark Atlanta University, 1998-2004
PROFESSIONAL MEMBERSHIPS
Layli Maparyan, Ph.D.

Institutional Contact Information
Women's Studies Institute, Georgia State University, P.O. Box 3969, Atlanta, GA 30302-3969
+1.404.413.6586 (office), +1.404.413.6585 (fax), layli@gsu.edu,
www2.gsu.edu/~wwwwsi/5132.html

Personal Contact Information
P.O. Box 1685, Decatur, GA 30031-1685 +1.404.593.3201 (mobile – U.S.), 011.231.6.360.776 (mobile – Liberia), layli@att.net

Academic Employment History
Associate Professor, Women's Studies Institute, Georgia State University, 5/03-present. Visiting Associate Professor, Comparative Women's Studies Department, Spelman College, 1/09-5/09.
Graduate Director, Women's Studies Institute, Georgia State University, 1/05-7/09. Visiting Assistant Professor, Institute for Women's Studies, Emory University, 9/01-12/01. Associated Faculty, African American Studies Department, Georgia State University, 3/01-present.
Assistant Professor, Women's Studies Institute, Georgia State University, 8/00-5/03. Adjunct Graduate Faculty, Psychology Department, University of Georgia, 9/00-6/04. Affiliated Faculty, Women's Studies Program, The University of Georgia, 9/95-5/00. Founding Co-Director, Womanist Studies Consortium, 6/95-6/00. Assistant Professor, Department of Psychology and Institute for African-American Studies, The University of Georgia, 9/93-5/00.

Education

Honors & Awards

Books
Publications

Book Chapters
Maparyan, L. (Forthcoming). Why the academy needs womanism now more than ever. In K. Vaz & G. Lemons (Eds.), Feminist theory at the crossroads: Essays on intersectionality.

Journal Articles

On-line Publications
Phillips, L. (2000b). I have seen the future of women's studies and it is us: Building women's studies in the community (+) college. Published by the Women's Studies Forum at CUNY and retrievable from http://www.bmcc.cuny.edu/womens_studies/Phillips.html.

Other Publications

Excellence in Higher Education for Liberian Development (EHELD) USAID|Liberia Layli Maparyan Ray Herrin (University of Georgia)
$1,195,554 $19,144,536 TBA 2011-October 2015 Under review
Fulbright Senior Specialist Project #3968, U.S. Studies – Women's Studies, Liberia Fulbright Specialists Program Layli Maparyan $10,958.70
July 2010-August 2010 Funded
Establishing a Gender Studies Program at the University of Liberia GSU International Strategic Initiatives (ISI) Grant Program Layli Maparyan, Joyce E. King, Murungi Ndirangu, & Jonathan Gayles $10,290
September 1, 2010-August 30, 2011 Not funded
Gender Studies as an Organizing Mechanism for Economic Development, Technological Advancement, Health and Wellbeing, Social Justice, and Peace in the Context of National Postwar Reconstruction: Building an International Strategic Relationship with the University of Liberia GSU International Strategic Initiatives (ISI) Grant Program Layli Phillips, Joyce E. King, & Jonathan Gayles
Amount: Dates: Status:

$13,103 September 1, 2009-August 30, 2010 Semi-finalist (not funded)
Applied Womanism as an Approach to Promoting Wellness, Empowerment, and Life Skills
among Adolescent Female Refugees of the Liberian Civil War Layli Phillips GSU Scholarly Support Grant Program
$15,000 July 1, 2009-June 30, 2010 Not funded
Womanist Perspectives on Spiritual Activism and Applied Womanism Practicum Contemplative Practice Fellowships of the Center for Contemplative Mind in Society Layli Phillips $10,000 May 11, 2009-August 12, 2009 Funded
Womanist Praxis and Womanist Theatre Georgia State University Advancement of Women Mentoring Grant Layli Phillips & Shirlene Holmes $6,000 July 2007-June 2008 Not funded
Faculty Writing Across the Curriculum Grant Writing Across the Curriculum Program Layli Phillips $2,000 Summer 2004 Funded
Jamaica & Trinidad/Tobago Joint Award in Gender Studies #4517 Fulbright Scholar Program Layli Phillips TBD August 2004-June 2005 Semi-finalist (not funded)
Mamie Phipps Clark and the Shifting Politics of Race, Gender, and Psychology in the 20th Century The George A. and Eliza Gardner Howard Foundation Layli Phillips $20,000 July 1, 2003-June 30, 2004 Not funded
Recovering the Legacy of Mamie Phipps Clark John W. Kluge Center Fellowships Program (Library of Congress) Layli Phillips $21,000 Summer 2004 and Summer 2004 Not funded
Womanist Theory, Womanist Praxis, and International Womanist Collaborations Georgia State University Office of Sponsored Programs (Research Initiation Grant Program) Layli Phillips $10,000 July 1, 2001-June 30, 2002

Status:
Not funded
Title: Agency: PI: Amount: Dates: Status:
Title: Agency: PI: Amount: Dates: Status:
Title: Agency: Co-PIs: Amount: Dates: Status:
Title: PI: Agency: Amount: Dates: Status:
Title: Co-PIs: Agency: Amount: Dates: Status:
Title: PI: Agency: Amount: Dates: Status:
Title: Co-PIs: Agency: Amount: Dates: Status:
Title: PI: Agency: Amount: Dates: Status:
Womanist Social Science: A Model for Women's Development and Liberation in Africa Georgia State University Office of Sponsored Programs (Directed Research Funds) Layli Phillips $4,000 October 1, 2000-June 30, 2001 Funded
Pride and Prejudice: Identity among Lesbian, Gay, and Bisexual People of Color and the Experience of Racism and Homophobia Layli Phillips Wayne F. Placek Award of the American
Psychological Foundation (APF)
$20,000 September 1, 1997-August 31, 1998 Not funded
The Role of Family, School, Peer, and Church in the Self-Regulation of Children from Rural African-American Families Gene Brody & Layli Phillips National Institute for Child Health and Human Development (NICHD)
$937,101 (renewal) April 1997 – April 2000 Funded
Peer Crowds in Predominantly Black Schools: Relation to Academic Performance, Ethnic Identity, and Psychosocial Adjustment Layli Phillips Institute for Behavioral Research (IBR)
$3,000 December 1, 1995-December 31, 1996 Funded
The Womanist Studies Consortium Layli Phillips & Barbara McCaskill Rockefeller Foundation Humanities Fellowships Program $250,000 June 1, 1995-May 31, 2000 (Unfunded extension through 2001) Funded
Kenneth Bancroft Clark: Postmodern Meditations on the Career of an Early Black Psychologist Layli Phillips Schomburg Center for Research in Black Culture $15,000 September 1, 1995-February 28, 1996

Invited Speaking Engagements
Maparyan, L. (2010, October). Beyond race: What’s next? Intersectional and spiritual approaches to identity, diversity, inclusion, and social transformation. Invited presenter, University System of Georgia Board of Regents Diversity Summit, Georgia Institute of Technology, Atlanta, GA.
Maparyan, L. (2010, June). What do we mean by —Gender Studies!? Invited lecture, Kofi Annan Institute for Conflict Transformation, University of Liberia, Monrovia, Liberia.


Phillips, L. (2009, April). Why the academy needs womanism, now more than ever. Invited address delivered at the University of South Florida, Tampa, FL.

Phillips, L. (2008, September). Spiritual activism, or —gardening with lotus seeds.‖ Invited keynote address, New Visions Graduate Student conference, Georgia State University, Atlanta, GA.


Phillips, L. (2008, April). What’s up on planet Earth?: A New Age ecowomanist perspective.‖ Invited keynote address, Gender Across Borders III conference, University at Buffalo Gender Institute, Buffalo, NY.

Phillips, L., (2008, March). There are many ways to talk about women and Hip Hop and they’re all true: Beyond rhetoric, towards what’s next. Invited keynote address for the —Women and Hip Hop‖ symposium, co-sponsored by the Institute of African American Studies and the Women’s Studies Program, University of Georgia, Athens, GA.


Invited lecture for the Women’s Studies Program, Texas Women’s University, Denton, TX.
Phillips, L. (2004, September). The role of queer studies in Africana studies. Invited panel presentation for the 10th Anniversary Celebration of the Department of African American Studies at Georgia State University, Atlanta, GA.
Phillips, L. (2003, March). Keynote panelist conversation (with Susan Glisson, Patricia Mohammed, & Chela Sandoval) for the Critical Moments: Re-Membering Community and Self Conference, Emory University, Atlanta, GA.


Phillips, L. (2001, October). Bringing decolonial democratic globalization to the masses. Invited presentation for the Implications, effects, and possibilities of the women’s studies Ph.D. panel, Emory Women’s Studies Ph.D. Conference, Atlanta, GA.

Phillips, L. (1999, November). I have seen the future of women’s studies and it is us: Building women’s studies in the community (+) college. Invited keynote address, CUNY Women’s Studies Forum, Borough of Manhattan Community College, New York, NY.


McCaskill, B., & Phillips, L. (1994, November). From the conference table to the kitchen table: Where are we as womanists?. Invited address, Drexel University, Philadelphia, PA.

Academic Conference Presentations (Last 10 Years)

Maparyan, L. (2010, March). Cutting edge gender research award symposium [panel chair]. Annual meetings of the National Council for Black Studies (NCBS), New Orleans, LA.

Phillips, L., & Keating, A. (2009, November). Womanist spiritual activism workshop. Annual meetings of the National Women’s Studies Association (NWSA), Atlanta, GA.

Phillips, L. (2009, November). Not just agents of histories, but agents of futures: New womanist scholarship showcase [panel organizer & chair]. Annual meetings of the National Women’s Studies Association (NWSA), Atlanta, GA.


Phillips, L. (June, 2005). Traditions in Black lesbian feminist organizing and the differential method. Remarks presented as part of the Feminist Institute panel at the annual conference of the Black Radical Congress, Atlanta, GA.

Phillips, L., & Olugbala, T. S. (June, 2005). Homophobia in our communities. Roundtable discussion to be presented at the annual conference of the Black Radical Congress, Atlanta, GA.


Roundtable presented at the annual meetings of the National Women’s Studies Association, New Orleans, L.A.


Phillips, L. (2002, June). The impossible, the unthinkable: Reconciling activism and postmodernity. In L. Phillips (Chair), Power, vision, movement: Chela Sandoval, the methodology of the oppressed, and 21st century liberation. Symposium presented at the annual meetings of the National Women’s Studies Association, Las Vegas, NV.


Phillips, L. (2001, June). Black women and women’s studies: The view from four campuses. In L. Phillips (Chair), Black women and women’s studies: The view from four campuses. Symposium conducted at the annual meeting of the National Women’s Studies Association, Minneapolis, MN.


Borwick, S., & Phillips, L. (2001, June). Directors: Building programs by, of, and for all women. Roundtable co-facilitated at the annual meetings of the National Women’s Studies Association, Minneapolis, MN.

Phillips, L. (2001, June). Women’s studies and feminist community on the Black women’s campus: Issues, challenges, and successes. Roundtable facilitated at the annual meetings of the National Women’s Studies Association, Minneapolis, MN.

Phillips, L. (2001, June). Women of color in women’s studies administration. Roundtable facilitated at the annual meetings of the National Women’s Studies Association, Minneapolis, MN.

lives. Symposium conducted at the annual meeting of the Southeastern Women’s Studies Association, Boca Raton, FL.

Academic Colloquia & Guest Lectures
Maparyan, L. (October, 2010). Building a gender studies program at the University of Liberia. WSI Brownbag Lecture, Georgia State University, Atlanta, GA.
Maparyan, L. (May, 2010). How does gender studies relate to agriculture? Guest lecture in Dean Leroy Cegbe’s Educational Methods in Agriculture class, University of Liberia, Fendell Campus, Monrovia, Liberia.
Phillips, L. (November, 2007). Using womanism to teach about race and social justice. Colloquium for the Benjamin E. Mays Chair for Urban Teaching, Learning, and Leadership Brownbag Series, College of Education, Georgia State University, Atlanta, GA.
Phillips, L. (April, 2007). Womanism. Colloquium for the GSU History Department, Atlanta, GA.
Phillips, L. (March, 2007). Womanism. Guest lecture for Prof. Claire Sahlin’s Feminist Theory seminar, Texas Women’s University, Denton, TX.

Phillips, L. (January, 2007). Ecowomanism. Guest lecture for Sarah Vitorino’s Introduction to Women’s Studies course, Emory University, Atlanta, GA.
Phillips, L. (September, 2006). Reading from The Womanist Reader. Women’s Studies Institute Brown Bag Series, Georgia State University, Atlanta, GA.
Phillips, L. (2004, March). Race and racism in psychology: Robert Guthrie’s Even the rat was white. Guest lecture for Prof. Elizabeth Jaeger’s History and Systems of Psychology course, St. Joseph’s University, Philadelphia, PA.
Atlanta, GA.
Phillips, L. (2006, April). Imagine a world. Invited address for the Phi Beta Delta Honor Society for International Scholars Alpha Lambda Chapter induction ceremony, Georgia State University, Atlanta, GA.

Editorial and Reviewing Activities

Consulting & In-service Workshops
Consultant, Women’s Funding Network, Black Women’s Donor Action Group Document, October-November 2010. (paid)
Consultant, Aid to Children of Incarcerated Mothers, Inc. (AIM), —Feminism and Womanism, in-service workshop, April 27, 2007. (unpaid)
Consultant, Agnes Scott College Alumnae Association Board. Presented workshop entitled, —Engaging diversity in alumnae relations. June 8, 2002. (paid)
Consultant, Agnes Scott College Alumnae Association Board, November 6, 2001. (unpaid)

Program & Curriculum Development
Program Development Leader, Gender Studies Program, University of Liberia, March 2009 to present.
Planned and co-conducted a Womanist Studies Consortium Summer Seminar on "Using
Planned and co-conducted a Womanist Studies Consortium Summer Seminar on "Coalition-Building" for six (6) Rockefeller Humanities Postdoctoral Fellows, July 1997.
Planned and co-conducted a Womanist Studies Consortium Summer Seminar on "Feminisms of Color" for six (6) Rockefeller Humanities Postdoctoral Fellows, June-July 1996.

Other Scholarly Activities
External reviewer for promotion & tenure candidate in the Women’s Studies Department, University of Nevada-Las Vegas, September 2010
Participant, Contemplative Practice Fellows Weekend, sponsored by the Center for Contemplative Mind in Society, Fetzer Institute, June 18-20, 2010.
Retreatant, —The Path of the Buddha: Buddhist Elements for a Global Ethic,| Plum Village, France, June 2009. (Trip funded by Contemplative Practice Fellowships Program.)
External reviewer for promotion & tenure candidate in the School of Human Development and Organizational Studies at the University of Florida, August 2009.
External reviewer for promotion & tenure candidate in the Department of Language, Literacy, and Sociocultural Studies at the University of New Mexico, August 2008.
External reviewer for promotion & tenure candidate in the Department of Psychology, Howard University, Washington, DC, Fall 2005.
External reviewer for promotion & tenure candidate in the Women’s Studies Department, Portland State University, Portland Oregon, Summer 2005.
Co-wrote (with Paula Mozen, MFA) film discussion guide for ...3 Girls I Know (Dir: Paula Mozen, 2004), a documentary about adolescent girls, sexuality, teen pregnancy, and HIV, Summer 2004.
Co-planned and co-facilitated (with Susan Borwick, Ph.D., Patti Duncan, Ph.D., Liza Fiol-Matta, Ph.D., Leslie Hill, Ph.D., & Pat Washington, Ph.D.) the 3-day —Contemporary Curriculum Transformation Project| workshop, sponsored by the NWSA PAD Mentoring Sub-committee, Milwaukee, WI, June 2004.
Co-planned and co-facilitated (with Laurie Fuller, Ph.D., Ann Russo, Ph.D., Aimee Carrillo-Rowe, Ph.D., & Pat Washington, Ph.D.) day-long —Stop Dreaming, Keep Working III anti-racism workshop, sponsored by the NWSA Women of Color Caucus and the NWSA Anti-White Supremacy Task Force, Milwaukee, WI, January 2004.
Co-planned and co-facilitated (with Pat Washington, Ph.D., Laurie Fuller, Ph.D., Ann Russo, Ph.D., Aimee Carrillo- Rowe, Ph.D., & Sheena Malhotra, Ph. D.) day-long —Stop Dreaming, Start Working| anti-racism workshop, sponsored by the NWSA Women of Color Caucus and the NWSA Anti-White Supremacy Task Force, New Orleans, LA, January 2003.
Co-planned and co-conducted (with Charlene Ball, Ph.D.) the week-long —Middle Eastern Women: A Film Festival,| Fall 2001.

Radio & TV Appearances
Interview (with Nico Colombant, via phone) for Voice of America story on progress in women’s
issues in Liberia, August 30, 2010.
Promotional video for Salzburg Global Seminars available at
Interview (with Josephine Ogbodu [host], Malika Redmond, LaTisha Oliver, Christi Ketchum, Salome Theoway, & Brezhnev Paasewe), *Women’s World*, UNMIL Radio, Monrovia, Liberia, May 26, 2010.
Host, *The Circle* [monthly spirituality and world affairs program], AIB-TV, Atlanta Interfaith Broadcasters, Atlanta, GA, December 2009-present.
Interview (with Violet Johnson and Moya Bailey) with C. Wiatta Freeman on Womanspeak, WRFG-FM, Atlanta, GA, November 20th, 2008.
Interview with Angela Harrington Rice on *A Woman’s Place* for Atlanta Interfaith Broadcasters, September 30th, 2008.
Interview with Bariti KMT and Sarah Vitorino on Connecting the Dots, WIGO-AM, September 16th, 2007. Interview with Angela Harrington Rice on *A Woman’s Place* for Atlanta Interfaith Broadcasters, April 9th, 2007.
Interview with Taryn Crenshaw and Leanne Cabral for their student film on homophobia and heterosexism in the Black community, March 2007.
Interview with Laura Rahman for her student film on sisterhood at Spelman College, February 2007.
Interview (with Baruti KMT, Kevin Bynes, Deepali, Mia Mingus, and Dustin Smith) for gay and lesbian history month special programming, broadcast on 89.3 WRFG-FM, June 23, 2005. Topic: The state of queer and anti-homophobic activism in the Atlanta area.
Teaching (*indicates new course)
Graduate Instruction
History & Theory of European & U.S. Feminisms (WST 8001—GSU) Feminist Methodologies (WST 8004—GSU) New Directions in Feminism (WST 8003—GSU) Feminist Theory (WST 791R 00P—Emory)
Advanced Multicultural Psychology* (PSYC 8890—UGA) Seminar on Identity and Identity Development* (PSYC 889C—UGA) Developmental Psychology (PSYC 8800—UGA)
Split-Level Instruction (Grad/Undergrad)
Undergraduate Instruction
University, College, & Departmental Committees
Campus & Community Service

Community & Non-profit Board Memberships

Professional Organizational Memberships
National Women's Studies Association National Council for Black Studies Association for the Study of Classical African Civilizations Phi Beta Delta Honor Society for International Scholars

International Travel Summary
Liberia, July-August 2010, Fulbright Specialist Fellowship at the University of Liberia. Developed a Curriculum Plan for the inaugural Gender Studies Program based on interviews with UL faculty and community stakeholders, including the Ministry of Gender and Development, the Ministry of Education, the Angie Brooks International Center, UNDP, and CARE|Liberia. Also visited Cuttington University, the Central Agriculture Research Institute (CARI), the Agrotechnology Center, the Fistula Rehab Center, and the Ministry of Planning and Economic Affairs. Visited the African Women’s Development Fund headquarters in Accra during an day-long layover in Ghana.

Austria, June 2010, invited speaker at the Salzburg Global Seminars at its annual Board of Directors Weekend. Topic: One world, diverse faiths: How far can different religious traditions come together in support of a sustainable world, artistic creativity and the pursuit of peace?

Liberia, May-June 2010, study abroad trip. Escorted and supervised two graduate students and one non-profit leader on a three-week study tour focusing on gender development and gender mainstreaming efforts in Liberia. Trip included visits to the Ministry of Gender and Development, Ministry of Agriculture, the U.S. Embassy, Traditional Women United for Peace, Women and Children Development Association of Liberia (WOCDAL), T.H.I.N.K., Crusaders for Peace, West Point Women’s Center, Concerned Youth of Wood Camp, Federation of Liberian Youth (F.L.Y.), JFK Hospital, Angie Brooks International Center Secretariat, Access Bank, CARE|Liberia, as well as two radio interviews and one TV interview. We also visited the University of Liberia (Capitol Hill and Fendell campuses), where we conducted focus group research with UL students related to gender studies.

Liberia, December 2009/January 2010, University of Liberia Gender Studies Program needs assessment study. Highlights of this 38-day trip include the signing of a Memorandum of Cooperation between the University of Liberia (UL) and Georgia State University to develop a Gender Studies Program at UL; a visit to Ministry of Gender and Development; and a meeting with Mama Tormah, Founding Director of Traditional Women United for Peace and Zoe of the traditional women of Liberia.


France, June 2009, to attend a seminar on ―Buddhist Elements for a Global Ethic‖ with Thich Nhat Hanh at Plum Village, as part of the Contemplative Practice Fellowship sponsored by the Center for Contemplative Mind in Society. 10-day trip included meditation training and curriculum development for a GSU course titled —Womanist Perspectives on Spiritual Activism.

Liberia, March 2009, —2009 International Colloquium on Women's Empowerment, Leadership Development, International Peace and Security‖ sponsored by H.E. Ellen Johnson Sirleaf, President of Liberia, and H.E. Tarja Halonen, President of Finland. 2-week trip based in Monrovia included medical mission to JFK Hospital Fistula Unit in Monrovia and Fistula Rehab Center, Jacob Town, Liberia, as well as meetings with the Minister of Youth and Sports and the President of the University of Liberia. A brief visit to Ghana occurred on the last day, including a tour of the Budaburam Refugee Camp.

South Africa, September 2007, —Another World Is Possible: Feminist Perspectives‖ curriculum development workshop sponsored by the International Feminist University Network, Kleinmond, South Africa. 2-week trip included tour of Cape Town and nearby small towns.
Uganda, October 2000, —Challenges to the Social Sciences in the 21st Century conference sponsored by Makerere University, Kampala, Uganda. 10-day trip included tour of country.

References
Available upon request.

BIOGRAPHICAL NARRATIVE for LAYLI MAPARYAN, PH.D.

Layli (Phillips) Maparyan, Ph.D., is Associate Professor of Women’s Studies and Associated Faculty of African American Studies at Georgia State University. She obtained her Ph.D. in Psychology from Temple University, her M.S. in Psychology from Penn State, and her B.A. from Spelman College, where she majored in philosophy. In 2006, she published The Womanist Reader (Routledge), a comprehensive anthology documenting the first quarter century of womanist thought. Her second book, The Womanist Idea (also with Routledge), which addresses womanist metaphysics and spiritual activism, is slated to appear in December 2011.

Over the course of her 17-year career, she has published over 30 journal articles or book chapters spanning the fields of women’s studies, Africana studies, and psychology. From 1994-2000, she served as Founding Co-Director of the Womanist Studies Consortium, a Rockefeller Humanities Fellowships Program residency site. Her primary project at this time involves working with the University of Liberia (UL) to collaboratively develop that institution’s inaugural Gender Studies Program. This program is designed to mirror and support the national policy emphasis on gender development and gender mainstreaming initiated by Africa’s first democratically elected woman president, H.E. Ellen Johnson Sirleaf, as well as to augment UL’s contribution to Liberia’s Poverty Reduction Strategy (PRS). During July and August 2010, she served as a Fulbright Specialist at the University of Liberia in furtherance of this objective.

Dr. Maparyan brings a significant capacity-building expertise in the area of higher education. As the first appointed Chair of the University Consortium for Liberia (UCL), she works closely with the Honorary Consul General for the Republic of Liberia, State of Georgia, in building, maintaining, and advancing a regional network of colleges, universities, and other educationally-oriented organizations, whose mission is —To lift Liberia by coordinating diverse academic efforts for increased impact. In the past, she has served in multiple positions of leadership, both elected and appointed, in the National Women’s Studies Association (NWSA). At the institutional level, she served as a departmental Director of Graduate Studies for six years; currently she serves as a member of GSU’s University Senate, participating on the Faculty Affairs and Cultural Diversity Committees. She has engaged in extensive new course development in multiple disciplines (women’s studies, African-American studies, psychology) at diverse institutions, including graduate, upper level, lower level, split-level, and cross-listed courses as well as new student orientation, a public community course, and academic courses with significant contemplative content. Her successful track record of grant-writing as PI or Co-PI has generated over $1.1M in extramural funds (from both foundation and federal sources) and $17K in intramural funds, and includes 5 years of continuous grant administration. She is experienced with the pedagogy of service learning (including course development, site selection, and volunteer coordination), as well as the promotion university-community relations through board memberships, public lectures, and direct service activities.

Over the last decade, she has made multiple trips to the African continent for professional purposes. In 2000, she visited Uganda to present a paper at the —Challenges to the Social Sciences in the 21st Century conference sponsored by Makerere University in Kampala. In 2007, she spent two weeks in Kleinmond, South Africa, as an invited faculty member for the
International Feminist University Network (IFUN). During 2009, she made three trips to Liberia – the first, a medical mission trip to bring supplies to the Fistula Ward at JFK Hospital as well as the Fistula Rehab Center and also to attend the 2009 International Colloquium on Women's Empowerment, Leadership Development, and International Peace and Security; the second, a study abroad site visit combined with a trade mission sponsored by the Honorary Consul General; and, the third, a needs assessment trip supporting the development of the UL’s Gender Studies Program, which included the signing of a Memorandum of Cooperation between the GSU College of Arts and Sciences and UL’s Liberia College. While on this 38-day trip, she also made several visits to Bong County, including a brief tour of Cuttington University and visits to Gbarnga and Kpelekalah Village. In May 2010, she returned on a three-week study abroad trip with students for the purpose of examining gender development and gender mainstreaming efforts in diverse sectors of Liberian society. While on this trip, she also had the opportunity to cement connections with the African Women’s Development Fund headquartered in Accra, Ghana. In July 2010, she returned for the aforementioned Fulbright Specialist post. Over the course of these visits to Liberia, she has met with the Ministers of Gender, Education, Agriculture, Youth and Sports, and National Security, and a number of individuals at the Deputy Minister level, in addition to the Interim Mayor of Monrovia and a number of UN and INGO officers and staffpersons, traditional leaders and religious leaders, civil society groups, academic leaders, business leaders, health professions leaders, media leaders, philanthropists, and members of the diplomatic community. She has appeared on Liberian television and radio as well as in Liberian newspapers more than once in connection with her professional activities in Liberia. She is married to Liberian journalist and documentary videographer Seboe N. Maparyan.

Name: Megan Sinnott
Rank: Assistant Professor
Department: Women’s Studies Institute

Education
PhD, University of Wisconsin-Madison. Anthropology 2002
Master of Arts, University of Wisconsin-Madison. Anthropology 1994
Bachelor of Arts, University of Colorado-Boulder. Asian Studies 1989

Professional Credentials and Teaching Positions
8/06 to present Georgia State University Assistant Professor Women’s Studies Institute
7/04-6/06 Yale University Visiting Faculty, Lecturer (Co-appointment) · Women’s, Gender and Sexuality Studies Program (Lesbian and Gay Studies) · Department of Anthropology
7/03-6/04 University of Colorado-Boulder Visiting Faculty, Instructor Department of
Anthropology

10/97-7/03 Mahidol University, Nakorn Pathom, Thailand Instructor of Anthropology
10/94-8/95 Institute of Language and Culture for Rural Development Master’s Degree 1/96-8/96 Program in Cultural Studies

9/00-6/03 Thammasat University, Bangkok, Thailand Lecturer of Women’s Studies Master’s Degree Program in Women’s Studies

1/03-6/03 Thammasat University, Bangkok, Thailand Lecturer of International Relations Master’s Degree Program in International Relations

Peer Reviewed Publications
Reprints
2005
2004
Book Reviews
March 2008
May 2005
Spring 2005
Other Publications
2006
2004
Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand. Chiangmai, Thailand: Silkworm Press. (for Asian distribution)
Invited Lectures, Roundtables and Conference Papers
October 2010 November 2010 April, 2009
January 2009
November 2008
November 2008
February 2008 April 2008
November 2007
May 2007
April 2007
March 2007
January 2007


“Sexual Rights and Activism in Thailand: Nationalism, Transnationalism, Feminism and Buddhism in the Construction of Thai Activist Discourses.” Association for Asian Studies Annual Meeting, Atlanta, April 3-6, 2008. Organized session “Transnational Activism in Asia: Identity, Discourse, and Networks”


"Buddhism, Sexuality and LGT Activism in Thailand." Brownbag Speaker, Anthropology Department, Georgia State University, April 12, 2007.


"Transnationalism and Sexuality in Thailand: The Intersections of November 2006

April 2006
March 2006
January 2006
January 2006
July 2005
July 2005
March 2005
March 2005

Buddhism, Feminism, and Gay/Lesbian Rights.” Invited lecture, Women’s Studies Institute Lecture Series, Georgia State University, January 31, 2007.


“An Anthropology of Space, Gender and the (In)Visibility of Female Sexualities in Thailand.” Invited lecture, Ethnography and Social Theory Colloquium, Anthropology Department, Yale University. April 10, 2006.

“An Anthropology of Space, Gender and the (In)Visibility of Female Sexualities in Thailand.” Invited lecture, Women’s, Gender and Sexuality Studies Program, Harvard University. March
17, 2006.
“The Gender Ghetto and Sexual Minorities: What „Toms” and „Dees” Can Tell Us about the Importance of Gender and April 2005
January 2005
October 2004 October 2004
March 2004
April 2004
February 2001
November 2000
July 1999
July 1999
Roundtable Discussant, “Knowing South Asia: Reflections on Authenticity, Belonging, Nationhood, and Diaspora” South Asian Studies Council, Yale University. April 15, 2005.
“Sexuality in Thailand and the Trouble with Queer: Why We Need to Bring Gender Back into the Study of Global Queer Sexuality.” Invited Lecture, Southeast Asian Studies Program, University of Wisconsin, Madison.
“Gender, Sexuality and Power in Thailand.” Invited lecture, Council on Southeast Asian Studies, Yale University.
Panel discussant for screening of Vietnamese film (When the Tenth Month Comes), sponsored by the Council on Southeast Asian Studies, Yale University, October 24, 2004.
“Female Experiences of Globalization, Sexuality and Transgenderism in Thailand.” Invited lecture, Women’s, Gender and Sexuality Studies Program, sponsored by the Larry Kramer Initiative for Lesbian and Gay Studies, Yale University.

529


April 1999
March 1999
November 1995
Community Lectures
February 2004 January 2004


Honors, Awards and Recognition


Courses Taught

Georgia State University
WST 8001: Feminist Theories
WST 3010: Feminist Theories
WST 2010: Introduction to Women’s Studies
WST 4910/6910: Sexuality and Nationalisms
WST 8004: Feminist Methodologies
WST 4910/6910, ANTH 4980: Sexuality and Gender in Southeast Asia

Yale University
Gender and Sexuality in Society
Cross Cultural Sexuality Anthropology of Sex and Gender
Theory and Method in the Study of Sex
Women’s Sexuality
University of Colorado-Boulder
Frontiers: Introduction to Cultural Anthropology
Sexuality and Nationalism
Ethnography of Mainland Southeast Asia

Mahidol University
Principle and Theory in Anthropology
Religion and Belief Systems

Thammasat University
Alternative Feminisms
Introduction to Women’s Studies
Gender and Politics in International Relations

Thesis Advising and Student Supervision


· Main Advisor, Honors project, Sammy Kanso, WSI. Submitted: December 7, 2009.

Ph.D. committee member, Shunyuan Zhan. Department of Anthropology, Emory University. Ph.D. disserstation proposal defended on September 21, 2010.

MA committee member, Ophelia Bradley, Department of Anthropology. Title: “They Need Labels: Contemporary Institutional and Popular Frameworks for Gender Variance.” Thesis defended April 21, 2010.


MA committee member, Yolanda Chapman, Department of Anthropology. Title: “I am not my Hair! Or am I?”: Black Women”s Perceptions of Study Abroad and Identity.” MA Thesis defended: November 16, 2007.

Yale University:


Independent Studies Advisor, Katherine Low. Anthropology Department, Yale University. Course Topic: Reflexivity and Ethnography.

University of Colorado-Boulder


Mahidol University, Thailand

Main advisor, Nantiya Sukontapatipark, winner of 2003 “Dissertation and Thesis Promotion and Development Fellowship, Graduate School of Mahidol University” in conjunction with myself as faculty advisor. “The Relationship between Modern Medical
Technology and Gender Identity in Thailand: Passing from a „Male Body” to a „Female Body.” MA thesis (Public Health and Anthropology).

Administrative Experience Georgia State University:
· Executive Committee, Women’s Studies Institute, Fall 2009-present.
· Chair, Speakers Series Committee, Women’s Studies Institute, Fall 2007-present.
· Committee Member, Speakers Series, Women’s Studies Institute, Fall 2006-Spring 2007
· Committee Member, Graduate Program Committee, Women’s Studies Institute, Fall 2008-Spring 2009.
· Committee Member, Diane Fowlkes Spring Event Planning Committee, Spring 2008 Yale University
· Committee Member, Council on Southeast Asian Studies, Yale University, 2005-2006.
· Committee Member, Faculty Search Committee, Lesbian and Gay Studies, Yale University 2006.
· Committee Member, Women’s and Gender Studies Council, Yale University, 2004-2005

Conference Organizing
· Chair and organizer: “Feminist and Queer Theory within Anthropological Studies of Asian Subjectivities.” Panel accepted for South East Women’s Studies Association Annual Conference, Atlanta, March 2011.
· Chair and organizer: “Counter Narratives of Space, Representation, and Memory: Narratives of Female Success and Deficiency.” Panel held at National Women’s Studies Association Annual Meeting, Atlanta, November 15, 2009.
· Organized Conference Panels
o Association for Asian Studies Annual Meeting, Atlanta, April 3-6, 2008. Session title: Transnational Activism in Asia: Identity, Discourse, and Networks.

Professional Service
· Member of advisory board for the Queer Asia book series, Hong Kong University Press, Spring 2008-present.
· Reviewed abstracts IASSCS (International Association for the Study of Sexuality, Culture, and Society), Biennial Conference in Hanoi, April 16-18 2009 (reviewed abstracts in November 2008)
Executive committee member of Society of Lesbian and Gay Anthropologists, American Anthropological Association (Spring 2005-Fall 2006). Selection Committee member, 2005 Ruth Benedict Prize, SOLGA, American Anthropological Association (Chair of committee in 2006)

Selection Committee for Steere Senior Essay Prize in Women’s Studies, Yale University, 2005


Selection Committee for GALA (Gay and Lesbian Studies) Senior Essay Contest, Yale University, 2005.

Organized Lecture program, Larry Kramer Initiative for Lesbian and Gay Studies, on the topic of queer studies and globalization, Spring, 2006.

Organized queer film series, Larry Kramer Initiative for Lesbian and Gay Studies, Yale University, for spring 2005.


Fellowships and Grants

Research Initiation Grant, Georgia State University, “Thai Ghost Narratives: Historical Contingencies, Global Contexts.” (June-August, 2009)

Collaborative Research Grant, Chulalongkorn University, Thailand, with co-researcher Chutima Pragatwutsarn, “Health, Culture, and Spirituality: A Study of Illness Narratives and Ghost Stories.” (June-August, 2009).

5/05 Fund for Lesbian and Gay Studies, Yale University, research grant for research on sexual identities and subcultures in Thailand, Laos and Vietnam.

9/02-5/03 Dissertation and Thesis Promotion and Development Fellowship, Graduate School of Mahidol University (the grant is awarded to supervise a graduate student, and produce a joint publication in an accredited international journal)

July 1999, Travel scholarship awarded by the Committee for Southeast Asian Studies, British Academy, to attend the International Association for the Study of Sexuality, Culture and Society Conference in Manchester, UK.


Summer 1994, Foreign Language Area Studies Fellowship for the Study of Thai language.

SUSAN TALBURT  
Women’s Studies Institute  
P.O. Box 3969  
Georgia State University  
Atlanta, GA 30302-3969  
(404) 413-6581  
stalburt@gsu.edu  
192-B Gibson Street Atlanta,  
GA 30316  
(404) 522-4909 (h)  
(404) 805-4337 (c)

EDUCATION:  
Ph.D. 1996  
Vanderbilt University, Peabody College of Education, Nashville, Tennessee  
Education and Human Development/Curriculum and Instruction Dissertation: Troubling Lesbian Identities: Intellectual Voice and Visibility in Academia

M.A. 1991  
University of Maryland at Baltimore County, Baltimore, Maryland  

B.A. 1985  
Colby College, Waterville, Maine  
Double Major: English and Spanish  
Hamilton College Junior Year Abroad in Spain, 1983-1984

ACADEMIC EMPLOYMENT:  
Director and Associate Professor, Women’s Studies Institute, Georgia State University, Atlanta, GA. July 2004-present. Head of the Women’s Studies Institute through the College of Arts and Sciences. Responsibilities those of department chair. Graduate Faculty status in the Department of Educational Policy Studies.

Senior Faculty Associate for the Advancement of Women, Office of the Provost, Georgia State University, Atlanta, GA. January 2004-June 2004. A twenty-five percent administrative position. Duties included implementing policies and practices to advance female faculty and staff to senior levels across the university. Continued appointment in Department of Educational Policy Studies.

Associate Professor of Curriculum and Social Foundations, Department of Educational Policy Studies, Georgia State University, Atlanta, GA. 2001-2004. Co-appointed in Higher Education. Affiliate Faculty to Women’s Studies Institute.

Assistant Professor of Curriculum and Social Foundations, Department of Educational Policy Studies, Georgia State University, Atlanta, GA. 1996-2001. Co-appointed in Higher Education, Department of Educational Policy Studies. Affiliate Faculty to Women’s Studies Institute.

Vanderbilt University, Nashville, TN. 1995-1996. Instructor in Department of Teaching and Learning. Full teaching responsibility for one graduate course per semester in curriculum foundations and theory.
COURSES TAUGHT:
College of Arts and Sciences Feminist Theories Feminist Methodologies Girls
Introduction to LGBT Studies Introduction to Women’s Studies New Directions in Feminism
New Directions in Women’s Studies New Student Orientation
Youth and Culture Youth and Sexualities
College of Education Anthropology of Education College and University Curriculum
Controversies in Education Curriculum Development and the School Administrator Curriculum
Exploration and Analysis Curriculum Theory Foundations of Curriculum Interpretive Inquiry in
Education Methods of Educational Inquiry Poststructural and Feminist Theories in Education
Principles of Curriculum Development Social and Cultural Foundations of Education

OTHER TEACHING
“Seminar in Queer Theory” and “Topics in Feminist Methodology,” two twelve-hour graduate
seminars taught in Spanish, Center for Gender Studies, Universidad de Chile, Santiago, Chile,

RELATED PROFESSIONAL EXPERIENCE:
Curriculum Project. Assisted in curriculum design and conducted ethnographic fieldwork and
analysis for a grant designed to incorporate technology and multiple forms of representation into
secondary social studies education for students with mild learning disabilities.
Vanderbilt University, Nashville, TN. September 1993-May 1994. Teaching Assistant and
student-teacher supervisor. Worked with master’s and undergraduate students enrolled in
University of California at Berkeley, Berkeley, CA. Summer 1993. Instructor in English
Language Program. Taught courses in composition, conversation, and women’s studies to
international university students.
Nashville State Technical Institute, Nashville, TN. August 1992-May 1993. Instructor in
Department of Academic Development. Taught courses in developmental reading to native
English speakers. Designed ESL curricula and piloted developmental reading and writing
courses for non-native speakers.
Instructor in English Language Institute. Taught courses in reading and composition to
international undergraduate students.
Community College of Baltimore, Baltimore, MD. September 1991-August 1992. Coordinator of
Refugee Employment Advancement Project. Administrator of vocational training program for
refugees. Responsibilities included designing and implementing new programs, budgeting,
working with service agencies to select candidates for training, designing curricula, and teaching
English for Special Purposes.
Community College of Baltimore, Baltimore, MD. September 1988-July 1992. Instructor of
English as a Second Language, English Language Institute. Taught various levels of classes,
including conversation, composition, grammar, reading, and TOEFL preparation. Designed
conversation and grammar curricula.
Community College of Baltimore, Baltimore, MD. August 1989-August 1991. Teacher in
Refugee Assistance Program. Responsible for designing and teaching intensive intermediate-
level ESL classes for newly-arrived refugees.


American Language Academy, Madrid, Spain. September 1986-September 1987. ESL teacher. Taught all levels of classes.


PUBLICATIONS:
Books  

Edited Books  
Nancy Lesko and Susan Talburt, eds. *Keywords in Youth Studies: Tracing Affects, Movements, Knowledges* [under contract with Routledge; manuscript sent to publisher January 2011].


Edited Journal Issues  


Journal Articles  


536


Imaginaries, and Movement,” under review (submitted December 2010).

Book Chapters


Susan Talburt, “Introduction: Some Contradictions and Possibilities of Thinking Queer,” in Thinking Queer: Sexuality, Culture, and Education, edited by Susan Talburt and Shirley R.

Encyclopedia and Reference Entries


Book Reviews and Review Essays


Other Papers
(http://www.inta.gatech.edu/center/wpapers2000/pdf/grant/talburt_grant.pdf) 

INVITED PAPERS AND TALKS: 

Susan Talburt, “Encantamiento y Afectividad en los Estudios Juveniles [Enchantment and Affect in Youth Studies],” Universidad Academia de Humanismo Cristiano, Santiago, Chile, August 2010. 


PAPERS PRESENTED:


Susan Talburt and Claudia Matus, “You Are Here (Georgia); But Insert Here (The Global),” American Educational Studies Association, Savannah, GA, October 2008.


April 2006.
Susan Talburt, “Ideas of a University, Governmentality, and Faculty Governance,” University of Southern California, Center for Higher Education Policy Analysis Seminar on Institutional Governance, Santa Fe, NM, June 2003.
Susan Talburt, “„A Steady Hand at Helm”: Sexual Anxieties and the Male Student Body in Nineteenth-century U.S. Colleges,” Annual Gay and Lesbian Studies Conference at University of


Susan Talburt, “Practices of the Self... Or, the Impossibility of the „Lesbian Intellectual,”” JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 1997.


Susan Talburt, “(De)Authorizations of a Black Lesbian Faculty Member: Social and Academic

543


CHAIR/DISCUSSANT/PANELIST:
Organizer and Chair, “Youthanazia: What”s Wrong with Girls Studies?,” to be presented at the Southeast Women”s Studies Association, Atlanta, GA, March 2011.


Panelist, “„Did You Get My E-mail?”: Intervening in the Corporate-Client Model of the Classroom,” Southeast Women’s Studies Association, Chattanooga, TN, March 2007.

ACADEMIC AWARDS, GRANTS, AND HONORS:
Fulbright Senior Specialist. Pontificia Universidad Católica de Chile. Worked with faculty in the College of Education to integrate theory and research in youth and gender studies into teacher education courses in Curriculum. Designed and team-taught classes, developed evaluation framework, and began initial research into youth cultures in Chile. July-August 2010. ($11,500)
Advancement of Women Mentoring Grant, “To Catch a Sheikh in the War on Terror: Reading Sheikh-Themed Romance Novels,” Georgia State University, 2007-8. ($5500 awarded to faculty mentee, Amira Jarmakani, and $500 awarded to Susan Talburt as mentor)
Research Initiation Grant, “Translations and Institutional Feminist Knowledge Production: Perspectives from Chile,” Internal Grants Program, Georgia State University, 2007-8. ($9750)
Phi Beta Delta, Alpha Lambda Chapter, Honor Society for International Scholars, 2006.

Research Grant, “European Integration and Educational Policy: A Case Study of Spain,” European Union Center, University System of Georgia, December 1999. ($1500)
Research Initiation Grant, “Curriculum and Culture: Student Strategies in Study Abroad,” Georgia State University, March 1997. ($3158)
Scholarship of Teaching Grant Award, “Reflective Teaching Portfolios: Enhancing Evaluation and Practice,” Center for Teaching and Learning, Georgia State University, February 1997. ($2300)
Phi Beta Kappa, Colby College, 1985. Cum Laude, with Distinction in the English Major, Colby

SERVICE:
Professional
Conference Co-chair, Southeast Women’s Studies Association Annual Meeting (hosted by Women’s Studies Institute at Georgia State University in March 2011), 2010-2011.
Executive Committee Member, Southeast Women’s Studies Association, 2010-2011.


External Promotion and Tenure Reviewer:
Dr. Encarna Rodriguez, Department of Education, Promotion and Tenure to Associate Professor, St. Joseph’s University, Philadelphia, PA, August 2008.
Dr. Lisa Loutzenheiser, Department of Curriculum Studies, Promotion and Tenure to Associate Professor, University of British Columbia, Vancouver, Canada, November 2007.
Dr. Patrick Dilley, Promotion and Tenure to Associate Professor, Department of Educational Administration and Higher Education, Southern Illinois University Carbondale, September 2006.
Dr. Valerie Harwood, Promotion to Senior Lecturer, University of Wollongong (New South Wales, Australia), 2005.

General:
Member, American Educational Research Association, Queer Studies SIG Scholar-Activist Award Committee, 2007.
Member, Review Committee, National Association of Student Personnel Administrators LGBT Knowledge Community Graduate Student Research Grant, 2005.

Proposal Reviewer, Fund for the Improvement of Postsecondary Education (FIPSE), preliminary application round, February 2001.

Community
Member, Scholarship Evaluation Committee, Atlanta Parents and Friends of Lesbians and Gays, 1997.

University
Member, Georgia State University, Provost’s Ad hoc Committee on the Advancement of Women, December 2009-April 2010.
Member, Georgia State University New Student Orientation (“GSU 1010”) Curriculum Committee, 2008-present.
Member, Georgia State University Internal Grants Program Faculty Peer Review Committee,


Appendix F4

The unit’s faculty members were involved in the process of developing and approving of this self study in the following ways. First, the core faculty of the WSI established a self study committee comprising three members of the core faculty. A draft of the study was compiled in consultation with the core faculty at faculty meetings held approximately once per week. The first draft of the self study was distributed to the full faculty (core and affiliates) on November 1st for their input and suggestions. These suggestions were considered and incorporated in the final document.
Appendix F5

Evidence for discipline-appropriate rationale and criteria for evaluations of scholarly and creative work

Interdisciplinarity is not simply a recognition of the necessary interconnections among disciplines, but it is also a way of recognizing that disciplinary thinking can become mired in habitual ways of thought and can become stuck. Through engaging in conversation across a variety of fields, we can jolt ourselves out of the usual patterns in order to provide innovative approaches to contemporary problems. We therefore emphasize activities that encourage interdisciplinarity, such as the faculty’s practices of reviewing manuscripts and submitting manuscripts to a wide range of journals.

One measure of faculty achievement is the degree to which our expertise is acknowledged within the field of women’s studies. For example, this may be measured by service to and recognition by the National Women’s Studies Association (NWSA). Our faculty members have served on the Gloria Anzaldúa book prize committee, and served as the Proposal Review Chair for the 2009 NWSA. Our core faculty also hosted the 2010 annual meeting of the regional division of NWSA, the South East Women’s Studies Association. The NWSA recognized outstanding achievement in the field of women’s studies by awarding one faculty member a prestigious book prize.

Faculty achievement may also be measured by recognition of our respective fields in which we are regularly asked to serve as reviewers of tenure portfolios and book and journal manuscripts. Membership on editorial review boards, both for book series as well as journals, also serves as markers of recognized expertise in our diverse fields of specialty.
Appendix G1

Women’s Studies
Student/Faculty Ratios, FY 2009-2011

<table>
<thead>
<tr>
<th></th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>#TT Faculty</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>26</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>32</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>6.5</td>
<td>7.8</td>
<td>9.3</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>8.0</td>
<td>10.3</td>
<td>9.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty*</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* According to the GSU Faculty Handbook (306.7), graduate faculty status is determined by each college and such status enables faculty to teach doctoral courses and research-oriented masters’ courses and to serve as chair, member or reader of doctoral dissertation committees and to direct masters’ theses. A member of the graduate faculty must hold appropriate terminal degrees and be actively engaged in scholarly and creative activities.
Appendix G2

WOMEN’S STUDIES INSTITUTE DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Georgia State University’s Women’s Studies Institute offers a B.A., a minor, and an M.A. in Women’s Studies. Undergraduate majors are required to take at least three courses from one of four designated strands: Sexualities, Race, Globalization, and Social Change. The M.A. program has three concentrations: globalization, sexuality studies, and social change, with emphasis also on themes of globalization and transnationalism. The Institute also offers an undergraduate minor in Women’s Studies and a Graduate Certificate in Women’s Studies.

Working with the Association of College and Research Libraries’ Women and Gender Studies Section’s lists of core books (which is organized by topic), our holdings measure up in the following categories, as shown below:

- Feminist Theory: 96% (current purchasing will bring to 100%)
- Women of Color: 93%
- Lesbian Studies: 82%
- Girls and Girlhood: 82%
- Transnational Feminism: 89%
- African Women: 87%
- Latin American Women: 87%
- Middle Eastern Women: 86%
- South and Southeastern Asian Women: 69%
- East Asian Women: 61%

We will continue to work to align our collections with these core lists as is relevant to the Women’s Studies Institute’s strengths and emphases. We will also continue to build on our collections in ways that support of the Institute’s course offerings/strands and core faculty’s research interests and specializations.

Comparatively speaking, the GSU Library has outstripped peer institutions San Francisco State University and the University of South Florida in number of books purchased in YBP’s categories Women’s Studies and Gay/Lesbian Studies for FY2011:

- Georgia State University: 823
- San Francisco State University: 334
- University of South Florida/Tampa: 53

Comparable figures were not available for the other two peer institutions, Arizona State University and Texas Woman’s University. We will continue to focus our purchasing of books and other resources in these subject categories, with particular emphasis on feminist theory, race,
activism, and sexualities, in addition to other emphases as communicated by WSI faculty.

We provide access to all of the ACRL/WGSS’s recommended core journals for Women’s Studies.

We have a solid collection of electronic resources available for Women’s Studies’ research, study, and teaching, as shown below. Our recent subscription to EBSCO’s LGBT Life with Full Text was a welcome addition to our holdings; to date none of the identified peer institutions have subscribed to this resource. Otherwise, our database holdings are largely congruent with the holdings of the peer institutions. In fact, our holdings exceed those of the University of South Florida, which does not offer Women’s Studies International or Family and Society.

**Relevant Library Statistics**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Number of monograph titles supporting program</td>
<td>HQ 1-2044: 17,335</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HV 1421-1449: 311</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HV 6556-6594.4: 360</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles in key call number ranges added in last two years</td>
<td>HQ 1-2044: 775</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HV 1421-1449: 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HV 6556-6594.4: 40</td>
<td></td>
</tr>
<tr>
<td>Percentage of available universe of related monograph titles purchased</td>
<td>Women’s Studies: 22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gay/Lesbian Studies: 27%</td>
<td></td>
</tr>
<tr>
<td>purchased through approval plan during previous fiscal year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of library instruction courses taught for department during</td>
<td>1 session (WST 8005; graduate</td>
<td></td>
</tr>
<tr>
<td>previous fiscal year.</td>
<td>research methods course)</td>
<td></td>
</tr>
<tr>
<td>Number of library consultations held with students from department</td>
<td>16 consultations</td>
<td></td>
</tr>
</tbody>
</table>
Electronic Resources
Students and faculty in the Women’s Studies Institute rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Women’s Studies research.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LGBT Life with Full Text</strong></td>
<td>Supports Women’s Studies emphases on sexuality studies and new course in LGBT Studies.</td>
</tr>
<tr>
<td><strong>Family and Society Studies</strong></td>
<td>Social-science scholarly database providing comprehensive coverage of research, policy, and practice literature in family science, human ecology, human development, and social welfare, from 1970 to the present.</td>
</tr>
<tr>
<td><strong>GenderWatch</strong></td>
<td>Full-text database of academic, gray, and popular literature titles, focusing on impact of gender on a wide range of subject areas. Includes archival material dating back to 1970, allowing for coverage of second- and third-wave feminism.</td>
</tr>
<tr>
<td><strong>JSTOR</strong></td>
<td>General scholarly article database. Includes coverage of 29 “Feminist and Women’s Studies” journals back to first issue published.</td>
</tr>
<tr>
<td><strong>Project Muse</strong></td>
<td>Full-text interdisciplinary database of scholarly journal articles. Includes 22 journals identified as Women’s Studies journals and an additional 2 journals identified separately as Sexuality journals.</td>
</tr>
<tr>
<td><strong>Women’s Studies International</strong></td>
<td>Broadly based Women’s Studies database drawing on a wide range of formats, in support of feminist research.</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Sociological Abstracts</td>
<td>Scholarly database of sociology resources. Includes material related to social issues pertaining to women, gender, family and marriage, social change, etc.</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Includes journals identified as Women’s Studies journals. Also includes Cited Reference Search, of use to Women’s Studies scholars.</td>
</tr>
<tr>
<td>Gerritsen Collection—Women’s History Online, 1543-1945</td>
<td>Primary-source database emphasizing the history of feminism and women’s movements.</td>
</tr>
<tr>
<td>Women and Social Movements in the United States, 1600-2000</td>
<td>Primary-source database with range of materials focusing on women’s social activism through the end of the 20th century.</td>
</tr>
<tr>
<td>Women’s Studies Encyclopedia</td>
<td>Online subject encyclopedia; tertiary resource for background on 700 alphabetically listed subjects.</td>
</tr>
<tr>
<td><strong>GALILEO Databases</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Academic Search Complete</td>
<td>Broad database including both scholarly and popular resources, including sources relating to women and gender.</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>Scholarly database of psychology resources. Includes material related to the psychology of women, gender, and sexuality.</td>
</tr>
</tbody>
</table>
Appendix H1

Appendix H1-a: Women’s & Gender Studies Ph.D. & D.A. Programs

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>Department Name</th>
<th>Degree Name</th>
<th>Name Change</th>
<th>Year Est.</th>
<th>Degree Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>AZ</td>
<td>Women’s and Gender Studies*</td>
<td>Gender Studies</td>
<td>-</td>
<td>1977</td>
<td>Ph.D</td>
</tr>
<tr>
<td>California Institute of Integral Studies</td>
<td>CA</td>
<td>Women’s Spirituality</td>
<td>Women’s Spirituality</td>
<td>-</td>
<td>1992</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Claremont Graduate University</td>
<td>CA</td>
<td>School of Religion</td>
<td>Women’s Studies in Religion</td>
<td>-</td>
<td>1990</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Clark Atlanta University</td>
<td>GA</td>
<td>African and African American Studies and Africana Women’s Studies</td>
<td>Africana Women’s Studies</td>
<td>-</td>
<td>1982</td>
<td>D.A.†</td>
</tr>
<tr>
<td>Emory University</td>
<td>GA</td>
<td>Women’s, Gender, and Sexuality Studies*</td>
<td>Women’s, Gender, and Sexuality Studies*</td>
<td>2011</td>
<td>1986</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Indiana University – Bloomington</td>
<td>IN</td>
<td>Gender Studies</td>
<td>Gender Studies</td>
<td>1997</td>
<td>1973</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>OH</td>
<td>Women’s, Gender, and Sexuality Studies*</td>
<td>Women’s, Gender, and Sexuality Studies*</td>
<td>2011</td>
<td>1972</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Rutgers University – New Brunswick</td>
<td>NJ</td>
<td>Women’s and Gender Studies</td>
<td>Women’s and Gender Studies*</td>
<td>2001</td>
<td>1973</td>
<td>Ph.D</td>
</tr>
<tr>
<td>State University of New York – Buffalo</td>
<td>NY</td>
<td>Global Gender Studies</td>
<td>Global Gender Studies</td>
<td>-</td>
<td>1970</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Texas Woman’s University</td>
<td>TX</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1975</td>
<td>Ph.D</td>
</tr>
<tr>
<td>University of California – Los Angeles</td>
<td>CA</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1987</td>
<td>Ph.D</td>
</tr>
<tr>
<td>University of California – Santa Barbara</td>
<td>CA</td>
<td>Feminist Studies</td>
<td>Feminist Studies</td>
<td>-</td>
<td>1978</td>
<td>Ph.D</td>
</tr>
<tr>
<td>University of Maryland – College Park</td>
<td>MD</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1976</td>
<td>Ph.D</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>MI</td>
<td>Women’s Studies</td>
<td>Women’s Studies**</td>
<td>-</td>
<td>1973</td>
<td>Ph.D</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----</td>
<td>----------------</td>
<td>------------------</td>
<td>---</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>University of Washington</td>
<td>WA</td>
<td>Women’s, Gender, and Sexuality Studies*</td>
<td>Feminist Studies*</td>
<td>2011</td>
<td>1970</td>
<td>D.A.†</td>
</tr>
</tbody>
</table>

*Formerly Women’s Studies.
**Only with joint degree in other disciplines.
† Doctor of Arts.
### Appendix H1-b: Women’s & Gender Studies M.A. & M.S. Programs

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>Department Name</th>
<th>Degree Name</th>
<th>Name Changed</th>
<th>Year Founded</th>
<th>Degree Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>DePaul University</td>
<td>IL</td>
<td>Women’s and Gender Studies**</td>
<td>Women’s and Gender Studies**</td>
<td>2002</td>
<td>1985</td>
<td>M.A.</td>
</tr>
<tr>
<td>Drew University</td>
<td>NJ</td>
<td>[Other]*</td>
<td>Women’s, Gender, and Sexuality Studies</td>
<td>*</td>
<td>1975</td>
<td>M.A.</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>MI</td>
<td>Women’s and Gender Studies**</td>
<td>Women’s and Gender Studies**</td>
<td>2003</td>
<td>1975</td>
<td>M.A.</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>FL</td>
<td>Women, Gender, and Sexuality Studies**</td>
<td>Women’s Studies</td>
<td>2009</td>
<td>1986</td>
<td>M.A.</td>
</tr>
<tr>
<td>George Washington University</td>
<td>DC</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1972</td>
<td>M.A.</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>GA</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1994</td>
<td>M.A.</td>
</tr>
<tr>
<td>Jewish Theological Seminary</td>
<td>NY</td>
<td>Jewish Gender and Women’s Studies</td>
<td>Jewish Gender and Women’s Studies</td>
<td>-</td>
<td>-</td>
<td>M.A.</td>
</tr>
<tr>
<td>Loyola University of Chicago</td>
<td>IL</td>
<td>Women’s Studies and Gender Studies</td>
<td>Women’s Studies and Gender Studies</td>
<td>-</td>
<td>1979</td>
<td>M.A.</td>
</tr>
<tr>
<td>Minnesota State University – Mankato</td>
<td>MI</td>
<td>Gender and Women’s Studies**</td>
<td>Gender and Women’s Studies**</td>
<td>1986</td>
<td>1975</td>
<td>M.S.</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>IL</td>
<td>Women’s and Gender Studies</td>
<td>Women’s and Gender Studies</td>
<td>-</td>
<td>1996</td>
<td>M.A.</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>CA</td>
<td>Women’s Studies</td>
<td>Women’s Studies</td>
<td>-</td>
<td>1970</td>
<td>M.A.</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>CA</td>
<td>Women’s and Gender Studies</td>
<td>Women’s and Gender Studies</td>
<td>-</td>
<td>1976</td>
<td>M.A.</td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>NY</td>
<td>Women’s History</td>
<td>Women’s History</td>
<td>-</td>
<td>1972</td>
<td>M.A.</td>
</tr>
<tr>
<td>Simmons College</td>
<td>MA</td>
<td>Gender and Cultural Studies</td>
<td>Gender and Cultural Studies</td>
<td>-</td>
<td>2004</td>
<td>M.A.</td>
</tr>
<tr>
<td>Southern College</td>
<td>CT</td>
<td>Women’s Studies</td>
<td>Women’s</td>
<td>-</td>
<td>1971</td>
<td>M.A.</td>
</tr>
<tr>
<td>Institution</td>
<td>Location</td>
<td>Field of Study</td>
<td>Start Year</td>
<td>End Year</td>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
<td>----------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Connecticut State University</td>
<td></td>
<td>Women’s Studies</td>
<td></td>
<td>1971</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>State University of New York – Albany</td>
<td>NY</td>
<td>Women’s Studies</td>
<td></td>
<td>1975</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>Towson University</td>
<td>MD</td>
<td>Women’s Studies</td>
<td></td>
<td>1973</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Alabama</td>
<td>AL</td>
<td>Gender and Race Studies**</td>
<td>2009</td>
<td>1975</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Arizona</td>
<td>AZ</td>
<td>Gender and Women’s Studies**</td>
<td>2010</td>
<td>1975</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>OH</td>
<td>Women’s, Gender, and Sexuality Studies**</td>
<td>2009</td>
<td>1974</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>FL</td>
<td>Center for Women’s Studies and Gender Research**</td>
<td>1994</td>
<td>1977</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Louisville</td>
<td>KY</td>
<td>Women’s and Gender Studies</td>
<td></td>
<td>1974</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Memphis</td>
<td>TN</td>
<td>Women’s and Gender Studies</td>
<td></td>
<td>2003</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Nevada – Reno</td>
<td>NY</td>
<td>Gender, Race, and Identity</td>
<td></td>
<td>1982</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of North Carolina – Greensboro</td>
<td>NC</td>
<td>Women’s and Gender Studies**</td>
<td>2003</td>
<td>1972</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>IA</td>
<td>Women’s and Gender Studies**</td>
<td>2005</td>
<td>1976</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of South Florida</td>
<td>FL</td>
<td>Women’s and Gender Studies</td>
<td>2010</td>
<td>1987</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Texas - Austin</td>
<td>TX</td>
<td>Women’s and Gender Studies**</td>
<td></td>
<td>1979</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Madison</td>
<td>WI</td>
<td>Gender and Women’s Studies**</td>
<td>2008</td>
<td>1975</td>
<td>M.A.</td>
<td></td>
</tr>
</tbody>
</table>

*Program suspended indefinitely. When reopened, it will become Women’s, Gender, and Sexuality Studies.

**Formerly Women’s Studies.

† Formerly Women’s Studies.

† New graduate degree approved: still in the process of getting funding.
Appendix H2

Other Ph.D. granting interdisciplinary programs/schools/departments

1. Arizona State University, School of Social Transformation
   • African and African American Studies; Asian Pacific American Studies; Justice and Social Inquiry; Women and Gender Studies, Culture, Society and Education

2. University of California, Irvine, Program in Culture and Theory
   • African American Studies, Chicano/Latino Studies, Asian American Studies, Critical Theory Studies, Women’s Studies
   • Focus on race, gender and sexuality

3. New York University, Department of Social and Cultural Analysis
   • Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies

4. University of Alaska, Fairbanks, Interdisciplinary (generic) degree
   • Students design their own interdisciplinary degree

5. Bowling Green State University, Interdisciplinary Studies
   • Students design their own interdisciplinary degree

6. George Mason University, Cultural Studies Ph.D. Program
   • Core and joint appointed faculty in English, History, Communication, Anthropology, Sociology, Women's Studies Research and Resource Center, Art History, Center for Global Studies, and Spanish
   • Special strengths of the program include gender/sexuality, film and media, and cultural and political economy

7. University of Southern California, American Studies and Ethnicity
   • American Studies, Ethnic Studies

8. University of California, Santa Cruz, History of Consciousness
   Research Categories:
   • Race and Ethnicity; Gender: African and African American Studies, Ethnic Studies, Jewish Studies, queer theory, feminism, Disability Studies, histories and theories of race, racialization, Animality Studies
   • Philosophy and Theory: post-colonial studies, Marxism, psychoanalysis, political history and theory, science and technology studies, humanisms and posthumanisms, human rights, theology
• Political Economy and Social Movements: globalization, world systems, financialization, history of movements of the left and right, environmentalism
• Media, Aesthetics, Poetics: visual culture, music, literature, digital arts, popular culture, cultural studies

9. Graduate Institute of the Liberal Arts (ILA), Emory University
• Concentrations or specializations include the study of health, disease and medicine in society; public health; embodiment, gender, sexuality and queer theory; psychoanalysis; race and migration; American Studies, with a particular emphasis on African American, Asian American, Native American and southern regional cultures; memory studies; intellectual history (ancient and modern); visual culture and digital media, popular culture, public scholarship.

## Appendix I

Table B-1
Faculty Distribution by Numbers for FY 2009-FY2011
WOMEN'S STUDIES

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prof.</td>
<td>Assoc.</td>
<td>Prof.</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Black</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Hisp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Nat.Am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Mixed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>White</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2010</td>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2010</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2010</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Black</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Hisp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Nat.Am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Mixed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>White</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2010</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2011</td>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2011</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2011</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Black</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Hisp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Nat.Am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Mixed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>White</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2011</td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Includes instructor, lecturer, clinical, research
**Includes deans, assoc. deans, etc.
***Includes provost, assoc. provost, etc.
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MAJOR</th>
<th>CONCENTRATION</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>3 YR. AVG.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>DEGREES</td>
<td>MAJORS</td>
<td>DEGREES</td>
<td>MAJORS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CONFERRED</td>
<td></td>
<td>CONFERRED</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>WST</td>
<td>NONE</td>
<td>26</td>
<td>5</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>CERG</td>
<td>WST</td>
<td>NONE</td>
<td>8</td>
<td>0</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>MA</td>
<td>WST</td>
<td>NONE</td>
<td>24</td>
<td>2</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>58</td>
<td>7</td>
<td>72</td>
<td>14</td>
</tr>
</tbody>
</table>
## FY 2009 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>UGRD CORE</th>
<th>UGRAD LOWER</th>
<th>UGRAD UPPER</th>
<th>UGRAD GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE TRACK</td>
<td>581</td>
<td>217</td>
<td>460</td>
<td></td>
<td>1,258</td>
</tr>
<tr>
<td>FT NONTEN TRACK</td>
<td>565</td>
<td>168</td>
<td>33</td>
<td></td>
<td>766</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>ACAD PROF.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACAD ADMIN.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN. ADMIN.**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTIAL CONTR.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJUNCT</td>
<td>1,239</td>
<td>385</td>
<td>493</td>
<td></td>
<td>2,117</td>
</tr>
</tbody>
</table>

## FY 2010 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>UGRD CORE</th>
<th>UGRAD LOWER</th>
<th>UGRAD UPPER</th>
<th>UGRAD GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE TRACK</td>
<td>603</td>
<td>145</td>
<td>526.5</td>
<td></td>
<td>1,275</td>
</tr>
<tr>
<td>FT NONTEN TRACK</td>
<td>644</td>
<td>96</td>
<td>45</td>
<td></td>
<td>785</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>ACAD PROF.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACAD ADMIN.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN. ADMIN.**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTIAL CONTR.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJUNCT</td>
<td>1,367</td>
<td>241</td>
<td>572</td>
<td></td>
<td>2,180</td>
</tr>
</tbody>
</table>

## FY 2011 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>UGRD CORE</th>
<th>UGRAD LOWER</th>
<th>UGRAD UPPER</th>
<th>UGRAD GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE TRACK</td>
<td>590</td>
<td>257</td>
<td>606.5</td>
<td></td>
<td>1,454</td>
</tr>
<tr>
<td>FT NONTEN TRACK</td>
<td>574</td>
<td>112</td>
<td>51</td>
<td></td>
<td>737</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td>564</td>
<td></td>
<td></td>
<td></td>
<td>564</td>
</tr>
<tr>
<td>ACAD PROF.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACAD ADMIN.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN. ADMIN.**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTIAL CONTR.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJUNCT</td>
<td>1,728</td>
<td>369</td>
<td>707</td>
<td></td>
<td>2,808</td>
</tr>
</tbody>
</table>

*Includes deans, assoc. deans, etc.

**Includes prospects, assoc. prospects, etc.
<table>
<thead>
<tr>
<th>TABLE B.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMEN’S STUDIES</td>
</tr>
<tr>
<td>Average Annual # of faculty members by rank and status</td>
</tr>
<tr>
<td>FY 08</td>
</tr>
<tr>
<td>Ten Prof</td>
</tr>
<tr>
<td>T Asc P</td>
</tr>
<tr>
<td>T Ast P</td>
</tr>
<tr>
<td>TT Prof</td>
</tr>
<tr>
<td>TT Asc P</td>
</tr>
<tr>
<td>TT Ast P</td>
</tr>
<tr>
<td>Total TT</td>
</tr>
<tr>
<td>FT NTT</td>
</tr>
<tr>
<td>Total FT</td>
</tr>
<tr>
<td>PTI</td>
</tr>
<tr>
<td>GTA</td>
</tr>
<tr>
<td>ACAD PROF.</td>
</tr>
<tr>
<td>ACAD ADMIN.*</td>
</tr>
<tr>
<td>GEN. ADMIN.**</td>
</tr>
<tr>
<td>PARTIAL CONTR.</td>
</tr>
<tr>
<td>ADJUNCT</td>
</tr>
<tr>
<td>Total PT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Annual Credit Hours by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 08</td>
</tr>
<tr>
<td>UG Core</td>
</tr>
<tr>
<td>UG Lower</td>
</tr>
<tr>
<td>UG Upper</td>
</tr>
<tr>
<td>Grad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Annual Credit Hours by Faculty Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 08</td>
</tr>
<tr>
<td>TT</td>
</tr>
<tr>
<td>FT NTT</td>
</tr>
<tr>
<td>TOTAL FT</td>
</tr>
<tr>
<td>PTI</td>
</tr>
<tr>
<td>GTA</td>
</tr>
<tr>
<td>ACAD PROF.</td>
</tr>
<tr>
<td>ACAD ADMIN.*</td>
</tr>
<tr>
<td>GEN. ADMIN.**</td>
</tr>
<tr>
<td>PARTIAL CONTR.</td>
</tr>
<tr>
<td>ADJUNCT</td>
</tr>
<tr>
<td>TOTAL PT</td>
</tr>
</tbody>
</table>

*Includes deans, assoc. deans, etc.

**Includes provosts, assoc. provosts, etc.
### APPENDIX TABLE D-1

**DEPARTMENTAL OFFERINGS BY FISCAL YEAR, COURSE LEVEL, NUMBER OF SECTIONS, NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS**  
**WOMEN'S STUDIES**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FY</th>
<th>LEVEL</th>
<th>COURSE</th>
<th>XLIST WITH</th>
<th># SECTIONS</th>
<th>ENROLLMENT</th>
<th>AVG. ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>CORE</td>
<td>GSU 1010</td>
<td>WST</td>
<td>1.0</td>
<td>23</td>
<td>23.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>CORE</td>
<td>PERS 2001</td>
<td>WST</td>
<td>4.0</td>
<td>222</td>
<td>55.5</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>CORE</td>
<td>WST 2010</td>
<td>WST</td>
<td>7.0</td>
<td>242</td>
<td>34.6</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>AAS 4125</td>
<td>WST</td>
<td>0.2</td>
<td>5</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>ANTH 4980</td>
<td>WST</td>
<td>0.2</td>
<td>3</td>
<td>17.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>MES 4590</td>
<td>WST</td>
<td>0.3</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>SOCI 4315</td>
<td>WST</td>
<td>0.2</td>
<td>8</td>
<td>37.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 3010</td>
<td>WST</td>
<td>1.0</td>
<td>14</td>
<td>14.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 3030</td>
<td>WST</td>
<td>1.0</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4310</td>
<td>SOCI</td>
<td>0.7</td>
<td>25</td>
<td>37.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4750</td>
<td>AAS 4125/AAS 6007/WST 6750</td>
<td>0.4</td>
<td>9</td>
<td>24.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4760</td>
<td>WST 6750</td>
<td>1.0</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4820</td>
<td>WST 6820</td>
<td>0.6</td>
<td>12</td>
<td>19.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4840</td>
<td>MES 4590/WST 6840</td>
<td>0.6</td>
<td>7</td>
<td>12.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST</td>
<td>WST</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4870</td>
<td>4880 WST 4910</td>
<td>ANTH 4980/WST 6910</td>
<td>WST 6910</td>
<td>0.4</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>----------</td>
<td>----------------</td>
<td>---------------------</td>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4910</td>
<td>4920 WST 4950</td>
<td>WST 4999</td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>UPPER</td>
<td>WST 4910</td>
<td>4980 WST 5010</td>
<td>WST 5010</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>AAS 6007</td>
<td>AAS 4125/WST 4750/WST 6750</td>
<td>AAS 125/WST 4750/AAS 6007</td>
<td>WST 6910</td>
<td>0.1</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 6310</td>
<td>WST 6750</td>
<td>WST 6910</td>
<td>0.2</td>
<td>5</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 6750</td>
<td>WST 6820</td>
<td>WST 6840</td>
<td>0.1</td>
<td>1</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>0.1</td>
<td>2</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>0.1</td>
<td>5</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>WST 6910</td>
<td>1.0</td>
<td>11</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 8001</td>
<td>WST 8002</td>
<td>WST 8003</td>
<td>1.0</td>
<td>13</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 8002</td>
<td>WST 8003</td>
<td>WST 8004</td>
<td>1.0</td>
<td>9</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 8003</td>
<td>WST 8004</td>
<td>WST 8930</td>
<td>1.0</td>
<td>11</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 8930</td>
<td>WST 8930</td>
<td>WST 8930</td>
<td>3.0</td>
<td>8</td>
</tr>
<tr>
<td>WSI</td>
<td>FY09</td>
<td>GRAD</td>
<td>WST 8930</td>
<td>WST 8930</td>
<td>WST 8930</td>
<td>3.0</td>
<td>14</td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>8990 WST 8999</td>
<td>3.0</td>
<td>28</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>---------------</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>CORE</td>
<td>GSU 1010 PERS 2001</td>
<td>1.0</td>
<td>24</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>CORE</td>
<td>WST 2010</td>
<td>11.0</td>
<td>353</td>
<td>32.1</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 3010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 4810</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 6810</td>
<td>0.6</td>
<td>15</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 6830</td>
<td>0.8</td>
<td>17</td>
<td>22.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 6844</td>
<td>0.7</td>
<td>15</td>
<td>23.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 6880</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 6910</td>
<td>0.7</td>
<td>11</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 4910</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 4920</td>
<td>2.0</td>
<td>3</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 4950</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>UPPER</td>
<td>WST 4999</td>
<td>1.0</td>
<td>3</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 6810</td>
<td>0.4</td>
<td>10</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 6830</td>
<td>0.2</td>
<td>5</td>
<td>22.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 6844</td>
<td>0.3</td>
<td>8</td>
<td>23.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 6910</td>
<td>0.3</td>
<td>5</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 8001</td>
<td>1.0</td>
<td>19</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 8002</td>
<td>1.0</td>
<td>16</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 8003</td>
<td>1.0</td>
<td>14</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>WSI</td>
<td>FY10</td>
<td>GRAD</td>
<td>WST 8003</td>
<td>1.0</td>
<td>22</td>
<td>22.0</td>
<td></td>
</tr>
</tbody>
</table>