

**Women & Gender Studies Minor
Academic Program Review Report
August, 2011**

Program Review Panel

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WGST Minor Advisor
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Section 1: Program Overview

Background

The Women and Gender Studies minor was created and implemented as one of the many new BA and minor programs initiated by the then dean of Arts and Sciences, Dr. Hammersmith, in the early 2000s. The program name, Women and Gender Studies, is in keeping with the program names at other universities, but is also the solution to a problem. Women's Studies programs sprang up in the 70s and were focused on correcting the oversight in traditional Liberal Arts education of ignoring the work, histories, and values of women in American and European cultures. In the 1990s, Gender Studies emerged with some universities offering both Women's Studies and Gender Studies and others, with less curricular wiggle room, collapsing the two into one. Gender Studies is focused on the construction of both femininity and masculinity in societies and cultures and the political, career, and personal ramifications of these constructions. Although one professor suggested that more study of masculinity be included in the offerings, she is perhaps unaware that both Feminism and Gender Studies (PHIL 305) and Gender Roles in Society (SOCY 230) include analyses of both femininity and masculinity. The idea that 'gender issues' pertains specifically to women has been changed since the work on masculinity emerged in the 1990s.

The minor has met with a series of setbacks after implementation and might be thought of as 'the minor that could'. When formed, the minor creator, Susan Morris, focused on some key elements to enhance the minor's success. First, the minor needed to rely on existing courses in order to draw students without adding coursework demands on them. As such, the minor basically allows the student to focus on general education courses that meet the minor needs so as to complete general education requirements without adding coursework hours to the student's overall graduation hours. This approach has been successful and since the courses offer goals and outcomes in keeping with general education, like reading, writing and analytical skills, this doesn't put the minor at odds with general education. Second, the minor included only one required course, Introduction to Women's Studies, with the other minor hours being electives. This approach, which has also been successful, allows the student to focus on areas of interest and to complete the minor with only 3 hours of required coursework.

Yet, there have been some problems:

1. Political Climate

The political climate of the department area associated with the minor was not conducive to the minor. Because of repeated resistance to courses focusing on women, the course needed to be developed and implemented judiciously. The then department head, Don Flickinger, relied on a grouping of faculty across campus to staff and discuss the courses and course offerings through the first few years of its existence. Since it was impossible to openly discuss the minor and the courses, students, faculty needs associated with it in its home department, it often functioned on a 'back burner' status. Since the minor was structured as interdisciplinary, the fact that faculty from outside the area were teaching courses was not a concern, but the lack of open discussion was. Because of recent changes in the department area, this political climate problem has been resolved, and although the minor hasn't had an impressive record of students

enrolling, there is every indication that this will change. Students remain interested in the Introduction course and students contact the advisor with interest.

2. Inconsistent course offerings

It has been difficult to offer the required course, Introduction to Women's Studies, with any consistency since the minor's creation. The course was offered by the minor advisor, but because she was needed to teach other courses, including those associated with two other minors she created and advised (Philosophy & Film Studies), the course was offered to another Faculty member in the area, Lee Ann Westman, and then 'farmed' out to Genevieve West in Languages and Literature. Both Dr. Westman and Dr. West have left Ferris, so the course has continued to change hands, now having been taught by a current faculty member in the Languages and Literature Department. Although the course should be taught once a year at minimum for success for the minor, the department was at pains to meet this expectation. It is unknown how many students who were in the program or might have been were unable to enroll in this required course. In addition, another important Humanities course for the minor, Race and Gender in Film, was taken off the roster of course offerings three times in a row, making it impossible for the course to be included in student choices. And since the course advisor worked with the Jim Crow Museum with some release time, this situation was exacerbated. Faculty in the Humanities Area continue to function with more courses to teach than there are faculty to teach them, so this problem remains unresolved. The Area has hired two new faculty in the past two years but has also lost two more in addition to the loss of Dr. Westman. The needs of the minor were not openly included in the hiring process.

The following indicates the offering of courses in the WGST minor in the Humanities department in the past five years:

WGST-105—Introduction to Women Studies--Required course for WGST

Spring 2010: Robideaux, Sharon

Spring 2009: Olasz, Ildiko

FILM-360: Race and Gender in Film—Elective Course

Fall 2010: Morris, Susan

Fall 2007: Morris, Susan

HUMN-230: Women, the Arts & Society—Elective Course

Fall 2008: Morris, Susan

Fall 2006: Morris, Susan

PHIL-305: Feminist and Gender Theory

Spring 2008: Morris, Susan

In each case, the course was offered quite infrequently, including the Introduction to Women's Studies course, which is required for the minor. To be available for minor completion, these courses should each be offered at least once a year. Because of faculty shortages, this has not been possible.

4. Minor Declaration Form

When the minor was created, there was no administrative form created to allow the students to declare the minor. Three or four years in, it was decided on the administrative level to use the graduation clearance sheet as a declaration form. As a result, it is unclear how many students entered the minor and were unable to finish. Many students may well be in the minor now, in fact, without clear declaration. The

process has become better, making it easier to tell who is in the program, but a **declaration form is desperately needed to allow students to clearly declare** this (and other) minor(s) and to have adequate contact information for those students. With this simple change, it will be possible to offer the students better advising and assistance.

Despite these problems, it is hoped that the minor will continue to be offered. Since it was designed with minimal demands on student course hours, hopefully the importance of offering such a minor at a university will keep it afloat. And with improved political climate and teaching conditions, it could well become much more successful.

A Program Goals & Outcomes

The goal of the program was to offer Ferris students a minor to complement and accent their major subject. Although few students will go on to study Women and Gender Studies at the graduate level, the minor includes as its goals the emphasis on interpreting culture, reading theory, and writing clearly and logically about gender issues. As such, the minor offers skills that go beyond the subject matter, allowing the students to learn about the importance of women in many histories that have traditionally excluded their contributions, and to also offer students skills that will aid them in their careers and their lives in general: reading, interpreting, analyzing, writing, communicating with others productively.

The specific programs outcomes are the following:

- Increased knowledge of the contribution women have made to one or more of many histories: ex., Art history, American History, Cultural History
- Increased understanding of the way the ideas 'woman,' 'femininity,' 'masculinity,' and 'gender' function in American Culture.
- Increased understanding of the many social roles women have played in American society and other societies around the world.
- Increased awareness of the pressures societies put on both women and men to conform to socially prescribed way of thinking, valuing, and behaving.
- Increased analytical (critical thinking) skills regarding culture, society, commodification, representation, and social expectations.
- Experience with and increased ability to read material of a theoretical nature, taking the student beyond fact collecting and career pragmatics.
- Increased competence in writing skills.
- Experience of and increased ability to communicate effectively about topics that are considered controversial or taboo in uneducated or popular cultural environments.
- Increased ability to think about him/herself and others in ways that accentuate appreciation and acceptance

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

Since the Women and Gender Studies discipline is somewhat new in universities, the minor at Ferris has been structured to be like other programs rather than to be distinct. As in other programs, the minor is interdisciplinary with faculty from many disciplines teaching and courses from many departments included in the course offerings. Students

are given latitude in course choices so as to focus on what interests them rather than creating foundational courses with further courses building on them. At Ferris, there is one required course, Introduction to Women Studies, with electives from Anthropology, Sociology, Humanities, Art History, History, Philosophy, and Literature. As in other universities, this gives the student an understanding of the issues relevant to women and gender in many intellectual contexts.

The minor suffers from a lack of visibility. Since there have been inconsistent offerings of key courses, even the visibility student might get in taking general education courses in the area are limited. The College of Arts and Sciences could do more to advertise, inform, and promote all the minors coming from what might be called traditional disciplines, as found in the Humanities department and the Language and Literature department.

C. PROGRAM RELEVANCE.

The program is relevant to contemporary education, especially regarding diversity.

D. PROGRAM VALUE

Women and Gender Studies programs are common to contemporary university education. The courses also contribute to general education by focusing on diversity, critical thinking, and reading and writing at sophisticated levels. The topics in the minor are relevant to diversity education and to life-long learning.

Section 2: Collection of Perceptions

A Graduate Follow-up Survey

Only a handful of students have graduated with the minor.

B Employer Follow-up survey

Not relevant

C Student Evaluation of Program

There have been insufficient numbers to provide a student evaluation.

D. Faculty Perceptions

Women and Gender Studies is an interdisciplinary discipline, at Ferris and commonly at other universities. At Ferris, there are courses offered in Philosophy, Literature, Sociology, Art History, Humanities, and the Introduction to Women's Studies course involves discussion of topics related to women from all these disciplines. A brief survey of many of the professors who teach courses offered in the WGST minor at Ferris was conducted regarding their views, experience, observations, etc.. The survey is as follows:

Professor survey:

Women and Gender Studies Program Review

1. What WGST course(s) have you taught at Ferris?
2. How many students tended to be in the courses?
3. What was the political climate like teaching these courses at Ferris?

4. What are the strengths of the course(s) for the students?
5. How might we better advertise and promote the WGST minor?
6. Do you think it is important to have a WGST minor at Ferris?
7. Other observations, comments, etc:

The surveys were answered by professors teaching in Sociology, History, Art History, Philosophy, and Languages & Literature, and the courses tended to be between 25 and 40 in student enrollment. Many of those in the classes were taking the course for general education credit. This demonstrates student interest in the course topics.

Conclusions:

1. Enrollment in the courses is healthy, running often at capacity.
2. There is a diversity of perspectives in the courses, which is good for the minor and for general education.
3. Suggestions for visibility: "I suggest selling it to advisors in majors that would benefit, such as social work, psychology, criminal justice (good for those going into sex crimes, probation, juveniles), health care professions, etc." "I think the class attracts students who are curious and/or open to learning about such things. Most don't have any idea what Women's Studies is, until they take the class. I always advertised my sections with fliers that identified the topics we'd discuss: family, health, sex, work, etc. I left out the feminist perspective in my advertising. I think word of mouth is one of the best ways to promote the class."
4. The professors found the courses valuable to their students' education. Some example comments: "She told me she'd learned more in that class than she had learned in any other class at FSU. I think the course empowers ALL students because it helps them to realize the neglected histories and viewpoints of people whose voices may not have been heard in the past. The course gets to serve as a focal point for so many disciplines. We talked about art, music, film, literature, politics, anthropology, religion.... No one of those disciplines would be able to do that as well." "They focus in on both the construction of femininity and masculinity equally, and look at variation by race, class, and sexuality. It really should be 300 level: it involves critical reasoning, reading three books, quizzes and 2 papers." "It gets them to see the world from alternate perspectives. They understand living conditions in the 3rd world better; they understand non-Christian religions better; and they understand that being born female in many areas of the world (including Michigan!) means that violence will be directed against you."
5. There was unanimous agreement that Ferris should continue to offer the minor. One professor said, "It is crucial that any university include education about women, ethnicity, 'otherness'. 'race'. Religions, and other forms of 'difference'. These are an expected aspect of contemporary education."
6. Regarding the 'political climate', professors tended to discuss the mixture of perceptions in the courses, pointing out that it is important to development of critical thinking skills and social awareness, that students hear different viewpoints. One professor also discussed the climate of her department:

The political climate in the classroom tended to be quite open. Although there were some who found the topics challenging, most of the students chose the course and were open to its content. Evidence that the subject is much needed in

the political climate of Ferris' surrounding culture is that there were a couple of incidents quite alarming, In one, a student who was nearly failing the course due to very inadequate writing skills tried to claim that the course created an uncomfortable climate because the course was only about women. This was the case despite the fact that the course title was "Women, the Arts & Society. Sufficient administrative support was offered me in working through this issue. In the other incident, during a lecture on the construction of masculinity, a male student took a 6" knife out of his pocket, opened it and waved it about. The class was stopped, the knife put away, and conversation with the student, campus police and the department head took place. The student was allowed to remain in the course after he was given the following choices: 1) drop the course, 2) remain in the course and contribute productively to discussion, 3) remain in the course and do not contribute or cause disruption. The student chose the 3rd option and it is hoped that with the good response of the police, department and professor, he was able to learn the inappropriateness of his actions. Given this incident, however, the cap for the course should be set at 25. There were only 25 students in the course at the time, although the cap was higher. More students are enrolling in the course presently, and due to safety concerns, the cap should be kept at a more manageable level: 25.

F Advisory Committee Perceptions

All of the courses offered in the minor are also general education courses, so they are not separate courses that need support. Also, there is only one required course. All other courses are part of other majors, minors or general education, so they are already offered whether the minor continues or not. Even though another Humanities area faculty is needed to offer the courses regularly, there is a need for another faculty person generally in the area who would need to be competent in a women's Studies or gender studies area. Since Women and Gender Studies is so interdisciplinary and diverse, it would be quite easy to hire someone primarily for another focus (like Film or Philosophy) who would also be able to teach some women's studies and/or gender studies courses. As a result, there would be very little burden on the university in continuing to offer the Women's and Gender Studies minor.

It is recommended that the minor continue with increased visibility, increased faculty (one) in the Humanities Area, a declaration minor sheet separate from the graduation sheet, and identification of more faculty across campus to teach in the program. It is also advised to create a committee of teaching faculty to discuss the needs of the minor as it, hopefully, grows.

Section 3: Program Profile

A Profile of Students

1. Student demographic Profile

There have been only 8 students in the program, as far as we know. Since there have been issues with the declaration form and course offering, it is possible that there

have been more who have started courses or wanted to who have slipped through our fingers. All of the students have been women.

2. Quality of Students

Insufficient data

B Enrollment

There have been only 8 students in the program, as far as we know.

C Program Capacity

There is insufficient data in this area.

D Retention and Graduation

Insufficient data

E Access

It has been difficult to offer the required course, Introduction to Women's Studies, with any consistency since the minor's creation. The course was offered by the minor advisor, but because she was needed to teach other courses, including those associated with two other minors she created and advised (Philosophy & Film Studies), the course was offered to another Faculty member in the area, Lee Ann Westman, and then 'farmed' out to Genevieve West in Languages and Literature. Both Dr. Westman and Dr. West have left Ferris, so the course has continued to change hands, now having been taught by a current faculty member in the Languages and Literature Department. Although the course should be taught once a year at minimum for success for the minor, the department was at pains to meet this expectation. It is unknown how many students who were in the program or might have been were unable to enroll in this required course. In addition, another important Humanities course for the minor, Race and Gender in Film, was taken off the roster of course offerings three times in a row, making it impossible for the course to be included in student choices. And since the course advisor worked with the Jim Crow Museum with some release time, this situation was exacerbated. Faculty in the Humanities Area continue to function with more courses to teach than there are faculty to teach them, so this problem remains unresolved. The Area has hired two new faculty in the past two years but has also lost two more in addition to the loss of Dr. Westman. The needs of the minor were not openly included in the hiring process.

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completion, these courses should each be offered at least once a year. Because of faculty shortages, this has not been possible.

F Curriculum

At Ferris and at other universities, Women's Studies is an interdisciplinary discipline. Ferris' course offerings are very much in keeping with Women's Studies programs in other universities.

Required Courses

WGST 105 Intro To Women's Studies 3

Electives: Choose 15 credits, at least 6 credits must be 300+ level

ANTH 374 Reproductive Health-Sexuality 3

ARTH 325 Women and Art 3

COMM 315 Gender Communication 3

FILM 360 Gender and Race in Film 3

HIST 325 American Women's History 3

HUMN 230 Women-the Arts-and Society 3

LITR 170 Women in Contemporary Culture 3

LITR 371 Topics in Women's Literature 3

PHIL 305 Feminist and Gender Theory 3

PSYC 444 Psychology of Gender 3

SOCY 230 Gender Roles in Society 3

G Quality of Instruction

The quality of faculty instruction is excellent. See appendix C for faculty CVs.

J Assessment and Evaluation

Because of the interdisciplinary nature of the WGST minor, assessment has a particularly wide array of formats. With the emphasis in the minor on analysis, assessment of student learning in the courses in the College of Arts and Sciences emphasizes analysis and so offers assessment in the form of essay tests and papers that require that the students are able to demonstrate a depth of understanding and an ability to analyze in the contexts of culture, history, and various theoretical approaches.

H. COMPOSITION AND QUALITY OF FACULTY.

As is common for Women and Gender Studies programs, the faculty is diverse, coming from many areas of the university: Sociology, Languages and Literature, Philosophy, History, Art History, Anthropology and Humanities. The faculty are active in teaching and scholarship in fields relevant to Women and Gender Studies. The faculty teaching in the minor are excellent and there is an even larger pool of professors with expertise in the area from which to draw. For examples of CVs of faculty currently teaching WGST courses, please see Appendix B.

I. ASSESSMENT AND EVALUATION

Insufficient data

J. SERVICE TO NON-MAJORS

All courses in the Women and Gender Studies minor are also general education courses.

K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA

The cost of the program is negligible since all the courses but one are offered as electives in other majors and minors. For example, In addition, the course in the minor are all also offered as general education courses.

L. ADMINISTRATION EFFECTIVENESS

Focus and support of the minor on all levels—advisor, department, college—needs to be improved.

Section: 4 Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

The instructional environment in IRC is excellent and in Starr is good.

B. COMPUTER ACCESS AND AVAILABILITY

Computer access in IRC is excellent and in Starr is improving.

C. OTHER INSTRUCTIONAL TECHNOLOGY

None

D. LIBRARY RESOURCES

The library's print collection is famously lacking. As a result, it is very important that online journal database subscriptions be maintained.

Section 5: Conclusions :

Primary Point: After reviewing the minor, the question that seems most important is 'should Ferris continue to offer it?'. Given that the minor has had so few students in it, it is reasonable to consider dropping it from programmatic offering.

Yes: All of the courses offered in the minor are also general education courses, so they are not separate courses that need support. Also, there is only one required course. All other courses are part of other majors, minors or general education, so they are already offered whether the minor continues or not. Even though another Humanities area faculty is needed to offer the courses regularly, there is a need for another faculty person generally in the area who would need to be competent in a Women's Studies or Gender Studies area. Since Women and Gender Studies is so interdisciplinary and diverse, it would be quite easy to hire someone primarily for another focus (like Film or Philosophy) who would also be able to teach some Women's Studies and/or Gender Studies courses. As a result, there would be very little burden on the university in continuing to offer the Women's and Gender Studies minor.

It is recommended that the minor continue.

Further points: 1) The quality of the faculty is very good, and the composition of the faculty is diverse, involving background from many different disciplines. **What is needed is an additional faculty member** to allow the minor courses to be offered on a regular schedule. Recently, because of faculty shortage, it has been difficult offering the required course, Introduction to Women's Studies, regularly enough to assure the minor can be completed by students. This has likely affected enrollment in the minor and completion of the minor.

2) The Curriculum is good but because of the need for new faculty to cover course offerings in this and other courses in minors in the Humanities area of the Humanities department, this minor has suffered. The low enrollment is directly connected to the inconsistent course offerings. It cannot be determined how many students might have started the minor or considered starting it without being able to get even the introductory course, let alone other courses needed to complete the minor. If more faculty are hired in the Humanities area, it will be possible to offer courses. This looks, at first blush, like it will cost the university money to continue the minor because it needs faculty, but all the minors in the Humanities area need faculty, **so it would just be a matter of assuring that future hires have some expertise in Women and Gender Studies as well as Film or Philosophy or Art History.** A new hire in Art History, starting F2011, may already be in a position to contribute. The faculty is diverse and strong and there is an additional large pool of faculty able to contribute by teaching existing courses in areas other than those in the Humanities Area, creating courses, and contributing to the discussion of how to improve the minor. **It would be a good idea to create a working committee of faculty to discuss issues that are hurting the minor, like visibility.**

3) With the change in political climate in the Humanities area, it will be possible to focus on minor visibility and promotion.

4) What is consistent in discussing the minor with teaching faculty and anecdotally with students is the point that the **minor is highly valued. Given Ferris' commitment to diversity, the minor allows students to focus on an important aspect of diversity:** the lives, contribution, and conditions of women (in the US and around the world) and allows students to better understand the roles, pressures, and implications of being gendered in society. As a complement to other majors, the minor gives students with majors in technical or scientific areas a Humanities/Liberal arts minor to round out their education with more traditional skills like writing, reading, critical thinking, communication, and analysis. This well-rounded education informs potential employers that the student has had an education that indicates that the student/future employee would be valuable beyond the primary skills of his or her major. The minor also complements majors in Liberal Arts areas by enhancing their area of study. The minor also contributes to the students' life-long learning. The minor relates to the Ferris mission in that it complements students' career studies as well as contributing to their diversity education and their life-long learning.

5) **A minor declaration sheet, separate from the graduation clearance sheet, is needed to better administer the minor.**

Appendix A

Program Evaluation Plan

Humanities Department: Women and Gender Studies minor program

Degree Awarded: Minor in Women and Gender Studies

Program Review Panel: Grant Snider—Humanities Dept. Head
Susan Morris—WGST Advisor, Humanities
Kimn Carton-Smith—Humanities Faculty Member
Lee Ann Westman--former Humanities Faculty
Women’s Studies Faculty, University of Texas at El Paso

Purpose: To conduct a study of the WGST Minor to evaluate the benefit to the students and to assess the program’s future needs.

Data Collection:

1. Electronic survey of students who have graduated with the minor
2. Electronic survey of students currently enrolled in the minor
3. Survey of faculty who teach courses in the minor or teach students in the minor in other courses.
4. Curriculum evaluation
5. Faculty perception of program from surveys.
6. Evaluation of facilities

Activities	Leader	Target Dates
Survey question writing	Morris	Nov. 23
Administering surveys	Testing	Dec. 1
Curriculum Evaluation	Snider	Dec. 1
Evaluation of survey results	Morris	Jan. 15
Evaluation of facilities	Morris	Jan. 15

Budget

Student Surveys emails	\$0
Faculty Survey eamils	
Phone expenses	\$70
Final document copying costs	\$18 (30 pages x 20 copies @.03 each)
Final Document binders each)	\$112 (20-3" D-ring binders @ \$5.58
Total	\$200

APPENDIX B: example CVs

Sharon Cockerham Robideaux

4527 Springmont Drive SE

Kentwood, Michigan 49512

Ph. 616-656-5778 (Home)

Personal E-mail: sharon@robideaux.net

Work E-mail: robides@ferris.edu

Education

Ph.D. (August 2007): University of Missouri-Columbia. Major Area: Rhetoric/Composition, with emphases in composition theory, history, and pedagogy; cognitive development; writing assessment; and Writing Across the Curriculum. Minor Area: Nineteenth-Century American Literature. Dissertation Title: *“Like Dancers Following Each Other’s Steps”: An Analysis of Lexical Cues in Student Writing for Differing Audiences*. Director: Dr. Martha Townsend.

MA (December 1988): Northeast Louisiana University, Monroe, Louisiana. English (Creative Writing, Poetry; Thesis: *The Shadow of the Bird*).

BFA (December 1983): *magna cum laude*. Northeast Louisiana University, Monroe, Louisiana. Fine Art, Drawing, Painting.

Publications

National Writing Project E-Anthology. Contributed six short pieces ranging from essay to poetry to short story. Summer 2009.

“Dilemma.” In *In Our Own Words: A Journal About Women*. Grand Valley State University, Allendale, Michigan. March 2006. (creative nonfiction)

“From White Trash to White Collar.” In *Those Winter Sundays: Female Academics and Their Working-Class Parents*. Ed. Kathleen Welsch. Lanham, MD: University Press of America, 2004. 49-57.

My Mama’s Waltz: A Book for Daughters of Alcoholic Mothers. (Co-authored with Dr. Eleanor Agnew.) Pocket Books, 1998 (hard cover); 1999 (paperback). Topped Amazon.com’s bestseller list for self-help publications for two months and in top ten for six months. Received favorable reviews from *Kirkus*, *Publisher’s Weekly*, and Betty Ford Center for the Treatment of Alcoholism. Currently under option for television and film rights with Brittany Lovett via Shapiro-Lichtman Inc. Talent Agency, Hollywood, California.

Commitment: An Online Journal for Women. Monthly columnist 1999-2001.

“Advertising the American Dream: A Semiotic Analysis” in *Association of Marketing Theory and Practice: Expanding Marketing Horizons into the 21st Century*. Spring 1997: 421-428.

“Buried Secrets” in *Midlands* 1997 (creative nonfiction: memoir).

Poetry

“On the News” in *Ogeechee* 1991.

“Wintergreen” and “There Is No Finding Silence” in *Helicon* 1989.

“The Shadow of the Bird” in *Southern Poetry Review* Fall 1988.

“In Praise of Paint” and “The Shadow of the Bird” in *Helicon* 1987.

Teaching Experience

Fall 2008-present. Assistant Professor, Languages and Literature, Ferris State University, Big Rapids, MI. Teach a variety of courses ranging from Professional Writing classes such as Advanced Business Communication, to Literature for Criminal Justice Majors, to Advanced Composition for First-Year Pharmacy Students, to Introduction to Women’s Studies.

Fall 2007-2008: Full-time temporary adjunct instructor, Ferris State University, Big Rapids, MI.

Summer 2007: Taught Preparation for the GRE Verbal Skills for the McNair Scholar’s Program, GVSU.

Fall 2004-July 2007: Visiting Assistant Professor, Grand Valley State University. Responsible for teaching first-year composition (WRT 098 and 150), Introduction to Professional Writing (WRT 200), and Business Communication (WRT 350). The latter is a Supplemental Writing Skills course, part of the Writing Across the Curriculum program.

Fall 2001-June 2004: Adjunct Instructor, Grand Rapids Community College, Grand Rapids, Michigan. Responsible for teaching three levels of first-year composition, EN 100, 101, and EN 102. Also taught Writing for Publication (EN 246).

Fall 2001: Adjunct Instructor, Ferris State University, Grand Rapids Campus, Grand Rapids, Michigan. Taught Advanced Composition for Nurses (EN 321).

Spring 2001: Visiting Professor, Department of Languages and Literature, Stephens College, Columbia, Missouri. Taught History of Detective Fiction as a Women Writers course.

August 1994-May 2001: Graduate Instructor, Department of English, University of Missouri-Columbia. Taught many sections of MU’s one-semester required writing class (EN 20), as well as special courses for International Students. Also helped develop and pilot Workshop Writing and MU’s Capstone English class for seniors. Taught special courses in genre literature (Detective Fiction) both solo and as part of a team.

Fall 2000: Assistant Instructor, Intensive English Program, University of Missouri-Columbia. Taught two sections of composition/communication for new speakers/writers of English.

Fall 1994: Tutor in University of Missouri’s Student Learning Center.

1991-1994: Instructor of Business Communication, Department of Marketing, Georgia Southern University, Statesboro, Georgia. Taught three sections each, for three Quarters a year, for three years. Helped implement computer skills and technological training.

1989-1991: Instructor of English, Department of English and Philosophy, Georgia Southern University, Statesboro, Georgia. Taught both courses of GSU’s first-year writing sequence. Regularly conducted school-wide seminars in various

aspects of writing for Georgia Southern's library and for their Continuing Education department.

Spring 1989: Instructor, Senior Honors English, River Oaks School, Monroe, Louisiana.

1987-1988: Graduate Instructor, Northeast Louisiana University, Monroe, Louisiana. Planned, developed, and taught various undergraduate composition courses, ranging from Developmental Writing to Introduction to Literature. Served as graduate tutor to undergraduate students and to students studying for the GRE and GMAT. Tutored athletes at NLU in both the football and basketball programs.

Teaching Philosophy

Teachers must function as active facilitators of progress. Further, the technologies of the twenty-first century (computers, the Internet, e-mail, blogs) should be judiciously employed as an integral part of the classroom. However, the most important work that a teacher can do is to foster an environment in which students guide much of their own learning. Additionally, teachers must engage in "holistic teaching"—teaching the whole person and not just the subject matter. Effective classroom management is one aspect of that purpose. Student-centered classrooms function more productively than those in which the teacher spoons information to students, i.e., Paulo Freire's "banking theory." Critical inquiry is essential—for students, and for teachers, as well. The best teachers are those who are always students themselves.

Courses Taught

Composition: Have since January 1987 successfully taught many levels of composition, ranging from developmental composition for basic writers, to Honors and intermediate and advanced composition for undergraduate students. Assisted Professor Doug Hunt in 1995 at the University of Missouri-Columbia with the creation and initial implementation of Workshop Composition. Consistently receive superior evaluations from students, peer reviewers, and faculty mentors. Received fellowship award for best composition assignment 1999-2000. Participated actively in the Portfolio Grading System at GVSU.

Business Communications: For three years at Georgia Southern, taught basic business writing to majors in the field. For an additional three years, taught Business Communications at GVSU, with the goals of enabling students to analyze the rhetorical situations common to business and professional interactions and to revise and modify their communication efforts to suit appropriate audiences. Emphasize ethics and empathy, as well as professionalism in presentation.

Introduction to Professional Writing: Introduce students from various academic majors, including writing majors, to various aspects of nonacademic and nonfiction writing, ranging from brochures to movie and restaurant reviews. Broaden the vision of students to include genres not always considered "professional" such as memoirs. Emphasize the rhetoricity of the visual impact of written documents.

Women's and Gender Studies. Selected to teach the Introductory course for FSU's Humanities Department.

Writing for Publication: Assisted aspiring professional writers to develop venues for their work and professionally revise and edit to suit specific public audiences

such as magazine and newspaper markets. Focused on successful query letters and market analysis.

English as a Second Language: Taught English composition to second-language learners, in MU's Intensive English Program and in international sections of composition, since 1998. Have taken formal classwork in Teaching English as a Second Language.

Literature: Have taught Introduction to Literature courses since January 1987. Have taught detective fiction three times, most recently as a Women Writers course.

Capstone: For one year (1997), was the only graduate teacher selected to teach MU's Capstone course for graduating seniors in English. Helped Dr. William Dawson plan and pilot the course.

Writing Across the Curriculum: Participated in and completed training workshop in MU's nationally recognized WAC program developed by the Campus Writing Program. Further implemented skills and knowledge of WAC through coursework and individual study. Utilize the principles of WAC in writing assignments for all courses taught. For four semesters taught a Supplemental Writing Skills course for GVSU.

Additional Interests: Effective implementation of technology and a rhetorical approach to communication, oral, written, and visual. Teaching and writing creative nonfiction, especially memoirs and profiles. Studying linguistics and discourse analysis as an aid to style analysis. Utilizing theories of cognitive development of the college-aged student, using both William Perry's and Marcia Baxter-Magolda's research. Applying principles of visual communication learned as an art major to all composition courses in furtherance of the study of visual rhetoric.

Academic Coursework

Rhetoric and Composition: Courses have included histories and theories of rhetoric: Modern Rhetorical Theories; Puritan Rhetoric; Medieval Rhetoric; Theory and Research in Persuasion; and theories of composition: Practicum in College Composition; Theory and Practice of College Composition; Writing in the Disciplines; Studies in Rhetoric and Composition: Teacher's Manual Preparation; Problems in English: Evaluation of Audience in Writing-Intensive Classes; Studies in Writing and Psychological Development; and Studies in Rhetoric and Composition: Assessment. Other related courses: History of the English Language; Grammar for Teachers; Teaching English as a Second Language.

Writing: Creative Writing and Creative Nonfiction: Courses have included graduate-level work in poetry and fiction: Seminars in the Writing of Poetry; Advanced Fiction Writing; American Minimalism; Creative Nonfiction: Nature-Writing; Writing for Publication.

American Literature: American Literary Masters; American Poetry; Modern Poetry; Studies in Early American Literature; Survey of Key Works in American Literature; Seminar in the American Periodical; Studies in the Emersonian Tradition; Nineteenth-Century American Literature.

Languages (college-level): Spanish (four semesters); French (three semesters); Latin (two semesters, intensive level).

Art (college-level): Obtained BFA in drawing and painting, with strong emphasis in design principles.

Conference Presentations

- “Murder Must Continue to Advertise: An Examination of the Role of Advertising in Mystery and Detective Fiction.” March 31, 2010. Popular Culture Association Annual Conference. St. Louis, MO.
- “Revisiting the ‘Other’ Rhetoric: Nonverbal Communication in the Composition Classroom.” March 26, 2010. Michigan Academy of Science, Arts, and Letters (MASAL). Calvin College, Grand Rapids, MI.
- “Revisiting an Incendiary 1969 Publication: Student-Centered Teaching Forty Years after Farber.” March 2009. Michigan Academy of Science, Arts, and Letters (MASAL). Wayne State University, Detroit, MI.
- “Sharing Stories, Sharing Lives: Using Memoir to Teach Audience.” March 2006 Conference on College Composition and Communication (CCCC).
- “Rhetorical Grammar: A Key to the Golden Gate of Audience Receptivity.” Individual presentation at CCCC, March 17, 2005.
- “In the Name of the Father, the Institution, and the Audience: Encouraging Multiple Audiences in Student Writers’ Faith-Based Arguments at a Community College.” Panel Presentation, CCCC, March 20, 2003.
- “What I Wish I’d Been Taught in TA Training.” The Teaching and Mentoring of TAs and Instructors in Composition Special Interest Group. CCCC, March 21, 2003.
- “Writing from Me to You: Analyzing Traits of Writer-Based Prose in Student Writing.” Qualitative Research Network, Special Interest Group on Qualitative Research. CCCC, March 23, 2002.
- “Hidden in Plain Sight: The Forgotten Women of 19th Century Detective Fiction.” English Graduate Student Association (EGSA) Conference, 2001.
- “Discovering How Detective Fiction Works Through Writing, Performing, and Transforming the Familiar: Or, How Little Red Riding Hood Embraced a Life of Crime.” Midwestern Modern Language Association (M/MLA), November 4, 2000.
- “Improving Critical Thinking in the Popular Literature Classroom: Or, Why (Reading About) Murder Is Good for You.” NCTE Conference, 1999.
- “‘For the People’s Understanding’: Three Resonances from Puritan Plain Style: My Rhetoric Is More Moral Than Your Rhetoric.” Panel Presentation, CCCC, 1998.
- “Grammar and the Teaching of Composition.” EGSA Conference, 1999.
- Selections from *My Mama’s Waltz* in Creative Nonfiction Forum. EGSA Conference, 1998.
- “The Role of Advertising in 19th Century American Women’s Addictions to Patent Medicines.” EGSA Conference, 1997.
- “Advertising the American Dream: A Semiotic Analysis.” Association of Marketing Theory and Practice Conference, 1997.
- “Less Teaching, More Learning: Clustered Assignments, Workshop Groups, and the Diffusion of Authority” Part 2: “Variations and Opportunities for Tailoring.” Panel Presentation, CCCC, 1996.
- “Demonizing Advertising.” EGSA Conference, 1996.

Consulting

Continuing Education, Grand Valley State University, Allendale, Michigan, 2006-07.
Provided Business Communication seminars for professional groups, including Physicians' Association.

Savannah (Georgia) Electric Company, 1993-94. Arranged and conducted seminars for employees and management of large utility company in the areas of effective business writing and public speaking.

Office of Continuing Education, Statesboro, Georgia, 1993-94. Conducted seminars for interested citizens in effective writing, correct usage, and telephone etiquette.

Georgia Southern University Library, 1991-92. Provided seminars to be videotaped as part of a developing self-help library for students' use. Topics included writing clearly and effectively and mastering problems in usage.

Awards

1999-2000: First-place Winner, Gus Reid Fellowship, for Outstanding Composition Assignment, Department of English, University of Missouri.

1996-1997: Departmental Teaching Fellowship.

1988: Phi Kappa Phi.

1983: Awarded two one-woman shows of my drawings and paintings, one as a Senior Honors Exhibit. The other one-woman show was in connection with the Wesley Center, NLU, Monroe, LA.

Professional Memberships and Subscriptions

Michigan Academy of Science, Arts, and Letters since 2009.

Popular Culture Association since 2010.

NCTE and CCCC member since 1991.

Subscribe to *College English*; *College Composition and Communication (CCC)*; *Research in the Teaching of English*; *Creative Nonfiction*, *Popular Culture*.

Listserv member of WPA-L (Writing Program Administrator) and WAC-L (Writing Across the Curriculum) since 1994.

Sigma Tau Delta (English fraternity) since 1988.

Service to the University, Profession, and Community

2009-present. Academic Advisor for Pre-Pharmacy students.

2009-present. Member Alliance of Ferris Employees.

August 18, 2009. Presented two seminars to the New Faculty Orientation on Writing Assessment: "Evidence of My Students' Learning: Assessing Students' Writing in the Discipline."

Summer 2009: Crossroads Writing Project Summer Institute (National Writing Project).

Fall 2009-present. Faculty Colloquium Moderator, Ferris State University.

Fall 2009-present. Composition Committee, Ferris State University.

Fall 2008-10. English BA Committee, Ferris State University.

Fall 2008-present. Writing Intensive Course Committee, Ferris State University. Elected Chair Spring 2009.

April 2009. Presentation to Faculty Colloquium: "There Are Murderers Among Us." Discussion and history of detective fiction.

Winter Semester, 2007. Consultant to GVSU's Student Services Programming Planning Committee.

Fall Semester, 2006. Invited to participate in Social Class project with GVSU Women's Center. Assisting in organizing and producing written brochures and an online presentation about students' lives.

September 28, 2005. "Her Story" Presentation at GVSU. Sponsored by the Women's Center. These presentations allow women to share their life-stories with students and other women in the academic and local communities.

March 8, 2004. Presented an hour-long televised discussion about women's alcoholism for GRCC as part of Women's History Month.

2000-2001: EGSA Representative to the Graduate Student Association, University of Missouri.

1997-1998: Treasurer, EGSA.

1996-1997: Undergraduate Studies Committee Representative, EGSA.

1995-1996: Graduate Student Representative to Continuous Quality Improvement Task Force.

1995-1996: Composition Committee Representative, EGSA.

1987-1988: Volunteer reader to students who are visually impaired, Monroe, Louisiana. Regularly counsel young people struggling with their own or a family member's addiction.

Krishnakali Majumdar

Address:

429 Rosewood Avenue
East Lansing, MI 48823
Telephone: (231) 591-2756 (office)
(517) 332-6997 (home)
E-mail: majumda2@msu.edu

Education:

Ph.D. in Cultural Anthropology, Michigan State University, 1996.
M. Phil in Anthropology, University of Delhi, India, 1987.
M.Sc. in Anthropology, University of Delhi, India, 1986.
BS with Honors, Biology, Miranda House, University of Delhi, India, 1984.

Teaching Interests:

Teaching Experience:

Fall 1998 – Present, Associate Professor of Anthropology, Department of Social Sciences, Ferris State University, MI.
Fall 1996 – Present, Adjunct Faculty, Department of Anthropology, Michigan State University

Research Experience:

December 2005- present. Research in New Delhi, India. Project: Reproductive Decision making among different caste/class couples.

September 2001 – 2004. Research in Michigan, USA. Project: Domestic Violence in South Asian communities in the USA.

March 2008 – present. Research on Study Away Curriculum in the USA.

Papers and Presentations: (Since 2005)

- Hallowed Groud? The New York Mosque controversy, an open dialogue, Ferris State University, September 2010
- Globalization: China and India, Changing Societies – Changing Cultures, Invited speaker, Ferris State University, February 2010
- God, Sex and Polar Baers: What are the views on gender from various religions? Invited speaker, Michigan State University, March 2009
- “Teaching Strategies for Gender, Class, Race and Ethnicity.” Invited Forum, Department of Criminal Justice, Michigan State University, November 2008.
- “Born Confused.” Invited Guest Speaker for LATTIC, March 2008
- “What is culture in Multiculturalism?” Diversity Awareness, Ferris State University, March 2007
- “What are Human Rights after 9/11?” Engagement sessions, Welcome Week, Michigan state University, August 2002, 2003, 2004, 2005, 2006

Publications:

‘Knowing Ourselves as the Other : Lessons in Self reflection.’ In *Hostile Corridors : Advocates & Obstacles to Educating Multicultural America.* (2003) Ed. Michael McMorris.

“Healing through the Spirits: Ritual Healing in Jaunsar-Bawar, Uttar Pradesh (India).” (2003). In Cross-Cultural Study of Divination and Healing. Eds. Michael Winkelman and Philip Peek.

Majumdar, K. (1992) “An Angami Village.” In Naga Society and Culture. S. Channa (ed.). New Delhi: Cosmo Publication.

Research Under Review & Working Papers:

“Reproductive Health and Sexuality.” In Preparation for submission.

“Reproductive Pattern and Contraceptive Use in a Himalayan Community: Gender Issues in Family Planning Policy and law.” In Preparation to be submitted to Center for Advanced Study in International Development at Michigan State University.

“Mirgi Matri: Interpretation of Epilepsy Among Jaunsaris.” In preparation for submission to Culture, Medicine, and Psychiatry.

“Matri Possession: A Creative Space at the Margin.” To be submitted to Sex Roles.

Susan Morris, PhD

Professor, Philosophy and Religion
Department of Humanities
Ferris State University

EDUCATION

1998 Ph.D. Philosophy, Southern Illinois University at Carbondale
1981 M.A. English, Eastern Illinois University
1979 B.A. Communication: Film & Photography, Eastern Illinois University

TEACHING EXPERIENCE

1998-present Ferris State University, Humanities Dept.; Su 05, Lang & Lit. Dept.
1998, spring Southern Illinois University, Women’s Studies Graduate Seminar
1996-1998 Southern Illinois University, English: Literature; Composition
1995-96 Southern Illinois University, Philosophy Teaching Assistant: Ethics
1993-94 Southern Illinois University, Philosophy Teaching Assistant: Ethics
1981-1989 Eastern Illinois University, English: Literature; Composition
1979-1981 Eastern Illinois, English Teaching Assistant: Developmental English;
Tutor, Writing Center
1981 Lakeland Community College: Composition, Technical Writing

RESEARCH AREAS

Areas of Specialization: Eastern Religions, 20th century Continental Philosophy,
Nietzsche, Race & Gender Theory,

Areas of Competence: Film Studies, Aesthetics

DISSERTATION

“Active Performativity: Friedrich Nietzsche and Judith Butler on
Intelligibility, Cultural Otherness and the Possibility of Change.”
Addresses the problems and processes of change on the
societal/cultural level related, particularly, to those ‘othered’ in society
and in cultural economies
Director: Dr. Genie Gatens-Robinson, Philosophy

FELLOWSHIPS

1994-95 Dissertation Fellowship, Southern Illinois University, 11 months
1992-93 Ph.D. Coursework Fellowship, Southern Illinois University, 11 months

TEACHING: COURSES TAUGHT

Philosophy

HUMN 115: Introduction to Philosophy
PHIL 204: History of Western Philosophy: Modern Philosophy
HUMN 216: Ethics
HUMN 217: Critical Thinking (Logic)
PHIL 220: Ethics in Health Care
PHIL 305: Feminist and Gender Theory
PHIL 320: Biomedical Ethics
HUMN/SURE 331: Ethics in Technology
RELG 325: Eastern Religions
HUMN 325: Eastern Religions: Honors

Interdisciplinary Humanities/Cultural Studies

HUMN 100: Introduction to Humanities: 20th Century Humanities
HUMN 100: Introduction to Humanities: World Humanities
HUMN 105: Introduction to Women's Studies
HUMN 102: Renaissance to the Present in Humanities
FILM 235: American Movies
HUMN 235: American Movies: Honors
HUMN 290: International Film: Honors
PHIL 305: Feminist and Gender Theory
FILM 360: Race and Gender in Film
FILM 222: Introduction to Film
FILM 323: Directors
HUMN 240 Popular Culture
HUMN 230 Women, Art & Society
Women's Studies Graduate seminar: Women, Language & the Body,
Southern Illinois University at Carbondale

English Writing & Composition

ENGL 250: English 2
Intermediate Expository Writing (Composition & Research Techniques):

in Computer Writing labs, Southern Illinois University
Introduction to Composition, Eastern Illinois University
Writing Center Tutoring, part of Teaching Assistant duties
Developmental Writing, Eastern Illinois University

Literature

Western Literary Tradition, Southern Illinois University
Introduction to Literature, Eastern Illinois University

SCHOLARSHIP

Publications

- Guest Editor: *Interdisciplinary Humanities Journal*, Special Issue on the (mis)Representing Race & Gender, forthcoming
- "Objects of Complicity: Jim Crow Artifacts and the Invitation to Harm," *Interdisciplinary Humanities Journal*, Special Issue on the (mis)Representing Race & Gender, forthcoming
- "I Ching: Water Over Water," *Michigan Writers*, 2011 (poem)
- In process, book: *Buddhism in Film*
- "There is a Way through Constant Sorrow: Ferron and Eastern Thought" in *Singing for Themselves: Essays on Women and Popular Music*, ed. Patricia Spence Rudden, Cambridge Scholars Publishing, 2007
- "Film" in *The Greenwood Encyclopedia of World Popular Culture: North Africa and the Middle East*, ed. Lynn Bartholome, Greenwood Press, 2007
- "Rationality in a Dewdrop: Dogen's Zen and Kantian Ethics," *Insider*, issue 6, 2004
- Book Review: *Journal of Nietzsche Studies*, vol. 25, Sp., 2003
- "Spike Lee's 'Bamboozled': Political Parodic Postmodernism," *West Virginia University Philological Papers*, vol. 50, 2003
- "Articulating the Aesthetic in the Ethical: Aesthetics and the Ethics of Care," *Kinesis*, 1994
- "Misterioso," *Tamaqua*, 1990 (poem)

Conferences: Papers & Presentations

- Paper: " 'Testimony' in Context: Women's Music and Romantic Poetry," MMLA, Cleveland, OH, Nov. 2007
- Paper: "Ferron and Eastern Thought," Popular Culture Conference, Atlanta, GA, April, 2006
- Paper "Ferron and Eastern Thought," MMLA, Chicago, Nov. 2006
- Two-day Awareness Workshop/presentation on Racism and Sexism, representing Jim Crow Museum of Racist Memorabilia

with 3 colleagues: John Thorp, David Pilgrim & Phillip Middleton
National Reconnaissance Office, USA,
Chantilly, VA, Feb. 2005

- Presentation: "The Great Chain of Being and 'Race'," American Association of Colleges and Universities, with John Thorp and Phillip Middleton, Nashville, TN, Oct. 2004
- Presentation: "Why not Teach the Hard Stuff?: Bamboozled and Race," American Council on Education, with Kimn Carlton Smith, John Thorp, David Pilgrim, Phillip Middleton, 2004
- Presentation: "The Great Chain of Being and 'Race'," Aquinas College, with colleagues Rick Griffin and John Thorp, W, 2004
- Presentation: "The Great Chain of Being and 'Race'," American Association of Colleges and Universities, Nashville, TN, Oct. 2004
- Paper: "Sloan to the Rescue? The (Feminist?) Role of Sloan in *Bamboozled*" Women's Studies 9th Annual Conference: Women & Creativity, March, 2003
- Paper: "Spike Lee's 'Bamboozled': Political Parodic Postmodernism"
Literature and Film Conference, University of West Virginia, October, 2002
- Paper: "Consciousness and/as Art: Phenomenology and the Art of Mona Hatoum"
American Society for Aesthetics, Rocky Mt. Division, Santa Fe, NM, 2001
- "Digital Anxiety: Digital Arts and the History of Aesthetics (Kant, Heidegger, Adorno)"
Society for the Philosophic Study of the Contemporary Visual Arts, American Philosophical Society, Chicago, April 2000
- "Rationality in a Dewdrop: Zen and Kant on Ethics"
Indian and Comparative Religions Conference, April, 2000
Ferris State University
- "Postmodernism and End-Thinking: Is Postmodernism Modernism's Utopic Dystopia?" 14th Annual International Conference in Literature, Visual Arts, and/or Cinema: Utopia & Dystopia, 1999, Atlanta, GA
- "Locating the Point of Political Resistance: Foucault on Agency," Mid-South Philosophy Conference, 1996
- Response to Joanna Crosby's "Solving the Problem of Power: Truth and Foucault," Mid-South Philosophy Conference, 1996
- "Saying and Silence in Heidegger's On the Way to Language," Mid-South Philosophy Conference, 1994
- "Articulating the Aesthetic in the Ethical: Aesthetics and the Ethics of Care," Philosophical Collaborations Conference, 1994

- “The Relationship Between the Erotic and the Aesthetic: Plato and Kant on Art,” American Society for Aesthetics, 1994
- “Consciousness, Knowledge and the Body in Nietzsche,” Mid-South Philosophy Conference , 1993
- “On the Bodily Musical: An Approach to Kant’s Critique of Judgment, American Society for Aesthetics, 1993
- “Irony and Thelonious Monk,” Popular Culture Conference 1986

EDUCATIONAL CONFERENCES

- Presentation: “The Great Chain of Being and ‘Race’,” American Association of Colleges and Universities, with John Thorp and Phillip Middleton, Nashville, TN, Oct. 2004
- American Association for Higher Education, Assessment Conference, Denver, June, 2004
- American Association for Higher Education, Assessment Conference, Boston, June, 2002
- Association of American Colleges and Universities “The Engaged Scholar,” Phoenix, AZ, Nov., 2001
- American Colleges and Universities/Association of American Colleges and Universities: "Educating All of One Nation" Albuquerque, Oct. 1999
- American Colleges and Universities/Association of American Colleges and Universities: "Diversity and Learning: Identity, Community & Intellectual Development" Philadelphia, PA, Nov. 1998
- “Equality Within the Classroom IX: Graduating Minorities Students” Michigan State University, March, 1999

ACADEMIC SERVICE AT FERRIS STATE UNIVERSITY

University & College Academic Service

Committees and Positions:

- Coordinator, Jim Crow Museum, 2008-10
- Museum Facilitator and Educational Representative, 2000-2010
- Musician and Educator for Camp Idlewild, Su10
 - Chair, Race, Ethnicity and/or Gender Committee F07-10
- Honors Council member, F06-10
- Dissertation committee member for Mike Berghoef, Social Sciences at Ferris State University, dissertation from Western Michigan University, 06-present
- University General Education Coordinator, F 2002-2005
- Program Review “outside” committee member, Architectural Technology, A.S., College of Technology, 2005

- General Education and Student Learning Committee, W2004-05
- Planning Committee, CAS, F2002-present
- General Education Implementation Committee, W2004
- Senate Task Force Committee on General Education, W03
- Search Committee member, Dean of Arts & Sciences, 02-03
- University General Education Committee, Chair, F2002-2005
- University General Education Committee, 2001-2005
- Renaissance Committee (Artwalk), 2000-present
- Honors Program: Educator, 2000-2004
- Faculty Research Committee, 2001-02; 2002-03
- Search Committee, Director for the Center for Teaching, Learning and Faculty Development, F2001
- Principle grant writer, NEH grant for Jim Crow Museum, F2001, granted release time for project
- Curriculum Committee, Arts & Sciences, 2001-2005
- Chair, Global Consciousness Committee, W2001-W2005
- Attended: American Association for Higher Education, Assessment Conference, Denver, June, 2004
- Professional Development Committee, 2001-2002
- Attended: American Association for Higher Education, Assessment Conference, Boston, June, 2002
- Attended: Association of American Colleges and Universities "The Engaged Scholar," Phoenix, AZ, Nov., 2001
- Executive Board, FFA, 2001-02
 - Professional Development Committee, 2000-01
- Cultural Enrichment Committee, 2000-01
- FLITE Barnum Mural Task Committee, 2000-03
- Participation in development of BA majors, minors and certificates for College of Arts & Sciences: Philosophy and Religion BA, Women and Gender Studies minor, Philosophy minor, Art History minor, Film Studies minor, African American Studies minor
- Student Organization Advisor: Earth Spirit (Earth Religions) 1999-2002
- Student Organization Advisor: Ferris Association of Gays, Lesbians & Bisexuals, 2000-2003
 - Student Academic Advisor, 1999-present
 - Editor, *Diversity Counts! Newsletter*, Arts & Sciences publication, 1999-2001
- Multi-Cultural Awareness Forum Series, 1999-2000: publicity, panel moderator, presenter
- Leadership Development Training, 2000
- Grievance Committee, Ferris Faculty Association, F1999; F2001
- Contract Review Committee, Ferris Faculty Association, F1999
- Arts & Lecture Committee, *ex officio*, 1998-99

Department of Humanities Academic Service

Committees and Positions

- Chair, Humanities Curriculum Committee, F2001-04;F07
- Curriculum Committee member, Humanities Dept, 98-99;04-present
- Tenure Committee Chair, John Gray, F07-present
- Humanities Area Coordinator, S1999-W2001
- New Faculty Mentor
- Search Committee member: Philosophy faculty, 1998-99
- Search Committee member: Theatre faculty, Su 1999
- Search Committee member: Music faculty, Spring 2000
- Diversity Committee, 1999-00
- Committee for Developing MA Program in Humanities, 99-2002

COMMUNITY SERVICE

- Jazz vocalist, northern Michigan venues
- Schedule local musicians in Big Rapids venues
- Member Big Rapids Foreign Film Festival Committee

Presentations

- Lecture for Artworks! Foreign Film Society on "The Terrorist," Feb., 2006
- Lecture for Artworks! Foreign Film Society on "Holy Smoke," May, 2006
- Jim Crow Museum presentations (prior to being coordinator):
"Facing Faiths," presentation on religious difference conference, *Bridging to Unity*, for Girls Scout Leaders of Michigan
"Ghosts of Jim Crow," Jan. 06, Martin Luther King, Jr. Day events, Alma College; University of Michigan-Dearborn, 2010
"Thinking about Racism," awareness training at auto factory, Grand Rapids, MI
"Ghosts of Jim Crow," Feb. 06, Univ. of Michigan, Dearborn
"Ghosts of Jim Crow," Nov. 07, Ferris State University, 80 Visual Communication students from University of Michigan with Dr. Thorp, Dr. Carlton-Smith, and Dr. Middleton
- "Gothic Western: From 'The Searchers' to 'The Missing'," Humanities Dept. Colloquium, Nov. 2005
- "Eastern Religions" for American Association of University Women, Oct. 2005
- Panel for Student Residence Hall: Religion, 2005
- Panel for FSU Student Democrats, 2004
- Lecture for Artworks! Foreign Film Society on "Nosferatu," 2004

- “Cultural Inheritances and Choice’
Women’s Mentoring Organization, March 2003
- “Business Ethics,” Ethics panel for FLEX conference, FSU, Sept., 2002,
- “Leadership,” Ferris NAACP, Sept. 2002
- “What Makes Zen Zen?”
Fremont Area Public Library, Fremont, MI
Aug., 2001
- “The Art of Mona Hatoum, a Palestinian Artist”
Humanities Colloquium Series, 2001
- “The History of Meditation,”
Earth Spirit student organization, 2001
- Food & Thought, faculty/staff discussion group, 00-01
- “Deep Sitting,” presentation at unveiling of sculpture
at Ferris State University: “Three Deep Seats,” summer 2000
- “Buddhism and Being Different,” Nov., 2000
Ferris Association of Gays, Lesbians, and Bisexuals
- “Nietzsche: Philosopher of the Future”
Futures Conference, Aug. 1999, Ferris State University
- “Kwame Appiah: Racism and Heterosexism”
Multi-cultural Awareness Forum, Ferris State University Lecture Series
1999
- “American Buddhism”
Earth Spirit student organization, 1999
- “Thinking about Gender”
Ferris Association of Gays, Lesbians & Bisexuals, 1999
- “What is Postmodern Art?”
Kendall School of Art & Design Lecture Series
Grand Rapids, MI, Fall 1998

APPENDIX C: example syllabi

WGST 105: Introduction to Women's Studies Spring 2010

Professor: Dr. Sharon C. Robideaux
Home Phone: 616-656-5778
Personal Email: sharon@robideaux.net
Course format: Lecture (with web support)

Office: ASC 3034
Office Phone: 231-591-3919
Ferris Email: robides@ferris.edu
Course credit: 3.0

Office Hours

Mondays: 3:00-5:00 p.m. in ASC 3034.
Tuesdays and Thursdays: only by prior arrangement.
Wednesdays: 9:00-11:00 a.m. and 1:00-4:00 p.m. in ASC 3034.
Other times can be available by appointment.

Teaching Schedule, Spring 2010

LITR 286—002 (Justice in Literature) meets Tuesdays/Thursdays from 9:30-10:45 a.m. in Starr 129.

WGST 105-001 (Introduction to Women's Studies) meets Tuesdays/Thursdays from 12:00 noon –1:15 p.m. in Starr 322.

ENGP 321-005 (Advanced Composition for Pharmacy Majors) meets Tuesdays/Thursdays from 1:30-2:45 p.m. in Starr 122.

ENGP 321-006 (Advanced Composition for Pharmacy Majors) meets Tuesdays/Thursdays from 3:00-4:15 p.m. in Starr 122.

Important Note: I live in Kentwood (near Grand Rapids). To save gas and travel time, I stay in Big Rapids from Monday afternoons until Thursday afternoons. Do not try to reach me at my home phone during that time. Please call my office telephone and leave a message instead, or e-mail my Ferris account. *For emergencies only: My cell phone number is 616-560-0416.*

Course Description: The course focuses on the experiences of women and the significance of gender in society in an international context. Readings, literature, film, and art will be used to study such issues as the social construction of gender, women and work, race and class, the family, women in media and popular culture, domestic violence, and women's spirituality. This course meets General Education requirements: Cultural Enrichment and Race/Ethnicity/Gender.

Cultural Enrichment

On the completion of the cultural enrichment requirement, students should

- Have an increased ability to interpret cultural works as a part of a culture.
- Be able to justify those interpretations with an understanding of the interpretive process.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Exhibit improved distinctions in perception, craft, and/or life choices.

- Have increased knowledge of the techniques or methodology of a discipline in the humanities.
- Have increased knowledge about some aspects of cultures.
- Better understand themselves as part of cultures with rich historical perspectives.
- Be able to gain increased self-understanding through works of culture.
- Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

My Conception of This Course: I am a feminist. My husband is a feminist. My sons are feminists. In short, a feminist isn't a manhater. A feminist isn't a bra-burning hairy masculine creature who is probably a lesbian. Lesbians can be and often are feminists, but sexual orientation has nothing to do with understanding and appreciating the complexities of gender. So one goal for this course, as I see it, is to disrupt any connection students might have made between gender, as it is socially constructed, and sexuality, as it is biologically derived.

Required Text:

Hunter College Women's Studies Collective. *Women's Realities, Women's Choices: An Introduction to Women's Studies*. 3rd ed. New York: Oxford UP, 2005.

You will also need reliable computer access, the ability to attach and send files (in Microsoft **Word**), and the ability to access the university library's databases (FLITE).

Begin now to learn your way around FerrisConnect. Notes, assignments, and grades will be posted there. The school's technical assistance can help you if you have problems. Their phone number is (231) 591-4822. Their email is www.ferris.edu/techsupport/ . **I WILL NO LONGER ACCEPT E-MAILED WORK. YOU MUST SUBMIT WORK EITHER IN PERSON OR THROUGH FERRIS CONNECT.**

How to access your course in MyFSU:

[In the event that there are problems accessing FerrisConnect through MyFSU, you can also access it via <https://fsuvista.ferris.edu>]

- Log in to MyFSU at <http://myfsu.ferris.edu> .
- Click on the MyACADEMICS tab.
- Find the My Courses channel, and click on the link which says "Click here to:"

Assignments: informal writing (freewriting); tests (midterm and final); some quizzes; class discussion.

Evaluation: The criteria for the evaluation of each assignment will be provided with that assignment. Grading will be on a points system (rather than the more holistic A, B, C, etc.). I will provide the number of points as a part of each assignment. At semester's end, your total points will be divided by the total points of the assignments, resulting in a percentage that will translate into your grade. (For instance, if 500 points are assigned during the semester, and you earn 400 of those points, your 400 divided by the total 500 results in 80 percent, or a B- as the semester grade.)

Departmental Guidelines for Evaluation of Student Achievement:

1. Quizzes and class discussion will be used to evaluate students' reading, level of understanding of texts, understanding of terms and concepts.
2. Exams or papers will be used to evaluate students' ability to understand the literature and discussions, to understand and use terminology, to understand the relationship between women, men, and societal constructs, to demonstrate how concepts of gender are portrayed in various cultures, and to demonstrate the ability to connect literature, art, and film to contemporary issues of gender.
3. Papers will be used to evaluate students' ability to write clear, organized, edited prose, and to synthesize ideas across texts and make assertions with support from texts.

Communication and Classroom Etiquette My classrooms are a "safe zone," which means that you are free to be who you are, regardless of race, gender, religion, sexual orientation, or political preference. With freedom comes responsibility. You have the *right* to hold any opinion whatsoever; you have the *responsibility* to communicate that opinion in ways that do not infringe upon others' rights and freedoms.

My classrooms are also areas in which we learn to communicate with others respectfully. Take your behavior model from the people in your life whom you respect and who have treated you with respect.

Netiquette

Do not submit your work to me via e-mail. However, when you do e-mail me, use the following protocols:

- Your full name (just "Jason" or "Heather" won't do since I'm likely to have half a dozen).
- Your FERRIS/g-mail e-mail address (**I won't send e-mail to non-Ferris accounts**).
- A subject line that indicates the topic, preferably something like "Question about Homework Assignment for WGST 105."
- A salutation ["Hi, Dr. Robideaux" will do] so I know that you meant the e-mail for me and not for your history teacher.
- A specific question for me and a timeline for your answer: "May I have an extension of the deadline for the homework? I would appreciate your response by Thursday of this week." I won't always get back to you as quickly as you'd like, but I will try.
- And once again, don't forget to sign your e-mail with your full name.

Formatting

All “hard copy” work turned in to me, including in-class exercises, should have a heading that includes the following:

1. Your full name
2. My name, preferably spelled correctly: Dr. Sharon Robideaux [so that misplaced/lost work can find its way to me]
3. Your class and section: WGST 105-001.
4. The assignment name/topic: Free-writing on Race [for example]
5. The draft of the work [Draft 2, for example]
6. The date [which should change with draft changes].
7. All work two pages or longer should have page numbers and be stapled at the upper left corner.

Behavior

Please turn off cell phones, pagers, I-pods, etc. They are distracting. Do not text-message in class. It is rude. If you need to go to the bathroom, just go. You don't have to ask permission.

Tardiness is occasionally a problem for all of us. Don't make it a habit. **I make important announcements at the beginning of class, not at the end or in the middle.** Safety is a concern, so I may shut and lock the classroom door once class begins. Further, arriving late (more than 10-15 minutes late) on a regular basis will earn absences.

If you must leave early from class, let me know at the beginning of class so that we can arrange for your leave-taking to be as non-disruptive as possible. If you simply get up and leave, you will be marked absent for the entire class. [Sudden illness is, of course, an exception.]

Attendance Policy

Excused absences require documentation and include the following:

- University-sponsored events in which an excused absence form from the University is presented;
- Death in the family [please provide verification, such as an obituary];
- Extended hospitalization [please provide physician verification; office visits are NOT excused];
- Required testimony in a court case or jury duty [but being arrested is not an excused absence];
- Active military duty [verification required];
- Dangerous weather conditions in which driving is considered by local police authorities to be unsafe [for commuting students only].

Absences that are NOT excused:

- Childcare problems;
- Incarceration [being jailed];
- Employment;
- Birkham Health Center slip;
- Hunting season;

- Vacation with family/friends.

Because this class meets two times a week for 75 minutes each, no more than **four unexcused** absences will be allowed. Perfect attendance will earn a bonus of ten free points applied to the end-of-semester point totals.

Deadlines, Pacing, Late Work

This course is NOT designed as a “work at your own pace” course. There will be deadlines for each assignment. The benefit of the deadline is that it keeps all of us [including me] from succumbing to procrastination. Set aside a specific amount of time per week for this course. If something occurs in your life that results in your falling behind, I will be happy to help you get caught up.

Writing Center

The Writing Center is open to all students at Ferris. It is located in the Arts and Science Commons 1017. Their phone number is 231-591-2534. You can also visit their website at <http://www.ferris.edu/writingcenter> or email them at writecen@ferris.edu to get help with your writing. Remember to indicate in your subject line that you are an FSU student. Remember: these services are free!

Disabilities Services

Disabilities Services are available for those who need them in STR 313, Ph. 591-3057. You are given consideration according to your documented needs. [In other words, if you are not registered with Disabilities Services, I cannot just take your word for it that you need specific accommodations.] Further, if you have any circumstances going on in your life that will affect your life, your work, or your attendance, please let me know. For example, if you work fulltime, have a family, experience a health problem, or break up with your significant other, your attendance and attention to your classwork might suffer. So drop me a note or an email or talk to me in person.

Practice Safe Computing

Back up your work. Name files in such a way that you won't accidentally write over an already saved document. In general, you will submit hard copies of your work to me, but if you need to submit electronically, do it via FerrisConnect. Do NOT submit work to me as a zip file, as a Word Perfect file, or as anything other than Word (new “docx” or old “doc” version) or rich text (rtf). **If I can't “read” your work because of the formatting, then I did not receive your work. And because of problems in prior semesters with submissions via e-mail, I must INSIST that you submit in FerrisConnect or in person.** Furthermore, I am not an extension of your printing privileges, so don't expect me to cheerfully print out your work in my office unless it is an emergency.

Plagiarism and Academic Dishonesty

Plagiarism is the unauthorized use of someone else's materials without citing the source, or the use of that work as one's own. Plagiarism is a violation of the student conduct code and is grounds for failure in the class. Save all your drafts and notes for each project so that you can show your writing is your own, not someone else's that you downloaded from the internet. We will deal with the issue of plagiarism at length relatively early in the semester, so don't worry if you feel unsure about what it is.

Professional Background and Teaching

My doctorate is in Rhetoric and Composition from the University of Missouri-Columbia. My master's degree is in creative writing. I am a published author. In particular, I have written a book about what it means to be the daughter of an alcoholic mother: *My Mama's Waltz*, co-authored with Dr. Eleanor Agnew. For over two decades, I've taught literature and writing in many forms, in four different states and at eight different schools, ranging from high school to community college (GRCC), to four-year colleges (GVSU, FSU), and at a Research I university. I love to write, I love to read, and I love to read what my students write.

I'm married and have two adult sons and one daughter-in-law. Politically, I'm liberal, tolerant, and open-minded. Most importantly of all, I am a feminist. A feminist is someone who believes that women are people, too, and that the default setting for the human race isn't necessarily white, male, heterosexual, American, and/or Christian.

Anthropology 321: Women in Cross-Cultural Perspectives
Fall 2010

Instructor:
Krishnakali Majumdar, Ph.D
Office: 2076 ASC
E-mail: kali@ferris.edu, Telephone: 591-2756
Office Hours: Tuesdays 4:30 to 6 pm or by appointment
On-line office hours: Mondays 2:30 – 3:30 pm

Course Description:

This course will provide a historical, theoretical, and cultural context (ideology, family and kinship, economy, polity) regarding women in cultures around the world. We will begin by question our own ("western") cultural conceptions of sex, gender, and women. In this course we take a close examination of several Asian, Middle Eastern, Latin American cultures and how their constructions of femininity, sexuality and womanhood impinge on gender relations. Each of the assigned books for this class makes a case for understanding and examining the social and cultural explanations for that variability. Our goal throughout the course will be to interrogate the ways in which class, caste, religion, economic and political conditions impact women. The class presentations by students will explore how women have organized and struggled for human and sexual rights.

Required Readings:

Chitra Banerjee Divakaruni, *Sister of My Heart*
Fatima Mernissi, *Dreams of Trespass: Tales of a Harem Childhood*
Malalai Joya, *A Woman Among Warlords*
Manal M Omar, *Barefoot in Baghdad*
Nancy Scheper-Hughes, *Death Without Weeping*

Recommended Readings:

Joni Seager, *The Penguin Atlas of Women of the World*
Kristof and WuDunn, *Half the Sky*

Course Format and Requirements:

This course will be conducted as a seminar (although I will introduce each topic with a short lecture). You are expected to give and receive feedback in a collaborative manner to fulfill the following requirements for the class:

- You are to keep a **READING JOURNAL**. For every reading assignment, as you do the reading, you write (1) a paragraph or two that sums up the general argument/ethnographic data of the selection, (2) remarks and comments that connect this reading (or some part of it) with something else you have knowledge of or experience of either through just living, through other courses and reading.

The entries may be hand written (legibly, with descent margins, on one side of the sheet only), though it is easier to read if it is typed or word-processed (single spaced, normal margins, spell-checked).

The reading journal will count **20%** of your grade.

- **Gender and Politics Assignment** will count towards **40%** of your grade of which 10% will count towards class presentation and 30% toward the written assignment. For this assignment you will choose several articles from a scholarly journal pertaining to gender and politics in any country or culture of your choice. The choice of topic and articles has to be approved by the professor because each student has to have a different topic. You are required to present the findings of your chosen topic to the class. You will have 15-20 minutes only. Please do not read, as your presentation will be graded on style, comprehension and clarity. For the written assignment, you are required to write a paper based on your research in the library or the inter-net. That is, you not only present your findings but also synthesize your findings into a paper that runs approximately 8-10 pages in length. The written assignment and copies of articles and inter-net sites are due on the day of the presentation. If you fail to show up for your presentation you will lose 40 points or 40% of your grade.
- **Class Participation** will count towards **20%** of your grade. This is not meant to be punitive but it is intended to encourage active participation in-group discussions. While I realize that some of you may be reluctant to speak in public, remember that this classroom is a very safe place and that your ideas are as important as any of your colleagues who do with ease.

Topics of Discussion, Dates, and Readings

August 31	Warm Up...Introduction
September 7	Why Study Women? "The Girl Effect" from <i>Half the Sky</i>
Sept. 14/21	Islam, Marriage and Gender in the Middle East Mernissi, Fatima, <i>Dreams of Trespass</i>

- Sept. 28/Oct 5** Manal M Omar, *Barefoot in Baghdad*
Film: Kandahaar
- Oct. 12/19** Malalai Joya, *A Woman Among Warlords*
- Oct. 26/Nov 2** Hinduism, Tradition and Modernity
Chitra Banerjee Divakaruni, *Sister of My Heart*
Film: Monsoon Wedding
- Nov. 9/16** Latin American Women, Maternal Love and Child Death
Scheper-Hughes, Nancy, *Death Without Weeping*
- Nov. 23/30** **Gender and Politics Presentation**
- December 7** Kristoff and WuDunn "What you can do"

FILM 360: Race & Gender in Film

Welcome!

Fall semester 2010

Dr. Susan Morris

Office Hours: T 4:30-6:30 Johnson Hall 207

Contact: morrisus@ferris.edu;

Call only during office hours: 231-250-3308



Required Textbook:

The Sociology of Gender, Laura Kramer ISBN:978-0-19-538928-9

Course Description:



Race & Gender in Film is an interdisciplinary studies course that combines the study of film (film studies), culture (cultural studies), and race & gender (race & gender theory). By focusing on film (a cultural product) we will be able to observe how "race" and gender (both social constructions) operate in culture to express and influence meaning and value.

Here are the **General Education** requirements that this course satisfies:

Cultural Enrichment (C)

Race, Ethnicity and/or Gender (REG)

It also satisfies an elective requirement in:

Women & Gender Studies minor

African American Studies minor

If you are interested in either of these minors, please see me.

Course Objectives:

- improves analytical/critical thinking and analysis skills
- informs students about the history of racism and sexism in U.S.
- informs students about the film in a cultural context
- improves writing skills
- provides support for reading cognitively challenging material
- improves student's ability to understand and analyze based on theory

Attendance:

The course is based on films that we will view in class. As a result, it is required that you attend class each week and watch the entire film. If you miss a viewing, it is your responsibility to rent or buy the film to view and to get notes from other students.

If you miss a class, please email me ASAP at morrisus@ferris.edu.

Please do not come and go during the film (or discussion), since it is very distracting to other students. Take your personal breaks when we have class breaks unless it is an emergency. We will have a break between lecture/discussion and film viewing.

Grading and Assignments:

I will assign readings in class. Be sure to check the corner of the board for the assignments and keep up.

Your final grade will be based on two essay tests and two writing projects. Class time will be spent discussing ideas from the text and applying those ideas to what we view. Reading assignments will be given in class.

Paper #1 Explain Theory	25%
Test #1 Gender in Film	25%
Paper #2 Analyze a film on your own	25%
Test #2 Race in Film	25%

Tests

You will receive the questions for the test one week before the exam. During that week, you will have the opportunity to choose which questions you wish to work on, reread and research the material and work with me on drafts of the essays by email and/or in my office. When you write the essays, you will not be able to use notes but will have already worked through answers, thought about the organization of your material, and received feedback from me to allow for improvement. For each test you will answer 3 or 4 questions and each answer will be about a page long at minimum.

Papers

Paper (800 word minimum): Your first paper will allow you to demonstrate that you understand the theory we will be using for the course. For the 2nd paper, you will analyze a film on your own based on questions I provide and a list of films I provide. The papers will allow you to focus on a specific point of interest within the two larger areas of gender and race. I will supply the details of both assignments well before they are due.

Classroom Courtesy

We are all expected to treat one another respectfully. We will be in the process of creating a learning community, so please be considerate of the effect your actions have on the classroom community. In discussion, we will not be debating. Present your view with due reason and listen to what others have to say. It is important for the 'smooth sailing' of the course and for our understanding of proper conduct in the larger work and community environments that we treat each other with respect.

Here is the official policy:

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Ferris State University

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

- The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
- The instructor is in charge of the classroom. This includes the times and extent to which he or she allows questions or discussion, the level of respect with which he or she and other students are to be treated, and the specific behaviors he or she will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
- An instructor is entitled to maintain order in his or her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his or her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
- If a student persists in a pattern or recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Arts and Sciences Dean's office, and/or University disciplinary proceedings. (University disciplinary procedures are delineated in the "Student Conduct and Discipline Policy" reprinted in the FSU Student Handbook.)
- Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student.)
- Students as well as employees are bound by the University's policy against harassment, in any form. Harassment will not be tolerated.
- The student's Dean's office will be notified of any serious pattern or instance of disruptive behavior.

Disruptive Behavior Examples

Talking to other students outside of group work
Talking disrespectfully to students or the teacher
Using the cell phone or other gizmos
Walking around or out of class without permission
Repeating a point in an aggressive manner
Falling asleep
Making a lot of noises
And other things like that

PHIL 305:

Feminist and Gender Theory

Winter, 2005

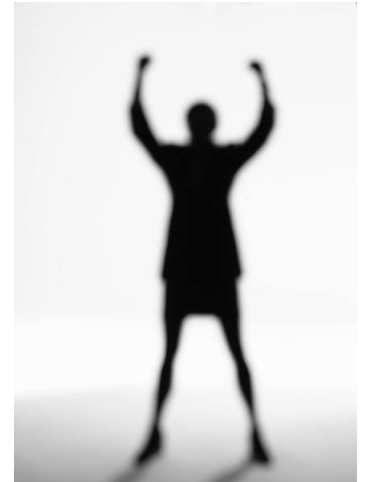
Dr. Susan Morris

211 Johnson Hall

morrisus@ferris.edu

office hours: T 3-6; W 2-3

Welcome!



Required Texts

Gender, R. W. (Robert) Connell

Contemporary Feminist Theory, Mary Rogers

Masculinity Studies & Feminist Theory, Judith Kegan Gardiner, ed.

Course description

The course will be divided into three sections:

I. Histories and Theoretical Bases of Feminism and ‘Gender’

Feminism is a philosophic political theory, so we will study the philosophic basis of feminism and its formation and emergence in history. According to the political philosophy of feminism, ‘gender’ is a process of society/culture and ‘femininity’ & ‘masculinity’ are product of this process. Through readings, class work and lecture, we will come to understand what this means.

II. Practicing Analysis

After learning the theory, we will apply it to various issues through readings, class work and lecture.

III. The Current Political Picture: Toward the Future

The course work to this point will lead us to consideration of current political conditions and possible theoretical approaches to the future.

Grading

After each section we will have a test. Each test will be essay and will cover that section only. You will receive the test questions to work on one week before the test. Many questions on the test will be formulated from and/or by group work in class.

What you get...

- an understanding of the philosophic basis of feminism and gender
- an understanding of the key issues to feminism and gender
- knowledge of central theorists and writers to feminism and gender
- improved ability to think conceptually & critically
- improved ability to write clearly on a complex level of thought

In addition, the course is

- a requirement for the Women & Gender Studies Minor
- an elective for the Philosophy minor
- a Cultural Enrichment course for General Education requirements

Assignments

All readings and assignments will be given in class.

Attendance...

is required. So is consciousness. So is an open mind.

Since each class meeting equals a week's worth of classtime, having more than TWO UNEXCUSED absences will result in an F for the course. If you know you need to miss a class or have missed one, send me an email at morrisus@ferris.edu and explain your absence. Be sure you get notes from a class mate.

Class(y) Behavior

Some of these ideas may well challenge us to think in ways we haven't before, maybe even in ways that are somewhat uncomfortable. Nonetheless, it is expected that we will each respect one another in classroom discussion. This expectation includes me.