NEW PROGRAMS PROPOSAL
Masters of Arts and Doctor of Philosophy
in
Women, Gender, and Sexuality Studies

Women, Gender, and Sexuality Studies
University of Kansas
November 15, 2008
(revised December 23, 2008; January 6, 2009; February 1, 2009; February 3, 2009; March 27, 2009; April 17, 2009)

Table of Contents
NEW PROGRAM PROPOSAL & BASIC PROGRAM INFORMATION 2
PROGRAM PROPOSAL NARRATIVE 3
   A. Program Need and Student Characteristics 4
   B. Advising and Supervising Student Progress 14
   C. Curriculum 16
   D. Program Faculty 26
   E. Academic Support 30
   F. Facilities and Equipment 32
   G. Program Review, Assessment and Accreditation 34
APPENDICES
   A. Faculty Quality 37
   B. MA & PhD in WGSS: Program Comparison Summaries 39
   C. Job Opportunities for MAs & PhDs in WGSS 41
   D. Recent Success for the Students Awarded the WGSS Graduate Certificate 47
   E. Library Resources (statement by Tami Albin, WGSS Bibliographer) 49
   F. Abbreviated Curricula Vitae for Faculty Members 52
   G. WGSS Graduate Core Course Descriptions & Electives 80
   H. Endorsement Letters 83
NEW PROGRAM PROPOSAL

Institution: The University of Kansas

Program Name: Master of Arts and Doctor of Philosophy in Women, Gender, and Sexuality Studies

BASIC PROGRAM INFORMATION

Proposing institution: The University of Kansas

Title of proposed program: Master of Arts and Doctor of Philosophy in Women, Gender, and Sexuality Studies

Degrees to be offered: Master of Arts and Doctor of Philosophy in Women, Gender, and Sexuality Studies

Anticipated date of implementation: Fall 2010

Responsible department or unit: Women, Gender, and Sexuality Studies Program, College of Liberal Arts and Sciences, University of Kansas

CIP Code: 05.0207
PROGRAM PROPOSAL NARRATIVE

The Women, Gender, and Sexuality Studies Program (WGSS) at the University of Kansas proposes to establish a MA & PhD degree program in Women, Gender and Sexuality Studies beginning in Fall 2010 on the Lawrence campus. The CIP code for this program would be 05.0207 (Women's Studies). WGSS intends to recruit graduate students for the PhD, not for a terminal MA; it will, however, award the MA to students who pass the MA oral exam at the end of 30 hours of coursework (21 in WGSS and 9 in a concentration). At that point, students who are not permitted to continue beyond the MA will leave the program; students who are permitted to proceed to the PhD will complete the PhD program with an additional 31 hours (22 in WGSS and 9 in a concentration), including passing the comprehensive oral examination and writing a PhD dissertation.

The MA leading to a PhD in Women, Gender, and Sexuality Studies would be an interdisciplinary graduate program spanning the humanities and social sciences and would contribute to the mission of the University of Kansas as the flagship in the university system for research and graduate teaching in the humanities and social sciences. This program would be staffed by nationally and internationally recognized scholars in the fields of women's studies, gender studies, and sexuality studies. Student and employer demand for this degree has grown sharply over the past decade, and our program is well positioned to quickly become one of the major players in the field.

In the 2007 strategic plan of the College of Liberal Arts and Sciences (CLAS Planning for Excellence), the second "core goal" of the College is to "enhance graduate studies at KU through strategic program development, especially in interdisciplinary areas of study, and through increased support for graduate students." Listed among the study programs under consideration is the MA/PhD in Women's Studies. The fourth goal of the Strategic Plan is to "promote and enhance innovative research, scholarship and teaching, especially in interdisciplinary and multidisciplinary areas." Our proposed interdisciplinary MA/PhD program would further each of these goals.
A. PROGRAM NEED AND STUDENT CHARACTERISTICS

1. Centrality to mission
   a. Mission Statement

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor. According to its Board of Regents approved mission statement, the University is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the only AAU research university in the state, KU offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and research.

The MA/PhD in Women, Gender, and Sexuality Studies would contribute to this mission by offering graduate level education and research in this relatively new and growing field of research. This new MA/PhD program would respond to growing national demand for interdisciplinary scholars who use gender and sexuality as analytic concepts to understand human behavior, society, history, literature, and the arts, globally, internationally, and cross-culturally. Students trained in this program could be employed in a variety of academic and governmental settings, as well as in a growing non-governmental, non-profit sector that serves global and international human rights needs.

In addition, the corporate world has begun to realize that they, like public institutions, need to foster more inclusive and tolerant climates in the work force, and to that end they have begun hiring facilitators, counselors, and compliance officers.

Instruction

The KU Mission Statement holds that "the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic, and research programs of international distinction." The MA/PhD program will build on the success of the WGSS Graduate Certificate Program (inaugurated in 2002), the undergraduate Women Studies
major and minor, and the new (2008) Human Sexuality minor. With an international faculty of international renown, it will draw students both nationally and from abroad. The interdisciplinary nature of the MA/PhD program ensures that course offerings for the program will enhance all degree programs offered by KU.

Research

In the area of research, KU's Mission Statement states that "The University attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels." The core and affiliated faculty of the Women, Gender, and Sexuality Studies Program include some of the most distinguished scholars in their disciplinary fields (Appendices A & F), as evidenced by awards and fellowships, standing in professional societies, editorial positions with journals of the field, and the numbers and quality of publications. Several members of the faculty have won major teaching awards, including the W.T. Kemper Teaching Excellence Award. The University of Kansas Libraries and the Spencer Museum of Art contain several specialized collections that provide unique opportunities for research on women, gender, and sexuality.

Service

In the area of service, the University first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge. The WGSS MA/PhD Program would contribute to this aspect of the University's mission through its research, teaching, and dissemination of knowledge about women, gender, and sexuality.

The university is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. The WGSS MA/PhD Program would contribute to the international dimension of KU's mission by providing a curriculum of global women's and gender studies; courses focusing on women, gender, and sexuality in cultures around the world; and a diverse faculty representing eight countries and four continents.
b. Statement of Aspiration

The proposed MA/PhD program in Women, Gender and Sexuality Studies would accord with several major goals of the 2007 CLAS Planning for Excellence document. The document emphasizes the promotion and "development of interdisciplinary and cross-cutting courses," "strategic program development, especially in interdisciplinary areas of study," and promotion and enhancement of "innovative research, scholarship and teaching, especially in interdisciplinary and multidisciplinary areas." Moreover, the document specifically names a possible MA/PhD Program in Women, Gender and Sexuality Studies as a potential site of interdisciplinary cooperation and promises "more support for students who pursue interdisciplinary graduate degrees."

The unique international faculty and multidisciplinary course offerings of the MA/PhD program in WGSS would further the stated goal of the College to increase efforts to "enhance our standing in International and Global Studies" by focusing on "racial/ethnic/gender inequality issues around the world."

The practical agenda of the proposed program is to begin admitting four graduate students in 2010, and three more each year, for a total of 10 in 2012; to hire two more full-time faculty (e.g., in Women and Science, and in Queer Theory); and to have students taking their PhD qualifying examinations by 2015, to coincide with Initiative 2015’s goal of implementing innovative graduate programs by that year.

2. Student demand

a. Volume of student demand—discipline survey analysis

The Women, Gender, and Sexuality Studies Program began offering a graduate certificate in Fall 2002 and admitted 32 students in the first five years (in the past several months of 2008-2009, we admitted five more students); 21 have successfully completed the certificate program (see Appendix D for a sample of the success of these students), and an additional 8 are scheduled to complete the certificate program this Spring, 2009.

In North America, there are currently 13 freestanding (a 14th to begin in 2009) and 4 joint PhD programs in Women's or Gender Studies, and many MA programs (Appendix B).
In 2005-06 there were 1,076 students registered in Women's and Gender Studies graduate courses in the US.\(^1\) In 2005 there were 14 PhD students in Women's/Gender Studies; in 2006 there were 12; and in 2007 there were 21.\(^2\) In 2005, five programs had granted PhDs, and by 2007 nine programs had produced at least one more.

**b. MA/PhD: 10 students after 3 years**

If approved, the WGSS MA/PhD program would begin admitting four students in Fall 2010. With an additional three students in each of the next two years, the program would have 10 students in 2012.

### 3. Demand for graduates: Specific job opportunities and post-collegiate experiences:

Students admitted to the WGSS MA/PhD Program typically would pursue one of two career goals: 1) to teach at a university, college, or community college, in a Women's or Gender Studies program or in a related discipline (e.g., Anthropology or Sociology); or 2) to work in a governmental policy making or non-governmental human rights oriented organization. A third possibility would be to answer the newly emerging demand in the corporate world for facilitators to improve the workplace environment. Student's career goals would guide the mix of courses that they complete.

In Fall of 2007 we gathered a list of academic job offerings in U.S. colleges and universities that required "a PhD in Women's or Gender Studies or in a related field"; there were 57 offerings (see Appendix C.A). In Spring of 2008 we compiled a select list of non-academic job offerings that required "a PhD in Women's or Gender Studies or in a related field"; there were 51 such offerings (see Appendix C.B).

---


\(^2\) For these data we consulted individual program websites, and conducted personal correspondence with graduate directors.
4. Locational and comparative advantages

a. Comparison to similar program in the Regents system and same institution

There are no comparable MA or PhD programs in Women's or Gender Studies within the Regents system, and the only Graduate Certificate in Women's Studies is already at KU.

b. Comparison with similar regional programs

There are no comparable MA or PhD programs at any other institution in Kansas, or any comparable PhD programs in the Big XII universities. The nearest comparable (freestanding) PhD programs are at the University of Minnesota, Indiana University, and Ohio State University (see Appendix B). At the University of Iowa, the Women's Studies Department had a PhD program but suspended admissions while it is merging (2008-9) with the Program in Sexuality Studies to create a new Department of Gender, Women's, and Sexuality Studies with a new major, minor, and graduate certificate program. The nearest MA programs are at Northern Iowa University, at the University of Memphis, and three programs in Chicago.

c. Demonstration of reason for being at this institution

The proposed WGSS MA/PhD degree program responds to the increase in research interests and PhD faculty hires within the Women, Gender, and Sexuality Studies Program, as well as within the College of Liberal Arts and Sciences and the School of Social Welfare. The proposed degree meshes well in content, structure and purpose, with the research and graduate missions of the University.

d. Demonstration of the advantages & disadvantages of program being a freestanding, cooperative, or joint program

The proposed WGSS MA/PhD Program would be a freestanding, interdisciplinary program. The Women, Gender, and Sexuality Studies Program, uniquely in the university focuses an analytical lens on sexuality and society; these subjects are distinct but overlapping. Women's studies examines the roles, contributions, and experiences of women. It includes topics such as women's history and women's literature, and assesses the roles of specific women in society and of women in general. Gender studies uses gender (expected behavior based on biological sex) as an organizing principle for understanding society. It includes topics such as the social inculcation of
gender roles, gender mobility, and relationships between the sexes. *Sexuality studies* examines the cultural representations and individuals' experiences of sexuality. It includes topics such as sexual attitudes and behaviors; sexual orientation and identity; transgender, transsexual, and intersexual identities (people who feel their gender and/or sexual identity does not conform to conventional notions); and queer theory (analyzing society from an outsider's viewpoint).

Women's studies, gender studies, and sexuality studies are all interdisciplinary academic fields; they all analyze both cultural representations and people's lived experiences of these phenomena; and they all analyze how these concepts relate to each other and to other concepts, such as race, class, politics, and power. While drawing on the methods and concepts of traditional disciplines and interdisciplinary programs, Women, Gender, and Sexuality Studies has unique content, concepts, and interdisciplinary scope.

Because of the inherent interdisciplinarity of the subject, the proposed program includes coursework outside WGSS (a concentration; 9 hours for the MA, 18 for the PhD) in one other, traditional disciplinary or interdisciplinary program to give students some graduate level work in practical methods and concepts of the profession they are about to enter. With the advice of their WGSS advisor, students will pick a concentration; to lay the groundwork for such cooperation between WGSS and other units, we have secured written endorsements with 10 such units (African and African-American Studies, American Studies, Anthropology, Film & Media Studies, History, History of Art, Political Science, Psychology, Sociology, and Theatre; see Appendix H for the endorsements), but students may request to take their 18 hours of coursework in other units, if permitted. Because of the interdisciplinary nature of WGSS, we can draw upon the diverse faculty who sit on our Advisory Board for help guiding these students in their concentration.

e. Location of program in institution's list of priorities

In the 2007 Strategic Plan of the College of Liberal Arts and Sciences, the second "core goal" of the College is to "enhance graduate studies at KU through strategic program development, especially in interdisciplinary areas of study, and through increased support for graduate students." The fourth goal is to "promote and enhance innovative research, scholarship and teaching, especially in interdisciplinary and multidisciplinary areas." Listed prominently among
the programs of study under consideration is the MA/PhD in Women, Gender and Sexuality Studies.

f. How priority determination has been made

The strategic plan for the University was developed by a panel of 60 faculty, staff, and students of the University during the 2006-2007 academic year and was submitted to the Chancellor for his endorsement. Departments and programs were asked to articulate their visions for the future and identify strengths and weaknesses. The Women, Gender, and Sexuality Studies Program (then Women's Studies) made two major proposals in its report to the Dean: develop graduate degree programs and change the name of the program to better reflect the interdisciplinary and broader interests of the faculty.

In 2006, during his first meeting with the WGSS core and affiliated faculty, Dean Joseph Steinmetz suggested that WGSS develop a MA/PhD program, and he has continued to support this idea both in writing ("CLAS Planning for Excellence," section 2b) and with resources. Under Dean Steinmetz, for example, the core faculty has already grown by 1.5 FTE: the first full faculty member (100% in the program) joined the faculty in Fall 2008.

To better plan these graduate programs, the Dean has also supported site visits by Professors Ann Cudd and Ann Schofield to graduate programs at the University of Maryland, Indiana University and the University of Michigan (Fall 2007, Spring 2008).

Like the College's strategic plan, the University's "Initiative 2015" underscores the need for interdisciplinary education particularly at the graduate level: "The University of Kansas should identify and emphasize research and innovation in areas in which we have great depth, which lend themselves to multidisciplinary study, and that represent emerging opportunities."

g. Importance of establishing this program vis-à-vis other program alternatives

The University and College have clearly articulated the need to develop interdisciplinary graduate programs of high quality and have specifically mentioned WGSS as a likely site for such a program. The nature of WGSS is multidisciplinary and the program has developed a
diverse and international faculty and new initiatives (a new name to reflect its broader mission and a new undergraduate minor in Human Sexuality). WGSS is poised to develop a MA/PhD program unique in quality and scope at KU, unique in the Midwest, and competitive in the nation with its diverse concentrations.

5. Student characteristics

a. Characteristics of pool from which students will be selected

Students recruited and admitted to the Program will have the equivalent of at least an undergraduate minor (18 hours of coursework) in Women's or Gender or Sexuality Studies, including coursework in feminist theory, and at least the equivalent of a minor in the discipline or interdisciplinary program that they intend to pursue as a concentration. The students must show promise of good classroom performance, good writing and critical thinking skills, an understanding of the aims of obtaining a PhD in WGSS, and a commitment to the field sufficient to sustain serious scholarly work over the several years required to obtain a WGSS PhD. Students will be admitted with the intention to pursue the PhD; after 30 hours of coursework (21 in WGSS and 9 in a concentration) they will take the MA oral examination. Students who successfully pass the MA oral exam will be awarded the MA and may be permitted to proceed to the PhD; students who are not permitted to continue towards the PhD will be awarded the MA (if they pass the exam at the MA level) and will leave the Program at that stage.

b. Specific procedures and criteria for admission:

Students wishing to enroll in the WGSS MA/PhD Program must meet the Office of Research and Graduate Studies' requirements for admission to KU graduate programs, including a minimum GPA of 3.00. They must submit a statement of intent detailing academic interests and career goals, examples of research work, as well as transcripts of college credits and three letters of recommendation. Graduate Record Exam (GRE) scores and, if appropriate, TOEFL scores would be required. Admission to the WGSS MA/PhD Program is dependent upon the student's objectives matching the faculty's research interests.

The WGSS MA/PhD Program would accept excellent candidates who intend to pursue an
academic career in Women's, Gender, or Sexuality Studies, or a related area, or those wishing to pursue research on governmental policy making and implementation, or in non-governmental organizations (NGOs), service and activism. Students who lack a bachelor's degree in Women's/Gender/Sexuality Studies may need to complete additional hours as part of their degree program if admitted.

Prospective international students are required to take the TOEFL exam. Prospective international GTA applicants will need to meet the appropriate additional requirement for spoken English proficiency.

c. Specific opportunities for student interaction

Students enrolled in the MA/PhD in WGSS will have numerous opportunities for interaction with other students, instructors, visiting professors and lecturers, and community leaders. This is the function of new PhD research, to define a new intellectual community through interdisciplinary communication.

The special challenge for the interdisciplinary doctorate is to encourage a sense of identity and community while providing opportunities for crossing boundaries among disciplines. To develop a sense of both identity and disciplinary interplay we plan to have a collaborative research space where students can meet informally with the WGSS faculty and others associated with the program as well as a brown bag series where students as well as visitors will be encouraged to present work in progress. Students will be expected to engage in the Gender

---

3 See The Formation of Scholars. Rethinking Doctoral Education for the Twenty-First Century, edited by G.E. Walker et al. (Stanford: The Carnegie Foundation for the Advancement of Teaching, 2007), for example, p. 3: "Much of the most important, pathbreaking intellectual work going on today occurs in the borderlands between fields, blurring boundaries and challenging traditional disciplinary definitions." Also see M.J. Boxer, "Unruly Knowledge: Women's Studies
Seminar at the Hall Center for the Humanities and in relevant programs at the Center for Teaching Excellence, and to submit papers at regional and national conferences. And finally, graduate students will be invited to, and be acknowledged at, an end of year WGSS banquet.

B. ADVISING AND SUPERVISING STUDENT PROGRESS

Graduate students are assigned a WGSS faculty advisor at the time they are admitted to the program. They may later select a different advisor if they choose. The primary advisor is a member of the WGSS core graduate faculty. As students progress in their program, their advisory committees will change in composition and scope.

Until their comprehensive oral examination, students are normally advised by a three-member committee consisting of two WGSS faculty members (the student's graduate advisor and one other core WGSS faculty member or an affiliate member of WGSS) and one member from the concentration program. This committee also supervises the MA examination at the end of 30 hours of coursework (see below).

Following completion of all coursework for the PhD (normally by the end of the Fall semester of the fourth year), the student selects a committee of five members of the graduate faculty to examine the student about the portfolio materials in an oral examination (see below). The comprehensive oral examination committee will consist of three members of the WGSS graduate faculty (at least two core members, no more than one affiliate member), one member in the student's concentration, and a fifth member from another unit who serves as the Graduate School's representative.

After successfully passing the oral comprehensive examination, the student will select a dissertation committee. The Graduate School requires a minimum of five graduate faculty on the dissertation committee. This committee is headed by the dissertation advisor (a WGSS core
faculty member), and it includes a second WGSS core faculty member, a third WGSS faculty member (either core or advisory), and a fourth member from the concentration program — these four are the primary readers of the dissertation, and graduate students should consult with them when writing it. By the time that the dissertation is substantially complete, the candidate should identify a fifth graduate faculty member from a different program to serve as the Graduate School's representative at the dissertation defense.
C. CURRICULUM

1. What is the curriculum?

   a. Description of the more important academic objectives

   The WGSS MA/PhD program is designed to: 1) provide students with an advanced understanding of the concepts and methods in the study of gender and sexuality; 2) provide a concentration of specialized and advanced course work within a traditional discipline or interdisciplinary program (the concentration); and 3) give students skills needed to conduct original research that advances and contributes to the body of knowledge.

   b. Range of skills future graduates will possess

   The skills that are to be developed by students in the proposed WGSS MA/PhD Program include:

   - critical thinking about gender, sexuality, and the role of women in society and culture;
   - critical analysis of empirical, epistemological, moral, and methodological presuppositions of traditional disciplines or interdisciplinary programs;
   - library, archival, and information access skills;
   - qualitative and quantitative research methods as appropriate to the student's choice of concentration;
   - advanced writing skills for preparation of professional journal articles and books;
   - feminist pedagogical skills;
   - grantwriting skills; and
• career planning and development skills.

c. Knowledge future graduates will possess

Graduates of the PhD Program gain advanced knowledge in:

• the history of feminist thought (widely conceived, including queer theory and post-colonial theory) and the study of women, gender, and sexuality;
• the history of liberation movements (minority, sexual, and women's rights);
• concepts in the study of gender, and debates surrounding these concepts;
• epistemological and empirical frameworks for the study of individuals, culture, and society;
• comparative methods in the humanities and social sciences; and
• methods and concepts of the discipline or interdisciplinary program chosen as the student's concentration.

d. Required course work (For the MA: 21 hours in WGSS and 9 in a concentration. For the PhD: 31 hours in WGSS; 18 in a concentration; 6 of Prospectus Preparation [WGSS 999]; and 9 of dissertation work [WGSS 999] over and above the MA course requirements)

WGSS (21 hours for the MA, 31 hours for the PhD) — Appendix G: descriptions of the Core courses and a list of the Electives

Core courses (15 hours for the MA, 16 hours for the PhD): Appendix G: descriptions of proposed Core courses

WGSS 800: Intellectual History of Women and Gender Studies (3) LEC
WGSS 801: Feminist Theory (3) SEM
WGSS 802: Feminist Methodology (3) LEC

WGSS 803: Feminist Epistemology SEM OR WGSS 804: Comparative Sexualities LEC (3 hours total)

WGSS 805: Feminist Pedagogy (one 0.5 hour course taken twice, teaching practicum)

WGSS 806: Professional Development (1 hour course taken three times, IS)

Elective courses (6 hours for the MA, 15 hours for the PhD): Appendix G: list of Electives already offered

Concentration (9 hours for the MA, 18 hours for the PhD [18-20 in PSYC] in a traditional discipline or interdisciplinary program, distributed among courses in method and in theory, and electives)

Examples (these 10 programs have endorsed this component; see Appendix H)

African and African-American Studies (endorsement letter, Appendix H)
  AAAS 598 Sexuality and Gender in African History
  AAAS 560 Race, Gender, and Post-colonial Discourses
  AAAS 602 U.S. Policy-Post-colonial World
  AAAS 662 Gender and Politics in Africa
  AAAS 667 Gender in Islam and Society
  AAAS 700 Africa in World Politics

American Studies (endorsement letter, Appendix H)
  AMS 801 Introduction to American Studies
  AMS 802 Theorizing America
  AMS 803 Research Methods in American Studies
  AMS 804 Research Seminar
  AMS 800-900 Seminars
  AMS 998 Seminar in ____________

Anthropology (endorsement letter, Appendix H)
  1. Method (3hrs minimum)
     ANTH 783: Doing Ethnography
  2. Theory (3 hrs minimum)
     ANTH 701: History of Anthropology
     ANTH 702: Current Archaeology
     ANTH 703: Current Biological Anthropology
     ANTH 704: Current Cultural Anthropology
3. Electives (12 hrs minimum)
   ANTH 789 Anthropology of Gender
   ANTH 880 Advanced Feminist Anthropology
Film & Media Studies (endorsement letter, Appendix H)
   FMS 530 African Film and Video
   FMS 630 International Women Filmmakers
   FMS 800 Introduction to Graduate Study in Film and Media Studies
   FMS 865 Contemporary Film and Media Theory
   FMS 885 Latin American Film
   FMS 886 Asian Film
History (endorsement letter, Appendix H)
   HIST 805 Historical Methodology
   HIST 891 Colloquium in American History, 1800-1900
   HIST 892 Colloquium in American History, 1900-present
   HIST 897 Comparative Colloquium in Women's History
   HIST 962 Seminar in American History
   HIST 973 Seminar in United States Women's History
History of Art (endorsement letter, Appendix H)
required
   HA 719 Art History Theory and Practice
   electives, depending on the students prior preparation; for example,
   HA 715 Seminar in African Art
   HA 745 Dutch and Flemish Painting of the 17th Century
   HA 727 Medieval Spanish Art
   HA 805 Seminar in Graphic Arts
   HA 820 Seminar in European Art
Political Science (endorsement letter, Appendix H, spelling out a curriculum)
3 hours in method, for example:
   POLS 705 Research Design for Political Science (prerequisite; or WGSS equivalent, being designed now [2009])
   POLS 706 Statistical Research Methods
   POLS 708 Advanced Qualitative Research Methods
3 hours in a field seminar, for example:
   POLS 701 Political Theory
   POLS 720 Public Policy
   POLS 810 American Politics
   POLS 850 Comparative Politics
   POLS 870 International Relations
   POLS 878 Conducting and Analyzing Fieldwork in Developing Countries
12 hours of field courses (at least 3 courses at or above the 700 level)
Psychology (program [18-20 hours], endorsement letter, Appendix H)
two statistics classes (6-8 hours):
   PSYC 790 Statistical Methods in Psychology I (4)
   PSYC 791 Statistical Methods Psychology II (4)
or the equivalent (e.g., PRE 904 Regression Analysis (3), and PRE 811 Statistical Methods II (3))
one research methods class (3 hours), examples could include
PSYC 815 Design and Analysis for Developmental Research (3)
PSYC 818 Experimental Research Methods Social Psychology (3)
PSYC 968 Research Methods Clinical Psychology (3)
three elective courses (9 hours): students can select three PSYC courses at
the 500-level or above (not including clinical assessment courses or
practicum courses).

Sociology (endorsement letter,  Appendix H)
SOC 722 Sociology of Gender
SOC 760 Social Inequality
SOC 803 Issues in Contemporary Theory
SOC 806 Feminist Theories
SOC 811 Sociological Research
SOC 814 Health Services Research: Epidemiology, Evaluation and Survey
Methods
SOC 824 Health and Social Behavior

Theatre (endorsement letter, Appendix H)
THTR 800 Introduction to Graduate Study in Theatre
THTR 702 Graduate Seminar in: Theatre Historiography, or in: Theory and
Criticism
THTR 527 Asian Theatre
THTR 528 History of American Theatre and Drama
THTR 529 Race and the American Theatre
THTR 626 Myth and the Dramatist
THTR 725 Russian Theatre and Drama
THTR 826 Seminar in African Theatre
THTR 828 or 829 Seminar in American Theatre and Drama

Certification for Teaching and/or Production in Theatre: Since doctoral
graduates in Theatre are trained to teach theatre courses and/or to work in
the production of theatre, a special committee of three faculty (2 from
Theatre and Film and 1 from WGSS) will ascertain the competency of the
WGSS doctoral student to teach theatre courses and/or to work in theatre
production as an artist or research scholar.

Foreign Language and Other Research Skills (FLORS) Requirement

This requirement for PhD students is satisfied in one or both of two main ways, as determined by committee:

1) by acquiring skills in the foreign language necessary to the student's research.

Ordinarily, students enter with some knowledge of their research language. They
must be able to demonstrate the necessary level of proficiency by the time of their
oral comprehensive exam. The student's oral comprehensive examination committee may require the student to demonstrate competence not only in reading, but also in speaking and writing, if such proficiency is necessary for their professional work. Students may demonstrate competence in their research language in several ways or in combination:

a. native speaker status; or

b. coursework at KU or elsewhere through the intermediate (second year) level, coupled with extensive use of the language in seminar and colloquium papers; or

c. coursework at KU or elsewhere through the advanced (third year) level; or

d. a test of language skill (reading only, or reading, speaking, and writing, as appropriate) designed by either by the student's oral examination committee or by the appropriate foreign language department.

2) by completing three courses in methodology and research, if no foreign language is required for the student's research (directed readings, topics in courses, or independent study do not satisfy this requirement). Students may demonstrate their competence in methodological research skills by: completing the required WGSS course 802 Feminist Methodology, and by completing two other methodology courses either in WGSS (e.g., WGSS 898 Research Colloquium) and/or in the student's concentration (e.g., AMS 803 Research Methods in American Studies; POLS 706 Statistical Research Methods; PYSC 818 Research Methods in Social Psychology; SOC 811 Sociological Research).
A combination of the above two solutions may also be relevant (e.g., a two-year reading proficiency of a foreign language coupled with two methodology courses). Such a solution can be determined by the student's oral comprehensive examination committee.

**Oral MA Exam**

There are no written examinations for the MA. Upon completion of 30 hours of coursework (21 in WGSS and 9 in a concentration, normally at the end of the second year), students take one 90-minute oral examination that covers the student’s coursework (WGSS and their concentration) and all required research papers. The MA examination committee must have a minimum of three graduate faculty: the graduate advisor, one other faculty member from WGSS (core or affiliate member), and a faculty member in the concentration program. The examination committee grades the oral exam in three stages: fail (with or without granting a Graduate Certificate), pass (with or without the permission to proceed to the PhD), and pass with honors (with permission to proceed to the PhD). Students who fail the exam may take it a second time but not a third time; at least 90 days must elapse between exams. Students who pass with permission to proceed to the PhD (with or without honors) may then continue with their coursework and progress to the PhD.

**Oral Comprehensive PhD Exam**

In their fourth year, having completed 31 hours in WGSS courses and all 18 hours in their concentration, students will undergo a comprehensive oral exam.

The centerpiece of this exam is the portfolio and the dissertation prospectus.
The portfolio (a three-ring binder with table of contents) should contain a CV, all research seminar papers, all major written work from all courses, colloquia and readings courses (including reading lists, final exams, bibliographies, term papers); syllabi of courses they have taught as GTAs; a professional essay of 15-20 pages, explaining why the student selected her or his particular field and concentration, how those fields might be integrated and related to one another, and what the student understood to be the leading research issues in those fields; and a dissertation prospectus of 15-20 pages plus bibliography and a 150 word abstract.

The prospectus should clearly state the topic of the proposed research and what questions and problems the work proposes to address and answer. Since the dissertation must be an original contribution to the discipline of Women, Gender, and Sexuality Studies, the prospectus should make clear how the proposed work develops, challenges, or departs from past research. It should demonstrate that the student has a sufficient and critical command of the historiography and the present state of the field. It should make clear what languages, methodologies, and theories the student will use when examining and analyzing sources, and where or how these sources are collected. A tentative outline of chapters should provide some sense of the work's overall plan and structure. A tentative schedule in the prospectus should estimate how much time the various aspects of research, writing, and revision will take.

Following completion of all coursework (normally by the end of the Fall semester of the fourth year), a committee of five (three members of the WGSS graduate faculty, one member in the

---

4 Much of the following description of the portfolio follows that stipulated by the KU Department of History, Handbook for Graduate Study: http://www.history.ku.edu/graduate/pdfs/Graduate%20Manual%202008revised.pdf.
student's concentration, and a fifth member from another unit who serves as the representative of KU's Graduate Faculty) will examine the student about the portfolio materials in an oral examination.

The oral exam has two emphases:

a) A review of the student's program as expressed in the portfolio and a test of the student's ability to define clearly and express coherently the state of the fields, their history, future development, and the place of the student within this continuum; that is, certification of the student's competency in the fields of WGSS and the student's chosen concentration;

b) The presentation of the dissertation proposal and an exposition of its anticipated contribution to the student's fields.

The Examination Committee grades the oral comprehensive exam in three stages: fail, pass, and pass with honors. Students who fail the exam may take it a second time but not a third; at least 90 days must elapse between exams. Students who pass (with or without honors) will be PhD candidates.

**Dissertation** (WGSS 999: 1-9 hours/semester, 9 hours minimum)

**Required internships and practica**

The WGSS MA/PhD degree requires a teaching practicum, WGSS 805 Feminist Pedagogy, a 0.5 hour course taken twice during their course of study, and coupled with courses that the student is
teaching, as graduate teaching assistant in the WGSS Program. The course will help the student develop communication and teaching skills.
D. PROGRAM FACULTY

1. Quality

a. Doctoral Program -- 2 additional PhDs needed

WGSS Core Faculty Members for 2008-2009

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Degree</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor, Director</td>
<td>John Younger</td>
<td>PhD, Cincinnati 1973</td>
<td>0.5</td>
</tr>
<tr>
<td>Professor</td>
<td>Charlene Muehlenhard</td>
<td>PhD Wisconsin 1981</td>
<td>0.5</td>
</tr>
<tr>
<td>Professor</td>
<td>Ann Schofield</td>
<td>PhD SUNY Binghamton 1980</td>
<td>0.5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Omofolabo Ajayi</td>
<td>PhD Ife-Ife, Nigeria 1987</td>
<td>0.5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Hannah Britton</td>
<td>PhD Syracuse 1999</td>
<td>0.5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Marta Vicente</td>
<td>PhD Johns Hopkins 1999</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Tanya Hart</td>
<td>PhD Yale 2006</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Akiko Takeyama</td>
<td>PhD Illinois 2008</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>L. Ayu Saraswati</td>
<td>PhD Maryland 2008</td>
<td>1.0</td>
</tr>
</tbody>
</table>

TOTAL FTE 5.0

Affiliated Graduate faculty of WGSS (36 PhD faculty; 0 FTE in WGSS): Appendices A & F.

b. Differentiation of core faculty and others

The WGSS Core Faculty consists of nine faculty with regular appointments in the WGSS Program. The WGSS Affiliated Graduate Faculty include 36 members of the KU graduate faculty with special research interests in women, gender, and sexuality. Most or all of the affiliated graduate faculty will teach courses that will count as electives in the WGSS PhD Program. Graduate faculty in the concentration units will teach the courses in those departments. Core and affiliated graduate faculty will chair dissertation committees.

c. Appropriate academic specializations

The Core faculty of WGSS includes faculty with specializations in feminist theory, methodologies, and pedagogies. Four faculty are specialists in aspects of sexuality, sexual
orientation, and identity. Three are specifically historians of women and gender. Another is a political scientist specializing in women in politics. Several have research interests in issues of gender and body image. Affiliated graduate faculty specialize in a variety of disciplines, including at least two in each of the concentrations.

In the past five years the nine core faculty of WGSS have published 57 book chapters or articles in peer reviewed journals and 10 books, some of which are award winners. Three core faculty have been awarded Fulbrights, four have won William T. Kemper Outstanding Teaching Awards, and another has won the Ned Fleming Silver Anniversary Teaching Award. Two core faculty have served as presidents of national professional associations. Core faculty sit on the editorial boards of 12 professional journals. And core faculty have chaired the dissertation committees of more than 30 PhD graduates at the University of Kansas.

d. Teaching requirements outside the program assigned to core faculty

Of the nine core faculty members of WGSS, eight are joint-appointed in other units and teach one half of their teaching load (1 course per semester) in their other units. Often, these other courses are cross-listed or cross-referenced as a WGSS course.

e. Proportion of assignments devoted to the proposed program

Eight of the WGSS Core Faculty members have joint-appointments (0.5 FTE) in WGSS: the Director teaches one (1) WGSS course per year, and the other seven teach two courses for WGSS each year (=14; subtotal 15). One Core Faculty member has a full appointment (1.0 FTE) in WGSS and teaches four courses (4) for WGSS each year. Thus, the Core Faculty teaches a total of 19 WGSS courses per year. If a quarter of these courses are for the PhD Program, then the WGSS Core Faculty could teach about 4.5 PhD courses per year.

Elective courses will also be taught by graduate affiliated faculty. Judging from course offerings of the past five years, 20 such courses per year on average are taught. Concentration courses are offered by the concentration units for their own PhD students, and the chairs of these departments have indicated that there is enough excess enrollment capacity for several WGSS students each year.
f. **Number, qualifications, and rank of faculty**

Of the nine Core Faculty members listed in the Appendix A, three hold the rank of full professor, two are associate professors, and four are assistant professors. Their qualifications are provided in their resumes in Appendix F.

**g. New faculty needed for this degree**

While the current faculty have extensive expertise in women's, gender, and sexuality studies, only its most recent hire (2008) actually has PhD from a Women's Studies department (at the University of Maryland); the rest all have PhDs from other programs. Women's Studies departments have only recently begun to develop PhD programs. KU's new WGSS PhD program needs to develop a core faculty who have been specially trained in WGSS PhD granting departments. We propose to add two additional 1.0 FTE faculty by 2011 at the assistant professor rank, each with appropriate graduate training (PhD with at least a graduate certificate in WGSS).

**h. CVs**

An abbreviated Curriculum Vitae for each core faculty member and a summary paragraph for each graduate affiliated faculty member is included in Appendix F.

2. **Graduate assistants**

   **a. Identification of necessary graduate positions**

The currently budgeted number 4.5 50% FTE GTA positions in WGSS is sufficient to recruit an incoming class of graduate students. By FY 2011 a total of 10 graduate student lines (a combination of teaching and research positions) and 2 GRA positions (for the Director and Graduate Director of the Program) will be necessary. The funding for these additional faculty and GTA positions would come from the College; the funding for the GRA positions could come from outside grants.
b. Budgeted salaries for Graduate Assistants

Because this is a new budget item, the 10 50% FTE GTA positions (by 2011) will require an increase in the School's budget by $56,000 at a probable 40-50 % appointment (total salary support per student, about $13,000). At present, GTAs come from various related graduate programs and are supported by various departmental budgets.
E. ACADEMIC SUPPORT

1. Academic support services

   a. Advising

      The Director of Graduate Studies will advise all WGSS PhD students in their first two years. At the beginning of their studies each student will be assigned a mentor from their concentration unit to advise them about course selection and career planning within that discipline or interdisciplinary program, and this mentor will be the main advisor for the third year. Students will select a dissertation advisor in the third or fourth year prior to preparing the dissertation prospectus. In the final two years students are advised primarily by their dissertation directors.

      The Program will establish a student advising and tracking system to assist students in evaluating their own progress as well as to assist the Program in its own self-evaluation. Each student will meet with an advisor at least once a year to evaluate their course performance and timely progress toward the degree. The program graduate faculty will meet yearly to discuss each student's progress and will provide each with a written faculty assessment. At this meeting faculty will discuss particular challenges that confront students working in WGSS and each of the concentrations.

   b. Library

      Tami Albin, the WGSS Bibliographer in Watson supplies pertinent information (see Appendix E).

   c. Audio-visual

      The WGSS Program currently owns analog and digital cameras, digital voice recorders, and computers. Instructional Development Services (IDS) and the Ermal Garinger Academic Resource Center (EGARC) provide training and technical support for these items. EGARC also supports a library of some 230 VHS films and has offered WGSS $500 for the purchase of new items.
b. Academic computing

Faculty and GTAs are provided with computers. Laptops are available from the Program office for loan to faculty and graduate students. Technical support is provided by the College of Liberal Arts Computing Support Services.

2. New academic support necessary

   a. Number of library acquisitions

   No new special resources are required beyond ongoing collection development.

   Tami Albin, the WGSS Bibliographer in Watson supplies pertinent information (see Appendix E).

   b. New or enhanced academic support

   By 2011, we will need additional financial support for our graduate students to attend professional conferences to supplement the "paper presenter fund" ($400 once in a student's graduate career) offered by Research and Graduate Studies. The additional travel funds will come from discretionary funds in the WGSS Program's annual budget.

3. New supporting staff

   a. Staff requirements

   We propose to add a half-time graduate secretary by FY 2010 to handle admissions and student files and reports, manage fellowship and scholarship information and applications, set up campus visits, answer student queries, update the Graduate Handbook and website, and track student progress toward the PhD degree. Funds for this half-time graduate secretary would come from an additional line in the WGSS annual budget.

   b. Budgeted salaries

   New graduate secretary salary (half time): $13,000 plus fringe.
F. FACILITIES AND EQUIPMENT

1. Anticipated facilities requirement (existing, renovated or new)

   a. Sufficient space

   For the moment, existing space is sufficient: we have offices for our nine faculty (five in WGSS and three in other units), an office for five GTAs, and we share work space and a small seminar room (180 square feet) with American Studies. Contingent on approval of the WGSS PhD program, and if we are allowed to hire two new 1.0 FTE positions by 2011, we will need two more faculty offices (each 180 square feet), additional GTA office space for our proposed 10 new graduate students, more space for the half-time graduate secretary and files, and our own seminar room for the WGSS PhD program.

   b. Fiscal note for renovated or new facilities, with necessary work and additional costs

   If WGSS remains in Bailey Hall, any renovations will be part of the University's 10 year facilities improvement plan. At present, however, WGSS is scheduled to move into newly renovated space on fourth floor Wescoe at the end of summer 2009.

   c. Sources of funding for renovation and new construction

   Funding for renovation and new construction will be part of the University's 10 year improvement plan. These funds will be a combination of State monies and private donations.

2. New equipment

   a. Sufficient equipment

   Equipment needs for the WGSS PhD program are minimal and can be met with currently available equipment, provided that it continues to be updated on a regular basis as the current equipment reaches the end of its life span.
b. Itemization of available inventory, current condition, equipment life span:

Equipment Survey for Women, Gender, and Sexuality Studies
June 18, 2008

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>PRESENT CONDITION</th>
<th>EXPECTED OBSELENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canon Digital Camera</td>
<td>Excellent</td>
<td>2010</td>
</tr>
<tr>
<td>Canon Powershot Digital</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>HD Camcorder</td>
<td>Excellent</td>
<td>2010</td>
</tr>
<tr>
<td>Mini DV Camcorder</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>ScanSnap S510</td>
<td>Excellent</td>
<td>2010</td>
</tr>
<tr>
<td>Dell Shared Laptops (2)</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>Olympus Digital Recorder</td>
<td>Excellent</td>
<td>2010</td>
</tr>
<tr>
<td>Epson Multimedia Projector</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>HP Officejet Color Pro</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>HP Laserjet 1160</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>Smith Corona Wordsmith</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>Dell computer (1), student hourly</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>Dell computer (2), GTA office</td>
<td>Good</td>
<td>2009</td>
</tr>
<tr>
<td>Dell desktop, WGSS secretary</td>
<td>Excellent</td>
<td>2011</td>
</tr>
</tbody>
</table>

c. Itemization of new equipment needs:

Regular maintenance and timely replacement of the current equipment will be necessary, but otherwise there are no new equipment needs.
G. PROGRAM REVIEW, ASSESSMENT AND ACCREDITATION

1. Program review process or methods used

Board of Regents Review. The proposed WGSS PhD will be included in the formal Program Review process as submitted to the University and the Board of Regents. The most recent Board of Regents Review of the Women's Studies Program was submitted 1 June 2003, after Women's Studies inaugurated the Graduate Certificate Program. If this PhD proposal is accepted, another Regents Review will take place in early Fall 2009.

Self-Assessment Plan. The Program will meet yearly to discuss progress of the graduate students and to assess the degree to which goals and outcomes are being achieved. At each of these meetings adjustments to the course offerings or schedule and timing of milestones may be made. At the end of five years (2014-15) there should be adequate data and experiences to conduct a substantial review of the program. The following categories will be assessed at the end of five years:

- **Faculty scholarship, publications, and recognition.** The quality and quantity of faculty publications relate directly to the quality of an academic graduate degree. Publication, fellowships, and awards and grants will also be reviewed on an annual basis.

- **External funding and student support.** The amount of funded research and support for graduate students will also be reviewed on an annual basis.

- **Quality of the applicant pool.** The quality of the applicant pool will be assessed at both entry level (grade point averages, letters of recommendation, undergraduate institutions) and at exit level (length of residence, career paths, jobs taken).

- **Diversity of the student body.** Gender and racial diversity will be maintained and diversity will be determined by the number of currently enrolled students in each approved category.
• **Career paths of graduates.** A questionnaire will determine if the skills learned in the degree program have contributed to advancement in our graduates' career paths or career mobility.

2. **Student learning outcomes and measures**

As described in section B ("Curriculum"), subsection1, b-c above, KU WGSS PhD graduates will possess the following skills, research methods, and areas of knowledge:

- critical thinking about gender, sexuality, and the role of women in society and culture;
- critical analysis of empirical, epistemological, moral, and methodological presuppositions of traditional disciplines or interdisciplinary programs;
- library, archival, and information access skills;
- qualitative and quantitative research methods as appropriate to the student's choice of concentration;
- advanced writing skills for preparation of professional journal articles and books;
- feminist pedagogical skills;
- grantwriting skills;
- career planning and development skills;
- the history of feminist thought (widely conceived) and the study of women, gender, and sexuality;
- the history of liberation movements and the recognition and growth of women's rights, sexual rights, and minority rights in general;
- concepts in the study of gender, and debates surrounding these concepts;
- epistemological and empirical frameworks for the study of individuals, culture, and society;
- comparative methods in the humanities and social sciences; and
- methods and concepts of the discipline or interdisciplinary program chosen as the student's concentration.
The Program will establish a student advising and tracking system to assist students in evaluating their own progress as well as to assist the Program in its own self-evaluation. Each student will meet with an advisor at least once a year to evaluate their course performance and timely progress toward the degree. The graduate faculty will meet yearly to discuss each student's progress and will provide to each a written assessment.

The Program would use the following measures to assess the stated goals for student outcomes for the purpose of the annual and five-year program reviews:

1. course oral presentations, exams, and papers;
2. student generated portfolios, assessed by committee at the Oral Comprehensive Exam;
3. presentations at graduate student and professional conferences;
4. publications in graduate student and professional journals;
5. grant applications and grant success;
6. market and employment results (job placement, career choice);
7. feedback from academic and non-academic employers; and
8. exit interviews of students (either of graduates or of students leaving the program prior to graduation) to measure students' perception of mentoring, availability of funding, teaching loads, advising, career counseling, and student life.

Finally, when reviewing the Program as a whole, we will compare the fellowship and grant success, placement data, and graduation rate in our program with those at similar programs in Humanities and Social Sciences at KU and at other universities.

3. Program accreditation

   a. Specialized accrediting agency:

There is no specialized accrediting agency for the PhD degree in WGSS.
APPENDIX A: Faculty Quality

Graduate Faculty Appointments (Core & Affiliated), and Specializations

WGSS Core Faculty Members for 2008-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Home Department</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omofolabo Ajayi</td>
<td>Theatre &amp; Film</td>
<td>Dance and gender in central west Africa</td>
</tr>
<tr>
<td>Hannah Britton</td>
<td>Political Science</td>
<td>Women and African politics</td>
</tr>
<tr>
<td>Tanya Hart</td>
<td>American Studies</td>
<td>Gender &amp; sexuality of American women of color</td>
</tr>
<tr>
<td>Charlene Muehlenhard</td>
<td>Psychology</td>
<td>Psychology of women &amp; sexuality</td>
</tr>
<tr>
<td>Ayu Saraswati</td>
<td>WGSS</td>
<td>Women &amp; gender in Indonesia</td>
</tr>
<tr>
<td>Ann Schofield</td>
<td>History</td>
<td>Women and labor in 20th c. America</td>
</tr>
<tr>
<td>Akiko Takeyama</td>
<td>Anthropology</td>
<td>Gender &amp; sexuality in contemporary Japan</td>
</tr>
<tr>
<td>Marta Vicente</td>
<td>History</td>
<td>Women in early modern Spain</td>
</tr>
<tr>
<td>John Younger</td>
<td>Classics</td>
<td>Gender &amp; sexuality of ancient Greece &amp; Rome</td>
</tr>
</tbody>
</table>

WGSS Affiliated Graduate Faculty Members for 2008-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Akagi</td>
<td>PhD Human Ecology, Kansas State University, 2001</td>
</tr>
<tr>
<td>Sandra Albrecht</td>
<td>PhD Sociology, University of Texas, 1996</td>
</tr>
<tr>
<td>Barbara Anthony Twarog</td>
<td>PhD Astronomy, Yale University, 1978</td>
</tr>
<tr>
<td>Julie Archer</td>
<td>PhD Social Work, Denver, 2006</td>
</tr>
<tr>
<td>Margaret Bayer</td>
<td>PhD Mathematics, Cornell University, 1983</td>
</tr>
<tr>
<td>Nyla Branscombe</td>
<td>PhD Social Psychology, Purdue University, 1986</td>
</tr>
<tr>
<td>Diana Carlin</td>
<td>PhD Speech Communication, University of Nebraska-Lincoln, 1985</td>
</tr>
<tr>
<td>Margaret &quot;Maggie&quot; Childs</td>
<td>PhD Japanese, University of Pennsylvania, 1983</td>
</tr>
<tr>
<td>Kelly Chong</td>
<td>PhD Sociology, University of Chicago, 2002</td>
</tr>
<tr>
<td>Kathryn Conrad</td>
<td>PhD English, University of Pennsylvania, 1996</td>
</tr>
<tr>
<td>Ann Cudd</td>
<td>PhD Philosophy, University of Pittsburgh, 1988</td>
</tr>
</tbody>
</table>
Lynn Davidman  
**PhD Sociology, Brandeis University 1984**

Alesha Doan  
**PhD Political Science, Texas A&M University, 2000**

Christopher Forth  
**PhD History, State University of New York, Buffalo, 1994**

Diane Fourney  
**PhD French Stanford University 1984**

Donna Ginther  
**PhD Economics, Wisconsin-Madison, 1995**

Susan Harris  
**PhD English/History, Cornell University, 1977**

Jill Kuhnheim  
**PhD Spanish American Literature, University of California-San Diego, 1989**

Elizabeth Kuznesof  
**PhD Latin American History, University of California-Berkeley, 1976**

Elizabeth MacGonagle  
**PhD History, Michigan State University, 2001**

Beverly Mack  
**PhD African Languages and Literature, Wisconsin-Madison, 1981**

Lori Messenger  
**PhD Social Welfare, University of North Carolina-Chapel Hill 1993**

Joane Nagel  
**PhD Sociology, Stanford, 1977**

Anna Neil  
**PhD English, Stanford University 1984**

Dorothy Pennington  
**PhD African and African American Studies, University of Pittsburgh 1984**

Jean Peterson  
**PhD Social Welfare, University of North Carolina-Chapel Hill 1992**

Catherine Preston  
**PhD School of Communication, University of Pennsylvania, 1995**

Margaret Severson  
**PhD Social Welfare, New York University 1994**

Janet Sharistanian  
**PhD English & American Literature, Brown University, 1975**

Hagith Sivan  
**PhD History, Columbia, 1983**

Joey Sprague  
**PhD Sociology, Wisconsin-Madison, 1986**

Sherrie Tucker  
**PhD History of Consciousness, University of California-Santa Cruz, 1999**

Vicki Unruh  
**PhD Spanish, University of Texas 1992**

Kim Warren  
**PhD History, Stanford, 2000**

Sandra Zimdars-Swartz  
**Ph.D. Philosophy and Religion, Claremont Graduate School 1980**

Mary Zimmerman  
**PhD Sociology, Minnesota-Minneapolis, 1976**
APPENDIX B

MA & PhD Programs in Women, Gender, and Sexuality (as of April 2008)

**Freestanding PhD programs:**

Arizona State University, PhD in Gender Studies

Claremont Graduate University, PhD in Women's Studies in Religion

Clark Atlanta University, PhD in Africana Women's Studies

Emory University, PhD in Women's Studies

Indiana University, PhD in Gender Studies

Ohio State University, PhD in Women's Studies

Rutgers, The State University of New Jersey, PhD in Women's Studies

University of Arizona, PhD in Women's Studies

University of California Los Angeles, PhD in Women's Studies

University of California, Santa Barbara, PhD in Feminist Studies to begin in 2009

University of Indiana, PhD in Gender Studies

University of Maryland, PhD in Women's Studies

University of Minnesota, PhD in Feminist Studies

University of Washington, PhD in Women's Studies

**Interdisciplinary PhD programs:**

Ohio University, Interdisciplinary PhD in Women's Studies with two other areas

Pennsylvania State University, Dual PhD in Women's Studies with one other area

The University of Maine, PhD in Women's Studies and other areas
University of Michigan, Dual PhD in Women's Studies and English, History, Psychology, or Sociology

MA programs:

Claremont Graduate University, MA in Women's Studies in Religion

DePaul University, Chicago, MA in Women's and Gender Studies

Eastern Michigan University, MA of Liberal Studies in Women's and Gender Studies

Loyola University, Chicago, MA in Women's Studies

Minnesota State University, MS in Woman's Studies

Ohio State University, MA in Women's Studies. Ohio State, MA in Women's Studies.

Roosevelt University, Chicago, MA in Women's and Gender Studies

Texas Women's University, MA in Women's Studies

University of Cincinnati, MA in Women's Studies

University of Illinois, Springfield, self-designed, interdisciplinary MA in Women's Studies

University of Louisville, MA Degree in Women's and Gender Studies

University of Maryland, MA in Women's Studies

University of Memphis, Interdisciplinary MA program in Women's Studies

University of North Carolina, Greensboro, MA in Women’s and Gender Studies

University of Northern Iowa, Cedar Falls, MA in Women's Studies

University of Texas, Austin, MA in Women's and Gender Studies.

University of Wisconsin-Madison, MA in Women's Studies/Gender Studies
## APPENDIX C

### Job Opportunities for PhDs in WGSS

#### A. Recent Academic Job Opportunities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Department/Program</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>American Civilization</td>
<td>women, gender, and/or sexuality, social &amp; cultural</td>
</tr>
<tr>
<td>California State University Long Beach</td>
<td>Women's Studies</td>
<td>Feminist Visual Culture, and Women's Health &amp; the Environment</td>
</tr>
<tr>
<td>College of New Jersey</td>
<td>Women's &amp; Gender Studies</td>
<td>South Asia Focus, women's experiences &amp; movements</td>
</tr>
<tr>
<td>Dickinson College</td>
<td>Women's Studies</td>
<td>Global feminisms, race/ethnicities</td>
</tr>
<tr>
<td>Duke University</td>
<td>Women's Studies</td>
<td>Transnational study of sexuality, feminist theory &amp; race theories</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>Women's Studies</td>
<td>Coordinator for Women's Studies/Gender Studies</td>
</tr>
<tr>
<td>Emory University, Atlanta, GA</td>
<td>Women's Studies</td>
<td>Feminist Science Studies, disciplinary, interdisciplinary, methodological</td>
</tr>
<tr>
<td>Gettysburg College</td>
<td>Classics &amp; Women's Studies</td>
<td>LGBT, Queer Theory &amp; contribute to Greek &amp; Latin program</td>
</tr>
<tr>
<td>Grinnell College</td>
<td>Gender &amp; Women’s Studies</td>
<td>Interdisciplinary teaching, issues of diversity</td>
</tr>
<tr>
<td>Hamilton College</td>
<td>Women's Studies</td>
<td>Women's or Gender Studies, Latina, Caribbean, or Native American Feminism</td>
</tr>
<tr>
<td>Hamline College, MN.</td>
<td>Women &amp; Gender</td>
<td>Interdisciplinary &amp; global studies, social justice, conflict studies</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Psychology &amp; Degrees Committees</td>
<td>Women, Gender, &amp; Sexuality (theoretical &amp; empirical)</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Gender Studies</td>
<td>Gender/Sexuality, Race/racialization and ethnicityFeminist theory &amp; epistemology, race/gender/science</td>
</tr>
<tr>
<td>Indiana University at Southbend</td>
<td>Women's Studies</td>
<td>women's/gender studies, race, and/or global feminisms</td>
</tr>
<tr>
<td>Memorial University,</td>
<td>Women's Studies</td>
<td>Feminist Political Theory</td>
</tr>
<tr>
<td>Location</td>
<td>Department</td>
<td>Research Focus</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Newfoundland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercer University</td>
<td>Women's &amp; Gender Studies</td>
<td>transnationalism/race/ethnicity &amp; feminist research methodology</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Women's Studies</td>
<td>Feminist work on gender and race/racialization and/or sexuality/queerfeminist film studies, boundaries of gender/race/ethnicity/sexualities</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>Women's &amp; Gender Studies</td>
<td>Transnational feminism, queer studies and feminist pedagogy</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Women's Studies</td>
<td>Feminist theory &amp; Women &amp; Technology</td>
</tr>
<tr>
<td>Rice University</td>
<td>Women, Gender, Sexuality</td>
<td>Gender and health, urban studies, poverty, global economy</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>Women's &amp; Gender Studies</td>
<td>Cross-cultural, transnational, gender/sexuality, LGBTQ</td>
</tr>
<tr>
<td>Rutgers</td>
<td>Women's &amp; Gender Studies</td>
<td>U.S. Latina and/or Latin American Feminisms</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>Women's Studies</td>
<td>Women &amp; Gender Studies</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>Women's Studies</td>
<td>Women &amp; Cultures of Violence, sex trafficking/migration</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>Social Science</td>
<td>Transnational &amp; Women's Health (Africa, Asia, Latin America)</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>Women's &amp; Gender Studies</td>
<td>Globalization/transnationalism, race &amp; ethnicity</td>
</tr>
<tr>
<td>Texas Woman's University at Denton</td>
<td>Women's Studies</td>
<td>Transdisciplinary/multicultural</td>
</tr>
<tr>
<td>University of California</td>
<td>Women's &amp; Gender Studies</td>
<td>Gender &amp; transnational theory with film and media studies</td>
</tr>
<tr>
<td>University of California at Riverside</td>
<td>Women's Studies</td>
<td>Gender and sexuality studies &amp; African feminism</td>
</tr>
<tr>
<td>University of California Davis</td>
<td>Women's &amp; Gender Studies</td>
<td>cross disciplinary, cultural studies, research on gender &amp; race</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>Women's Studies</td>
<td>sexuality studies, history &amp; theory, cultural studies of gender</td>
</tr>
<tr>
<td>University of California- Berkeley Beatrice Research Group</td>
<td>Women &amp; Gender</td>
<td>Gender and sexuality studies</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>Women's &amp; Gender Studies</td>
<td>Global/Transnational Gender Studies, human trafficking,</td>
</tr>
<tr>
<td>University of Dublin, Trinity College</td>
<td>Centre for Gender &amp; Women Studies</td>
<td>human rights, gender and health, feminization of poverty</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>Women's &amp; Gender Studies</td>
<td>Global feminist theories &amp; International relations &amp; ethnic conflict</td>
</tr>
<tr>
<td>University of Mass. Amherst</td>
<td>Women's Studies</td>
<td>interdisciplinary feminist, queer &amp; racial diversity, and/or transgender scholarship</td>
</tr>
<tr>
<td>University of Mass. Boston</td>
<td>Women's Studies</td>
<td>Race, Gender &amp; Science in transnational context</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Gender, Women, Sexuality</td>
<td>African American, African Diasporic &amp; Indigenous Studies</td>
</tr>
<tr>
<td>University of Missouri-Kansas City</td>
<td>Women's &amp; Gender Studies</td>
<td>Interdisciplinary research in women &amp; gender studies</td>
</tr>
<tr>
<td>University of Newfoundland, Canada</td>
<td>Women's Studies</td>
<td>feminist political and/or economic theory and/or theories of difference</td>
</tr>
<tr>
<td>University of North Carolina Greensboro</td>
<td>Women's &amp; Gender Studies</td>
<td>Women's &amp; Gender &amp; African American Studies</td>
</tr>
<tr>
<td>University of Ottawa, Canada</td>
<td>Institute of Women's Studies</td>
<td>Women's Studies &amp; Law or Arts or Education or Social Sciences</td>
</tr>
<tr>
<td>University of Texas at El Paso</td>
<td>Sociology &amp; Anthropology to support Women's Studies</td>
<td>Anthropology, Sociology-gender &amp; transnational studies</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>Women's &amp; Gender Studies</td>
<td>women's and gender studies</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>Women's &amp; Gender Studies</td>
<td>feminist cultural theory and/or cultural production and the arts, including new media, performing or visual arts</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>Women &amp; Gender Studies</td>
<td>Race/ethnicity</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Women &amp; Gender</td>
<td>intersection of race/gender/women's health/environment/class</td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>Women's Studies &amp; Feminist Research</td>
<td>labor, employment law and feminist theory</td>
</tr>
<tr>
<td>University of Wisconsin Oshkosh</td>
<td>Women's Studies</td>
<td>Intersections of Gender, Race, Class, Sexual Orientation</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Women's Studies</td>
<td>Women &amp; Transnational or international policy</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Women's Studies</td>
<td>Gender &amp; Race/ethnicity, interdisciplinary research and</td>
</tr>
<tr>
<td>Organization</td>
<td>Job Title</td>
<td>Closing Date</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>Women's Studies, teaching Gender &amp; Race/ethnicity, interdisciplinary background</td>
<td></td>
</tr>
<tr>
<td>Wake Forest Univ. Winston-Salem, NC</td>
<td>Women's &amp; Gender Studies, Feminist and racial/ethnic/gender &amp; interdisciplinary studies</td>
<td></td>
</tr>
<tr>
<td>Washington State University</td>
<td>History, U.S. Women and/or Gender History, world civilizations</td>
<td></td>
</tr>
<tr>
<td>Wayne State University</td>
<td>English, Feminist Theory, Queer Theory, Gender &amp; Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>Wheaton College</td>
<td>Women’s Studies, Feminist Theory and Transnational feminisms</td>
<td></td>
</tr>
</tbody>
</table>

**Recent Non Academic Job Opportunities**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Job Title</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Rights Montgomery</td>
<td>Campaign Manager</td>
<td>05.21.08</td>
</tr>
<tr>
<td>District Alliance for Safe Housing</td>
<td>Program Director</td>
<td>04.21.08</td>
</tr>
<tr>
<td>Equality Maryland</td>
<td>Development Director</td>
<td>05.08.08</td>
</tr>
<tr>
<td>Fight Crime: Invest in Kids</td>
<td>Senior Associate, Strategic Planning and Development</td>
<td>05.16.08</td>
</tr>
<tr>
<td>Global Campaign for Microbiocides</td>
<td>Editor</td>
<td>04.14.08</td>
</tr>
<tr>
<td>Higher Achievement National Office</td>
<td>Chief Development Officer</td>
<td>04.04.08</td>
</tr>
<tr>
<td>Institute for Women’s Policy Research</td>
<td>Communications and Development Fellow</td>
<td>04.22.08</td>
</tr>
<tr>
<td>NARAL Pro-Choice America</td>
<td>Two Senior Policy Representatives</td>
<td>05.19.08</td>
</tr>
<tr>
<td>National Partnership for Women and Families</td>
<td>Two Adolescent Health Policy Counsel positions</td>
<td>05.08.08</td>
</tr>
<tr>
<td>National Research Center for Women and Families</td>
<td>Development Associate</td>
<td>05.19.08</td>
</tr>
<tr>
<td>National Women’s Law Center</td>
<td>Communications Manager, (Education, Employment, and Economic Family Security)</td>
<td>03.21.08</td>
</tr>
<tr>
<td>National Women’s Law Center</td>
<td>Communications Manager, (Health &amp; Reproductive Rights)</td>
<td>03.21.08</td>
</tr>
<tr>
<td>National Women’s Law</td>
<td>Development Associate</td>
<td>03.13.08</td>
</tr>
<tr>
<td>Center</td>
<td>Position</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>National Women’s Law Center</td>
<td>Health Policy Analyst</td>
<td>03.13.08</td>
</tr>
<tr>
<td>Pulmonary Hypertension Association</td>
<td>Publications Manager</td>
<td>04.08.08</td>
</tr>
<tr>
<td>US Committee for Refugees and</td>
<td>Development Associate</td>
<td>10.30.07</td>
</tr>
<tr>
<td>US Action Education Fund</td>
<td>Health Care Campaign Manager</td>
<td>05.23.08</td>
</tr>
<tr>
<td>US Action</td>
<td>Civic Engagement Deputy Director</td>
<td>03.13.08</td>
</tr>
<tr>
<td>Volunteers of America</td>
<td>Vice President</td>
<td>03.21.08</td>
</tr>
<tr>
<td>Wider Opportunities for Women</td>
<td>Director, Family Economic Self-Sufficiency Project</td>
<td>03.18.08</td>
</tr>
<tr>
<td>Women Thrive Worldwide</td>
<td>Senior Associate, Global Trade Program</td>
<td>04.14.08</td>
</tr>
<tr>
<td><strong>East Coast US</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abortion Access Project</td>
<td>Program Officer for Immigrants</td>
<td>05.01.08</td>
</tr>
<tr>
<td>Associated Early Care and Education</td>
<td>Executive Director</td>
<td>11.01.07</td>
</tr>
<tr>
<td>Astraea Lesbian Foundation for Justice</td>
<td>Director of Programs; Director of Communications</td>
<td>04.17.08</td>
</tr>
<tr>
<td>Democracy for America</td>
<td>Deputy Training Director</td>
<td>10.15.07</td>
</tr>
<tr>
<td>Global Campaign for Microbiocides</td>
<td>Africa Program Leader</td>
<td>03.4.08</td>
</tr>
<tr>
<td>Legal Momentum, NOW</td>
<td>Program Associate, National Judicial Education Program</td>
<td>05.08.08</td>
</tr>
<tr>
<td>NARAL Pro-Choice Connecticut</td>
<td>Development Associate</td>
<td>03.06.08</td>
</tr>
<tr>
<td>New York Civil Liberties Union</td>
<td>Suffolk County Chapter Director</td>
<td>04.18.08</td>
</tr>
<tr>
<td>NYC Alliance Against Sexual Assault</td>
<td>Communications Director</td>
<td>03.19.08</td>
</tr>
<tr>
<td>Planned Parenthood of Chester County</td>
<td>Grant Writer for Foundation Relations</td>
<td>04.10.08</td>
</tr>
<tr>
<td>Toxics Action Center</td>
<td>Development Associate</td>
<td>04.21.08</td>
</tr>
<tr>
<td>Vera Institute of Justice</td>
<td>Director of Youth and Workforce Development, Adolescent Reentry Initiative</td>
<td>11.07.07</td>
</tr>
<tr>
<td>Vera Institute of Justice</td>
<td>Senior Research Associate</td>
<td>05.23.08</td>
</tr>
<tr>
<td>Women Make Movies</td>
<td>Publicity and Publications Coordinator</td>
<td>05.08.08</td>
</tr>
<tr>
<td><strong>Southeast US</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPAS</td>
<td>Senior Policy Advisor</td>
<td>04.03.08</td>
</tr>
<tr>
<td>Parenthood of Greater Miami, Palm Beach, and Treasure Coast</td>
<td>Political Affairs Director</td>
<td>05.22.08</td>
</tr>
<tr>
<td>Location</td>
<td>Organization</td>
<td>Position</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Midwest US</td>
<td>Missouri Women in Trades</td>
<td>Mentoring and Support Program, Coordinator</td>
</tr>
<tr>
<td></td>
<td>Planned Parenthood of Kansas</td>
<td>Director of Education; Director of Development</td>
</tr>
<tr>
<td></td>
<td>and Mid-Missouri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest US</td>
<td>Girls Inc.</td>
<td>Director of Research</td>
</tr>
<tr>
<td></td>
<td>Progressive Future</td>
<td>Development Associate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest US</td>
<td>Citizen Schools</td>
<td>Development Director, Texas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Coast US</td>
<td>ACLU of Southern California</td>
<td>Deputy Director of Development</td>
</tr>
<tr>
<td></td>
<td>ACLU of Southern California</td>
<td>Privacy Researcher</td>
</tr>
<tr>
<td></td>
<td>Citizen Schools</td>
<td>Executive Director, California</td>
</tr>
<tr>
<td></td>
<td>Fellowship in Family Planning</td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>The Partnership of Los Angeles</td>
<td>Director of Development</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Feminism Political</td>
<td>National Manager</td>
</tr>
<tr>
<td></td>
<td>Party</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women’s International League</td>
<td>Director of Operations</td>
</tr>
<tr>
<td></td>
<td>for Peace and Freedom</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Recent Success for Students Awarded the WGSS Graduate Certificate

2007


2006


Jane Irungu: Certificate Research Paper (2006); PhD in Educational Policy and Leadership, School of Education (KU, 2008); Associate Director, Kansas African Studies Center (KU, 2008-present).

Shana Hughes: Certificate Research Paper: "The Moment of Feminine Invention; PhD Applied Anthropology (KU, 2006); Assistant Professor, University of South Florida (2006-present).


2005

Carly Hayden Foster: PhD Political Science (KU, 2005); Assistant Professor, Political Science, Southern Illinois University at Edwardsville (2006-present).


Zoe Peterson: PhD Psychology (KU, 2005); postdoctoral fellowship at the Kinsey Institute for Research in Sex, Gender, and Reproduction (2007); Assistant Professor of
Psychology at the University of Missouri-St. Louis (2007-present).

2004

**Roksana Alavi:** Certificate Research Paper: "Female Genital Mutilation and Cosmetic Surgery" (2004); Assistant Professor, Philosophy and History Department, South Texas College (2005-present).

**Jennifer Thibodeaux:** PhD History (KU, 2004); Assistant Professor of History at the University of Wisconsin-Whitewater (2005-present)

2003

**Heather Van Mullem:** PhD Education (KU, 2003); Associate Professor, Department of Health and Kinesiology, Lewis-Clark State College in Lewiston, ID (2003-present).
APPENDIX E
Library Resources

statement by Tami Albin, WGSS Bibliography in Watson Library

Library resources that support the proposed Ph.D. in Women, Gender and Sexuality Studies are abundant. Due to the interdisciplinary nature of the Women, Gender and Sexuality Studies (WGSS) PhD program, students use materials in Anschutz Library, Spahr Engineering Library, the Music and Dance Library on the Lawrence Campus and the Regents Center Library on the Edwards Campus. The majority of research is conducted on the Lawrence Campus in Watson Library and Spencer Research Library.

The University of Kansas Libraries’ goal is always to support the teaching and research programs of the faculty and students. This is accomplished by having a designated bibliographer remain in close contact with the Women, Gender and Sexuality Studies faculty and students regarding the course offerings, class assignments, research agendas, and changing foci. The bibliographer always contacts the WGSS Program Chair before preparing the annual Collection Budget Application to learn of any new hires, new directions, and new programs. When new faculty arrive on campus, the librarian meets with them to talk about their classes, their research, and their expectations of the libraries’ collections. If it's clear in any of these contacts that the libraries’ collections are inadequate, an effort is made to either acquire additional funds or to shift the acquisition priorities.

Faculty and students are encouraged to request that the library purchase specific titles. This can be accomplished either through a direct request to the WGSS bibliographer or through the use of the on-line "Make a Purchase” request option found on the libraries' web page. Such requests are forwarded to the appropriate bibliographer for action and response. As long as the item falls
within the areas in which KU has teaching and research programs, the bibliographers will buy the material. If the item is either very expensive or seems out of scope for the collections, the bibliographer will contact the requestor for more information. An option for borrowing the item through the Interlibrary Loan department may be offered as an alternative to a purchase if the item is not going to be needed for continuing support in the program. The same process is used for requesting electronic resources.

The Women, Gender and Sexuality Studies collection is located in Watson Library numbers over 1500 volumes, 400 print and electronic journal subscriptions, and 8 databases. This core multidisciplinary collection is enhanced and supported by other WGSS information located in other campus libraries such as the Spencer Research Library (rare books, manuscripts, university archives, the Kansas collection and the Wilcox collection), the Music and Dance Library (sound recordings, composers, musicians, and dancers), the Art and Architecture Library (artists, photographers, women in art), Engineering Library (engineering, computer sciences), and Anschutz Library (international, national government information, sciences, health, business and statistical data).

KU has used the Library of Congress (LC) classification scheme for all new items received since 1970 and has reclassified many of the older volumes from the Dewey Decimal System to the Library of Congress (all WGSS materials are in LC). The location of collections is generally done according to a scheme based on the LC numbers. The WGSS collection has about 90% of the items classed in HQ (family, marriage, sexuality, women studies, gender studies, and feminism).
Additionally KU Libraries has a few books in virtually every LC class where the contents are appropriate to the reference or research needs of the users of this collection. In other words, when a new book or journal is purchased regardless of the fund that is used, the item will be located according to the LC location scheme. Library users who need WGSS information will find the majority of the collection in Watson Library, but may occasionally need to use other campus libraries. The on-line catalog indicates all the locations and the continuing migration of information to digital formats means researchers can access vast amounts of information, paid for and licensed by the library, on their desktop computers.

The strengths of the library's WGSS collection is material published in the last 20 years, particularly contemporary architecture. Documentation on women, gender and sexuality studies in the twentieth century is at a respectable level while documentation for transnational feminism is adequate for supporting undergraduate level classes. The library has maintained subscriptions to a range of women, gender and sexuality journal journals. All holdings can be searched using an Online Public Access Catalog. Reserve materials for classes, which in the past were only available for short-term checkout during reading room hours, are now available on-line using the KU Libraries’ E-Reserve system. All E-Reserve materials are scanned and posted to this system in PDF format.
The Nine Core WGSS Faculty for 2008-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Home Department</th>
<th>WGSS Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omofolabo Ajayi</td>
<td>Theatre &amp; Film</td>
<td>Dance and gender in central west Africa</td>
</tr>
<tr>
<td>Hannah Britton</td>
<td>Political Science</td>
<td>Women and African politics</td>
</tr>
<tr>
<td>Tanya Hart</td>
<td>American Studies</td>
<td>Gender &amp; sexuality of American women of color</td>
</tr>
<tr>
<td>Charlene Muehlenhard</td>
<td>Psychology</td>
<td>Psychology of women &amp; sexuality</td>
</tr>
<tr>
<td>Ayu Saraswati</td>
<td>WGSS</td>
<td>Women &amp; gender in Indonesia</td>
</tr>
<tr>
<td>Ann Schofield</td>
<td>History</td>
<td>Women and labor in 20th c. America</td>
</tr>
<tr>
<td>Akiko Takeyama</td>
<td>Anthropology</td>
<td>Gender &amp; sexuality in contemporary Japan</td>
</tr>
<tr>
<td>Marta Vicente</td>
<td>History</td>
<td>Women in early modern Spain</td>
</tr>
<tr>
<td>John Younger</td>
<td>Classics</td>
<td>Gender &amp; sexuality of ancient Greece &amp; Rome</td>
</tr>
</tbody>
</table>
OMOFOLABO AJAYI-SOYINKA.
THEATRE & FILM, AND WOMEN, GENDER & SEXUALITY STUDIES

TEL: (785) 864-2312
omofola@ku.edu

I. EDUCATIONAL AND CAREER DATA

2006-present  Associate Director, Kansas African Studies Center
1995-present  Associate Professor, Theatre & Film and Women’s Studies
1990-1994  Assistant Professor, Theatre & Film Dept. and Women’s Studies Program
1987  Ph. D. Literature in English, University of Ife, Nigeria (Obafemi Awolowo University)

II. TEACHING

UNDERGRADUATE COURSES
Theatre History in Western Civilization
African Dances and Performance Styles
Literature in Africa and the African Diaspora
Gender, Culture and Immigration

GRADUATE COURSES AND COMMITTEES
Post-Colonial Discourse /Post-modern Theory
Feminist Theory and Criticism

III. AWARDS
2008/9  Fulbright Scholar
2002/3  Senior Administrative Fellows Program

III. RESEARCH AND SCHOLARSHIP

BOOKS

BOOK CHAPTERS AND MONOGRAPHS


REFERRED JOURNALS


ENCYCLOPEDIA ARTICLES


SEMINAR AND CONFERENCE PRESENTATIONS

2008 “Resident Alien:” An African immigrant in the U.S. *African Literature Association*, April 22-27, Western Illinois University, Macomb, IL


2007 “Performing Liberation, Performing Identity: The Theatre of Ogunde, 1944-1950.” Hall Centre Performance Seminar, April, KU, Lawrence

CREATIVE PUBLICATION

POETRY


CHOREOGRAPHY & PERFORMANCE


2000 *The Lion and the Jewel*, University of Louisville’s Belknap Theatre. Choreography.

RESEARCH PROJECTS

Lebou Women of Senegal – Fulbright Research Project.

Collection of Poems – Creative Project.

Gender, Nationalism and Critical Theory in African Literature; Efua Sutherland.
Hannah E. Britton
Political Science and Women, Gender, and Sexuality Studies
University of Kansas

504 Blake Hall
1541 Lilac Lane
Lawrence, KS 66044
britton@ku.edu
785-864-9016 (tel.)
785-864-5700 (fax)

EDUCATION
MA Political Science, 1995. Syracuse University, Maxwell School of Citizenship and Public Affairs.

EMPLOYMENT
Associate Professor of Women, Gender and Sexuality Studies and Political Science, University of Kansas, 2007 - present.
Assistant Professor of Women's Studies and Political Science, University of Kansas, 2005-2007
Assistant Professor of Political Science, Mississippi State University, 2001-2005.
Assistant Professor of Political Science, Winthrop University, 1999-2001.

SELECTED PUBLICATIONS
Books:

Articles and Book Chapters (Peer Reviewed):


RESEARCH GRANTS


New Faculty Research Initiation Grant, Kansas University Center for Research, 2006-8.

Research Initiation Grant, Office of the Vice President of Research, Mississippi State University. 2003.

Research Travel Award Grant, Office of the Vice President for Research, Mississippi State University. 2003.

Syracuse University Graduate Fellowship, All-University Graduate Fellowship Committee (declined, to accept a position at the Maxwell School. 1998-99).


National Security Education Program's Graduate Fellowship, Institute for International Education. 1996 (declined in order to accept Fulbright-Hays).

Roscoe Martin Fund Dissertation Award. Maxwell School of Citizenship and Public Affairs, Syracuse University. 1996.

Foreign Language and Area Studies Fellowship. From the Ohio State University, to attend the Cooperative African Languages Summer Institute, the University of California, Berkeley. 1995.

TEACHING AWARDS AND GRANTS

Kemper Fellow, University of Kansas 2008.


Ned N. Felming Trust Award, University of Kansas 2007.

Honors Faculty Fellow. University Honors Program, University of Kansas 2006-2008.


University Honors Professor of the Year. University Honors Program, Mississippi State University 2003.

Political Science Professor of the Year. Mississippi State University 2003.
Tanya Hart

American Studies and Women's Studies Programs.
University of Kansas.

213H Bailey Hall. 1440 Jayhawk Boulevard.
University of Kansas
Lawrence, KS 66045.
Tel: 913.864.2083 (office)
E: tanyah@ku.edu

SPECIALIZATION
U.S. Women's History and Culture
Histories of Public Health and Medicine in the U.S.
African American History and Culture
Identity Formation in U.S. History and Culture
Migration in U.S. History and Culture

SERVICE
Co-Director, Health and Humanities Seminar, The Hall Center for the Humanities, University of Kansas
Langston Hughes Visiting Professor Committee, Office of the Provost, University of Kansas

EDUCATION
PhD History, Yale University 2006.
"Sexual, Cultural, and Civic Identity Self-Representation Among African American, British West Indian, and Southern Italian Women in New York City, 1900-1930."
MA History, University of California, Los Angeles 1998.
BA Liberal Studies, University of Washington 1996.

UNIVERSITY TEACHING
Assistant Professor. American Studies and Women's Studies. University of Kansas (2006 to present)
Visiting Professor. Pepperdine University, Malibu CA (July 2006).
PUBLICATIONS

WORKS IN PROGRESS
“Statistical Improbabilities: (Re)Calculating Italian Infant and Maternal Health in Early Twentieth Century New York City.”

PAPER PRESENTATIONS
"Containing the Contadina: Southern Italian Women and Health Care in New York City, 1900-1930." Gender and Health and Humanities Seminars, The Hall Center for the Humanities, University of Kansas.

FELLOWSHIPS AND GRANTS
CHARLENE L. MUEHLENHARD

Contact Information
Department of Psychology    Work phone: (785) 864-9860
426 Fraser Hall    Home phone: (785) 842 2309
University of Kansas    E-mail: charlene@ku.edu
1415 Jayhawk Blvd.
Lawrence, KS 66045 7556

Professor of Psychology and of Women, Gender, and Sexuality Studies, University of Kansas
Licensed as a psychologist in the state of Texas, 1984 present: number 22756

Education

Professional Awards
The John Money Award, recognizing “scholars who have made significant contributions to our
understanding of human sexuality”; Eastern Region of the Society for the Scientific Study of
Sexuality, June 2004
Fellow, Society for the Scientific Study of Sexuality
Fellow, American Psychological Association
University of Kansas William T. Kemper Fellowship for Teaching Excellence, 1997, $5000 award
Winner of three University of Kansas Excellence in Teaching Awards
University of Kansas’s Women’s Hall of Fame, inducted April 20, 1993

Society for the Scientific Study of Sexuality (SSSS)
President, 1996-97
Secretary, 2000-01, 2004-2006, and 2006-2008
Program Chair: 2000 Annual Meeting, Orlando, FL; 1999 Joint Meeting of SSSS and AASECT, St.
Louis; 2002 Midcontinent Region Conference, Big Rapids, MI (Co-Chair)
President, Midcontinent Region, 1991-92
Wrote What Sexual Scientists Know About Rape, available as a pamphlet and online
Wrote SSSS's amicus brief for The City of Topeka Kansas v. Max D. Movsovitz, challenging the Topeka
City Solicitation Ordinance and the Kansas Sodomy Statute, 1997

Community Service
Board of Directors, Douglas County Rape Victim/Survivor Service, 1988-2005
Signer of the amicus curiae for court case, United States v. Playboy Entertainment Group, on behalf of
the National Coalition Against Censorship, September, 1999

Editorial Boards
Sex Roles, 1990-present
Family Violence and Sexual Assault Bulletin, 1992-present
SELECTED PUBLICATIONS (from 1998)


L. AYU SARASWATI

Assistant Professor
Women, Gender, and Sexuality Studies
University of Kansas
213 H Bailey Hall
Lawrence, KS
ayu@ku.edu

EDUCATION

University of Maryland, College Park
- Ph.D. in Women’s Studies August 2007
  Honors: Major Field Exam accorded “High Pass”
- MA in Women’s Studies December 2003

University of Illinois, Chicago
- MA in Political Science August 2000
- Certificate in Women’s Studies
  Thesis: “The Implication of Gender Jargon and Rhetoric in Women’s Participation in Indonesian Politics”

Universitas Indonesia, Depok
- SIP (equals B.A.) in Political Science January 1999
  Honors: Graduated Cum Laude

SELECTED AWARDS

Emory University Postdoctoral Fellowship 2007-2008
Mary Savage Snouffer Dissertation Fellowship 2006-2007
Distinguished Teaching Assistant, University of Maryland, College Park 2005
National Women’s Studies Association (NWSA) Travel Grant 2003
University of Maryland Consortium on Race, Gender, and Ethnicity (CRGE) 2001
United Nations Development Fund for Women (UNIFEM) Research Grant 1999

TEACHING EXPERIENCE

University of Kansas
  Gender and Sexuality in Cyberspace Honors in Women, Gender and Sexuality Studies

Emory University
  Feminist Postcolonial Theories Gender and Consumption in a Global World
  Transnational Feminism Gender, Globalization, and Cyberspace

University of Maryland, College Park
  Women and Society Women, Art, and Culture - Theories of Feminism
  Women, Shopping, and Global Malls
**PUBLICATIONS**


**Under Review**


**SELECTED PRESENTATIONS**


**SELECTED SERVICE**

University of Kansas
Dissertation Committee, Member. Jennifer Prohaska. Psychology
Dissertation Committee, Member. Shelley Koch, Sociology
ANN SCHOFIELD

American Studies and Women's Studies
Graduate Faculty, History
University of Kansas
Lawrence, Kansas 66045
(785) 864-2304
Schofield@ku.edu

EDUCATION
PhD History, The State University of New York at Binghamton 1980
Dissertation supervisors: Melvyn Dubofsky, Sarah Elbert, Mary Ryan
MA History, Georgetown University, Washington, D.C. 1971
BA History, Marywood College, Scranton PA, 1968

EMPLOYMENT
University of Kansas
Acting Associate Dean, College of Arts and Sciences, University of Kansas, Spring 2005
Director, American Studies Graduate Program, University of Kansas, 2004-present
Director, Women's Studies, 1988-1991, Fall 1996, Fall 2000, Fall 2003
Professor, American Studies and Women's Studies, 1998-present
Associate Professor, American Studies and Women's Studies, 1985-1997
Assistant Professor, American Studies and Women's Studies, 1980-1985

Elsewhere
Visiting Associate Professor, Department of History, University of California-Davis, Spring 1988
Visiting Associate Professor, Department of History, University of California-Berkeley, 1987

HONORS (external)
Senior Research Fellowship, Rothermere American Institute, Oxford University, 2008-09
Ruth R. And Alyson R. Miller Fellowship, Massachusetts Historical Society, 2007
Visiting Research Fellow, Sidney Sussex College, Cambridge University, spring 2000
Participant, NEH Institute on History of Death in America, June, 1998.
Winterthur Fellowship, June, 1997.
Residency, Rockefeller Center, Bellagio, Italy, 1995.
Visiting Scholar, Women's Studies, Harvard University, 1994-95.
Kaiser Fund Award, Ruther Labor Archives, Wayne State University, 1985.
Radcliffe Research Scholars Award, 1984.
National Endowment for the Humanities Summer Stipend, 1983.

AWARDS
Honorary Phi Beta Kappa membership, 2006
Elizabeth Kolmer Award for Teaching and Mentoring, Mid-America American Studies Association, 2006
Kemper Award for Outstanding Graduate Teaching and Advising, 1999
Women's Hall of Fame, University of Kansas, 1991.
Outstanding Woman Teacher of the Year, University of Kansas, 1983-84.
PUBLICATIONS

Books

to do and to be: Portraits of Four Women Activists, 1893 - 1986 (Northeastern University Press, 1997).


Edition

Bread Upon the Waters by Rose Pesotta, an introduction (Cornell ILR Press, 1987)

Refereed Articles


Work in Progress

The Age of Respectability: Gender, Class and Cultural Change in America, 1870-1920

"Performing Grief: Bourgeois Women and Mourning Practices" in a collection of essays on bourgeois culture edited by Sven Berkhart

TEACHING

Undergraduate

U.S. History, 1870-present
Rise of Industrial America, 1877-1920
Women and Work in America
America's People
The American Experience
History of American Women

Graduate

Studies in Labor and Community
Studies in Psychohistory
American Pluralism: Race, Ethnicity and Religion in American Life
Case Studies in Gender
Telling American Lives: Biography and American History
AKIKO TAKEYAMA

Assistant Professor
Department of Anthropology, and Women, Gender & Sexuality Studies
University of Kansas (KU)
614 Fraser Hall
1415 Jayhawk Blvd.
Lawrence, KS 66045

Phone: (785) 864-2645
Fax: (785) 864-5224
E-mail: takeyama@ku.edu

RESEARCH AREAS
Gender, sexuality, class, the body, popular culture, neoliberal globalization, Japan, and East Asia

EDUCATION
PhD Anthropology, University of Illinois at Urbana-Champaign, May 2008
Dissertation: “The Art of Seduction and Affect Economy: Neoliberal Class Struggle and Gender Politics in a Tokyo Host Club”
Dissertation Advisor: Dr. Karen L. Kelsky
MA Asian Studies, University of Oregon, September 2001
Thesis Advisor: Dr. Karen L. Kelsky
BA International Studies and Asian Studies, University of Oregon, magna cum laude, May 1999
AA English, Kansai Gaidai Junior College, Japan, March 1991

EMPLOYMENT
2007 — Assistant Professor, Department of Anthropology and Women, Gender, and Sexuality Studies, KU; Affiliated faculty, Center for East Asian Studies, KU

COURSES TAUGHT
The Anthropology of Gender: Female, Male, and Beyond
People of Japan
Feminism and Anthropology
Gendered Modernity in East Asia
Women in East Asia
Gender, Sexuality, and Popular Culture in Contemporary Japan

GRANTS AND FELLOWSHIPS
2004-05 Japan Foundation Doctoral Fellowship, Tokyo, Japan ($48,000)
2004 National Science Foundation (NSF) Ethnographic Research Training Grant ($5,000)
PUBLICATIONS

Books
in progress Affect Economy: Neoliberal Class Struggle and Gender Politics in a Tokyo Host Club

Journal Article
in progress "Political Economy of the ‘Geisha Guys’: Labor, Commodity, and Subjectivity in the New Millennium Japan"

Book Chapters
under review "Host Club in Japan: (Re)designing Gender and Eroticism." In: Asian Clubcultures, ed. J. Farrer (University of Chicago Press)
under review "'Allow Me to Dream': The Art of Seduction in a Tokyo Host Club." In: Sexing Travel: Intimacy and Subjectivity in Women’s International Tourism, eds. S. Frohlick & J. Jacobs.

PRESENTATIONS (2008 & 2007 only)
2007 “Commodified Romance: Gender, Sexual, and Class Politics in a Tokyo Host Club.” Japan Festival, Greater Kansas City, Overland Park KS, September; Anthropology and Women’s Studies, KU, Lawrence KS, February; and Women’s Studies, George Mason University, Fairfax VA, November 2006.

PANELS ORGANIZED (2007 only)
MARTA VALENTIN VICENTE

History Department, Women, Gender and Sexuality Studies Program
University of Kansas
Lawrence, KS 66045
Tel: (785) 864-2235
E: mvicente@ku.edu

EDUCATION
PhD History, Johns Hopkins University, 1999
“Artisan Families and Industrialization: the Case of the Sirés Cotton Factory, Barcelona 1770-1816”
MA History, Johns Hopkins University, 1992
BA with honors, History, University of Barcelona, Spain, 1989

EMPLOYMENT
Associate Professor, Women, Gender and Sexuality Studies Program and History Department, University of Kansas, 2008-present
Visiting Assistant Professor, Department of Spanish and Portuguese, University of Southern California, Fall 2007
Assistant Professor, Women’s Studies Program and History Department, University of Kansas, 2002-2008
Visiting Assistant Professor, Women’s Studies Program and History Department, University of Kansas 1998-2001

LANGUAGES
Catalan: native speaker
Spanish: native speaker
French: reading knowledge
Italian: reading knowledge

COURSES TAUGHT
History of Europe: 1789 to the Present
History of Spain: 1500 to the Present
History of Women and Work in Comparative Perspective
From Mystics to Feminists: European Women's History from 1600 to the Present
The History of Women and the Family in Europe: 1500 to the Present
History of Feminist Theory
Readings in Women and Work in Early Modern Europe
Readings in Women’s History in Europe
Women, Body and Authority
Women and Gender: Theory and Methods
Senior Seminar in History
Graduate Research Seminar in Women’s Studies
Comparative Colloquium in Women’s History
AWARDS AND HONORS (only since 2000)
Hall Center Research Fellowship, Spring 2008
General Research Funds, University of Kansas, Summer 2007 & 2006
Program for Cultural Cooperation between the Spanish Ministry of Culture and US Universities,
Travel Research Grant, Summer 2005
New Faculty General Research Funds, University of Kansas, Summer 2003
Program for Cultural Cooperation between the Spanish Ministry of Culture and US Universities,
Travel Research Grant, Summer 2001

PUBLICATIONS
Books
in progress—Playing Maria: Staging Sex and Gender in Early Modern Spain
Clothing the Spanish Empire: Families and the Calico Trade in the Early Modern Atlantic World
with Luis Corteguera, eds., Women, Texts and Authority in the Early Modern Spanish World

Articles (only since 2000)
in progress—“Pornography and the Spanish Inquisition: The Reading of a Forbidden Bestseller”
to be submitted to the American Historical Review in fall 2008.
“Patriotic Imitation: Fashion, Race and Cotton Textiles in Colonial Spanish America,” in eds. G.
(Oxford University Press, forthcoming February 2009).
“Successful Mystics and Failed Mystics: Teaching St. Teresa in the Women’s Studies
Classroom,” in ed. A. Weber, Approaches to Teaching: Teresa of Avila and the Spanish
“Comerciar en femení’: La identitat de les empresàries a la Barcelona del segle XVIII,”
(Commerce in Feminine: The Identity of Business Women in Eighteenth-Century
Barcelona), Recerques (peer reviewed Spanish history journal) (forthcoming 2009).
“Crafting the Industrial Revolution: Artisan Families and the Calico Industry in Eighteenth-
Century Spain,” in eds. J. Horn & L. Rosenband, Reconceptualizing the Industrial Revolution
“Textual Uncertainties: The Legacy of Women Entrepreneurs in Eighteenth-Century Barcelona,”
in eds. M. Vicente & L. Corteguera, , Women, Texts and Authority in the Early Modern
with Luis Corteguera, “Women in Texts: From Language to Representation,” in Marta V.
Vicente and Luis R. Corteguera, eds., Women, Texts and Authority in the Early Modern
“Artisans and Work in a Barcelona Cotton Factory (1770-1816),” International Review of Social
John G. Younger
Curriculum Vitae

John G. Younger, Professor
Department of Classics  Program in Women, Gender, and Sexuality Studies
1032 Wescoe Hall  213E Bailey
1445 Jayhawk Blvd  1440 Jayhawk Blvd
University of Kansas
Lawrence, KS 66045
T: 785-864-3263 (CLSX)  785-864-2311 (WGSS)
F: 785-864-5566 (CLSX)  785-864-5772 (WGSS)
E: jyounger@ku.edu
W: http://www.people.ku.edu/~jyounger/

Areas of Specialization
The art and archaeology of pre-classical and classical Greece
Gender and sexuality in the ancient world

Education
Stanford University, 1963-1967 (BA History with Honors, 1967)

Employment
Duke University 1974-2002
University of Kansas 2002-present (Classics & Humanities and Western Civilization 2002-2008; Classics Spring 2008; Classics & Women, Gender, and Sexuality Studies 2008-present)

Courses Taught
Classical Mythology; History of Western Civilization; Greek and Roman Art and Archaeology (prehistoric to early imperial Rome); Archaeological Tour of Greece Summer Program; Gender and Sexuality in Ancient Greece; Greek Language

Administration, KU
Director, Women, Gender, and Sexuality Studies (2008-present)
Chair, Classics (2004-2005)
Curator, Wilcox Classical Museum (2004-present)
Tenure & Promotion Committees, Classics (chair 2004-2005) and Humanities & Western Civilization, chair (2002-2007)

Archaeological Institute of America
American Journal of Archaeology Book Reviews Editor (1996-2008)

E-Mail List-Owner
"AegeaNet", a discussion group for pre-classical Greece (Dec. 1993 to present)
BIBLIOGRAPHY (recent major works)

Books

Chapters or Sections of Books

Articles in Journals

Internet Publications
Linear A, the complete texts and commentary: http://people.ku.edu/~jyounger/LinearA/.
WGSS Affiliated Graduate Faculty for 2008-2009

Short information on the Affiliated Graduate Faculty comes from various websites.

**Cynthia Akagi**, Health, Sport, and Exercise Sciences  
PhD Human Ecology, Kansas State University, 2001  
**Research interests**: K-16 health education; adolescent & young adult sexuality and relationship education.  

**Sandra Albrecht**, Sociology  
PhD Sociology, University of Texas, 1996  
**Research interests**: sociology of sex and gender, social movements and economic sociology, with particular emphasis on women in the u.s. labor movement.  
**Recent publications** appear in *Journal of Applied Behavioral Science*, the *Journal of Sociology of Work and Occupations*, *Economic and Industrial Democracy*, and *Labor and Society*.

**Barbara Anthony Twarog**, Physics and Astronomy  
PhD Astronomy, Yale University, 1978  
**Research interests**: optical observational techniques, particularly photometry, to probe the detailed evolution of stars, history and evolution of the larger system in which stars and clusters are found, the Milky Way Galaxy.  
**Margaret Bayer**, Mathematics
PhD Mathematics, Cornell University, 1983

**Research interests**: combinatorics and geometry, face lattices of convex polytopes, hyperplane arrangements, Eulerian posets and oriented matroids.


---

**Nyla Branscombe**, Psychology
PhD Social Psychology, Purdue University, 1986

**Research interests**: intergroup relations (particularly how members of low and high status groups cope with threats to their social identity).


---

**Diana Carlin**, Communication Studies
PhD Speech Communication, University of Nebraska-Lincoln, 1985

**Research interests**: gendered communication and political communication, especially political debates, speech writing, and women in politics


---

**Margaret "Maggie" Childs**, East Asian Languages and Cultures
PhD Japanese, University of Pennsylvania, 1983

**Research interests**: premodern Japanese narrative, gender relations and religious issues

Kelly Chong, Sociology
PhD Sociology, University of Chicago, 2002
Research interests: gender, religion, race and ethnicity, East Asian studies, Asian American studies, and social theory

Kathryn Conrad, English
PhD English, University of Pennsylvania, 1996
Research interests: 20th-century British and American literature; Irish and Northern Irish literature and culture; gender and queer theory.

Ann Cudd, Philosophy
PhD Philosophy, University of Pittsburgh, 1988
Research interests: philosophy of science and social science, feminist theory, rational choice theory and introduction to social and political philosophy

Lynn Davidman, Sociology, and Jewish Studies
PhD Sociology, Brandeis University
Research interests: sociology, religious studies, Jewish studies, women and gender studies, and race, religion and ethnicity
Recent publication: *Feminist Perspectives in Jewish Studies* (Yale University Press 2004).
Alesha Doan, Political Science
PhD Political Science, Texas A&M University, 2000
Research interests: public policy, social policy, reproductive policy, women and politics, and research design.

Christopher Forth, Humanities and Western Civilization
PhD History, State University of New York, Buffalo, 1994
Research interests: cultural history of gender, sexuality and the body

Diane Fourney, French and Italian, and Humanities and Western Civilization
Research interests: French Enlightenment (18th Century Novel, J.-J. Rousseau, Diderot), autobiography, and European Studies
Recent publications appear in the *Journal of European Studies*

Donna Ginther, Economics
PhD Economics, Wisconsin-Madison, 1995
Research interests: scientific labor markets, gender differences in employment outcomes, wage inequality, scientific entrepreneurship, and children's educational attainments
Susan Harris, English
PhD English/History, Cornell University, 1977
Research interests: 19th-Century American Literature and culture, Mark Twain, American women writers

Jill Kuhnheim, Spanish and Portuguese
PhD Spanish American Literature, University of California-San Diego, 1989
Research interests: contemporary poetry, cultural studies, and gender studies in Spanish America

Elizabeth Kuznesof, History, and Latin American Studies
PhD Latin American History, University of California-Berkeley, 1976
Research interests: Colonial Latin American social and family history, colonial Brazil, slavery

Elizabeth MacGonagle, History
PhD History, Michigan State University, 2001
Research interests: identity formation in African and Diasporan settings
**Beverly Mack**, African and African American Studies  
PhD African Languages and Literature, Wisconsin-Madison, 1981  
**Research interests**: African literature and Muslim women's lives in West Africa  

**Lori Messenger**, Social Welfare  
PhD Social Welfare, University of North Carolina-Chapel Hill 1993  
**Research interests**: comprehensive community planning processes, cultural competence in social work practice, feminist theories and research methodologies, and lesbian and gay studies  
**Recent publication**: "Supervision of Lesbian, Gay, and Bisexual Social Work Students by Heterosexual Field Instructors: A Qualitative Dyad Analysis," *Clinical Supervisor* 26 (1/2).

**Joane Nagel**, Sociology  
PhD Sociology, Stanford, 1977  
**Research interests**: race and ethnicity, sexualities, social movements, cultural sociology, and comparative and historical sociology  

**Anna Neil**, English  
**Research interests**: 18th and 19th century British literature and medicine, globalization, and prison literature  
Dorothy Pennington, Communication Studies, and African and African American studies

Research interests: intercultural communication, human relations, public address, and labor rhetoric

Recent publication: *Interracial Communication*, Sage 2002

Jean Peterson, Social Welfare

Research interests: Social work theory and practice with special interest in issues connected to sexual orientation and women.


Catherine Preston, Theatre and Film

PhD School of Communication, University of Pennsylvania, 1995

Research interests: the role of visual culture in the construction of identity and memory

Recent publication: *In Retrospect: The Farm Security Administration Photographs and American Memory*

Margaret Severson, Social Welfare

Research interests: social justice venues, including mental health and suicide prevention programming in detention centers, divorce and child custody mediation, restorative justice and social work ethics

Recent publication: "Mental Health Needs and Mental Health Care in Jails. The past, the present, and hope for the future, *American Correctional Health Services Association* 2004 (Fall) 11-23.
Janet Sharistanian, English
PhD English & American Literature, Brown University, 1975
**Research interests**: modern literature, feminist criticism, literature and history, feminist literary theory

Hagith Sivan, History
PhD History, Columbia, 1983
**Research interests**: ancient history, Roman history, early Christianity, late antiquity, early medieval history, Judaica, women in antiquity.
**Recent publication**: *Palestine in Late Antiquity*, Oxford University Press 2008.

Joey Sprague, Sociology
PhD Sociology, Wisconsin-Madison, 1986
**Research interests**: how gender, class, and race structure knowledge

Sherrie Tucker, American Studies
PhD History of Consciousness, University of California-Santa Cruz, 1999
**Research interests**: jazz studies, feminist theory, gender and sexuality studies, theories of race and ethnicity, oral history, and historiography

Vicki Unruh, Spanish and Portuguese
**Research interests**: modern Spanish American narrative and theatre, the literary vanguards in Latin America, and Hispanic Caribbean literature, particularly Cuban
**Recent publication**: *Performing Women and Modern Literary Culture in Latin America*, University of Texas Press 2006.
Kim Warren, History
PhD History, Stanford, 2000
Research interests: history of gender and race in African American and Native American education, Kansas, and the United States

Sandra Zimdars-Swartz, Humanities and Western Civilization Program
Ph.D. Philosophy and Religion, Claremont Graduate School 1980
Research interests: religious experience and popular religion with Christian traditions

Mary Zimmerman, Health Services Administration, the Medical School, and Sociology
PhD Sociology, Minnesota-Minneapolis, 1976
Research interests: comparative health and welfare systems; inequalities and health; gender; social policy; medical sociology and carework
Recent publication: Global Dimensions of Gender and Carework, Stanford University Press 2006
WGSS Graduate Core Course Descriptions
List of Graduate Elective Courses

WGSS (Core courses 16 hour; Electives 18 hours = 34 hours total)

Core courses (16 hours)
WGSS 800: Intellectual History of Women and Gender Studies (3) LEC
This course examines the origins and development of modern feminist thought from antiquity to the present, especially from the 19th century to the present. We will read, discuss, and analyze influential works from Christine de Pizan to Judith Halberstam, and investigate the ever-changing notions of gender and its role in expressing sexuality.

WGSS 801: Feminist Theory (3) SEM
This seminar provides a graduate survey of contemporary feminist theories produced within and across different disciplines (for example, eco-feminism, and liberal, cultural, materialist, psychoanalytical, radical, and black feminist thought). Other topics may include constructions of gender, LGBTIQ (Lesbian, Gay, Bisexual, Transgender and Transsexual, Intersex, Queer, and Questioning) theory, postmodernism and poststructuralism in feminism, transnational and post-colonial feminism, feminism in science and technology, cyber feminism, feminist legal theory, gender and the state, gender and war, and the medicalization of gender. In this seminar, we will also pay close attention to marginalized voices in feminist theory by exploring issues of difference within the intersections of race, ethnicity, sexuality, ability, class, social position, and geographic location.

WGSS 802: Feminist Methodology (3) LEC
This course presents an overview of methods used in feminist research. Students are expected to have their own research questions or interests, but be open to exploring other issues. After a discussion of principles that characterize feminist research, the course will then focus on various methodological approaches used in the humanities, social sciences, and natural sciences (for example, quantitative research methods in the social sciences, archival research, oral histories methodologies, and qualitative research methods in the humanities). For each approach, attention will be given to (a) a description and examples of that approach, (b) types of research questions that can be addressed with that approach, (c) how principles of feminist research have been incorporated into each approach, and how each approach relates to feminist theories and principles, and (d) limitations of that approach.

WGSS 803: Feminist Epistemology (3) SEM
Epistemology traditionally studies the justification of claims to know that something is true. Feminist epistemology employs a gender lens on traditional (and contemporary) epistemology in order to see how women and oppressed persons have been disauthorized as knowers. This seminar explores three main issues: 1) How have theories of knowledge participated in the epistemic disauthorization of women throughout the world? 2) Is the social identity of the knowing subject epistemically relevant, and if so, how? 3) Given that most of human knowledge is achieved in collective and communal processes, how do we epistemically assess these processes? The seminar is designed to work together with WGSS
WGSS 802, the feminist methodology seminar, to examine grounding assumptions of particular methodologies. **Either this course or WGSS 804 is required.**

**WGSS 804: Comparative Sexualities (3) LEC**  
Sexuality encompasses more than just the anatomy, physiology, and biochemistry of the sexual response system. Employing an interdisciplinary and comparative perspective, this course introduces studies of human sexuality in anthropology, history, gender studies, philosophy, psychology, and sociology. In particular, Comparative Sexualities explores several interrelated topics, including the power dynamic among race, gender, and sexuality, the socio-historical construction of human sexuality, sexual violence and morality, the formation of public policy on reproduction and hygiene, medicalization and normalization of sexual behavior, and LGBTIQQ studies. Students will also gain an understanding of the historical development and cross-cultural analysis of sexuality research, including the methodological, theoretical, and ethical issues involved in investigating sexual behavior and meanings. **Either this course or WGSS 803 is required.**

**WGSS 805: Feminist Pedagogy (one 0.5 hour course taken twice as a teaching practicum)**  
This course is designed to train students to teach in the classroom. Students will read theories of critical and feminist pedagogy, attend selected seminars at the Center for Teaching Excellence and will work as apprentices within a course taught by a faculty member where they will learn to lead discussion sections, prepare and present class sessions, develop a syllabus, and problem-solve pedagogical issues.

**WGSS 806: Professional Development (1 hour course taken three times, independent study)**  
This course trains students to have the essential skills to become effective scholars and professional educators; they will learn paper writing, conference presenting, grant writing, CV preparation, job searching, and other skills.

**Elective courses (18 hours)**  
**WS 510/AMS 510/HIST 530 History of American Women: Colonial Times to 1870**  
**WS 511/AMS 511/HIST 531 History of American Women: 1870 to Present**  
**WS 512/AMS 512/HIST 532 History of Women and Work in Comparative Perspective**  
**WS 513 Modern American Women in Film and Literature(3).**  
**WS 520 Women and Violence**  
**WS 549/HIST 649 History of Feminist Theory**  
**WS 560/AAAS 560 Race, Gender and Post-colonial Discourses**  
**WS 562/POLS 562 Women and Politics**  
**WS 580 Feminism and Anthropology**  
**WS 600/POLS 600 Contemporary Feminist Political Theory**  
**WS 601 Seminar in Women’s Studies**  
**WS 646/HIST 646 Witches in European History and Historiography**  
**WS 650 Service Learning in Women’s Studies(3).**  
**WS 651/POLS 651 Women and Politics in Latin America**  
**WS 653 Gender, War, and Peace(3).**  
**WS 660 Human Reproduction: Culture, Power, and Politics**
WS 665 Women, Health, and Healing in Latin America
WS 696 Studies in: _____
WS 701 Seminar in: _____
WS 789/ANTH 789 Anthropology of Gender: Advanced Seminar in the Four Fields
WS 797 Directed Readings
WS 835 Colloquium in the History of Gender
WS 836 Colloquium in United States Women’s History
WS 837 Comparative Colloquium in Women’s History
WS 873/AMS 973/HIST 973 Seminar in United States Women’s History
WS 880 Advanced Feminist Anthropology
WS 898 Research Colloquium

COMS 552 The Rhetoric of Women’s Rights
COMS 559/COMS 930 Seminar in: Women as Political Communicators
EALC 575 Love, Sexuality, and Gender in Japanese Literature
ENGL 572 Women and Literature: Women’s Autobiography and Bildungsroman
ENGL 709 Critical Theory: Problems and Principles: Feminist Theory/Women’s Texts
ENGL 970 Seminar in American Literature: Edith Wharton and Willa Cather
ENGL 972 Women and Literature: Women in Victorian England
HA 533 European Art 1789-1848: Gender and Revolution
HIST 896 Colloquium in United States Women’s History
HIST 973 Seminar in United States Women’s History
HP&M 620 Women and Health Care
PSYC 993 Seminar: Intergroup Relations
REL 672 Mother as Religious Metaphor
REL 677 Women in Christianity
REL 875 Topics in Religion and Society: Women and Religion
REL 877 Topics in Women and Religion: _____
SOC 601 Introduction to Feminist Social Theory
SOC 617 Women and Health Care
SOC 623 Women and Work
SOC 722 Sociology of Gender
SOC 780 Advanced Topics in Sociology: Women of the Third World
SOC 808 Feminist Theories
SW 874 Social Work Practice with Women
TH&F 702 Graduate Seminar in: Representation of Race, Class, and Gender in Visual Culture