

Proposal for an Interdisciplinary Program in Women's and Gender Studies

I. Scope and Rationale

Those faculty currently active in JCU's concentration entitled Perspectives on Sex and Gender recommend expansion of that program to a new undergraduate major and minor in Women's and Gender Studies. Establishing this new program of study at John Carroll will enhance both the University's curriculum and its overall environment in several ways. Women's and Gender Studies programs are one of a number of interdisciplinary academic programs (along with Gender Studies, Gender and Sexuality Studies, and Feminist Studies) which have developed under the general umbrella of Women's Studies since the 1960s. These academic programs examine ways in which social structures including gender, sexuality, race, and class affect the lived experience primarily of women, but also of men. Within such programs, recognition of the importance of diversity and of the consequences of unequal power and opportunity is key.

The kinds of interdisciplinary academic programs noted above are part of the academic curriculum at the majority of colleges and universities in the United States; Jesuit colleges and universities are no exception. Of the twenty-eight Jesuit schools, ten offer majors in area of women's and gender studies, fourteen offer minors, and four (including John Carroll) offer concentrations. (See Appendix A.) Offering not merely a concentration, as we currently do, but an actual major and minor course of study in Women's and Gender Studies thus brings John Carroll's curriculum more into line with those of our fellow Jesuit institutions, achieving two important results. First, it makes us more competitive with other Jesuit schools and, second, it reflects a strong commitment to John Carroll's Jesuit mission and identity.

A program in Women's and Gender Studies is especially resonant with our mission. In particular, this course of study, which concerns itself with issues of social justice and human dignity, reflects the university's commitment to cultivating a "rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values." Through instilling these values in our students, the Women's and Gender Studies Program will also serve to enhance the University community as a whole. Women's and Gender Studies graduates will be encouraged to live out their intellectual commitments in their daily lives; in doing so they will help to promote a campus environment which is "committed to the intellectual, spiritual, emotional, and physical development of each student" regardless of gender, race, ethnicity, sexual orientation, or socioeconomic status, and "where differing points of view and experience are valued as opportunities for mutual learning." In these ways, students will be prepared more effectively to "[respond] to demographic, economic, and social challenges," as well as to gain experience in how their "personal and collective choices can build a more just world." As Peter Hans Kolvenbach, S.J. makes clear, "learn[ing] to live, perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed" is fundamental to a Jesuit education.

Given that women comprise a disproportionate number of poor and disenfranchised persons throughout the world, an academic major committed to fostering critical analysis of gender inequality and developing creative and effective ways of countering it ought to play a key role within the curriculum of all Jesuit schools.

Therefore, Women's and Gender Studies will address many unmet curricular needs that complement our strategic initiatives. JCU encourages interdisciplinarity; this undergraduate program will achieve it, especially through its three foundational courses. JCU wants to "recruit, enroll, retain, and graduate a talented, diverse student body prepared for today's global reality"; this undergraduate major program focuses on issues of diversity in global perspective. Finally, JCU seeks to "create a diverse community . . . and a learning community . . . characterized by the commitment to student achievement." The very structure of this program requires the kinds of collaboration (among faculty, among departments, among schools, across campus) essential to attaining that goal.

II. Indication of Need and Interest

Not only is a course of study in Women's and Gender Studies appropriate for John Carroll and relevant for students who live in a diverse world, it is clear that students are already extremely interested in the subject. The number of Jesuit schools which sustain vibrant majors and minors in the area of Women's and Gender Studies certainly indicates such interest. With respect to the John Carroll community more specifically, we see interest being expressed in a several ways. We regularly hear from our students that they wish John Carroll offered a degree in the area of women's studies, rather than only a concentration. For example, JCU's Philosophy Department recently developed two new courses in this area (PL 290: Major Women Philosophers and PL 388: Love and Sex) in addition to an existing course (PL 330: Feminist Philosophies) so that it might more effectively respond to the needs of our students. All three of these courses regularly fill so quickly that the faculty members teaching them must create waiting lists for those students hoping for a seat; the Department has begun offering two sections of Love and Sex every spring given the increasing demand for that course.

Student interest in issues of sexual orientation has led to the development of a pilot course Introduction to Queer Studies, taught for the first time in the spring of 2011. The Women's and Gender Studies program would serve as a natural home for that course and other special topics courses like it. That Introduction to Queer Studies filled immediately when registration opened with 24 students further indicates a heretofore unmet demand for gender studies courses.

Furthermore, in the past two years the Sex and Gender concentration has both expanded its course offerings (two new history courses, 371 and 372, have been added, as well as SC 315) and graduated six students, two of whom were accepted into respected graduate programs in women's studies (Abbey Fox at DePaul University, and Jessica Landis at the University of Cincinnati).

With respect to the campus community more broadly, interest in the areas of women and gender is apparent in the continued success of the Vagina Monologues, and the revitalization and expansion of Take Back the Night Week, not to mention the \$300,000 grant Dean of Students Sherri Crahen received to develop programs designed to raise awareness of and combat violence against women. Students continue to express their interest in and desire for a Women's Center on campus. A program in Women's and Gender Studies will provide the necessary intellectual and theoretical underpinnings for such campus initiatives, will complement programming being developed across campus, and will demonstrate to the students how to integrate and synthesize the various dimensions of their experience (cognitive, affective, vocational, political, and practical).

The authors of this proposal met with Brian Williams and Steve Vitatoe of Enrollment Services in the spring of 2010 to seek their counsel about recruitment and marketing of a Women's and Gender Studies Program. They were enthusiastic and encouraging, and they pledged their support. They began by suggesting that it is difficult to measure the negative impact of JCU's not currently having a WGS Program. That is, it is difficult to measure how many students did not come to John Carroll because we do not currently have a program in Women's and Gender Studies. They did point out, however, that the SAT asks about student interest in ethnic, cultural, and gender studies programs. Furthermore, they indicated that, given the mission of our University, a program in Women's and Gender Studies would enhance our profile to prospective students. A WGS Program fits what we are called to do and who we are according to that mission. Such a program would formalize positive work the University is already doing in the area of social justice. Furthermore, they indicated that a Women's and Gender Studies minor would complement major programs for students interested in areas such as social work and other forms of advocacy. Finally, they were enthusiastic about working with the WGS Program director and advisory committee to promote the Program through our alumni magazine, through video testimonials, and through use of social network media such as Facebook.

III. Curricular Requirements

Major:

We propose that a major in Women's and Gender Studies require 36 semester hours of course work. We already have enough faculty members and courses to launch this major. The Perspectives on Sex and Gender concentration lists 24 courses regularly taught (see Appendix B) in addition to special topics courses offered from time to time. We envision that these courses will be cross-listed between Women's and Gender Studies and the departments in which they are currently taught. That ensures adequate course offerings and staffing both in Women's and Gender Studies and in the faculty's home departments.

In addition, some faculty members not currently participating in our current Perspectives on Sex and Gender concentration have offered their support and their willingness to

provide new courses. Dr. Pam Mason plans to develop a course on Women in East Asia which will satisfy requirements for both the Political Science Department and East Asia Studies as well as for Women's and Gender Studies. Dr. Graciela Lacueva intends to develop a course on Women in Science which could be cross-listed between PH (as an elective) and Women's and Gender Studies. Dr. Karen Gygli of the Communication and Theatre Arts Department has expressed an interest in teaching a course on Women in Theater.

We believe that a rigorous Women's and Gender Studies program will need three additional interdisciplinary courses in addition to courses already being taught. These are: Introduction to Women's and Gender Studies, Sex and Gender in a Global Context, and a Women's and Gender Studies capstone course which will require either an internship or service learning. At least one course each semester will be taught by the director of the Women's and Gender Studies program, who will hold a joint appointment in a participating department. Upon the discretion of the director and with the cooperation of relevant department chairs, other faculty participants in the program may assist in the teaching of the three WGS core courses. Syllabi for those three courses are detailed in Appendix C.

Specifically, the major program will consist of the following:

9 hours (3 courses) - three WGS core courses

27 additional hours, nine additional courses, to be distributed as follows:

9 hours (3 courses) from the Humanities

9 hours (3 courses) from the Social Sciences, including Psychology

9 hours (3 courses) from the list of approved WGS courses (See Appendix B.)

At least 9 of these 27 additional hours must be at the 300 or 400 level.

Minor:

We also propose an 18-credit hour minor in Women's and Gender Studies. Students will take the three core interdisciplinary Women's and Gender Studies courses (Introduction to Women's and Gender Studies, Sex & Gender in a Global Context, and Women's and Gender Studies Capstone) and three additional courses from the list of approved WGS courses in Appendix B. No more than two of these additional courses may be from the same discipline. Normally, at least one will be from the Humanities and one from the Social Sciences. It is hoped that the minor program will be constructed by the student in close consultation with the WGS director (their minor advisor) in such a way as to complement the student's major course of study.

Vision for Future Collaboration:

This program will be truly inter- and multi-disciplinary. Continued collaboration among departments, building upon that already generated by participation in the Perspectives on

Sex and Gender concentration, will be essential. The director will need to be in regular conversation with other department chairs for planning and scheduling purposes. Ideally, a three-year schedule of courses can be put into place as the program begins. Close and careful collaboration is essential to ensure that courses are taught frequently enough for our students to move through the program with ease. As indicated above, cross-listing of courses and team-teaching by faculty will each contribute to positive possibilities for collaboration. Faculty members will have the opportunity to develop new courses and thus feed their own professional development. Specifically, the three faculty members noted above, Pam Mason, Graciela Lacueva, and Karen Gygli, have already indicated such an interest.

Currently the Perspectives on Sex and Gender concentration does not reach every corner of the University. We envision, however, some obvious places for further collaboration, especially with the Education Department (where gender and learning is an important topic) and with the Department of Economics and Finance in the BSOB (where women and development issues are both current and urgent). We also expect to build upon interest expressed by faculty in the natural sciences, perhaps resulting in a course from the Biology Department to complement those already taught in Psychology and proposed for Physics.

Finally, multiple possibilities for collaboration exist with Student Life. Continued collaboration with Dean of Students Dr. Sherri Crahen is both possible and advisable. So too is collaboration with Counseling Services, specifically in our support of their important programs for survivors of assault. We hope, further, to work regularly with Admissions in order better to market this major to prospective students, and with Advancement in order to determine external sources for funding opportunities.

IV. Organization and Administration of Program

Initially this program and its director will report to the Dean of the College of Arts and Sciences. Should the potential for collaboration with the Boler School of Business become actualized at some later date, the line of reporting would then be to both the Dean of the College of Arts and Sciences and the Dean of the Boler School of Business. Our research into the administrative structures of other women's and gender studies programs leads us to conclude that programs like the one we envision typically are called programs (rather than departments) with a director (rather than a chair); this distinguishes them as interdisciplinary programs rather than strictly single-discipline departments. In all cases, however, the program operates as a department and its director operates as a chair with analogous duties, responsibilities, and compensation. This appears to be a useful mode for interdisciplinary programs at John Carroll University.

Responsibilities of the Director (Job Description):

The director of the Women's and Gender Studies Program will be appointed by the Dean of the College of Arts and Sciences in consultation with the WGS Advisory Board.

Length of term is three years, renewable. Duties include:

- Oversee the operations of the WGS program
- Develop and maintain a three-year schedule of course offerings
- Recruit and support faculty for the WGS program
- Recruit students
- Organize events and raise funds
- Write grant proposals
- Approve new courses to count as WGS courses
- Administer the WGS budget
- Advise (or assign appropriate advisors) to WGS majors and minors
- Oversee intake and graduation paperwork for WGS students
- Identify, evaluate, and select internship and service-learning opportunities for students
- Counsel students and assist them in graduate school placements
- Develop and maintain a reporting mechanism for internships
- Organize an Advisory Board and meet with them twice each semester to evaluate the current program and brainstorm about future development of the program
- Coordinate assessment and program evaluation data collection annually
- Evaluate the program every five years
- Contribute to the annual evaluation of participating faculty members
- Attend and participate in CAS chairs' meetings
- Promote and market WGS Program appropriately in cooperation with other University events, e.g. Meet Your Major

The program director will teach at least one course each semester in this program. The three WGS interdisciplinary courses will not be taught in a currently existing department but will require a new prefix (WG). The faculty proposing the WGS program envision the director's duties as analogous to those of a department chair, and believe that s/he will require analogous compensation: a course load reduction each semester and an annual stipend. The director, as the "chair" of a major and minor program, will participate as a voting member in the chairs' meetings with the dean of the College of Arts and Sciences, to whom s/he will report. Therefore, the University needs to add one-half of an FTE as part of our budget. In terms of staff support, the program will require one half-time administrative assistant. No new faculty are needed to teach courses. It is anticipated that the courses listed for the WGS program will be cross-listed in departments.

Advisory Board:

The Advisory Board will be responsible for consultation with the director about ongoing program development and oversight. Members of the Advisory Board will be instructors in the program's courses, and they may serve as advisors for students enrolled in the program. The director and the Advisory Board will also be responsible for identifying and approving course and electives for the program.

Thirteen faculty members have agreed to serve on the initial WGS Advisory Board. Their official appointment will take effect upon the approval of the dean, College of Arts and Sciences. They represent nine of the eleven CAS departments participating in WGS.

Gwen Compton-Engle (CMLC - Classics)

Kathy Gatto (CMLC - Spanish)

Susan Long (SC)

Malia McAndrew (HS)

Graciela Lacueva (PH)

Pam Mason (PO)

Maryclaire Moroney (EN)

Joan Nuth (RL)

Michael Eng (PL)

Jen McWeeny (PL)

Dianna Taylor (PL)

Brenda Wirkus (PL)

Sheri Young (PS)

V. Student Learning Outcomes

Upon completion of a major or minor in the Women's and Gender Studies Program, a student should be able to:

- Recognize how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically,
- Understand connections between gender and power in a global context,
- Examine gender roles from multiple perspectives and disciplines,
- Evaluate feminist critical scholarship and methodologies,
- Analyze the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.),
- Develop abilities and skills to deal positively and effectively with gender issues,
- Appreciate the ethical and social justice dimensions and implications of the study of gender.

A curriculum map indicating student learning outcomes for each of the courses in the WGS Program follows:

Learning Outcomes and WGS Courses							
<u>Courses</u>	Historical/Geographical Construction of	Global Context	Multidisciplinary/Multicultural	Critical Scholarship & Methodologies	Intersectionality	Cultivate Activist Attitude	Ethics and Social Justice
Introduction to Women's and Gender Studies	✓			✓	✓	✓	✓
Sex and Gender in a Global Context		✓	✓	✓	✓		✓
Women's and Gender Studies Capstone: Integrating Theory and Practice	✓		✓	✓		✓	✓
CL 290 – Women in Ancient Greece and Rome	✓		✓	✓			
CO 322 - Woman in Mass Media	✓			✓		✓	✓
EN 284 – Introduction to Women's Literature	✓		✓	✓			✓
EN 445 – British Women Writers	✓		✓	✓			
HS 150 – Women in U.S. History	✓		✓			✓	✓
HS 310 – Women in Europe Since 1500	✓	✓	✓	✓			
HS 371 – Our Unruly Daughters	✓	✓				✓	✓
HS 372 – Race and Gender in Latin America	✓	✓			✓		✓
IC 163 – Women in Italian Society	✓		✓	✓			
IC 370 – Hispanic Women Writers	✓	✓	✓	✓			
PL 290 – Major Women Philosophers	✓		✓	✓	✓		✓
PL 330 – Feminist Philosophies	✓	✓		✓	✓	✓	✓
PL 398 – Love and Sex	✓			✓	✓	✓	✓
PO 305 – Sex, Gender, and Politics	✓			✓		✓	✓
PS 261 – Child Development			✓	✓			
PS 262 – Adolescent Development							
PS 342 – Psychology of Prejudice	✓				✓		✓
RL 325 – Women in Christian Tradition	✓	✓		✓			
RL 364 – Christian Sexuality	✓			✓			✓
RL 437 – Readings in Feminist Theology	✓			✓			✓
SC 255 – Prejudice and Discrimination	✓				✓	✓	✓
SC 315 – Sexuality and Society				✓		✓	✓
SC 320 – Sex and Gender	✓		✓	✓			
SC 385 – Poverty, Welfare, and Social Justice				✓		✓	✓
<u>Proposed New Courses</u>							
CO – Women in Theater	✓			✓		✓	
PH – Women in Science	✓	✓		✓			✓
PO – Women in East Asia	✓	✓		✓			✓

VI. Assessment

Within courses, we shall measure these outcomes by means of homework assignments, examinations and quizzes, papers and other research projects. More specifically, each of our three core WGS courses includes a graded component (response papers or in-class writing assignments) in which students are asked to reflect upon and explain how their work in the course contributes to meeting the specific learning outcomes of the WGS program.

We shall also encourage conference presentations and participation in activities like the Celebration of Scholarship and Take Back the Night as well as service learning opportunities.

At the program level, all WGS majors will produce a portfolio project that will be evaluated by all members of the Advisory Board. As a portfolio, this project will function as a measure of cumulative development and progress. It will consist of: one paper from the Introduction to Women's and Gender studies course, one paper from the Sex & Gender in a Global Context course, three papers from three different disciplinary courses offered for the WGS program, a student reflection piece indicating how well the WGS program achieved its stated outcomes, and a final senior thesis/project from the required WGS capstone course.

We also envision that the Advisory Board will play a major role in careful advising of students, providing plenty of opportunities for conversation and feedback. Advisory Board members will conduct exit interviews of all students to assess their understanding of Women's and Gender Studies and their interdisciplinary expertise.

Indirect assessment measures will include course evaluations, exit interviews, placement of students into graduate programs, and a more thorough program review every five years.

VI. Budget

Administrative support needed immediately:

For the director:

One course load reduction each semester	7,000	annual replacement cost
Stipend	5,000	

Secretarial support:

One-half time	15,000	annual cost + benefits
To track students, manage website, assist director, oversee budget, handle publicity & mailings, provide assistance to students		

Office supplies	500
Brochures and website, other communications	1,000
Library	1,000
Travel for director	1,000
Total	30,500

Long-term administrative support would include the appointment of a permanent director and the inclusion of course development grants to support further curricular development at a cost of approximately \$3000 each.

VII. Support

The following department chairpersons have verbally expressed their support for the development of this new interdisciplinary major and their willingness to work towards its implementation:

Dean Birch (PO)
Mary Beadle (CO)
Penny Harris (SC)
John McBratney (EN)
Martha Pinter (CMLC)
Dianna Taylor (PL)

November, 2011

Appendices A, B, and C follow.

**Appendix A: Women's & Gender Studies Programs at Other Jesuit Colleges and
Universities**

As **MAJOR** programs of study:

Fordham University
Georgetown University
Loyola Marymount University
Regis College
Saint Louis University
Santa Clara University
Seattle University
University of San Francisco

As **SECOND MAJOR** programs of study:

Loyola University Chicago
Marquette University

As **MINOR** programs of study:

Boston College
Canisius University
Creighton University
Fairfield University
LeMoyne University
Loyola College Baltimore
Loyola University New Orleans
Rockhurst University
Saint Joseph University
Saint Peter's University
Spring Hill College
University of Detroit-Mercy
Wheeling Jesuit College
Xavier University

As **CONCENTRATIONS:**

College of the Holy Cross
Gonzaga University
John Carroll University
University of Scranton

**Appendix B: Courses Currently Available for Inclusion in a
Women's and Gender Studies Major**

- CL 290. Women in Ancient Greece and Rome
- CO 322. Women in Mass Media
- EN 284. Writing Women: Introduction to Women's Literature
- EN 299. Introduction to Queer Studies
- EN 445. British Women Writers
- HS 150. Women in United States History
- HS 310. Women in Europe since 1500
- HS 371. Our Unruly Daughters: Women & the Catholic Church in Spain & Latin America
- HS 372. Race and Gender in Latin America
- HS 497. Women in Modern Africa
- IC 163. Women in Italian Society through Literature and Film
- IC 370. Hispanic Women Writers
- PL 290. Major Women Philosophers
- PL 330. Feminist Philosophies
- PL 388. Philosophy of Love and Sex: Critical Perspectives on Intimacy
- PO 305. Sex, Gender, and Politics
- PO 316. Social Movements
- PS 261. Child Development
- PS 262. Adolescent Development
- PS 342. Psychology of Prejudice
- RL 325. Women in the Christian Tradition
- RL 364. Christian Sexuality
- RL 437. Readings in Feminist Theology
- SC 255. Prejudice and Discrimination
- SC 315. Sexuality and Society
- SC 320. Sex and Gender
- SC 385. Poverty, Welfare, and Social Justice in the U.S.

Appendix C: Syllabi for Three Core WGS Courses

WG 101. Introduction to Women's and Gender Studies

Course Description:

This course introduces students to the interdisciplinary field of women's and gender studies, as well as to feminist scholarship in a variety of disciplines. The basic objectives of the course are to foster an understanding of gender as a social construct, introduce gender as a category of analysis, promote consideration of ways in which gender shapes individual and collective modes of existence, and acquaint students with the diversity of women's experiences and works. The first part of the course will be devoted to investigating feminist politics, women's and gender studies as an academic discipline, and the relationship between the two. During the second part of the course, we will analyze the nature of and interconnections between gender, race, ethnicity, sexuality, and class by reading a variety of theoretical and literary texts and viewing films which illustrate and address issues such as patriarchy, sexism, homophobia, racism, bodies and sexuality, poverty, families, violence, and resistance.

Learning Outcomes:

Given the above-stated objectives of this course, upon its completion students should be able to recognize how the social and cultural constructions of gender have shaped the experiences of women and men historically and geographically; recognize and analyze the intersections of gender, race, ethnicity, class, and sexuality; begin to understand and utilize feminist methodologies; and begin to understand and develop skills for addressing gender oppression.

Required Texts:

Women's Voices, Feminist Visions, eds. Susan M. Shaw and Janet Lee (WVFW)
Bastard Out of Carolina, Dorothy Allison (BC)
The Activist's Daughter, Ellyn Bache (AD)
The Bluest Eye, Toni Morrison (BE)
 Electronic Reserve Readings (ER)

Course Requirements:

Attendance and class participation

Students are expected to attend all class meetings. In addition to daily class discussions, we will also engage in regular in-class exercises. In order to participate fully, therefore, you must be in class. A plus or minus may be added to your overall grade based on your participation. Excellent participation involves arriving on time and prepared for class; regular, thoughtful contributions to discussions and exercises; demonstrating an understanding of course material; developing and thinking critically about your own positions; and listening carefully and respectfully to others.

Response Papers

Students are required to write a series of short (1-2 double-spaced, typed pages) papers in which they respond to course materials, critically analyze course materials, and discuss ways in which their thinking about specific issues may have changed over the course of the term. Due dates for papers are designated on the syllabus.

These response papers will also be used to ask students to reflect upon and explain how their work in the course contributes to meeting the specific learning outcomes of the WGS program.

Midterm

An exam composed of essay and short answer questions will be given at the midpoint of the term.

Group Project

This assignment involves **A).** groups of students conducting outside research on one of the themes that we will be discussing during the second part of the course and **B).** drawing upon their findings to lead one class session.

Part A: Research/Written Portion

Each **group member** will write a short (5-7 double-spaced typed pages) paper which analyzes their topic and discuss its relevance for feminist theory and action.

Part B: Class Leadership Portion

To lead the class, you should do the following: **1).** briefly present your research to the class; **2).** draw upon class readings and your own research in order to identify for the class issues, questions, problems, etc. that you believe are most important for discussions of gender, race, ethnicity, class, sexuality, oppression, and resistance within a feminist context; **3).** develop questions for class discussion; **4).** develop and implement an in-class exercise designed to stimulate critical thinking about the issues you have raised. A detailed description of this assignment will be provided.

Grades:

Grades will be determined as follows:

Response Papers	40%
Midterm	20%
Group Project	40% (20% written, 20% presentation)

Schedule of Readings:

Introduction

I. The Roots of Women's and Gender Studies in the Women's Liberation Movement

Sara Evans, “Southern White Women in a Southern Black Movement,” *Personal Politics: The Roots of Women’s Liberation in the Civil Rights Movement and the New Left*. (ER)

Evans, “Black Power – Catalyst for Feminism” and “The Failure of Success: Women in the Movement,” *Personal Politics*. (ER)

Alice Echols, “The Eruption of Difference,” *Daring to be BAD: Radical Feminism in America, 1967-1975* (ER); Film: *A Place of Rage*

Discussion of Echols and film

II. What is Women’s and Gender Studies?

Introduction to Chapter One of *Women’s Voices, Feminist Visions*, “Women’s Studies: Perspectives and Practices,” pp. 1-17 and Sheila Ruth, “Feminist Activism: Historical Context,” pp. 24-32. (WVFFV)

bell hooks, “Educating Women: A Feminist Agenda,” *Feminist Theory: From Margin to Center*. (ER) **FIRST PAPER DUE**

Adrienne Rich, “Claiming an Education,” pp. 18-20 and Phyllis Chesler, “Your Legacy,” pp. 21-24. (WVFFV)

Florence Howe, ““Promises to Keep:” Trends in Women’s Studies Worldwide,” *Issues in Feminism*. (ER)

III. Feminist Scholarship: Thinking Through Women’s Lives

Introduction to Chapter Two of *WVFFV*, “Systems of Privilege and Inequality in Women’s Lives,” pp. 46-56, Marilyn Frye, “Oppression,” pp. 66-68, and Gloria Yamato, “Something About the Subject Makes it Hard to Name,” pp. 86-89. (WVFFV)

“Introduction to Chapter Five of *WVFFV*, “Inscribing Gender on the Body,” pp. 185-196, Gloria Steinem, “If Men Could Menstruate,” pp. 202-203, Veronica Chambers, “Dreadlocked” pp. 212-214, and Lisa Miya-Jervis, “Hold that Nose,” pp. 214-216. (WVFFV) **SECOND PAPER DUE**

Toni Morrison, *The Bluest Eye*, pp. 1-57.

BE, pp. 61-183

BE, pp. 187-206 and “Afterword”

Introduction to Chapter Three of *WVFFV*, “Learning Gender in a Diverse Society,” pp. 107-118, Judith Lorber, “The Social Construction of Gender,” pp. 121-124, Mariah Burton Nelson, “Boys Will Be Boys and Girls Will Not,” pp. 135-140, and Suzanne Pharr, “Homophobia: A Weapon of Sexism,” pp. 74-78. (*WVFFV*)

THIRD PAPER DUE

Film: *Boys Don't Cry*

Finish film; discussion

Midterm

Introduction to Chapter Ten of *WVFFV*, “Resisting Violence Against Women,” pp. 395-406, “Violence Against Women: An Issue of Human Rights,” pp. 407-408, and bell hooks, “Justice: Childhood Love Lessons,” pp. 291-294. (*WVFFV*).

Dorothy Allison, *Bastard Out of Carolina*, Chapters 1-5.

BC, Chapters 6-11. **FOURTH PAPER DUE**

BC, Chapters 12-17.

Finish *BC*.

Introduction to Chapter Thirteen of *WVFFV*, “Activism, Change, and Feminist Futures,” pp. 520-531, Lisa Maria Hogeland, “Fear of Feminism,” pp. 532-535, Michael Kimmel, “Real Men Join the Movement,” pp. 536-540, and “Epilogue: Beyond Backlash,” pp. 552-559. (*WVFFV*)

Ellyn Bache, *The Activist's Daughter*, Chapters 1-7. **FIFTH PAPER DUE**

AD, Chapters 8-11.

AD, Chapters 12-16.

Finish *AD*. Review/Discuss “Activist Profiles” in *WVFFV*.

SIXTH PAPER DUE ON THE FINAL EXAM DATE.

WG 301. Sex and Gender in a Global Context

Course Prerequisites:

WG 101 and permission of the instructor.

Course Description:

This course explores analyses of women and gender from non-American and non-European perspectives. Our geographical scope spans Latin America, Africa, India, South Asia, Australia, and the Middle East. Topics include a cross-cultural analysis of: the construction of sex and gender across the world, the intersection of sexism and racism across the world, postcolonial and transnational feminisms, and cross-cultural feminist political theories and epistemology. Our investigation is interdisciplinary; it values insights from multiple disciplines and uses “sex and gender” as the principle of organization and integration.

Required Texts:

Reading Lolita in Tehran, by Azar Nafisi. New York: Random House. 2003.
The Feminist Philosophy Reader, edited by Alison Bailey and Chris Cuomo. New York: McGraw-Hill Publishing Company. 2008.

Course Objectives:

Successful completion of this course will be demonstrated if, by the end of the semester, you are able to

1. Construct a cross-cultural comparison of “sex” and “gender,”
2. Understand connections between gender and power in a global context,
3. Recognize the myriad ways that “national” issues are often really international,
4. Analyze the connections between gender inequalities and other forms of discrimination (race, ethnicity, etc.),
5. Integrate feminist scholarship of others with your own, and
6. Develop communication skills through exams, essays, and class discussions.

Requirements:

Your grade for this course will be determined by two exams, one essay, and several homework/in-class writing assignments. This course has been designed to maximize student engagement and participation. In addition to expected measures of competence, i.e. mid-term and final exams, students will write an essay demonstrating their ability to comprehend, transmit, and critique the ideas of a theorist or thinker whose work we did not discuss in class. Thus, while exams will measure the student’s familiarity with various feminist theories, problems, and positions, the essay will also measure the student’s ability to work independently and to analyze arguments. Homework

assignments are designed to measure the student's ability to comprehend theoretical work on his/her own. In-class writing assignments will be used to ask students to reflect upon and explain how their work in the course contributes to meeting the specific learning outcomes of the WGS program. Each student will also have the opportunity to present his/her essay's conclusions in oral presentations to the entire class (for extra credit).

A total of 150 points can be earned in this course. They are assigned as follows:

Mid-Term and Final Exams (2 x 40 points each)	80 points
Essay	40 points
Attendance and Participation	10 points
Homework and In-Class Writing	20 points

Your final grade will be assigned according to the following scale:

140 points or more:	A	117 to 119 points:	C+
135 to 139 points:	A-	110 to 116 points:	C
132 to 134 points:	B+	105 to 109 points:	C-
125 to 131 points:	B	102 to 104 points:	D+
120 to 124 points:	B-	90 to 101 points:	D

Please save a copy of all of your assignments. **NO LATE PAPERS** will be accepted, and **ATTENDANCE** at every class meeting is required. Absences beyond two will be factored into your final grade. Participation in classroom discussion is encouraged and will contribute towards your final grade, especially in borderline cases.

ACADEMIC HONESTY is the fundamental principle which guides intellectual inquiry and the life of the university. Ideas are free to be shared on the condition that they be attributed to the appropriate author. Plagiarism will not be tolerated and will be met, at the very least, with a grade of "F" for that particular piece of work.

Please do not bring food or drink into our classroom. Please use the restroom facilities before coming to class so that we might avoid interruptions and distractions. Please turn off your cell phones and all other electronic devices for the duration of class. Failure to do so will result in my keeping your electronics in my possession throughout class. Please save a copy of all assignments and essays. Please bring a blue book for all exams.

A Blackboard website will be maintained for this class. All information, including syllabus and homework assignments, will be available on that site. Further information about the Blackboard site will be provided during class.

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office located in room 7A in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which will help me determine how best to assist you. Please keep in mind that accommodations will not be granted retroactively; register immediately.

Schedule of Readings:

Week 1	Introduction: Terms, Themes, and Contexts
Week 2	“Playfulness, ‘World’-Traveling, & Loving Perception,” p. 69
Week 3	“Visualizing the Body: Western Theories and African Subjects,” p. 163
Week 4	“Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color,” p. 279 “Tiddas Speakin’ Strong: Indigenous Women’s Self- Presentation within White Australian Feminism,” p. 355
Week 5	“Women Workers and Capitalist Scripts,” p. 379 “Feminism and Globalization Processes in Latin America,” p. 401
Week 6	Mid-Term Exam
Week 7	“The Prison Industrial Complex,” p. 412 “Sexual Violence as a Tool of Genocide,” p. 421
Week 8	“Experiments with Freedom: Milieus of the Human,” p. 439 Selections from <i>A Critique of Postcolonial Reason</i> , p. 450
Week 9	Optional rough draft of essay due “Updating the Gendered Empire: Where are the Women in Occupied Afghanistan and Iraq?” p. 649
Week 10	“How is Epistemology Political?” p. 705 “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist,” p. 756
Week 11	Final draft of essay due “A Phenomenology of Fear: The Threat of Rape and Feminine Bodily Comportment,” p. 810
Week 12	“Mothers, Monsters, and Machines,” p. 857 “ <i>La Conciencia de la Mestiza</i> /Towards a New Consciousness,” p. 870
Week 13	<i>Reading Lolita in Tehran</i>
Week 14	Continue <i>Reading Lolita in Tehran</i> . Review and summation.
Week 15	Final exam.

This syllabus and schedule of readings are subject to revision as necessary.

WG 450. Women's and Gender Studies Capstone: Integrating Theory and Practice

Course Prerequisites: WG 101 and permission of the instructor.

Course Description:

Through interdisciplinary and intersectional frameworks, this course will explore theories that articulate and define principles of feminism. We will begin our exploration by raising the question, “What is Feminist Theory?” We will proceed with an overview of the emergence of “traditional” feminist theories, liberal, radical, socialist, Marxist, psychoanalytic. We will then continue by looking at more contemporary theories – multicultural, transnational, global, postcolonial, ecofeminist, postmodern, third wave – to evaluate their contributions to considerations and contestations of identity. Finally, we will attempt to use all of these theories to inform our discussion of practical issues of concern to women, e.g., violence, poverty, war, economic justice, sexuality, body image.

Course Objectives:

Successful completion of this course will be demonstrated if, by the end of the semester, you are able to

1. Understand the history of the development of feminist theories,
2. Evaluate the effectiveness of those theories in explaining the origin and nature of the oppression of women,
3. Appreciate the ethical and social justice dimensions and implications of the study of feminist theory,
4. Integrate scholarship about feminist theories with practical concerns of importance to women, and
5. Develop critical thinking and communication skills through written assignments and class discussions.

Required Texts: *Feminist Theory: A Reader*. Third edition. Kolmar & Bartkowski. NY: McGraw-Hill. 2009.

Feminist Thought: A More Comprehensive Introduction. Third edition. Rosemarie Tong. Boulder, CO: Westview Press. 2009.

Requirements:

Your grade for this course will be determined by a 15-20 page capstone essay based upon an internship or service-learning project, presentation of that essay to class, peer review of two student essays, and several in-class writing assignments,. This course has been designed to maximize student engagement and participation. In-class writing assignments demonstrate understanding of the assigned reading and develop focal questions for classroom discussion. Furthermore, in-class writing assignments will be used to ask students to reflect upon and explain how their work in the course contributes to meeting the specific learning outcomes of the WGS program. Peer review allows

students to assist their peers in improving the quality of their work. The essay demonstrates the student's ability to comprehend, transmit, and critique feminist theories as well as evaluate them for their effectiveness in addressing issues of concern to women. The internship or service-learning opportunity will provide the framework for this final essay which will measure the student's ability to work independently, to analyze arguments, and to integrate theory with practice. Each student will also have the opportunity to present his/her essay's conclusions to the entire class, enhancing the development of oral communication skills.

A total of 150 points can be earned in this course. They are assigned as follows:

Capstone project	70 points
Project presentation to class	10 points
Peer review (2 @ 20 points each)	40 points
In-class writing assignments	20 points
Attendance and Attentiveness	10 points

Your final grade will be assigned according to the following scale:

140 points or more:	A	117 to 119 points:	C+
135 to 139 points:	A-	110 to 116 points:	C
132 to 134 points:	B+	105 to 109 points:	C-
125 to 131 points:	B	102 to 104 points:	D+
120 to 124 points:	B-	90 to 101 points:	D

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Schedule of Readings:

Week 1	What is Feminist Theory? Selections from <i>Feminist Theory: A Reader</i> , including Paula Treichler and Cheri Kramarae, "Feminism" from <i>The Feminist Dictionary</i> (1985) Alice Walker, "Womanist" from <i>In Search of Our Mothers Gardens</i> (1983) Charlotte Bunch, "Not by Degrees: Feminist Theory and Education" (1979) Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (1979) Maria Lugones and Elizabeth Spelman, "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'The Woman's Voice'" (1983) bell hooks, "Theory as Liberatory Practice" from <i>Teaching to Transgress</i> (1994)
	Selections from Tong, <i>Feminist Thought</i> :
Week 2	Liberal feminism, pp. 11-47
Week 3	Radical feminism, pp. 48-95
Week 4	Marxist and socialist feminism, pp. 96-127
Week 5	Psychoanalytic feminism, pp. 128-162 Care-focused feminism, pp. 163-199
Week 6	Multicultural, global, postcolonial feminism, pp. 200-236 Preliminary draft of essay due
Week 7	Ecofeminism, pp. 237-269
Week 8	Postmodern and Third-Wave feminism, pp. 270-292
Week 9	Peer review of essays and consultation with instructor
	Selections from Kolmar/Bartkowski, <i>Feminist Theory: A Reader</i> :
Week 10	Violence and War
Week 11	Poverty and economic justice
Week 12	Sexuality, body image, motherhood
Week 13	Presentations
Week 14	Presentations
Week 15	Submission of final draft of essay

This syllabus and schedule of readings are subject to revision as necessary.

The following pages contain supporting documents.



ACADEMIC VICE PRESIDENT

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UNIVERSITY HEIGHTS, OHIO 44118-4581
PHONE 216.397.4207
WWW.JCU.EDU

April 11, 2011

Patrick Mooney
Department of Philosophy
Chair, Committee on Academic Policies
John Carroll University

Dear Pat:

I am writing to indicate my support for the proposed interdisciplinary program in Women's and Gender Studies. I would encourage the members of the Committee on Academic Policies to recommend that the proposed new minor and major be approved by the faculty and made part of our formal curriculum.

I understand my role in this process to provide some commentary on the propriety and value of adding this particular academic program to our curricular offerings. I would also like to offer my perspective on the coherence and rigor of the curriculum with the hope that will provide some useful insights to CAP members as they review and evaluate the proposal.

Because the proposed program in Women's and Gender Studies is consonant with our mission and because it draws on existing expertise and strength (without merely rearranging or re-packaging that which we already do), I think that John Carroll is exceptionally well positioned to add this major and minor program to our curricular offerings. As noted in the proposal, the addition of this major and minor will supplant the Perspectives on Sex and Gender concentration and infuse it with new vision and energy acknowledging that this concentration provided the foundation and framework for this new curricular program.

The proposal makes clear this is not merely a re-packaging of existing courses. Rather, this is a program that draws upon numerous disciplinary traditions as it provides students with a theoretical and epistemological framework within which to analyze women's and gender studies. The narrative and the curricular map demonstrate convincingly that this academic program is contemporary and timely while also being situated in a rich historical tradition. The explicit emphasis on both gender studies and women's studies is testament that this major and minor are more than an expansion of the Perspectives on Sex and Gender Concentration. The new program in Women's and Gender Studies builds on the scholarship of women's studies as currently represented in the curriculum while also attending to developments in various fields of study in the past 30 years. For example, JCU is piloting an Introduction to Queer Studies this semester that does not have a clear departmental home. Should the new program in Women's and Gender Studies be adopted, it is easy to imagine additional coursework in queer studies, queer

theory and the LGBTQ movement being developed and contributing to the Women's and Gender Studies curriculum. The narrative articulates this point quite well; I write to reinforce the rationale provided by the proposal.

The organization of the major and minor reflect current best practices in interdisciplinary education. The inclusion of an introductory course that is interdisciplinary, a capstone course that is interdisciplinary are indicative of this. Moreover, these key elements of the major and minor reflect as well the emphases in contemporary higher education as evidenced by the essential learning outcomes and the "high-impact" pedagogies endorsed by the American Association of Colleges and Universities.

I will leave it to the University Budget Committee and others to determine whether or what resources can be allocated in both the short and long term to launch, implement and sustain this program. Suffice it to say that I think it is possible for this program to be successful in terms of attaining the learning outcomes for all students who seek to major or minor in Women's and Gender Studies with a modest infusion of resources.

For these reasons, I support the approval of a new interdisciplinary major and minor in Women's and Gender Studies unequivocally and enthusiastically. When we developed the "seed money" process, it was with the goal of developing vibrant new programs that built on our strengths while infusing them with innovative courses that meet the needs and interests of the contemporary college student without demanding an extraordinary amount of resources to start. The proposed major and minor in Women's and Gender Studies has exceeded our expectations on all these dimensions. Do not hesitate to contact me at x4374 or bowen@jcu.edu if there is additional information or perspective that I can provide that might inform your deliberations.

Best,



Lauren Bowen, Ph.D.
Associate Academic Vice President
for Academic Programs and Faculty Diversity

cc: Brenda Wirkus, Department of Philosophy
Dianna Taylor, Department of Philosophy
Jeanne Colleran, Dean of Arts and Sciences

----- Forwarded message -----

From: **Brenda Wirkus** <wirkus@jcu.edu>

Date: Fri, Sep 9, 2011 at 10:51

Subject: Fwd: Women and Gender Studies

To: pmooney@jcu.edu, dtaylor@jcu.edu

Paul and Pat:

The University Budget Committee reviewed the proposal for a Major and Minor in Women and Gender Studies and found it satisfactory from our perspective with the following qualifications:

Concerning the compensation for the director, the proposal for one course reduction per semester is consistent with other recently approved interdisciplinary programs offering a major; the request for a stipend of \$5000 in addition to the course load reduction is not consistent with what was recently approved for other interdisciplinary programs, so that is not approved at this time. (Our discussion of this proposal will prompt a review of all course-load reductions and stipends for other programs and offices.)

The request for up to a half-time secretary is approved.

The operating budget is low compared to that recently approved for similar programs; it is approved. This program may want to submit a revised operating budget in its second year.

The Budget Committee would have liked more information about projected enrollment, incremental revenue, and projected costs for the next 3 to 5 years. However, these deficiencies do not stand in the way of our endorsement of the program at this time.

John T. Day

Academic Vice President