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University of Nevada, Reno

GENDER, RACE, & IDENTITY AND
WOMEN'S STUDIES PROGRAMS

Fall 2015 Self-Study

University of Nevada, Reno

Gender, Race, & Identity and Women's Studies Programs

Self-Study Document

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Part I: Program History, Mission, and Administrative Structure

I.I Program History

The history of the Gender, Race, and Identity Program is really the history of the evolution of Women's Studies at UNR.

Phase One: Inception to Major

The Women's Studies Program at UNR was first envisioned some thirty-five years ago. Initially, participating faculty members from the humanities and the social sciences offered a team-taught Introduction to Women's Studies course and soon added other courses, including Women and Literature and Women and Work. Participating faculty developed a minor in Women's Studies, approved in 1978. Jean Ford, who served on the Nevada State Legislature and was well known as an activist for women's rights and other social justice issues, was selected as the first interim, part-time director of the Women's Studies Program.

In 1995 the CLA committed to developing the Women's Studies minor into an academic major, assigning permanent space in Mack Social Science for the program, and approving a search for a director. Jennifer Ring, a political theorist from UC Berkeley, was hired as the first full-time director in 1996, and focused her efforts on the development of an undergraduate major and the development of new courses, both in women's studies and cross-listed with other departments. In 1997, the Women's Studies major was approved.

The director of the Women's Studies Program, she was the only full time faculty member. She was joined by a part time instructor with an M.A. in Women's Studies, Rosemary Dixon, who also did administrative work part time. In 2002, Mary Stewart from Sociology became the Director and Dixon began teaching as a 1.0 FTE temporary lecturer before becoming a continuing lecturer soon afterwards. In 2002 the Women's Studies Program was also given a 1.0 FTE administrative assistant position.

Phase Two: Major to approved M.A.

The second phase of development of the academic program began during 2004, growing out of President John Lilley's vision of increasing interdisciplinary academic centers at UNR as well as new developments in Women's Studies and feminist and gender scholarship that was increasingly intersectional and global in focus. A committee of faculty from the College of Arts and Sciences as well as from departments outside the college worked for several years to plan and develop a Center built on the existing strengths of the Women's Studies Program. The University Planning Committee provided positive reviews of these efforts, but there was no structural support forthcoming in the form of new faculty members or other resources.

Eventually the plan transformed into a Gender Race & Identity Consortium — later, Program — in order to better reflect the move toward intersectionality in Women's and Gender Studies, to consolidate various related interdisciplinary programs and minors on campus (Holocaust Ethnic Studies, Genocide & Peace Studies, and Religious Studies), to establish a more formal space on campus for curriculum, programming, and research concerning interdisciplinary topics at the intersection of humanities and social sciences, and to develop a new interdisciplinary M.A. degree.

The M.A. in Gender, Race, and Identity successfully passed all votes at the CLA and UNR levels, with full support of the Dean and the provost. In preparation for the new M.A., in 2005 the Dean and the Provost approved two joint appointment positions (.5 FTE each) for Women's Studies. Three graduate seminars that would serve as core courses for the GRI M.A. were approved by the University Curriculum Committee in the fall of 2006. On March 15, 2007, the NSHE Academic Affairs Committee approved the M.A. and the full Board approved it on March 16, 2007. The first successful search was completed in spring 2007 and Dr. Deborah Boehm took an appointment split between Anthropology and Women's Studies in fall of 2007.

Phase Three 2007-11: Global Financial Crisis and Impact on Program

The impact of the global financial crisis of 2007-08 on UNR was profound, with cuts that led to the closure of programs, hiring and wage freezes, and more. The timing for GRI/Women's Studies could not have been worse. Just when Women's Studies/GRI was poised to act on a strategic plan that focused on updating the Women's Studies curriculum, renaming the Women's Studies majors and minors to reflect their more intersectional scope with gender and sexuality studies (Women's Gender & Sexuality Studies), and transitioning the Women's Studies Program fully to the Gender, Race, and Identity Program. The combination of the following included:

- Suspension of the implementation of the approved M.A.
- Uncertainty as to the viability of continuing the program at all in light of "vertical cuts" based on student enrollments
- Delaying the search and hire of the second .5 appointment
- Loss of the 1.0 FTE administrative position; replaced with .25 FTE position
- The departure of Mary Stewart as Director, followed by two interim Directors of Women's Studies, each for a year: Deborah Achtenberg (2009-10); Valerie Weinstein (2010-11)

The uncertainty and precariousness of Women's Studies and GRI during these years and its impact on the program(s) cannot be understated. Just when Faculty Associates might be asked to do the time-consuming service of reshaping and reworking the more complex program, their attention was needed by their own departments, colleges, and the university as it planned for an uncertain future. A strategic plan developed in combination with the 2007 self-study could not be implemented, as it was focused on the launch of the now-shelved MA as well as accompanying expansion in faculty. The last self-study, completed in Fall 2007 just before the global financial crisis, is an interesting historical document but its recommendations reflect a very landscape from the present.

Structural and personnel issues also stalled the program(s)'s recovery and development. A tenured professor, Valerie Weinstein served as Director during her final year of employment at UNR, having been let go with other German professors as part of "vertical cuts" that saw the end of German Studies on campus. Accompanying Weinstein's departure, the longtime instructor, Rosemary Dixon, who taught many courses, served as advisor for the program's majors and associated minors, and maintained the institutional memory of the program left, without notice, on the final day of her contract in June 2011.

By Spring of 2011, GRI/Women's Studies had no dedicated administrative assistance (a .25 portion of an assistant located elsewhere on campus handled contracts, schedule input, and accounting), two years of interim directors, the chaotic departure of the primary teaching and advising faculty member (and with it the program's institutional memory), severe service fatigue of Faculty Associates, and a state

operating budget that had been cut from \$381,513 in 2008-09 to \$179, 106 in 2010-11. (And would plummet still farther, to \$173,780 in 2012-13.)¹

Phase Four, 2011-present: Growth, G.R.I. Certificate & Proposed Re-launch of MLA

Jen Hill, Associate Professor of English, took over as director in 2011. That fall, the program(s) received approval for a second dedicated .5FTE tenure track search as a replacement for the continuing lecturer, resulting in the hire of Emily Hobson, a historian focused on transnational intersectional politics of U.S. queer activism in the late twentieth century in 2012. Soon after, Deborah Boehm was tenured and promoted in 2013.

The past five years have seen growth and stability in GRI and Women's Studies and, in particular, a maturation in GRI as it has grown to encompass a developing graduate curriculum and presence on campus, enrollments in its major and minors, a high profile annual programming calendar, increased support from external sources, active partnerships with a growing number of Faculty Associates in research, programming, and teaching development, a research and mentoring hub for faculty across the university, and student/faculty partnerships in community outreach and engagement.

In brief (and necessarily incomplete) form, the present moment in the history of GRI & Women's Studies features the following:

- A GRI certificate program has grown to average 20 students actively enrolled per year. The certificate serves as a valuable recruitment tool for CLA PhD programs, while increasing the marketability of our graduates by signaling their interdisciplinary preparation and expertise.
- The shelved GRI MA is in the process of being re-proposed with an expected launch date of Fall 2017. The redesign reflects updated scholarship and curriculum and should better attract and train students with a variety of career goals.
- The Women's Studies major and minor have grown significantly, particularly in the last three years during which enrollments in the major and minor have doubled.
- Other GRI minors (Ethnic Studies [ETS], Holocaust Genocide and Peace Studies [HGPS], and Religious Studies [RST]) have also experienced significant enrollment growth.
- GRI Programming is a significant part of the GRI presence on and contribution to campus. Regular programming includes the Annual Lak & Li Religious Studies Lecture, the Peace & Conflict Film Series, an innovative Faculty Curator Program, and vibrant programming partnerships with other departments, the College of Liberal Arts Graduate Symposium, ASUN, and other student groups.
- Increased donations in support of GRI, in particular of the annual Lak & Li Religious Studies lecture series (70K with additional support forthcoming) and a Peace and Conflict Film Series (10K) have enabled GRI to reach out to the wider community with programming partnerships and advertisements on KUNR, bringing a wider regional audience to events at UNR and marketing UNR's important role as a leader in issues of diversity and equity in the area.

¹ Despite the remarkable growth of mission and enrollment documented in the next section of the history and more generally in this self-study, GRI's FY15 budget was \$220,197, \$161,316 below the FY09 figure. These sums are a bit misleading as well, since FY09 included only one .5FTE faculty salary and FY15 included 2. These salaries are budgeted fully to GRI although the appointments — and thus service & teaching — are equally divided with other departments.

- Faculty Associate numbers have increased to 56, with representation from almost every college and school in the University.
- An active role in faculty recruitment with attention to diversity. The GRI director meets or speaks to 30+ job applicants a year in order to represent interdisciplinary partnerships and opportunities available on campus as well as informal and formal networks of support and community.
- GRI has developed into an active interdisciplinary research hub in the CLA, supporting reading and research groups, as well as informal and formal presentations of work and works-in-progress by Faculty Associates. The director regularly reviews, edits, and writes in support of grant applications and offers supportive feedback and review of research and promotion packages. Our work in this area has resulted in GRI being held up as a model of interdisciplinary cooperation and productivity on campus (4/2015) and mentoring as part of recruitment and retention of diverse faculty (11/2015) at "Campus Conversations" hosted by the Faculty Senate and featuring President Johnson and Provost Carmen.
- Active student advisement and mentoring extends beyond the curricular realm, with GRI faculty serving in advisory roles for the QSU and Reno Justice Coalition in formal capacities and as advocates for underrepresented students in many other capacities. In this way, GRI partners with the Center for Cultural Diversity.

1.2 Mission

The original mission statement of The Women's Studies Program was:

"The Women's Studies Program at UNR should be built upon a dual base: one more traditional in its scholarly approach; the other responsive to the current social and political environment, and anticipating future growth in the state. The two areas of focus are feminist theory, and multicultural feminism. Feminist theory provides a strong interdisciplinary academic foundation upon which to explore contemporary issues, as well as providing cutting-edge approaches to the study of gender; multicultural feminism addresses contemporary and future issues that are a result of a rapidly changing demography and social milieu."

Because of the changing emphases and increasingly complex construction of the field of Women's Studies, and as a result of the establishment of the M.A. degree in Gender, Race and Identity Studies, in 2012 the mission statement was changed to read:

"Women's Studies provides an opportunity and frameworks for examining women and gender in relations to race, class, sexuality, multiculturalism, and globalization. The program emphasizes the interdisciplinary development of critical thinking, inquiry and analysis, ethical reasoning and practice, and local and global learning."

The undergraduate degree in Women's Studies, through an emphasis on critical thinking and analytical skills, prepares students for graduate and professional school as well as other career fields. Critical analysis of social and cultural constructions of oppression and difference serves as the foundation for the major. The M.A. provides research and theoretical skills designed to enhance understandings of the intersections of race, gender, disabilities, sexualities and other subject positions in order to prepare students terminal degrees in interdisciplinary or related fields or professional schools, or for professional employment in the private and public sectors.

Program Objectives are stated narratively:

"Students in the Women's Study major will examine the influence of gender in historical and contemporary contexts, discuss critical theory in gender studies and multiculturalism, consider the intersections of race, class, sexuality, gender, and ethnicity, compare and analyze male and female gender roles in family and society, study gender as it influences scholarship and human relations, explore the contributions of women to history, the arts, and academia, examine gendered power dynamics in global and local contexts, engage in critical thinking, and acquire new perspectives on the role of women and gender in society."

The objectives of this interdisciplinary program coincide very well with the University's Strategic Plan, in particular the Learning, Discovery, and Engagement sections, which highlight an increasingly diverse student population and the importance of multidisciplinary initiatives (Learning, Goals 1 & 2), the importance of contextualizing education in a global context in order to produce informed global citizens (Learning, Goal 5), and engaging with citizens (Engagement, Goal 4).

Women's Studies aligns well with the stated core competencies of UNR graduates, with particular emphasis on: Communication; Methods of Inquiry; Critical and Creative Thinking; Integration, Synthesis, and Application of Knowledge (through encouragement of service learning in the major); Diversity; Globalization; and Ethical Reasoning.

The more recent GRI Program has come in practice to serve as the "umbrella" for the Women's Studies Program and also houses GRI minors and the GRI graduate certificate. It is poised to supercede the Women's Studies Program, which will likely be phased out as a "program" while revised as an important curricular and research component fully situated within the broader GRI Program. The preceding tangled sentence describes the present structural entanglement of GRI and Women's Studies as co-existing, overlapping programs.

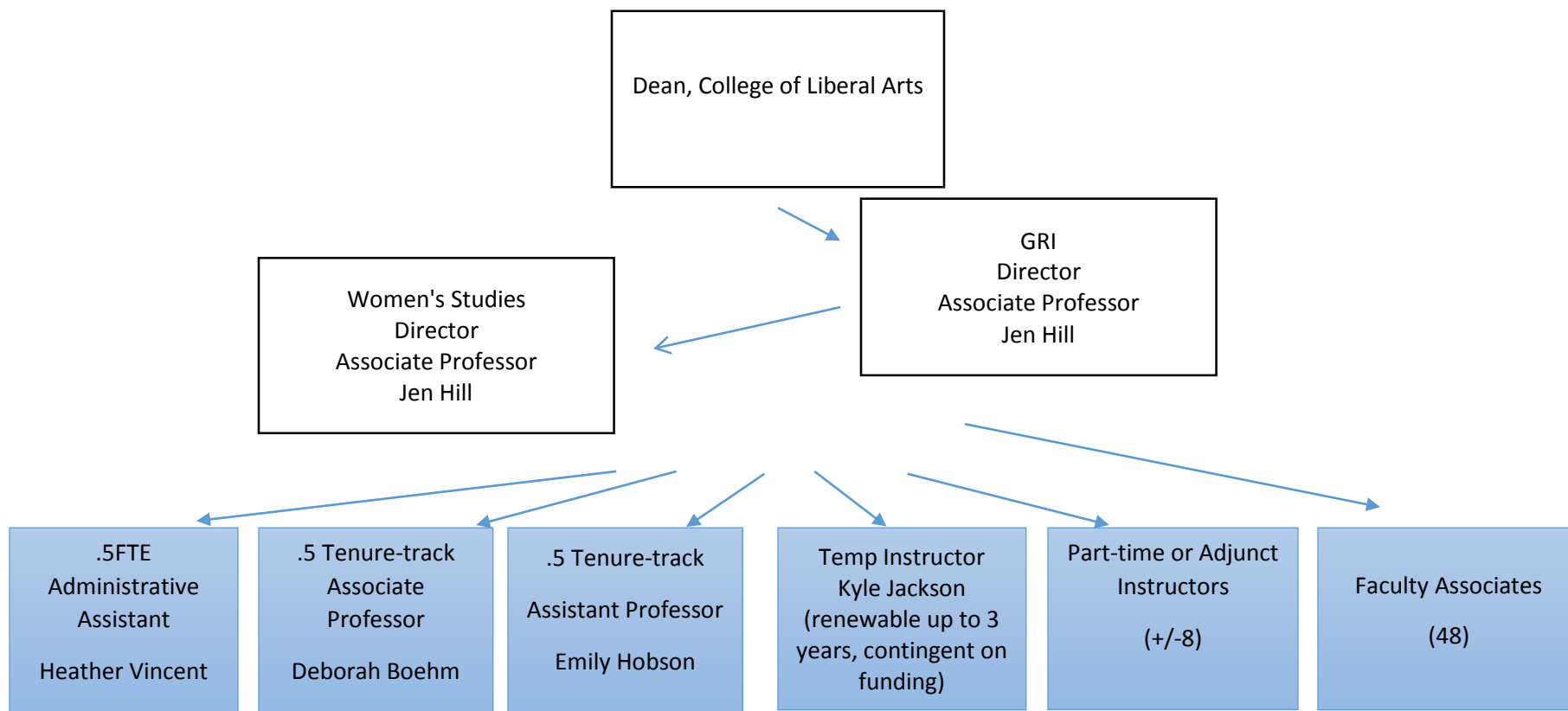
GRI as yet lacks a formal mission statement, but a working document reads:

"Incorporating local, cross-cultural and transnational emphases into its curriculum and programming, GRI encourages students and faculty from the humanities, arts, social sciences, and natural sciences to expand knowledge about gender, race, and identity in global, local, and historical contexts. The program engages wide-ranging, multi- and interdisciplinary perspectives including gender studies and women's studies, queer studies, transgender studies, sexuality studies, race and ethnicity studies, disability studies, area and global studies, cultural studies, postcolonial and transnational studies, religious studies, peace and conflict studies, and Holocaust and genocide studies. The major, minors, and graduate studies and programming offered by GRI are committed to social justice and community engagement."

The lack of a formal mission statement for GRI not only reflects the point at which we are in our institutional change, but it also reflects some of the structural issues documented in this self-study, among them, 1) the breadth of the mission for GRI since 2011 (as prescribed by Deans Casper and Hardy) which in practice demands all of the administration and service time of GRI faculty (and then some) and 2) lack of continuity in GRI leadership

I.3 Administrative Structure and Objectives

GRI & Women's Studies - Permanent and Temporary Positions



As the brief history of Women's Studies and GRI indicates, the relation between these overlapping programs is complex, evolving, and not always clearly demarcated. There has been a reluctance of longtime faculty who serve on Women's Studies committees to fully cede Women's Studies program status and become fully subordinate to GRI, and there are compelling historical arguments to refuse this shift in structure. However, the Women's Studies Executive Committee has recently changed its composition, shifting to newer faculty with different academic interests, experiences, and investments in women, gender, and sexuality. Additionally, recent GRI/Women's Studies .5 tenure track appointments (see below) are maturing in experience and gaining tenure and feel more fully able to participate in and steer planning discussions. Accompanied by the re-launch of the GRI MA, the focus in the next two years will be on discussing and managing a transition to a GRI program that recognizes the centrality of gender and Women's Studies to its investigations of intersectional approaches to identity.

The director of the Women's Studies Program is also the director of the GRI Program, a tenured faculty member appointed from another department. The two positions, although inhabited concurrently, at times are not entirely coincident or identical. The director, Jen Hill has served since 2011 (barring research leave in 2014-15; teaching abroad and sabbatical leave anticipated in 2016-17).

We have two .5FTE continuing tenure track position, split between two joint appointments with "tenure homes" in other departments (.5 Anthropology [Boehm] and .5 History [Hobson]). These are Women's Studies/GRI appointments, officially made in support of the Women's Studies major and minor and the GRI MA (approved but tabled; in process of reproposal) and our GRI graduate certificate. They also support the related teaching, service, and programming of GRI more broadly. Although the lines are assigned to GRI/WGST and thus their full salaries come out of our budget, since they are .5 appointments, teaching and service expectations are divided between GRI/WGST and the tenure home departments. (Ironically, since tenure lies in the department rather than the program, UNR's data gathering assigns all research and grant productivity to the department while charging salaries to GRI.)

We presently have a temporary lecturer (new 2015-16, 4/4 load, renewable for three years dependent on funding), hired in part for leave replacements (Deborah Boehm 2015-16; Jen Hill 2016-17) and in part in acknowledgment of overreliance on LOA instructors (Letters of Appointment, known in other places as part-time or adjunct faculty). The temporary lecturer handles approximately one-third of the advising load and contributes to assessment design and implementation.

During any given semester, approximately 8 LOAs (our institution's abbreviation for temporary or adjunct teachers) teach between 1 and 4 classes per semester. (Present total of LOA-taught classes paid for by GRI's instructional budget, *not* counting crosslisted courses paid for by other departments or online courses staffed by contingent faculty, is 12-14 per semester.) Approximately one third of the courses the LOAs teach are in support of Women's Studies. The rest support GRI minors of Ethnic Studies (ETS), Holocaust Genocide and Peace Studies (HGPS), and Religious Studies (RST), and our service courses that meet core objectives for students across the university.

In 2014-5, LOAs taught 85% of our courses, including those with the highest enrollments, including 80% of our Women's Studies courses. This year (2015-6) we are offering two more LOA taught sections than last year and they will teach 65% of our courses; the addition of temporary lecturer Kyle Jackson has brought the percentage down by teaching 8 courses for us in 2015-6. Still, more than 80% of our courses this year are still taught by non-continuing faculty. All have at least a Master's Degree in related areas and several are ABD en route to PhDs. Several have terminal degrees, among them a PhD in English

(UCLA), a PhD in Anthropology (Tulane), and an EdD with an emphasis on Indigenous Studies (University of Otago).

We also have 56 affiliated faculty ("Faculty Associates") from across the CLA and wider university whose research and teaching interests are related to GRI. They teach for us by actively cross-listing courses in support of our major and minor. Occasionally we are able to informally "buy out" a Faculty Associate who will teach a dedicated high demand or required course for majors and minors or the GRI seminar. In these instances, we compensate the home department with the cost of LOA replacement.

Structurally, the many different components of GRI and Women's Studies have affiliated committees. They are:

- Gender, Race and Identity Executive Committee
Chaired by the director, composed of representatives from WMST, ETS, HGPS, RST, and Programming
- Women's Studies Committee
- Ethnic Studies Committee
- Religious Studies Committee
- Holocaust, Genocide and Peace Studies Committee
- Gender, Race and Identity Programming Committee
- GRI Personnel Committee
Chaired by an active Faculty Associate, composed of the continuing faculty of GRI

See Appendix A for committee composition

These committees comprise and complete the administrative structure of GRI and Women's Studies. The service commitments of the programs both in and outside of these committees are many and are concentrated among the continuing faculty and the temporary lecturer, supplemented by faculty associates who participate in and support GRI programming and/or planning. Service commitments include: undergraduate advising load, director of the program(s), director of curriculum, chair of programming committee, assessment coordinator, chair of women's studies curriculum committee, committee service in support of affiliated GRI minors (on EST, HGPS, and RST committees), student awards coordinator, Reno Justice Coalition advisor, listserv manager, website coordinator, Lak & Li Annual Lecture committee, and service in support of GRI graduate certificate and planned M.A. (admissions and advising for certificate; revised proposal preparation and curriculum for M.A.). Additional ad hoc and/or temporary service assignments by faculty include search committees, core curriculum coordinator, Core diversity committee (CO9), Core assessment coordinator, faculty diversity recruitment and retention (mentoring) work, and GRI representatives on university and CLA committees including Core Humanities and others. We are also regularly contacted by local media for informed opinions on current events and by ASUN and the Center for Cultural Diversity to provide faculty support and/or advising for programming either in event planning or by serving as panel members or programming hosts (e.g. the ASUN Diversity Conference, current events panels, etc.).

The .50 FTE administrative assistant handles the office management duties for the program. This position includes, but is not limited to, coordination of programming announcements, account reconciliation, inputting semester schedules, key requests, travel requests and reimbursements, receiving visitors and phone calls, and record keeping.

Due to the interdisciplinary nature of our major and minors, the GRI graduate certificate, and the anticipated MA, and our reliance on university partners for a larger number of elective courses for our students, we have close working relations with many other departments and programs on campus. Those relations are reflected in the composition of our Faculty Associates who come from all over campus. (See Appendix B)

I.4 Analysis

We are not a department, but a program. Two programs, actually, since the relationship between GRI and Women's Studies has never been clearly articulated. None of the archival material on the establishment of GRI clearly articulates its relation vis-à-vis Women's Studies. It is set up to oversee the implementation of an MA [delayed] and as the logical location of interdisciplinary minors that intersect with identity studies and critical theory. Its other service and programming roles grew from a series of directives from Deans Casper and Hardy.

Many of the following issues relate to this status, some of them as causes and some as effects.

Diffuse mission. We have come a long way since Women's Studies began as a curricular endeavor. Presently we serve as the locale for interdisciplinary curriculum, research and programming concerning gender, sexuality, race and ethnicity, critical theory, religion, and structural violence and oppression on campus.

This "mission creep" that occurred at the request of two deans has made the structural relationship of GRI and Women's Studies less clear rather than more clear: one of the .5FTE tenure track faculty was hired in a "Women's Studies"/Social Sciences joint appointment search (2007); the other was hired in a "GRI"/Humanities search with a focus on intersectional "Women's Studies" and gender. Memos of Understanding include both "GRI" and "Women's Studies" rather interchangeably. Thus while the appointments support the Women's Studies Program major with their courses and research, the GRI Program certificate and (anticipated) MA, courses in support of GRI minors, and GRI research and programming pull resources and time away from Women's Studies issues such as support and modernization of the Women's Studies curriculum and the traditional centrality of Women's Studies in regards to resources and programming. GRI has also become a major research networking and mentoring center for recently hired faculty working on interdisciplinary topics, particularly those from underrepresented groups. Programming and outreach has been an important part of our recent mission as well, with lecture and film series and active work with university and community groups that address social justice and diversity issues.

The next phase of GRI and Women's Studies should focus on more clearly defining the missions of the two programs and defining their relationship: will they remain overlapping-but-separate or will they continue to evolve into GRI that, with its well-defined Women's Studies academic program, develops to more fully achieve objectives (some now explicit, many implicit) that support University goals, particularly those that address diversity (of students and faculty), interdisciplinary study and research that crosses unit boundaries, and engagement?

Faculty size and composition.

The faculty composition outlined above presents challenges.

The director (an Associate Professor) is appointed from another department; the GRI faculty are a relatively newly-appointed Associate Professor and an Assistant Professor who has just passed third year review.

We are an example of how well joint appointments can work: both of the dedicated GRI/W MST faculty are productive researchers, outstanding, award-winning teachers and mentors, and veritable engines of service. By all metrics, GRI and Women's Studies have arguably made some of the highest impact hires in the CLA in recent years. (See Faculty section, Part IV of this document, and Appendix F) These hires, made to support the Women's Studies major and the GRI certificate (and eventual MA), enable students at all levels more access to research professors in the classroom. In practice, however, the expansion of the university, the increasing numbers of WMST and GRI minors, and the demand for GRI courses by students fulfilling core obligations have meant that percentage of courses taught by tenure-track professors to students has *decreased* each year following these hires. This situation is exacerbated by joint appointment faculty commitments to teach courses in their other departments as part of their load. GRI and Women's Studies are programs and not departments and thus are not allowed to house tenure track faculty, although the entire salaries are assigned to GRI's budget. One possible correction might be to revise current MOUs in order to assign or allow more teaching to GRI after tenure is achieved.

Paradoxically, the research and teaching successes of the faculty have also had a problematic effect on the program. All permanent faculty affiliated with the program have won significant research awards in the past few years: Fulbright, ACLS (2), Rice Seminar, Heller-Bernard. Over four years from 2013-2017, the directorship will have fluctuated between Jen Hill and Deborah Boehm as these successful two mid-career researchers trade off research leaves, leaving GRI short-staffed and in perpetual organizational transition.² Each of the last three years, the program has been down a person. Next year, Hill will be away again with the post of interim director taken up by Boehm, who will be returning from sabbatical. A temporary full-time lecturer hired this year (after two years of the program being a person down) supplies the teaching and some of the service deficit (limited by his 4/4 load), but the lecturer necessarily lacks institutional knowledge and commitment to UNR and thus cannot be tasked with larger roles in strategic planning and curriculum.

The personnel structure also has an effect on service. The diffuse mission for the programs, combined with recent heavy demands for institutional service from the restructuring of the core curriculum and attendant assessment protocols, produces an immense service demand. As joint appointments—particularly pre-tenure when tenure is in another department—the dedicated faculty have had to assign at least half of their service to their home departments. This in turn places a large service burden on the

² For example, we had hoped to use 2014-15 – the third year of Emily Hobson's appointment, a year Deborah Boehm returned from a research leave – to revisit and revise the mission statement *and* the bylaws in order to sort out the entangled structures of GRI and Women's Studies and to tackle curricular change now that GRI was fully staffed. The next year, however, brought an unanticipated research leave of Jen Hill at Rice University's Humanities Research Center and resulted in Boehm's appointment as interim director. The learning curve, the significant daily demands of the job, and the demands of Silver Core verification required all of her attention left no time for attention to housekeeping issues and curricular change. This year, Hill is back and the focus is on Core objective assessment, WMST course assessment, and this self-study.

director who, as an Associate Professor housed in another department (and thus evaluated there) has non-GRI/W MST research, teaching, and service agendas should she wish for merit and promotion.³

While Faculty Associates are irreplaceable resources for (crosslisted) teaching and service, the revision of the core curriculum, new assessment design requirements, and the effects of years of furlough/decreasing pay/lack of raises/decreasing quality of life have frankly taken a toll on available service enthusiasm and hours. With promotion being the only avenue to meaningful pay raises, more and more faculty apologetically refuse when asked to commit time to uncompensated non-departmental commitments.

Many of our most dedicated Faculty Associates (due to educational background and research interests) are junior and mid-career faculty who need to dedicate their time and energies to achieving promotion and tenure in their own departments. While the director is careful to document the valuable service all Faculty Associates do, she has heard on many occasions that service to GRI is not valued as highly by departments as service to departments or service at higher/wider institutional levels. As a responsible faculty mentor, the director cannot take advantage of uncompensated Faculty Associates. As the only way to meet deadlines for the new core verification process — putting 21 courses through this time intensive process last year — we lured Faculty Associates to perform Core verification process service with the offer of research funds (scrounged from departmental earnings from summer school and online offerings – and pillaged from our usual programming funds), in effect paying GRI-associated faculty out of our hard-earned, entrepreneurially-raised soft funds to do mandated university service. As the department/program with one of the highest number of core courses and the smallest staff (barring Military Science) in the CLA, we could not have completed the core verification any other way.

Our reliance on part-time faculty is another concern we have, both in terms of the high levels of service required by the department (to which LOAs necessarily do not contribute) and in our outsized reliance on them to fill the schedule. Our LOAs are committed teachers who are integral to the success of the department. Our concerns should be understood from the perspective of the department's curricular and service needs and with the understanding of the instability of LOA commitments due to low pay and the unreliability of the contracts: we break those contracts should classes not "make," sending loyal LOAs scrambling for more work at the last minute, so understandably many seek more stable employ; the low pay makes other offers of employment look good to even loyal LOAs. Our main concerns surrounding heavy use of LOA instructors are recruitment of qualified instructors, scheduling availability, and student access to research faculty.

Some outstanding LOAs with terminal degrees have refused to teach at the present compensation level for LOAs in the CLA (\$2700 for a 16 week, 3 credit course). We pay a \$300 premium for those with PhDs with funds that come from our online and summer school teaching commitments, yet we still have difficulty recruiting instructors since most of them have other job commitments, leading to course scheduling issues. This is a pressing concern with the new mandates about scheduling 60% of courses *outside* of popular teaching hours: many LOAs have inflexible schedules and can only teach outside their other commitments. Additionally, our enrollment data shows that we could offer more sections if we had a larger pool of qualified instructors. Curriculum revision is also difficult when we rely on LOAs to

³ Thus the tardiness of this self-study: research deadlines, working on two large institutional grant applications as well as managing the day-to-day responsibilities of program management, teaching, and institutional and other service chew up a lot of hours.

teach many required courses, as the low pay is not an incentive to introduce new material. The short-term nature and limited scope of 5 month LOA contracts prohibits both the department and individuals from making long-term commitments. Yet new scheduling demands from the university require we plan semester schedules more than one year in advance. The convergence of these imbricated issues result in less-than-optimal scheduling decisions, tentative planning, and multiple last minute changes to our programs', instructors', and students' schedules.

Recruiting LOAs with appropriate Master's or terminal degrees in Women's, Gender, and Sexuality Studies or Religious Studies is impossible in the local area population. Most of our LOAs have Master's or terminal degrees that are in some way interdisciplinary or in closely related fields, but there is commensurate increased mentoring and supervision of instructors since their training is not always good—another burden on the director. We have been successful in retaining many qualified LOAs over the past 7 years. However, recent losses of some of our best qualified long-term LOAs to better paying opportunities with benefits at local secondary schools (private and public), UPS, Starbucks, and a local yoga studio are worrisome.

Our concern about LOA availability and compensation is an effect of our over-reliance on LOAs. While we have recently redesigned the introductory Women's Studies 101 course and had a non-honors section taught by a tenure track faculty member for the first time in recent memory, it is entirely possible for a Women's Studies major to take only one or two courses with continuing GRI/WGST faculty over the course of a degree (and almost as unlikely that they will take crosslisted courses from research faculty in another department en route to the degree, as most of those are also taught by LOAs and other contingent faculty). HGPS minors can and have earned their credits without any instruction from continuing faculty in *any* UNR department. Also, with perhaps one exception, our LOAs are unprepared to teach an updated, truly intersectional Women's Studies and GRI curricula. We support LOAs with funds to travel to conferences and to pursue other kinds of faculty development (using funds we raise with summer school and online teaching) because we know that students benefit from instructors who are up-to-date and engaged with the discipline. We also know, however, that student research and professionalization opportunities occur in encounters with tenure track faculty who invite students to present with them at conferences, advise on graduate school choices and network on students' behalf, fund students to work on research projects, and provide up-to-date, rigorous exposure to the profession. This is an important part of the student experience at a research intensive university.

Our instructional (curricular and programmatic) needs cannot be met by simply hiring more LOAs to teach courses each semester. By no means are we advocating for the elimination of LOA contracts since we currently staff a majority of our courses with them. However, we recognize that the ratio of part-time to full-time faculty is too high. Possible solutions might include:

- Assignment of additional lines to GRI in recognition of the instructional demands on the program as well as the other roles tenure track and continuing faculty perform in this complex program.
- Keeping GRI in mind during current University efforts to improve faculty and curricular diversity on campus. When decisions about lines are being made and those decisions are linked to conscious efforts to recruit and retain diverse faculty, GRI appointments should be considered, as our curriculum intersects with areas of study and interdisciplinary approaches and disciplines (e.g. Latino/a Studies, Chicano/a Studies, Transnational and Global Studies, Border and

Migration Studies, Indigenous and Native American Studies, Critical Ethnic Studies, etc) in which a comparatively high number of underrepresented individuals are trained.

- If joint appointments are the issue—other departments do not like to share lines if they can have a 1.0 FTE appointment; we have had mixed responses to our queries at the college-level about whether Administration is supportive of joint appointments—then Administration might consider GRI's growth and success as a program to be a prelude to a transition to departmental status. Examples of such programs include departments of Gender and Race Studies (University of Alabama), Critical Race, Gender, and Sexuality Studies (Humboldt State University), and Critical Culture, Gender, and Race Studies (Washington State); most larger universities with high research designations have stand-alone departments and programs that are not fully intersectional even if they are interdisciplinary (e.g. a Women's and Gender Studies department *and* a Latino/a Studies department *and* an Ethnic Studies department). As a department, we could house tenure track faculty whereas as a program, we cannot.
- Assignment of TA positions to GRI. We hope that some dedicated TAs will support the anticipated re-launch of GRI's MA in 2017, but we also presently have a GRI certificate that provides valuable interdisciplinary training to an average of 20 enrolled students each year. Assigning a TA in GRI to a certificate student in another discipline would signal institutional investment in interdisciplinary pedagogy and provide evidence on CVs of varied teaching experience while solving some of our instructional staffing issues regarding appropriate preparation to teach our specialized courses.

The recent change and increase in our administrative support (from .25FTE located elsewhere to .5FTE located in our office suite in 2014) reflects acknowledgment of some of the challenges that the broad mission of the program(s) poses. A dedicated .75 or even 1FTE administrative position, however, may be more appropriate to the complexities of our complex mission, particularly since heavy service is spread across so few faculty. Website maintenance, publicity for programming, managing communications with various and diverse stakeholders, and managing events calendars are areas that presently take up faculty time, for example, and could be more efficiently managed by trained classified staff.

Part II: Undergraduate Courses and Degree Programs

II.1 Undergraduate program organization, objectives, and effectiveness

The GRI program houses two areas of undergraduate curriculum. For purposes of curriculum development and assessment, the Women's Studies Program (WMST) is still considered the "home" of the undergraduate B.A. degree in Women's Studies and a minor in Women's Studies.⁴ GRI has three undergraduate minors: Ethnic Studies (ETS), Holocaust, Genocide, and Peace Studies (HGPS), and Religious Studies (RST).

The 33 credit major in Women's Studies requires 12 credits for both non-thesis and thesis options:

WMST 101 - Introduction to Women's Studies (3 units) – **CO6, CO10**⁵

WMST 250 - Introduction to Feminist Theory (3 units) – **CO10, CO11**

GRI 257 - Social Movements of Gender, Race, and Identity (3 units) – **CO10, CO12**

WMST 450 - Feminist Theory and Methods (3 units) – **CO14**

21 additional elective credits also are required, 18 credits must be at the 300-400 level

The 18 credit minor in Women's Studies requires the following 9 credits:

WMST 101 - Introduction to Women's Studies (3 units) – **CO6, CO10**

WMST 250 - Introduction to Feminist Theory (3 units) – **CO10, CO11**

GRI 257 - Social Movements of Gender, Race, and Identity (3 units) – **CO10, CO12**

9 additional credits are required at the 300-400 level

The full program description approved during Silver Core verification is found in Appendix C.

As we took courses through Silver Core verification process last year, each course in the curriculum was subjected to a review based on its relationship to one of the areas and its relationship to the university mission.

As a result of these processes and taking advantage of the Curriculog processes in motion, we started evaluation and revision of the WMST major and minor. We changed one of the required core courses for both major and minor to GRI 257, Social Movements of Gender, Race, and Identity. When the Silver Core revision process is complete in April 2016, GRI 257 will replace the presently required political history of women course; presently students may substitute these requirements.⁶ The spring implementation of new curriculum will also purge outdated and/or poorly-conceived courses from our lists.

Ideally, we would like to develop more upper division courses that will allow our WMST majors and minors to develop concentrations that are more focused than the current "baskets" of electives and to ensure that all majors and minors have access to specialized courses taught by continuing faculty.

⁴ Program objectives and their assessment is required of majors, not minors, although when courses are assessed for effective delivery of program objectives we are de facto also assessing the minor as well as the major. We plan to develop both program objectives and assessment for GRI minors as part of a planned future proposal of a GRI major. See Part VI : "Future Plans."

⁵ "COs" are "Core Objectives" that these courses fulfill en route to the major.

⁶ The present "WMST core" political history of women (US and international) courses would shift to electives with advisement recommending them to students interested in policy, politics, and history.

Student feedback in course evaluations has indicated that when we rely heavily on crosslisted courses or courses from other departments, introductory methods and theory is sometimes repeated rather than augmented, reinforced, and complicated. Our ability to focus and "map" our major is thus hampered by our reliance on cross-listed courses and courses in other departments to fill out credit hours for our students. Our continuing faculty are able to teach only so many courses and are thus unavailable (and, due to their research and methods untrained in areas that we lack and thus unable) to develop and teach coursework in a variety of desired areas.

Learning objectives for the program (major and minor) are:

1. Students will be able to define and describe issues concerning women and gender in relation to race, class, sexuality, colonialism, multiculturalism, and/or globalization.
2. Students will be able to critically compare and appraise theories, methods, and representations of women, gender, and feminism.
3. Students will be able to compare and distinguish among historical understandings of gender in relation to structural inequality, social movements, and labor struggles.
4. Students will be able to integrate and demonstrate comprehension of course content through oral presentations and critical, creative, and expository writing appropriate to audience.
5. Students will be able to analyze gender and feminism from an interdisciplinary perspective, using a range of appropriate methodological tools.
6. Students will be able to integrate academic studies in Women's Studies into personal and professional goals and be able to formulate and implement theoretically informed political, cultural, and community action.

As part of our curricular revision using information and new objectives developed during the Silver Core verification process, we hope to map our curriculum in order to chart its intersection with a planned revised program description and goals, as well as objectives for courses.

Our current service obligations to other departments and the core are well documented. In the addition to 21 courses we have already put through the verification process, we are planning to submit two more as we continue to assess and tweak our curriculum. As has always been the case, almost all of our courses are "service" courses in that (under "old core" rules) they fulfill Diversity requirements and/or the Capstone requirement (at the upper division). In this way, we are able to offer courses to support the major but also have them fill. These courses remain very popular, as evidenced by our SFTE numbers that, for the past two years (FY14 and FY15) have hovered at 120.

Appendix E lists courses and enrollments for FY16 in order to give an idea of student demand for Women's Studies and GRI courses (summer 15, fall 15, and anticipated spring 16). Of note:

The total number of enrolled students (as of 1 Jan 2016) is 1992

WMST 101 will enroll 848 students lower division students this year.

Almost all of our courses fulfill Core Objectives (COs), primarily CO3, CO10, and CO13.

As part of the Core verification process, we were able to attach departmental objectives to individual course objectives for current syllabi and, at the same time, to identify courses that need revision. Over the next few years, we plan as well to focus developing standard internship and independent study processes to reinforce and foreground service learning and community engagement. This should

reinforce the "applied knowledge" objective of the university core as well as focus on the University strategic plan's emphasis on engagement as our students fulfill an important objective of our curriculum. We will likely submit proposals for new courses for our major and minor as well as the new core curriculum. These multiple steps will require concerted effort and input from Faculty Associates.

After we complete revision of the Women's Studies Major and Minor, we will revisit the three GRI minors, Ethnic Studies (ETS), Holocaust, Genocide, and Peace Studies (HGPS), and Religious Studies (2017-18). Two of the minors, ETS and RST require only one GRI course and pull the remaining 9 credits of required and elective courses from other departments and crosslisted courses. HGPS, in contrast, has several dedicated courses that are GRI-developed and funded but is perhaps the minor most in need of revision in order to take better advantage of new curricular and research developments in peace and conflict in Communication Studies, Political Science, and the School of Social Justice and Research. HGPS courses, however, are extremely popular as electives for students in other programs, so changes to the minor likely will increase the number of electives students may choose from but will not shrink the number of courses offered in the program. The new composition of the HGPS committee, with members from Political Science, Communications Studies, and Psychology, reflects our commitment to working together with our partners to be sure the programs we develop reinforce and compliment, rather than compete with or replicate, existing strengths on this campus.

The continued revision of Women's Studies planned for the next few years, based on anticipated assessment data, should update our curriculum to better fulfill our updated program objectives and enable Women's Studies majors to focus on specialized areas of emphasis that will make their degree more valuable. We anticipate deleting some courses from the major, which may have an impact on enrollments in departments that offer them and rely on Women's Studies students to fill empty seats. Some of the revisions are dependent on faculty resources and areas of specialization of research of new faculty (in GRI and other departments across the university). Despite faculty specialization in areas of transnational and global feminism and critical ethnic studies (Boehm and Hobson), for example, we offer very few focused courses in those areas due to the necessity of our faculty teaching other required courses in GRI and in their disciplines.

One solution to the focusing diffuse curricular mission and objectives of GRI and Women's Studies, to consolidating curriculum with a sound rationale, and to helping students identify with GRI rather than its separate programs may be to consolidate GRI's diverse minors into one GRI minor with separate tracks in Ethnic Studies, Peace & Conflict Studies (a renamed and refocused HGPS), and Religious Studies. Such a redesign would have all majors and minors sharing one if not two core interdisciplinary methods and comparative studies courses at the 200-300 level, encouraging cross-discipline intersectional discovery and discussion called for in our program objectives at the heart of each student experience. Our plans call for the addition of Indigenous and Native American Studies and Latino/a Studies minors in the near future – see Section VI of this document — and the design of these minors as "tracks" in a GRI minor would ease their introduction using the same footprint (of faculty resources, numbers of courses) presently available to us.

Greater incorporation of service learning and community engagement opportunities as part of course requirements will not only ensure that our undergraduate program meets the "Applied Knowledge" university core objective, but see that our students have valuable, job-ready skills when they graduate.

Assessment

Our assessment plan has just been revised as part of an assessment pilot associated with core changes and new assessment requirements. We have worked closely with C. Russell Stone and the Assessment office as a pilot program to design effective and useful assessments of various program objectives at various levels (introduction [100-level], reinforcement [200-300 level], and mastery [400-level]) and to implement a regular schedule to rotate through course assessment. The Core re-verification process requires a separate set of assessment protocols to evaluate course effectiveness for Core Objectives (COs).

The new plan is described here:

WOMENS STUDIES B.A. ASSESSMENT PILOT – 2015-2016

Mission Statement

Women's Studies provides an opportunity and frameworks for examining women and gender in relations to race, class, sexuality, multiculturalism, and globalization. The program emphasizes the interdisciplinary development of critical thinking, inquiry and analysis, ethical reasoning and practice, and local and global learning.

Student Learning Outcomes

1. Students will define and describe issues concerning women and gender in relation to race, class, sexuality, colonialism, multiculturalism, and/or globalization.

Student Performance Indicators: Students completing introductory coursework will be able to: identify issues concerning women and gender (benchmark); describe issues concerning women and gender and/or make critical connection(s) between a women's or gender issue and race, class, sexuality, colonialism, multiculturalism, and/or globalization. (low-level milestone)

Assessment Method: Assessed in WMST 101-Introduction to Women's Studies (Fall 2015 and Spring 2016). Exams across sections will have a number of shared questions.

2. Students will analyze and critically discuss gender and feminism from an interdisciplinary perspective, using a range of appropriate methodological tools.

Student Performance Indicators: Students will be able to provide an analysis and critical discussion of appropriate feminist theory. (mid-level milestone)

Assessment Method: Assessed in WMST 250-Introduction to Feminist Theory (Fall 2015). An essay and/or presentation assignment will require students to reflect on and critically discuss feminist theory. Assignments will be evaluated according to a standard rubric and the percentage of students achieving an acceptable level of proficiency will be recorded.

3. Students will compare and distinguish among historical and contemporary understandings of gender in relation to structural inequality, social movements, and labor struggles.

Student Performance Indicators: To be determined Spring 2016. (mid-level milestone)

Assessment Method: Assessed in GRI 257-Social Movements of Gender, Race, and Identity (Spring 2016). Method to be determined Spring 2016.

4. Students will critically compare, appraise, and apply theories, methods, and representations of

women, gender, and feminism.

Student Performance Indicators: To be determined Spring 2016. (mid-level milestone; capstone)

Assessment Method: Assessed in WMST 450-Feminist Theory and Methods (Spring 2016). Method to be determined Spring 2016.

5. Students will integrate and demonstrate comprehension of course content through oral presentations and critical, creative, and expository writing appropriate to audience.

Student Performance Indicators: Students will be able to integrate and synthesize feminist theories through writing and/or presentation assignments. (mid-level milestone; capstone)

Assessment Method: Assessed in WMST 300-Genders, Cultures, and Identities (Fall 2015), WMST 419-Men and Masculinities (when offered), WMST 427A-Women and Literature (Spring 2016), WMST 430-Gender, Literature, and the Arts (Fall 2015), WMST 453-Gender and Society (Spring 2016), or other capstone course that fulfills CO13-Integration. A writing assignment and/or oral presentation will require students to integrate and synthesize feminist theories in the study of gender and sexuality. Essays and/or presentations will be evaluated according to a standard rubric and the percentage of students achieving an acceptable level of proficiency will be recorded.

6. Students will integrate and apply academic studies in Women's Studies into personal and professional goals and be able to formulate and implement theoretically informed political, cultural, and community action.

Student Performance Indicators: To be determined Spring 2016. (capstone)

Assessment Method: To be assessed in WMST 452-Senior Thesis II (Spring 2016), WMST 498-Internship (when offered), or other course that fulfills CO14-Application. Method to be determined Spring 2016

According to our previous assessments, a vast majority of students are meeting and exceeding benchmarks at all levels of the curriculum in assessed courses (+85%). Our old assessment plan may be found at <http://www.unr.edu/assessment/plans-and-forms/liberal-arts/womens-studies-ba>. The site has not been updated since assessment went on the back burner last year when we were deep in the Silver Core verification process.

Using the new Assessment Plan above, we collected assessment data on WMST 101 (SLO1) and 250 (SLO2) this autumn but have not had time to collate and review the data.

While it has been and is time-intensive, we have found assessment to be helpful in our discussions of curriculum revision and some of our efforts are being replicated in other departments. The director of GRI has presented on assessment at a national AAC&U assessment conference.

II.2 Undergraduate Students

GRI and Women's Studies currently hosts 24 WMST majors and 94 minors (42 WMST, 17 ETS, 15 HGPS, 20 RST). Women's Studies in particular has undergone substantial growth recently. To compare: between 2007-11 GRI averaged 11 WMST majors and 25 WMST minors per year. While data on minors has only been gathered by the university in recent years, ETS and RST have doubled in size; only HGPS has remained stable.

Our majors tend to declare late — only one student in the last seven years has entered UNR as a declared WMST major, although this year a first year student declared in November — and often our majors are double majors. Until very recently, the second major could not be tracked with software.

We are currently enrolling more majors annually than we lose to graduation. Graduation data is reassuring, however, with time to degree over the last seven years averaging close to 5 years, and improvements to 4.5 in 2013-14 and 4.7 in 2014-15. Grade points continue to climb as well as recent course offerings through the Honors program has attracted honors students to the major.

As part of our emerging focus on community engagement, our students have pursued service learning and internship opportunities with PLAN (Progressive Leadership Alliance of Nevada), Planned Parenthood, Girl Scouts, and Girls on the Run. Several have participated in the NEW Leadership Program summer program at the Women's Research Institute of Nevada at UNLV.

The increase in the number of students in the major correlates with the hiring of dedicated, trained tenure track teaching faculty with terminal degrees and dynamic research agendas. Drs. Boehm and Hobson are popular and highly visible professors who have attracted many new majors and minors; from initial data, our temporary lecturer is also attracting new students to the major and minor. We actively recruit majors and minors through our programming and through excellent teaching. Women's Studies and GRI faculty visit WMST 101, for example, to discuss what a major and minor look like and the skills they impart. Our high profile faculty also attracts majors and minors thanks to their frequent contact with students in their service commitments. GRI 201, an introduction to cultural diversity course that was developed with The Center for Cultural Diversity on campus in support for a proposed Living and Learning Center in the new dorms, has yielded many interested students who then declare the WMST, ETS, or HGPS major and minors. Once students declare, they do not switch: we have had 100% retention since those records have been kept.

In addition to formally declared majors and minors, we serve a large number of undergraduates through our contributions to the Core Curriculum. Our courses align well with the stated competencies of UNR graduates, with particular emphasis on: Communication; Methods of Inquiry; Critical and Creative Thinking; Integration, Synthesis, and Application of Knowledge (through encouragement of service learning in the major); Diversity; Globalization; and Ethical Reasoning. GRI courses are taken by students across the university to fulfill diversity, social sciences, and capstone requirements of the Core. In addition, *All* GRI classes fulfill diversity requirements. WMST 101 alone enrolls approximately well over 500 hundred lower division students per year — 2014-15 sees 848 enrolled — enabling them to get social science and diversity credit in an introductory level course. Recent scholarly research argues for the importance of gender studies to students in STEM disciplines (see Appendix G at the end of this document for an embedded pdf of "Why STEM Students Need Gender Studies" by Carol Colatrella, *Academe* May/June 2014).⁷

We have been leaders in offering our curriculum in varying formats (online, compressed schedules) and schedules (late start). We offer seven GRI/WMST courses online, with many taught four times per year in that format. WMST/SOC 453, "Gender & Society" is regularly offered as a "late start" weekend course at the Redfield campus. In part that is to accommodate our students who are disproportionately "non-traditional" when compared to the rest of those enrolled at UNR. In part it is because we are such a lean program that we need the incentives we get from Learning 365 and Extended Studies to support the

⁷ PDF will not display for mac users.

high levels of programming, research, and mentoring (of students and faculty) that have come to be associated with GRI and Women's Studies. We remain ambivalent about offering such a larger number of our courses online, however: online curriculum tends to remain static while our interdisciplinary and intersectional curriculum decidedly does not (a result of how online courses are set up and managed at UNR), online students are not involved with the programming and community that is a central part of the GRI and Women's Studies programs, and both students (through course evaluations) and faculty report that they perceive online courses (ten week rather than sixteen week semesters) as less rigorous.

At any given time, a significant number of undergraduates enrolled in our major and minors come from under-represented groups at UNR. With very, very few exceptions, they are low income and first generation students, women of color, part-time students who are working parents, non-traditional students, gay, lesbian, and queer students, and transgender students. For many of them, GRI and Women's Studies is not just a curriculum, but an intellectual and social home on campus. Jen Hill and various Faculty Associates (including Louis Neibur, Jane Detweiler, and Lynda Weist) have served as advisors for the QSU over the years; Deborah Boehm and Faculty Associate Daniel Enrique Perez work closely with students organizing around issues of deportation and immigration; Hobson continues to advise and mentor the Reno Justice Coalition. The Thornton Peace Prize this GRI-affiliated ASUN organization won in 2014 hangs in the GRI conference room. At any time of day, students enrolled in our courses may be found studying around the conference table, heating up lunches in the microwave, or using idle GRI computers. In this way, GRI supplements and reinforces the valuable work of The Center for Cultural Diversity in the Joe Crowley Student Union.

Advising

In 2011, due to the departure of the longtime permanent lecturer who handled all advising, advising was taken over by the director. Due to service demands on a pre-tenure joint appointment faculty member and short-staffing due to a faculty research leave, the director did all advising between 2011-14. Since fall 2014, advising has been shared among faculty.

We take advising very seriously. Not only are we committed to helping students move through our program quickly and efficiently, we see advising as an opportunity to collaborate with students. For example, an advising appointment with a transgender student has led to GRI discussions with Student Health Services about better provision of services to the transgender community. A close advising relationship with an ETS minor had an enormous impact on the student applying for and winning a prestigious post-graduate fellowship (Truman Scholarship). In other cases, advising has led directly to career opportunities and admissions to graduate academic and professional programs. Scheduled face-to-face advising appointments typically include information about registration, course selection, declaring majors or minors, career discussions, graduate school discussions, course substitutions, and transfer reports. By email and phone, advisors tend to handle pressing enrollment, financial aid, and transcript issues, although for students who are not resident and are completing degrees online, we do much more. We work with the CLA advising team to coordinate advisement and are very appreciative of increased advising resources and efficiency at the college level.

The drawback of having the advising load distributed among full-time faculty is lack of continuity for students and inefficiency for faculty. While advising software is more powerful and effective than ever,

faculty are expected to attend the numerous and complex training and information sessions and orientations. A model that identifies a dedicated advisor (who in return for that service commitment in combination with other service assignments central to the program would receive a course release) is ideal.

11.3 Analysis

Our current program is in the beginning stages of curricular revision that should, we believe, continue to attract and increase students to our major and minors. As is apparent in the preceding sections, curricular revisions have been hampered by combinations of several structural issues including sequential research leaves of permanent faculty, limited research faculty and qualified LOAs who can design new courses, and a heavy service burden exacerbated by core curriculum revision and changes in assessment implementation over the past two years (effectively making us redesign the assessment program twice in three years).

We are taking this self-study and program review as the opportunity to identify curricular gaps and present courses that need significant revision or replacement. As an example of this work, WMST 101, the gateway course to the major and a popular diversity elective underwent a significant revision and standardization this fall, with three (of 7 sections) taught either by tenure track faculty or the temporary lecturer using a shared syllabus supported by paid graders. Assessment revealed the course redesign to be very successful in terms of achieving learning objectives. We also believe that a bump in enrollments in the major and minor are due to some combination of the renewed curriculum and trained research scholars with terminal degrees in the classroom. Faculty discussion, however, resulted in a desire to fine tune the course, and another re-designed course will be tested in one section this spring, designed and taught by an LOA with a PhD in gender and political science, in order to test a more "readings-based" (as opposed to textbook based) approach which should help lower division students with critical and analytical thinking.

Borrowing from processes that Speech Communications set forth as they reinvented their role on campus, their curriculum, and renamed themselves, GRI and Women's Studies should and must continue to carefully but formally continue to define itself and its areas of curricular focus. We hope to be able to recruit new faculty with whom we can develop and refine our evolving mission, in order to diversify and update our curriculum. Deborah Boehm's hire enabled the program to address border studies and migration as a lens through which to consider transnationalism and globalism. The hire of Emily Hobson resulted in new courses (GRI 257: Social Movements of Gender, Race, and Identity, WMST/HIST 493: Queer History and Theory, and HIST 215: History of Sexuality) that fill gaps in intersectional gender and sexuality theory and application in our curriculum.

We continue to explore new collaborations on campus, in part to recruit new students to our courses and in part to let other units know that we are willing partners for innovative interdisciplinary programs that address a variety of topics and fields. We have been approached by — and have approached — other units on campus outside of the CLA to discuss curricular partnerships surrounding issues of diversity, including the College of Business, Social Work, Journalism, and Health Sciences. The curricular

offerings of GRI intersect well with contemporary HR policy study, social work practice with diverse populations, Journalism's new Latino/a broadcast initiative, addressing health care disparities and public health policy. While the College and School structure of the university is not very conducive to these "extramural" collaborations, GRI and its partners would be a good place to trial partnerships for delivering curriculum across college divides. Our tenure track faculty and temporary lecturer have developed new courses to meet departmental objectives and student needs and we foresee doing more of this.

As our increasing enrollments show, students seek out the program and we welcome their input as we adapt it to ensure our ambitious objectives are met. We will use changes in our curriculum to reinforce our ties to student organizations and to continue to provide the curricular "home" for underrepresented students on campus as well as all students who wish to pursue interdisciplinary, intersectional theory and methods, and applied service learning courses for professional development. We believe that the student contact we have in the classroom and in advising establishes meaningful relationships that assist in recruitment, retention, and increased completion rates.

Part III. Graduate Course and Degree program

III.1 Graduate Program Organization and Objectives

We presently offer the Certificate in Gender, Race, and Identity.

Description:

"The Gender, Race and Identity Certificate is a 12-credit, interdisciplinary course of study designed to enhance students' understanding of how identities are constructed and the ways in which they intersect. The program draws from multiple disciplines to expose students to a variety of theories and methodologies used in scholarship, teaching, and professions that are concerned with the diversity of experiences that shape multicultural communities. Ideas about gender, race, and difference have played central roles in shaping historical developments, public policy, and individual identities in the United States and around the world. The Certificate program offers participants a deeper understanding of these processes, making it a valuable asset for students and professionals in virtually any field. The program complements and enriches participants' endeavors in areas such as academic scholarship, business, counseling, education, government, health care, international relations, media, political advocacy, public relations, research, social work, and many others. "

Students in the Certificate program take one core 700-level GRI course and three elective courses (600 or 700 level), representing at least two different disciplines, chosen from the list of approved courses. A faculty mentor works with each student to design an individualized plan of course work that meets the student's scholarly and career goals.

GRI's three graduate seminars are:

GRI 710 - Feminist Theory: the intellectual and political development of feminist theory.

GRI 712 - Theories of Identity and Difference: theoretical issues regarding race, gender, class, and other concepts of difference, normalcy, and identity

GRI 730 - Theories of Oppression: critical theories of the subaltern and their intersections with various elements of identity studies including race, ethnicity, gender, sexuality, disability, and class

Students work with a GRI advisor to identify three other courses in at least two cognate disciplines that dialogue with the GRI seminar, either by addressing similar topics from a disciplinary (rather than interdisciplinary) perspective or by concentrating on gender, race, and/or identity as topics of study.

Students presently pursuing or who have recently graduated with certificates come from health policy, anthropology, geography, English, educational leadership, social work, and history. Our students have presented work at American Anthropological Association, Modern Languages Association, and American History Association annual conferences with the support of GRI graduate travel grants. They are active in university programming and have served as organizers of graduate conferences on campus, including the College of Liberal Arts Graduate Symposium (CLAAGS). A graduate student GRI club gained recognized status on campus and actively hosted reading groups, brown bags, film nights and an end-of-year symposium until core members of the group graduated. Many certificate students have publications in journals.

While we have no formal assessment of the certificate, in advising sessions and in the application process, our students consistently remark that 1) the certificate provides a legible record of interdisciplinary training and engagement, 2) it positively supplements training they receive in their own fields by exposing them to ideas, theories, and methods that are not taught in their departments, 3) the certificate was an important factor in their decision to attend UNR and 4) they believe the certificate will help them with future employment. The first claim is factual; the second, commonsensical; the third, self-selecting and self-fulfilling; the fourth, impossible to measure. What is measurable is that the GRI certificate attracts bright and focused students who are successful in graduate school: at least two Billings Fellowship winners, several CH Distinguished TAs; graduates with jobs (among them a permanent lecturer at UC Davis, a stable editorial job that led to more graduate school at the ISchool at University of Washington, a lecturer at a university in Chile, a manager of a non-profit).

We will maintain the GRI Certificate program because it is a very successful recruiting tool for UNR's PhD and MA programs in other departments. Recruiting high quality students to a relatively small research university can be difficult since the faculty in disciplines may lack depth found at larger institutions. The Graduate Certificate enables students to take advantage of the broad range of specialization and knowledge available outside of their home departments. It assures students and their future employers that our graduates have exposure to and mastery of interdisciplinary theory and methods, which should also help ensure that their research is current, ambitious, and legible to a wide variety of employers, academic and otherwise.

M.A. in Gender, Race, and Identity

We plan to re-propose our MA program in spring 2016 for launch in fall 2017. As documented above, an approved MA was shelved due to the financial crisis of 2007 and following. As the financial terrain and strategic objectives of the university have changed since the former MA was approved, the soon-to-be-proposed MA has significant differences in objectives and design to better support university goals and to ensure a healthy MA is possible even should the program not be able to expand its current faculty resources.

The draft MA proposal has three objectives, to:

- ground students in intersectional theories and interdisciplinary methods for the study of structural oppression and agency
- cultivate engagements with and understandings of power structures, historical conditions, and social locations, underscoring the interconnections of race, class, gender, sexuality, and cultural practices.
- augment traditional coursework with research colloquia, symposia, interdisciplinary collaborations and community partnerships in order to integrate theory and practice.

These objectives align with the University's strategic plan in that the proposed MA:

- provides instruction in interdisciplinary methods and intersectional theories that characterize nationally ranked research programs in humanities and social sciences.
- productively engages with the community—particularly through its public engagement track, but also in its focus on social justice, and the social and cultural contexts of identity.

- directly addresses diversity, its contexts, and issues. In addition to its curricular and programming investments, the program will encourage the hiring of a diverse faculty and will attract diverse students. It is the goal of the M.A. in Gender, Race and Identity to develop a faculty in GRI and across the campus that reflects the diversity of our community, state, region, and nation.

Description:

The Gender Race and Identity MA provides advanced training in intersectional analysis for students with a variety of academic backgrounds and career plans. Incorporating local, cross-cultural and transnational emphases, the curriculum encourages students and faculty from the humanities, arts, social sciences and natural sciences to develop innovative ways of expanding knowledge about gender, race, and identity in global, local, and historical contexts. The degree engages wide-ranging and multidisciplinary perspectives including gender studies and women's studies, queer studies, transgender studies, sexuality studies, race and ethnicity studies, disability studies, area and global studies, cultural studies, postcolonial and transnational studies.

In addition to coursework in GRI in the form of seminar and colloquia, enrolled students will take coursework in UNR's many graduate programs such as Anthropology, Art, Communication Studies, English, Geography, World Languages, Basque Studies, Philosophy and Educational Leadership. Students could also do coursework in professional degree programs including the MBA, JD, Masters of Public Health, Masters of Public Policy, and other similar fields that recognize theoretical and practical training in diversity, inclusion, tolerance, and ethics.

GRI MA graduates will be well prepared for employment or for further graduate study. A portion of our MA students will come from Women's Studies and GRI graduates of UNR who already have jobs in the non-profit, advocacy, and social service sector in Reno and who wish to develop specialized knowledge for application and promotion in their fields.

A brief and provisional description of the MA (to be formally proposed in Spring 2016) follows:

The proposed MA is offered with three options for emphasis:

Non-Thesis Plan

Community Engagement Plan

Thesis Plan

We will also be proposing an Accelerated B.S. or B.A. option to fast-track presently enrolled UNR undergraduates into the MA, enabling them to graduate with the degree with just one year of additional coursework.

The proposed MA can be offered with the addition of only one new GRI course to be offered every Fall, designed to require very little additional instructional support. The course, a 2 credit colloquium, will take advantage of the number and diversity of our 56 Faculty Associates, using their research, works-in-progress, and methodologies as an introduction to the present state of interdisciplinary studies. The focus would change every year, designed around the intersecting themes of Faculty Curator-led GRI Programming combined with the annual series of lectures, films, invited speakers, and other events. The extant 700-level GRI seminars would increase from 3 to 4 credits to reflect a workload that is already in

place and additional attendance at GRI programming that could continue the conversations started in the fall Colloquium.

Draft Proposed courses of study (abbreviated here) include:

M.A., Non-Thesis Option:

Fall of first year

2 credit GRI Colloquium

9 credits approved linked interdisciplinary graduate credits

Spring of first year

4 credit GRI 7xx seminar

6 credits approved linked interdisciplinary graduate credits

Fall of second year

6 credits approved linked interdisciplinary graduate credits

Spring of second year

4 credit GRI 7xx seminar

1 credit professional paper + exam

[Total 32 credits]

Accelerated B.A. or B.S. + M.A. option:

Spring of fourth undergraduate year:

4 credit GRI seminar

3 credit interdisciplinary graduate elective

[+ 6-9 credits to complete undergraduate education]

Fall of fifth year

9 credits linked interdisciplinary graduate electives

2 credit GRI colloquium

Spring of fifth year

4 credit GRI seminar

1 credit professional paper

9 credits linked interdisciplinary graduate electives

[Total 32 credits]

Stand-Alone M.A., Community Engagement Option:

Fall of first year

2 credit GRI Colloquium

9 credits approved linked interdisciplinary graduate credits

Spring of first year

4 credit GRI 7xx seminar

3 credits approved linked interdisciplinary graduate credits

3 credits community or professional internship

Fall of second year

2 credit GRI Colloquium

3 credits approved linked interdisciplinary graduate credits

OR 3 credits community or professional internship

Spring of second year

4 credit GRI 7xx seminar

2 credit professional paper/engagement project report

[Total 32 credits]

Accelerated B.A or B.S. + M.A., Community Engagement Option:

Spring of fourth undergraduate year:

4 credit GRI seminar

3 credits internship/community engagement project

[6-9 credits to complete undergraduate education]

Fall of fifth year:

3 credits internship/public engagement project

2 credit GRI colloquium

6 credits linked interdisciplinary graduate electives

Spring of fifth year:

4 credit GRI seminar

2 credit internship/public engagement project

2 credit professional paper/engagement project report

6 credits linked interdisciplinary graduate electives

[Total 32 credits]

Thesis Option

Only offered as Stand-Alone M.A.

Fall of first year

2 credit GRI Colloquium

9 credits approved linked interdisciplinary graduate credits

Spring of first year

4 credit GRI 7xx seminar

6 credits approved linked interdisciplinary graduate credits

Fall of second year

2 credit GRI Colloquium

3 credit thesis

3 credits approved linked interdisciplinary graduate credits

Spring of second year

4 credit GRI 7xx seminar

3 credit thesis

[Total 36 credits]

III.2 Graduate Students

We anticipate a mix of students in our MA Program. Strategically, we have kept our non-existent MA on our website and it generates 7-10 queries per year from interested students. Most are from the west coast or international locations. One group of students who ask regularly about an MA are undergraduate students from our BA Program. Although we encourage our undergraduate students to apply to other universities, many of our undergraduates have work or family obligations that keep them in the area. The rich DIY culture of Reno's Renaissance and the embeddedness of non-profit and social service sectors in our region are good matches for the combined theoretical and applied foci of the MA. A second group of students exists in the surrounding conflict management community, generated by the Communication Studies degree and the Judicial College.

III.3 Analysis

Following the path set forth by Communications Studies, which was confronted with a similar suspension of an MA program and has been supported in its expected resumption in Fall of 2016, GRI has used the delay in launching the Masters in order to effectively redesign the degree to better reflect its current configuration. The redesign takes best advantage of our limited permanent faculty, the goodwill and expertise of our dedicated Faculty Associates, and extant GRI programming commitments. The resulting curriculum couples seminars on interdisciplinary theory and methods with colloquia that focus on practice and application in a combination of presentations by second year students, lectures and presentations linked to the Faculty Curator program and other regularly scheduled GRI programming, and presentation of work by GRI faculty and Faculty Associates. Supplemented by elective seminars in cognate disciplines—which should help raise numbers of students in graduate seminars in various departments—and, in the standard track, a comprehensive exam and professional paper that, combined, assess breadth of knowledge of GRI theory, methods, and principles and their specific application, the degree will encourage interdisciplinary exploration coupled with an area of concentration and expertise. A Community Engagement emphasis will be oriented toward application in the professional world, substituting a professional project—e.g. studies, assessments, reports, or documented trainings performed for community partners—for the professional paper.

We have been encouraged by the CLA and by the Graduate School to apply for re-activation of the MA. We will keep the graduate certificate in GRI as well. We hope that the university's continued expansion of its faculty continue to make hiring decisions that will not only support the existing undergraduate program, but also enhance the graduate program as we move forward.

Part IV: Faculty

IV.1 Faculty Composition and Workloads

Tenure track faculty have a 2/2 load, mirroring the workloads of the "home" departments of the joint appointments, both of which have active PhD and MA programs and attendant commitments to graduate student education. Typically, the advising load of the program would warrant an additional course release for a dedicated faculty member assigned to it.⁸

The director has a course release (one per semester) for chairing the department and a \$4500 yearly stipend, resulting in a 1/1 teaching load. The temporary lecturer position is a 4/4 load. The expected re-activation of the MA in 2017 should not affect the base load, but should involve a course reduction for service-related obligations, as the proposed MA has a community engagement track. UNR's emphasis on service learning, internship, and public engagement will not only be reflected in the proposed MA but in the revision of the WMST major and development of a GRI major. Independent studies, internships, and service learning opportunities all require additional faculty supervision. Thus, in future, we anticipate needing a course release for the faculty member who is charged with supervising these in some combination of other duties such as graduate colloquium supervision, overseeing programming activities, and directing undergraduate advising. The current course workload is typically increased by invitations to present or guest lecture on diversity-related topics for many courses outside of the program, doing workshops on diversity-related issues including hiring, and serving on graduate committees for related programs.

Our limited faculty carry larger service loads than those in other departments. As discussed above, part of the challenge is meeting the student demand with a small percentage of continuing faculty. Class coverage is possible with the support of LOA faculty, but the service load is difficult to share beyond the current continuing faculty. In recent years, as the university has emphasized independent study, internship, and service learning opportunities and students have shown great interest in these opportunities, for example, we have had to limit the number of students involved because, staffed with only a director plus a .5 tenure track appointment faculty for the past three years, we lack faculty to adequately supervise and assess them. Even when we are fully staffed (a director plus 2 .5 FTE tenure track faculty, the varied mission of GRI limits the hours faculty can spend on developing these opportunities.

Our proposed re-design of the MA takes into consideration how we might expand our graduate course offerings given our present staffing.

Our continuing faculty is composed of excellent classroom teachers and active advisor/mentors. In her third year of teaching, Emily Hobson was a finalist for the CLA's Alan Bible Excellence in Teaching Award. Both Boehm and Hobson's teaching evaluations consistently far outscore the university average (which is itself fairly high, thanks to the marvelous teachers we have at UNR). Hill has won the Bible Award and the campus-wide Tibbets and has been the UNR nominee for the Regents' Teaching Award. She mentored Senior Scholar/Herz gold medalist Irina Yamboliev (Stanford PhD 2015), as well as two

⁸ See section on advising for more detail but, in brief, after three years in which the director handled all advising, the advising is now split between the director, a tenure track appointment, and a temporary lecturer (the other tenure track appointment is on leave). This is not ideal, as continuity in advising is not achieved and there is redundancy in training.

winners of CLA Dean's Awards. Recently, Hobson very actively mentored Ivón Padilla-Rodriguez, who won a Truman Scholarship and Glamour Top 10 College Woman award en route to a combined PhD/JD program at Columbia (enrolled 2015) as well as Abby Feenstra, a Dean's Award winner who is enrolled in University of Vermont's innovative student services MA.

IV.2 Scholarship, Outreach and Professional Service

(See Appendix F for faculty CVs)

The composition of the continuing faculty has shifted to research faculty since the last self-study. Our current assigned tenure track research faculty all have active research and teaching in the following areas:

Deborah Boehm	gender/women Studies; family and kinship; children and youth; transnationalism, globalization, and im/migration; illegality, detention, and deportation; Latin/@ America, Mexico, and the U.S.-Mexico borderlands
Jen Hill	critical theories of gender, race, sexuality and identity; gender and literature; cultural studies; men and masculinities; Victorian literature; literature and science; visual culture and form
Emily Hobson	U.S. history since 1945; U.S. history, 19th and 20th centuries; lesbian, bisexual, gay, transgender (LGBT) history and history of sexuality; history of radical movements in the U.S.; transnational feminisms; queer studies; transnational American Studies; critical ethnic studies

As noted earlier in this document, our faculty are extremely successful researchers, teachers, and mentors while also doing significant and important service.

Both tenure track appointments in GRI/W MST have books poised to come out from University of California Press in 2016. Jen Hill is in the final stages of completing a book manuscript for consideration by MIT Press.

Recognition for the quality of their research is evidenced by the list of fellowships and awards the trio has won in the last seven years. Boehm's forthcoming *Returned: Going and Coming in an Age of Deportation* won the California Series in Public Anthropology Award while it was still in manuscript form; much of the research for it and the drafting of the manuscript was supported by an American Council of Learned Societies fellowship that supported residencies at The School for Advanced Research (Santa Fe) and UC Berkeley's Center for the Study of Law and Society. Research for *Finding the Struggle: TITLE* by Emily Hobson was supported by a Heller-Bernard Fellowship from CUNY's Center for Lesbian and Gay Studies. Hill's current research has been supported by American Council of Learned Societies Frederick Burkhardt Fellowship and a Rice Humanities Research Center Fellowship. Boehm has been awarded a Fulbright Fellowship and has received recognition with funded participation in seminars by the Russell Sage Foundation and the Peace Research Institute, as well as a prestigious Ruth Benedict Global Citizenship Award for Public Anthropology. Hobson was just notified that she is a semi-finalist for a 2016-17 Nancy

Malkiel Junior Faculty Fellowship from the Woodrow Wilson Foundation, advancing to the next round of competition for this very prestigious early career award for combined research, teaching, and service.

In addition to these significant and prestigious national awards and others, GRI/WMST faculty contribute to a broader culture of research excellence at UNR. Jen Hill is presently working with faculty from other departments on a proposal for an NSF Advance Grant for Institutional Transformation and an NEH institutional grant proposal to support innovation in humanities PhD programs. She also actively mentors and edits proposals by numerous Faculty Associates, building a culture of supportive and ambitious grant pursuit. All GRI faculty members are active in formal and informal interdisciplinary reading and writing groups.

The combination of recent peer-reviewed articles, book chapters, academic books, and professional publications represent well-rounded research agendas. Each of our faculty have published in some of the top journals of their fields, including but not limited to: *The Journal of Transnational American Studies*, *Anthropological Quarterly*, *Latin American Perspectives*, *SEL: Studies in English Literature 1500-1900*, *Nineteenth-Century Contexts*

In addition, all faculty regularly present research at national and regional conferences in their respective fields; Hobson has presented at the National Women's Studies Association annual meeting.

Professional Service

GRI/WMST faculty are active in professional service as well. We all are active members of the various national associations affiliated with our research fields, and many of us have affiliations to other regional or context-specific professional communication organizations.

Typical service activities include reviewing papers for conferences, service on editorial boards and as peer reviewers, guest lecturers to community and private organizations, committee work on campus, and consultant services for the UNR campus, community and private industry. Individual service accomplishments are found in Appendix F, Faculty Curriculum Vitas.

IV.3 Analysis

Current GRI/WMST faculty are among the most research productive and recognized in the CLA engaged in research and publication. Both .5 tenure track faculty presently have books in press at prestigious venues, illustrating their high level contributions to social science and humanities research in their fields. Additionally, both of them are very active in the practical and community applications and sharing of their research, speaking and serving in meaningful capacities to/with campus, community, and wider groups on their research expertise. Frankly, their high achievement makes them very attractive candidates to other universities. The impact of departures on the program would be profound, as these dedicated faculty are largely responsible for student enrollment growth, essential service, and program history and vision.

Faculty composition represents a range of expertise, yet coalesces into complementary knowledges. Boehm and Hobson both work on transnational politics, an overlap that positions GRI very well to be involved in Latin@ or Chican@ Studies, Global Studies, or Border Studies initiatives which might be housed in GRI as they further develop on campus. We would like more diversity of background and experience in GRI faculty, including in our Faculty Associates.

As a department, we recognize the importance of pursuing external funding for our own research—since so much of humanities and social science research is self-funded—and we are presently actively pursuing external funding sources for the program and the university in order to make sure the program(s) benefit. Additionally, our service commitments to the university, department, communities, and discipline are valuable learning experiences for us. As faculty in a land grant institution, we are committed to utilize our talents to better the communities that surround us.

Part V: Program Resources and Physical Space

V.1 Program Resources

We are presently located in a small office suite on the first floor of Mack Social Sciences. GRI and Women's Studies will be moving to the first floor of a renovated Thompson Hall in a shared office suite with Core Humanities in August 2016. The renovated and remodeled space has offices for all three permanent faculty, as well as two additional offices for additional or visiting faculty (including our present temporary lecturer) and a few cubicles for LOAs or (anticipated) TAs. We will share a conference/meeting room with CH that may serve as a GRI seminar room as well.

Our annual operating budget for the department is \$8294. This amount must cover all administrative costs related to the operation of the department (e.g., phone lines, office equipment and furniture, Adobe site licenses and website maintenance, copier contract, copy paper, office supplies, keys, etc.).

We aggressively supplement our operational budget with extensive summer, "late start" courses, Wintermester, and online offerings. Through these partnerships, we raise approximately \$13,500 a year. These funds which are used for varied purposes, some of which are documented previously in this report: "top ups" of the standard course for LOAs with specialized training and terminal degrees; offering important courses that research funds for Faculty Associates that do significant service for GRI; faculty, LOA, and undergraduate travel to conferences; graduation and rewards receptions; promotional materials and website maintenance; unanticipated instructional needs; enlarging the general programming budget; Faculty Curator program (2 faculty stipends of \$1000 ea + \$5000 for programming = \$7000); co-sponsoring of programming with university partners including the Latino/a Student Advisory Board, the Spanish Club, ASUN, and departmental partners; occasional student workers. The amount we receive is dependent on course enrollment.

Faculty Positions

As discussed in the section on Administrative structure, we have a director appointed from another department and 2 .5 FTE tenure track faculty appointments. The director teaches 1/1 (with one of the courses offered in her home department or as a crosslist ENG/GRI/W MST); the .5 faculty teach 2/2, with 2 courses for GRI WMST, one course for the home department, and one crosslisted. The teaching load is consistent with being graduate faculty in their home departments and, in the case of the History appointment, acknowledges the large service assignment in GRI. This year, renewable for up to two more years—for replacement of permanent faculty on leave (Boehm 2014-15, Hill 2015-16) we have a temporary lecturer who teaches 4/4 and does some advising.

Our budget is assigned primarily to salaries: Letter of Appointment, Professional, Classified, and General Operations.

- FY15 saw an approved budget of \$169,577, out of which \$143,978 was professional salaries, \$17,738 classified (.5 of the classified position is paid by Political Science), and \$7,861 was general operations. The CLA gave us \$56,785 for LOA contracts for a total of \$226,382.

Breakdown: 63% Professional Salaries⁹, 8% Classified, 3% operations, 26% Temporary Instructional Support.

- FY16 numbers are somewhat higher due to the addition of a temporary lecturer and Boehm's sabbatical as well as increased LOA funding of \$61,650. The Professional line \$162,243, LOAs \$61,650, classified \$18,243 and general operations \$8294.

After losing a dedicated fulltime administrative assistant in 2007, GRI received administrative support with a .25FTE, shared with Sociology and Social Psychology. In July of 2014, in recognition of the realities of the administrative workload on classified staff and faculty, we were able to hire a .5 administrative assistant (shared with Political Science).

⁹ The professional line is a bit wonky. As mentioned earlier in the self study, it contains the full salaries of the two .5FTE appointments – in FY15 \$143,978. Since half their teaching and salary go elsewhere, in FY15 the "true" cost of those positions to GRI should have been half that or \$71,989. On the other side of the balance sheet, though, the director's salary is still budgeted and paid out of English. Teaching and service commitments to English make up 10% of her role statement, so it ends up being a pretty even exchange.

Part VI: Future Plans

The analytical sections of this document suggest changes that are presently underway, some of our future plans, and some impediments to them. Plans that are underway are asterisked.*

- Program Revision
 - Re-Proposal of GRI M.A. program*
 - Propose planned curriculum through Curriculog
 - Plan for evaluating the outcomes of the graduate program should be developed in anticipation of its re-activation
 - Revision of Program mission and objectives during strategic planning*
 - New draft of program mission and objectives that explicitly outlines the relation of GRI to Women's Studies
 - Formalize and plan for the roles the program has taken on in the past five years as a center for diversity programming, curriculum and curriculum development, and community building (student/faculty; university/Reno; faculty recruitment and retention)
 - Reflect on Self-Study and recommendations of external and internal reviewers
- Curriculum
 - Revise and rename Women's Studies major/track to reflect updated, intersectional approaches. (e.g. Women's Gender & Sexuality Studies)
 - Consolidate present GRI minors into one GRI minor with separate tracks in Ethnic Studies (ETS), Peace & Conflict Studies (PCS; a revised Holocaust, Genocide, & Peace Studies (HGPS), and Religious Studies (RST)
 - Propose Indigenous Studies minor/track (using courses presently taught across the university)*
 - Propose Latino/a Studies minor/track (using courses presently taught across the university) (2016-17)
 - Discuss and appraise possible GRI major based on "track" model of new GRI minor. One model would be GRI offering three separate majors: Women's Gender & Sexuality Studies, Latino/a Studies, and a GRI major with an interdisciplinary emphasis. Another model under discussion is a GRI major with tracks in Women's Gender & Sexuality Studies, Latino/a Studies, Peace & Conflict, and other areas that are sufficiently robust for majors
 - Assess and improve department academic advising for faculty and students*
 - Identify resources for service learning and community engagement experiences for undergraduates and graduates in order not to duplicate already available resources on campus.

Assessment

- Finalize integrated assessment of all courses*
- Extend assessment to track job and graduate placement of majors more closely

Development and Funding Opportunities

- Establish advisory board of campus and community friends and supporters
- Get TA support for students pursuing Graduate Certificate so they can for the launch of the approved-but-not-yet-launched MA is a priority goal. Grant funding, on campus requests for funding (RFPs), and community support are avenues we need to examine.
 - We plan to continually evaluate our faculty needs and take advantage of a variety of opportunities to assist us in recruiting good teachers for our students. These opportunities include making recommendations during regular personnel evaluations, providing professional development support when possible, and requesting appropriate positions to support our programs by responding to FRPs on campus.
 - We are committed to continued support of our undergraduate students. Additional travel for debate team support and undergraduate travel to conferences are goals we have. Graduate student travel also will be important in future years.

Appendix A

GRI Committees 2014-15

Gender, Race and Identity Executive Committee

Director: Jen Hill, GRI
Brett Van Hoesen, Art
Greta de Jong, History
Emily Hobson, GRI
Robert Ostergard, Political Science
Meredith Oda, History
Mikaela Rogozen-Soltar, Anthropology
Debbie Boehm, GRI

Women's Studies Committee

Chair: Jen Hill, GRI
Emily Hobson, GRI
Jessie Clark, Geography
Mary Hylton, Social Work
Debbie Boehm, GRI

Ethnic Studies Committee

Chair: Meredith Oda, History
Daniel Enrique Perez, World Languages
Justin Gifford, English
Jenanne Ferguson, Anthropology

Religious Studies Committee

Chair: Erin Stiles, Anthropology (On Sabbatical 2015)
Mikaela Rogozen-Soltar, Anthropology
Deborah Achtenberg, Philosophy

Holocaust, Genocide and Peace Studies Committee

Chair: Robert Ostergard, Political Science
Gwen Holman, Communication Studies
Sarah Blithe, Communication Studies
Melanie Duckworth, Psychology

Gender, Race and Identity Programming Committee

Chair: Emily Hobson, GRI
Albert Lee, Music
Amy Pason, Communications
Rosie Trump, Dance

GRI Personnel

Chair: Brett Van Hoesen, Art
Debbie Boehm, GRI

Jen Hill, GRI
Emily Hobson

GRI Curriculum

Chair: Greta De Jong, History
Brett Van Hoesen, Art
Katherine Fusco, English
Jen Hill, GRI

Appendix B
GRI Faculty Associates 2015-16

Deborah Achtenberg	Professor, Philosophy
Paul Baker Prindle	Director, Sheppard Fine Arts Gallery
Kate Berry	Associate Professor, Geography
Sarah Blithe	Assistant Professor Communication Studies
Deborah Boehm	Associate Professor, Anthropology & Women's Studies
Stacy Burton	Vice Provost for Faculty Affairs and Professor, English
Jessie Clark	Assistant Professor, Geography
Daniel Cook	Associate Professor, School of Community Health Science
Cari Cunningham	Associate Professor/Director, Theatre and Dance
Linda Curcio	Associate Professor, History
Greta de Jong	Director of Core Humanities, and Associate Professor, History
Jane Detweiler	Associate Dean of CLA and Associate Professor, English
Dennis Dworkin	Professor, History
Melanie Duckworth	Associate Professor, Psychology
Marta Elliott	Professor, Sociology
Isabelle Favre	Associate Professor, Foreign Languages and Literatures
Jenanne Ferguson	Assistant Professor, Anthropology
Victoria Follette	Professor, Psychology
Eelke Folmer	Associate Professor, Computer Science and Engineering
Louis Forline	Associate Professor, Anthropology
Katherine Fusco	Assistant Professor, English
Robert Gander	Associate Professor and Chair, Theatre and Dance

Justin Gifford	Associate Professor, English
Martha Hildreth	Associate Professor, History
Gwen Hullman	Associate Professor and Chair, Communications Studies
Mary Hylton	Associate Professor, Social Work
Ann Keniston	Associate Professor, English
Eunkang Koh	Associate Professor, Art
Albert Lee	Assistant Professor, Music
Susan Lentz	Associate Professor and Department Chair, Criminal Justice
Julie Lucero	Assistant Professor, Community Health Sciences
Daniel Morse	Assistant Professor, English
Monica Miller	Associate Professor, Criminal Justice
Colleen Murray	Professor, Sociology and Director of Social Psychology
Louis Niebur	Associate Professor and Chair, Music and Dance
Meredith Oda	Assistant Professor, History
Kim O'Reilly	Assistant Professor, Curriculum
Roberst Ostergard	Associate Professor, Political Science
Eleni Oikonomidou	Associate Professor, Multicultural Education
Sandra Ott	Associate Professor and Director, Center for Basque Studies
Amy Pason	Assistant Professor, Communication Studies
Daniel Enrique Perez	Associate Professor, Foreign Languages and Literatures
Jennifer Ring	Professor, Political Science
Mikaela Rogzan-Soltar	Assistant Professor, Anthropology
Hugh Shapiro	Associate Professor, History
Mary Stewart	Professor, Sociology and Director, School for Social Research and Justice Studies

Erin Stiles	Associate Professor, Anthropology
Judith Sugar	Associate Professor, School of Public Health
George Thomas	Associate Professor, World Languages and Literatures
Rosie Trump	Assistant Professor, Dance
Charles Tshimanga-Kashama	Associate Professor, History
Margaret Urie	Lecturer, English
Brett Van Hoesen	Associate Professor, Art
Carolyn White	Associate Professor, Anthropology
Lynda Wiest	Associate Professor, Education Specialties
Joseba Zulaika	Professor and Co-Director Center for Basque Studies

Retired Faculty Associates

Susan Chandler	Associate Professor, Social Work, Emerita
Christine Cheney	Professor, Educational Specialties, Emerita
Laverne Jeanne	Associate Professor, Anthropology, Emerita
Jill Jones	Associate Professor, Social Work, Emerita

Appendix C

Women's Studies Program Description

Women's Studies, B.A. – APPROVED DRAFT PROPOSAL, February 6, 2015

****Will go into effect when Silver Core goes into effect 2016-17**

DESCRIPTION:

Students in the Women's Study major will examine the influence of gender in historical and contemporary contexts, discuss critical theory in gender studies and multiculturalism, consider the intersections of race, class, sexuality, gender, and ethnicity, compare and analyze male and female gender roles in family and society, study gender as it influences scholarship and human relations, explore the contributions of women to history, the arts, and academia, examine gendered power dynamics in global and local contexts, engage in critical thinking, and acquire new perspectives on the role of women and gender in society.

CONTACT INFORMATION:

For advising appointments and hours, students should contact the program at 775-682-6480.

GRADUATION REQUIREMENTS:

A. Total Units	120 units
B. Cumulative GPA	2.0
C. University GPA	2.0
D. Major GPA	2.0
E. Residency Requirement	30 upper-division units at UNR, 12 units of Major Requirements
F. Upper-Division Requirement	42 upper-division units
G. Minimum Units from 4-Year Institutions	60 units

ADMISSIONS REQUIREMENTS:

A grade of "B-" or higher in Women's Studies 101 is a prerequisite for continuing in the major.

COURSE REQUIREMENTS:

Students in this major must meet all Silver Core Objectives (CO1 through CO14). Courses satisfying Core Objectives are designated (e.g., **CO9**) in General Catalog curricula and course descriptions.

I. University General Education Requirements (18-30 units)

A. Silver Core Writing and Prerequisite (3-8 units): – **CO1, CO3**

1. ENG 101 - Composition I (3 units) OR
ENG 100J – Composition Studio (5 units)
2. ENG 102 - Composition II (3 units)

NOTE: Students who place in ENG 102 are not required to complete ENG 101 or ENG 100J.

- B. Silver Core Mathematics and Prerequisite (3-5 units) – **CO2**
Refer to the Core Curriculum chapter in this catalog.
- C. Silver Core Natural Sciences (6-8 units) – **CO4**
Refer to the Core Curriculum chapter in this catalog.
- D. Silver Core Social Sciences (units counted in major requirements) – **CO6**
WMST 101 - Introduction to Women's Studies (3 units)
- E. Silver Core Fine Arts (0-3 units) – **CO7**
Units may be counted in major requirements, or refer to the Core Curriculum chapter in this catalog.
- F. Silver Core Humanities (6 units). Select two:
 - CH 201 – Ancient & Medieval Cultures (3 units) – **CO5**
 - CH 202 – The Modern World (3 units) – **CO5**
 - CH 203 – American Experiences & Constitutional Change (3 units) – **CO5, CO8**

NOTE: Students who do not complete CH 203 must take a course that satisfies CO8 elsewhere in the curriculum.

II. Additional Silver Core Requirements (0-3 units)

Students must take courses that satisfy the following Core Objectives. Some or all of these requirements may be satisfied by courses in the major requirements. Refer to the Core Curriculum chapter in this catalog.

- A. Science, Technology & Society Course: – **CO9**
Units may be counted in major requirements, or refer to the Core Curriculum chapter in this catalog.
- B. Diversity & Equity Course: – **CO10**
Units counted in major requirements.
- C. Global Contexts Course: – **CO11**
WMST 250 - Introduction to Feminist Theory (units counted in major requirements)
- D. Ethics Course: – **CO12**
GRI 257 - Social Movements of Gender, Race, and Identity (units counted in major requirements)
- E. Capstone Integration & Synthesis Course: – **CO13**
Units counted in major requirements.
- F. Application Course: – **CO14**
WMST 450 - Feminist Theory and Methods (units counted in major requirements)

III. Additional College Requirements (6-20 units)

- A. College Breadth Requirement (6 credits): Students seeking a Bachelor of Arts degree in the college shall be required to take, within the College of Liberal Arts, two courses that are outside the departments in which they major or minor, and that exclude courses taken to fulfill Core Curriculum requirements.
- B. Foreign Language (0-14 units): Successful completion of the foreign language requirement may be accomplished through one of five options: 1.) complete a fourth-semester college course in a foreign language; 2.) complete and transfer to UNR a fourth-semester course in American Sign Language; 3.) demonstrate proficiency through placement examination or other means through the Department of Foreign Languages and Literatures; 4.) show transcript evidence of successful completion of a fourth-year high school course in foreign language; or 5.) participate in a studies abroad program preapproved by the college to meet the foreign language requirement.

IV. Major Requirements (33 units)

Students may choose either a thesis or non-thesis option for the major.

A. Women's Studies Core Courses (12 units):

1. WMST 101 - Introduction to Women's Studies (3 units) – **CO6, CO10**
2. WMST 250 - Introduction to Feminist Theory (3 units) – **CO10, CO11**
3. GRI 257 - Social Movements of Gender, Race, and Identity (3 units) – **CO10, CO12**
4. WMST 450 - Feminist Theory and Methods (3 units) – **CO14**

Note: These courses are required for either the thesis or the non-thesis option.

B. Choose either Thesis or Non-Thesis Options (21 units)

1. Thesis Option:
 - a. WMST 451 - Senior Thesis I (3 units)
 - b. WMST 452 - Senior Thesis II (3 units) – **CO14**
 - c. Major Electives (15 units): 300-level or above, at least 9 units of which must be from Group A listed below and include a capstone course satisfying CO13. The rest must be from either Group A or Group B Electives.
2. Non-Thesis Option:
 - a. Major Electives (21 units): 300 - 400 level, at least 15 units of which must be from Group A listed below and include a capstone course satisfying CO13. The rest must be from either Group A or Group B Electives.

Group A Electives:

- WMST 297 - Special Topics (3 units)
- WMST 300 - Genders, Cultures and Identities (3 units) – **CO10, CO13**

- WMST 419 - Men and Masculinities (3 units) – **CO10, CO13**
- WMST 430 - Gender, Literature and the Arts (3 units) – **CO10, CO13**
- WMST 490 - Special Topics (3 units)
- WMST 498 - WMST Internship (3 to 6 units S/U Only) – **CO14**
- WMST 499 - Independent Study (1 to 3 units)
- WMST 255/PSC 255 - The American Women's Movement (3 units) – **CO10**
- WMST 280/PHIL 280 - Philosophy of the Body (3 units) – **CO10**
- WMST 305/HIST 305 - Women and Science: a Historical and Biographical Perspective – **CO9, CO10**
- WMST 425/HIST 425 – Queer History and Theory – **CO10, CO13**
- WMST 345/ENG 345 - Literature of Ethnic Minorities in the U.S. (3 units) – **CO10, CO13**
- WMST 353/PSC 353- Identity Politics In US (3 units) – **CO10**
- WMST 354/PSC 354 - Politics and Women (3 units) – **CO10**
- WMST 378/BASQ 378/SOC 378/PSC 378 - Basque Transnationalism in the United States (3 units) – **CO10**
- WMST 406/FREN 406 - Francophone Literature and Films in Translation (3 units) – **CO10**
- WMST 409/SOC 409 - Gendered Violence (3 units) – **CO10, CO11, CO13**
- WMST 410/ANTH 410 - Topics in Gender and Culture (3 units) – **CO10, CO11**
- WMST 416B/ENG 416B - Language and Gender (3 units) – **CO10**
- WMST 421/MUS 421 - Gender and Ethnicity in American Music (3 units) – **CO10, CO13**
- WMST 427A/ENG 427A - Women and Literature (3 units) – **CO10, CO13**
- WMST 442/HIST 442 - Women in Latin America (3 units) – **CO10, CO11, CO13**
- WMST 453/SOC 453 - Gender and Society (3 units) – **CO10, CO13**
- WMST 462/BASQ 461 - Basque Gender Studies (3 units)
- WMST 467/PSY 467 - Psychology of Gender (3 units) – **CO10, CO13**
- WMST 470/ANTH 470 - Gender and Migration: Women, Men, and Global Movement (3 units) – **CO10, CO11**
- WMST 479/ART 478 - Beauty and the Body (3 units) – **CO7, CO10**
- WMST 484/ART 484 – Gender and Art History (3 units) – **CO7, CO10**
- WMST 486/SOC 483 - Family Violence (3 units) – **CO10, CO13**
- WMST 489/ENG 490A - Gender and Sexual Identity in Literature (3 units) – **CO10, CO13**

Group B Electives:

- ANTH 485 - Language and Culture (3 units) *
- COM 302 - Issues in Interpersonal Communication (3 units)
- COM 407 - Communication Between the Sexes (3 units) – **CO10**
- CRJ 475 - Women and the Criminal Justice System (3 units)
- CRJ 479 - Feminist Jurisprudence: Violence Against Women (3 units)
- ENG 304 - American Literature and Culture (3 units) *
- ENG 492C - Language and Culture (3 units) *
- ENG 480B - Topics in Comparative Literature (3 units)
- ENG 491A - Major Texts of the Environmental Movement (3 units)
- ENG 497B - Ethnicity, Gender and American Identity (3 units) *
- ENG 494A - Native American Literature (3 units)
- FLL 450 - Hispanic Women's Literature in Translation (3 units) – **CO10, CO13**
- GEOG 464 - Race, Gender and the Environment (3 units)

- HDFS 430 - Advanced Studies in Human Sexuality (3 units) *
- HDFS 436 - Family Interaction (3 units)
- HIST 293 - Introduction to African-American History I (3 units) * – **CO8, CO10**
- SOC 379 - Ethnic and Race Relations (3 units)
- SOC 480 - The Family (3 units)
- SOC 490 - Class, Race and Gender (3 units)
- SOC 495 - Work and Occupations (3 units)

Note: Courses noted with (*) may only be applied with the approval of the Women's Studies advisor, when the course is being taught so that gender or women constitute a major focus.

V. Minor Requirements (18-21 units)

Students may complete any minor approved by the University, except that students may not receive credit for both a minor and a major in the same discipline. A second major approved by the university satisfies this requirement.

VI. Electives (13-45 units)

Appendix D

GRI and WMST Courses and SLOs

(Approved by Core)

Ethnic Studies courses

ETS 280 NATIVE AMERICAN IDENTITIES AND CULTURE

History and culture of Native Americans, including relationships with government, effects of past and present discrimination, and struggles for self-determination.

- Students will be able to examine and provide a comparative analysis concerning indigenous peoples' perspectives and worldviews, and contrast them to settler society paradigms.
- Students will be able to identify and examine with a critical lens, impacts of key laws and policies and its impacts on Indigenous Peoples from a historical and contemporary context.
- Students will be able to identify and explain the complex linkages between Indigenous Peoples' rights and interests in relation to globalization.
- Students will be able to synthesize the course materials into a coherent whole, and make connections between the issues of Indigenous Peoples and other national, regional or global developments.

ETS 307 TOPICS IN RACE AND RACISM

Definitions and classifications of race and racism. Topical analyses within sociological, historical, psychological, anthropological, biological, humanistic and economic contexts.

- Students will be able to describe the key experiences and issues confronted by one or more racialized groups within or outside the United States.
- Students will be able to explain how ideas about racial difference are produced and perpetuated through political, economic, cultural, and social structures.
- Students will be able to analyze various forms of political, economic, cultural, or social action aimed at ending racism and creating more equitable societies.

GRI courses

GRI 201 CONTEMPORARY DIVERSITY

Introduction to cultural diversity in the United States, emphasizing contemporary issues with an impact on higher education and the college experience.

- Students will be able to demonstrate in varied writing assignments a historical and personal understanding of identity in twenty-first century America.
- Students will be able to articulate, in writing and discussion, the history and place of diversity on college campuses and its role in addressing institutional inequities.
- Students will be able to describe the complexity of identity issues.
- Students will be able to deploy intersectional approaches to difference in formal writing.
- Students will be able to make connections between personal identity and culture in in-class writing and group video project.

GRI 257 SOCIAL MOVEMENTS OF GENDER, RACE, AND IDENTITY

Examines historical and contemporary social movements addressing issues of gender, race, and other social identities, especially in the United States.

- Students will be able to identify and analyze major goals, contexts, and achievements of feminist and LGBT/queer social movements, including but not limited to intersectional analysis and alliance-building.
- Students will be able to compare social movements of the past to those being organized today.
- Students will be able to apply theories and concepts from feminist, queer, and other social movements to current social and ethical issues.
- Students will be able to articulate ethical and social justice frameworks within both historical and contemporary social movements.

GRI 415 JEWISH THOUGHT AND PHILOSOPHY (NEW COURSE)

Themes in Jewish thought and/or philosophy from selected time periods. Maximum of 6 units.

- Students will be able to interpret, explain and compare ideas on the course topics, and analyze issues and problems found in course texts and discussions.
- Students will be able to state, explain and provide evidence for a thesis about a course text or about an issue regarding course topics.
- Students will be able to distinguish better or worse reasoning in a course discussion or text.
- Students will be able to indicate how a view found in a course text or discussion might have concrete implications or make a difference in theory or practice.
- Students will be able to utilize philosophic approaches to interpret, explain, compare, analyze and assess ideas about what is distinctive about Jewish thought, philosophy, life, culture, politics or religion (diversity) and about marginalization and exclusion of Jews and their thought, philosophy, life, culture, politics and religion as well marginalization by Jews and their thought, philosophy, life, culture, politics and religion (equity).
- Students will be able to interpret, explain, compare, analyze and assess different ethical ideas and issues expressed in or evidenced by Jewish thought, philosophy, life, culture, politics and religion.

GRI 710 FEMINIST THEORY

Explores the intellectual and political development of feminist theory.

GRI 712 THEORIES OF IDENTITY AND DIFFERENCE

Explores theoretical issues regarding race, gender, class, and other concepts of difference, normalcy, and identity.

GRI 730 THEORIES OF OPRESSION

Critical theories of the subaltern and their intersections with various elements of identity studies including race, ethnicity, gender, sexuality, disability, and class.

HGPS courses

HGPS 201 CONCEPTS IN HOLOCAUST, GENOCIDE AND PEACE STUDIES

Analyzes the origins of prejudice, hatred, and dehumanization policies; examines major social conflicts, mass destructions and genocides; explores conflict resolutions and peaceful social relationships. (Diversity course.)

- Students will be able to define and articulate an understanding of the concept of genocide.
- Students will be able to discuss key concepts, approaches, and ideas used in the field of Holocaust, Genocide, and Peace Studies.

- Students will be able to demonstrate knowledge of diverse historical and contemporary examples of genocide.
- Students will be able to evaluate factors contributing to the incidence of war and genocide.
- Students will be able to examine approaches of peace, mediation, and conflict resolution as responses to war and genocide.
- Students will be able to provide a critical analysis of course materials and clearly articulate their own position on this material in the form of written response, classroom presentation, and discussion.

HGPS 400 INTERNSHIP

Opportunities for structured and supervised learning experience. Prereq(s): HGPS 201 or PSC 405I.

HGPS 410 LITERATURE OF THE HOLOCAUST

Literary texts in English translation of major writers such as Primo Levi, Elie Wiesel, Peter Weiss, Paul Celan, Charlotte Delbo, and others. (General Capstone course) Prereq(s): ENG 102; CH 201; and junior or senior standing.

- Students will be able to critically read literary and historical texts concerning the Holocaust and will be able to explain how prejudice, hatred, and dehumanization policies originate and manifest structurally.
- Students will be able to identify and analyze historical and cultural elements that produced the perpetrators, victims, and bystanders of the Holocaust.
- Students will be able to describe and examine how prejudice, hatred and dehumanization become rationalized within individuals and in society.
- Students will be able to analyze and integrate through oral and written formats representations of the Holocaust era from a variety of perspectives, including but not exclusive to the literary, historical, philosophical, and psychological, even though the major focus of the course will be the literary.

HGPS 415 VIETNAM: CONFLICT AND CONSEQUENCES

The Vietnam conflict as a historical case study for various causes of violence and aggression, the human costs of war, and peaceful direct action. (General Capstone course.) Prereq(s): ENG 102; CH 201; and junior or senior standing.

- Students will be able to critically analyze different types of primary and secondary materials including novels, autobiographical accounts, select government records, scholarly articles, internet sources, maps, music, and photographic images.
- Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.
- Students will be able to demonstrate understanding of the ethical principles, to ultimately be able to identify and explain the conditions for ethical decision-making.
- Students will be able to evaluate and apply methods to resolve conflict.
- Students will be able to synthesize and integrate the themes of "war, violence, and peace" in relationship to the Vietnam War from a variety of perspectives on an individual and global level.

HGPS 421 CONCEPTS IN PEACE STUDIES AND NONVIOLENCE

Considers feasibility and worth of using nonviolent methods for achieving peace at home and abroad. Contrasts nonviolence and violence according to means and ends. (Capstone course). Prereq(s): ENG 102; CH 201; junior or senior standing.

- Students will be able to articulate the positive and negative results that follow from one's choice to rely on violence or nonviolence.
- Students will be able to analyze and explain the means/ends model for differentiating violence from nonviolence and be able to articulate the benefits and limitations of this.
- Students will be able to explain how war can be perceived as being morally superior to nonviolence. Be able to articulate what changes to our perception of nonviolence would have to happen to make it morally equivalent to war.
- Students will be able to articulate the history and lineage of nonviolence in written exercises and through the examination of case studies.
- Students will be able to identify and analyze the four-level Spectrum of Means for Experiencing Peace (SMEP) model.
- Students will be able to identify and analyze those factors that contribute to perceived personal and societal efficacy in attempting to resolve major societal conflicts and confrontations.
- Students will be able to synthesize and integrate the conditions for ethical decision-making with respect to a history of conflict and peace resolutions.

HGPS 490 INDEPENDENT STUDY

Supervised reading and research open to HGPS minors. Maximum of 9 credits. Prereq(s): HGPS 201.

HGPS 493 SPECIAL TOPICS

Topics of current interest not incorporated in regular offerings. Prereq(s): Permission of instructor.

Religious Studies courses

RST 101 INTRODUCTION TO RELIGIOUS STUDIES

Varieties of religious expression: belief, ritual, scripture, art. Religious issues: God, death, evil, salvation. Methods of studying religion.

- Students will be able to identify and contrast the diverse belief systems represented in major world religions.
- Students will be able to describe the development and practice of ethical principles within a particular religious community.
- Students will be able to analyze "religion" as a fundamental element of human intellectual, cultural and social life, and history.
- Students will be able to define and explore religious issues, such as the existence and nature of God, life and death, good and evil, the just construction of society, sexuality, etc
- Students will be able to define and explore the varieties of religious expression, including ritual and prayer.

RST 495/695 SPECIAL TOPICS IN RELIGIOUS STUDIES

Seminar examining specific topics in religion. May be repeated to a maximum of 9 credits when content differs. Prereq(s): RST 101.

- Students will be able to describe and analyze the ethical principles embodied in a particular religious belief system.
- Students will be able to identify key elements of marginalized religious group's experience in relation to their history, values, politics, beliefs, and practices.
- Students will be able to identify the multiple ethical interests at stake in the history and contemporary practice of a particular religious identity.

Women's Studies Courses

WMST 101 INTRODUCTION TO WOMEN'S STUDIES

Interdisciplinary analysis of women in culture and society from historical and cross-cultural perspectives. (Diversity course.)

- Students will be able to explain how gender and its intersections, such as race, class, and sexuality, are constructed in multiple social contexts.
- Students will be able to analyze a range of topics through a gendered lens.
- Students will be able to formulate and articulate arguments that synthesize course material.
- Students will be able to communicate diverse theoretical positions and approaches to gender study through writing assignments, class discussion, and other projects.

WMST 250 INTRODUCTION TO FEMINIST THEORY

Introduces theory and methods in feminist research and issues from traditional and contemporary perspectives. (Diversity course)

- Students will be able to analyze how gender is constructed in relation to race, class, nation, sexuality, dis/ability, and other facets of social power and identity in multiple global contexts.
- Students will be able to explain and critically apply key concepts in contemporary feminist theory, including intersectional analysis, social construction, and transnational feminisms.
- Students will be able to identify and evaluate how feminist theory is developed and used in scholarship, political practice, and public debate in the United States and globally
- Students will be able to analyze and synthesize primary and secondary sources both orally and in writing.

WMST 255 THE AMERICAN WOMEN'S MOVEMENT

Introduction to American women's history and politics focusing on race, gender, and class relations, and the legal and economic status of women. (Same as PSC 255.)

- Students will be able to select and apply appropriate methods of inquiry to analyze complex questions about gender difference and/or equity
- Students will be able to articulate an awareness of some of the central historical and present diversity issues addressed in the course, including race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities
- Students will be able to analyze and interpret information about cultural differences, cultural rules, and gender biases in racial, religious, and ethnic groups within the United States
- Students will be able to analyze ways in which the history of cultural groups in the United States differ and how such differences position them in relation to one another
- Students will be able to articulate ways in which social identities such as race, class, and gender intersect in order to influence individual life experiences and/or perspectives
- Students will be able to integrate, synthesize, and apply knowledge of issues of gender and sexuality in both focused and broad interdisciplinary contexts.

WMST 280 PHILOSOPHY OF THE BODY (Same as PHIL 280.)

Ideas of prominent philosophers on human embodiment, including feminist philosophies of the body related to sexual difference, gender identity and embodied subjectivity.

- **objectives are being developed by Philosophy**

WMST 297 SPECIAL TOPICS

Topics of current interest not incorporated in regular offerings. Maximum of 6 credits.

WMST 300 GENDERS, CULTURES AND IDENTITIES

Historical, representational, cultural, institutional constructions of identities, those that are hegemonic and those that are "subaltern", and the relationships and experiences created by those constructions. (General Capstone and Diversity course.) Prereq(s): CH 201; ENG 102; and junior or senior standing.

- Students will be able to critically compare and appraise theories and methods for examining gender, cultures, and identities.
- Students will be able to articulate the significance of relationships among intersecting gender, class, race, sexual orientation, nationality, physical ability, and other identity categories in shaping experiences and perspectives.
- Students will be able to explain the interplay among different disciplinary fields to make complex critical connection(s) between women's or gender issues and race, class, sexuality, colonialism, multiculturalism, and/or globalization.
- Students will be able to read, discuss, analyze, and write about the experiences and perspectives of people of a variety of intersecting identities in a variety of social and historical contexts.
- Students will be able to articulate relationships among identities, institutions, socialization processes, and power.
- Students will be able to articulate the concept of socially constructed identities and related ideas.
- Students will be able to describe different identity categories and how they are constructed and experienced.

WMST 305 WOMEN AND SCIENCE: A HISTORICAL AND BIOGRAPHICAL PERSPECTIVE (Same as HIST 305.)

Lives of women scientists of the past: research interests, career paths, intellectual development and contributions to science. (Diversity course.) (Same as HIST 305.) Prereq(s): CH 201 or CH 202 or CH 203 or HIST 101 or HIST 102 or WMST 101 or WMST 250.

- **Objectives are being developed by History**
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WMST 345 LITERATURE OF ETHNIC MINORITIES IN THE U.S. (Same as ENG 345.)

Literature of ethnic groups within the American population, such as American Indians, Blacks, Basques, and Chicanos. (General Capstone and Diversity course.) (Same as ENG 345.) Prereq(s): CH 201; CH 202 or CH 203; junior or senior standing.

- **Objectives are being developed by English**

WMST 353 IDENTITY POLITICS IN THE UNITED STATES (Same as PSC 353.)

Issues and conflicts of cultural pluralism in the American democracy, such as racial, ethnic, religious and gender identities. Maximum of 6 credits. (Diversity course.) (Same as PSC 353.) Prereq(s): Junior standing or above.

- Students will be able to identify the complex elements important to members of diverse American groups in relation to its/their history, values, and politics
- Students will be able to select an apply appropriate methods of inquiry to analyze complex questions about cultural difference and/or equity

- Students will be able to articulate an awareness of some of the central historical and present diversity issues addressed in the course, including race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities
- Students will be able to analyze and interpret information about cultural differences, cultural rules, and cultural biases in their own society or about non-dominant or marginalized groups
- Students will be able to analyze ways in which the history of cultural groups in the United States differ and how such differences position them in relation to one another
- Students will be able to articulate ways in which social identities such as race, class, and gender intersect in order to influence individual life experiences and/or perspectives
- Students will be able to integrate, synthesize, and apply knowledge of other cultures in both focused and broad interdisciplinary contexts.

WMST 354 POLITICS AND WOMEN (Same as PSC 354.)

Women's political movements, differential political socialization processes, and the economic and legal status of women. (Diversity course.)

- Students will be able to select and apply appropriate methods of inquiry to analyze complex questions about gender difference and/or equity.
- Students will be able to articulate an awareness of some of the central historical and present diversity issues addressed in the course, including race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities.
- Students will be able to analyze and interpret information about cultural differences, cultural rules, and gender biases in racial, religious, and ethnic groups within the United States.
- Students will be able to analyze ways in which the history of cultural groups in the United States differ and how such differences position them in relation to one another.
- Students will be able to articulate ways in which social identities such as race, class, and gender intersect in order to influence individual life experiences and/or perspectives.
- Students will be able to integrate, synthesize, and apply knowledge of issues of gender and sexuality in both focused and broad interdisciplinary contexts.

WMST 378 BASQUE TRANSNATIONALISM IN THE UNITED STATES (Same as BASQ 378.)

Theories of globalization, social identity, diaspora foreign policy, identity construction, and nationalism are utilized to compare Basque individual and institutionalized ethnicity in the United States. (Diversity course.) Students will be able to articulate the ideological basis of diverse theories of identity and culture and apply them to the Basque case

- Students will be able to identify and analyze the main social, cultural, political and economic components of the Basque diaspora and their impact in the western United States.
- Students will be able to demonstrate an understanding of cultural difference and equity, applied to the Basques, as influenced by social identities such as race, ethnicity, gender, national origin, and other socially constructed differences.
- Students will be able to demonstrate knowledge of the social value of cultural difference and of creating societal fairness.
- Students will be able to analyze the sources of information from multiple critical perspectives and summarize and critique secondary sources, including scholarly articles.

WMST 406 FRANCOPHONE LITERATURE AND FILMS IN TRANSLATION (Same as FREN 406/606.)

Selected topics in the literatures and films of French-speaking countries other than France. Topics may include race, class, cultural diversity, autonomy, pre/post colonial literary theory. (General Capstone and Diversity course.) Prereq(s): CH 201; ENG 102; and junior or senior standing.

- Students will be able to articulate in writing and verbally the intersections between identity, gender, class and race as portrayed in various Francophone films and literary pieces.
- Students will be able to demonstrate critical reading skills when interpreting, analyzing, discussing and evaluating a variety of texts, films and popular media originating from all around the Francophone world. Students will pay particular attention to diverse manifestations of social inequities and systematically analyze the dynamic between a specific dominant discourse and the values supported by the behaviors and discourses produced by various characters presented in the movies, novels and other pop culture sources.
- Students will be able to assert through discussion, weekly written assignments and essays their ability to analyze and interpret primary sources in different forms such as Francophone novels, cinema and popular media. They will be asked to decipher the ethical principles at work in each work as well as what obstacles such principles encounter.
- Students will be able to articulate in writing, or if called upon verbally, an understanding of diverse global Francophone identities in comparison to dominant Francocentric cultures within a Eurocentric context. This will be achieved specifically through the study of literature, film, theoretical and academic articles and essays, history and politics.
- Student will be able to pose and discuss ethical questions relevant to colonization, racial discrimination, homophobia and social injustice through artistic decisions made by authors and film directors.
- Students will be able to analyze and synthesize through assignments, research papers and class activities an awareness of theories and research relevant to the study of Francophone literature and film with special attention given to identity within an oppressed group, whether related to race, class, gender or culture.

WMST 409/609 GENDERED VIOLENCE (Same as SOC 409/609.)

Class and gender as related to an analysis of violence, including battery, rape, stalking, "honor crimes", genital mutilation and corporate violence. (General Capstone and Diversity course.) Prereq(s): CH 201; ENG 102; and junior or senior standing.

- Students will be able to apply various theoretical perspectives to describe the intersectionality of gender and social class in violence.
- Students will be able to evaluate the relationship between approaches to dealing with gendered violence and the social barriers keeping us from addressing these.
- Students will be able to demonstrate the ability to articulate and evaluate connections among local, national and international contexts as they apply to a range of forms of gendered violence.
- Students will be able to contextualize forms of gendered violence and responses to them in relation to historical and current global contexts.
- Students will be able to identify and apply multiple theoretical perspectives to a range of gendered forms of violence at the local, national and international levels.
- Students will be able to demonstrate an understanding of the various theoretical perspectives from different disciplines as they apply to gendered violence.
- Students will be able to demonstrate how their own social location shapes their understanding and response to global gendered violence.

- Students will be able to demonstrate an understanding of the debates and disagreements about various forms of gendered violence as these represent different political, social, and geographical realities of the various voices.

WMST 410/610 TOPISC IN GENDER CULTURE (Same as ANTH 410 R/610 R.)

Examines gender constructions and relations from an anthropological perspective. May be repeated for a maximum of 6 credits when course content differs.

- Students will be able to explain how gender is constructed in multiple cultural contexts and analyze diverse cultures through a gendered lens.
- Students will be able to conduct research that draws on a rich body of anthropological scholarship about gender in a variety of global settings
- Students will be able to formulate and articulate arguments that synthesize course material.
- Students will be able to communicate diverse theoretical frameworks and ethnographic examples through writing assignments and class discussion.

WMST 416B LANGUAGE AND GENDER (Same as ENG 416B.)

Using sociolinguistic methodology, this course explores how men and women use language differently and how these differences are biologically and socially conditioned. Prereq(s): ENG 303 or junior standing.

- Students will be able to define key concepts in language and gender studies.
- Students will be able to articulate, in written materials and in class discussion, the different approaches of language and gender researchers and the socio-historical context in which they emerged.
- Students will be able to articulate arguments about the naturalization of gender in our social world by examining and synthesizing primary research articles and summary texts.
- Students will be able to display through class presentations and written materials an informed perspective on the question of how the gender order is enacted and reproduced through linguistic variation.
- Students will be able to show mastery of basic field based methodological concepts and the scientific method through our own fieldwork and research.
- Students will be able to identify, through class discussion and written materials, the reality of and main forces behind beliefs about gendered speech.

WMST 419 MEN AND MASCULINITIES

Historical and contemporary analysis of men's experiences as gendered beings, and constructions of masculinities. Topics may include men and their bodies, violence, sports, media representations. (Capstone and Diversity course.) Prereq(s): ENG 102; CH 201; junior or senior standing.

- Students will be able to analyze cultural and theoretical texts that center on males, masculinity, and male behavior in various contexts.
- Students will be able to compare males, masculinity, and male behavior in different historical, social, and cultural contexts.
- Students will be able to articulate ways in which race, class, gender, sexuality, and other elements of social identities intersect and influence the perspectives and life experiences of males in a variety of historical, social, and cultural contexts.
- Students will be able to define and apply concepts such as: machismo, masculinity, male privilege, compulsory heterosexuality, homosociality, heteronormativity, and hegemonic masculinity.

- Students will be able to analyze and interpret the metaphors often used to describe males, the male body, and male behavior.
- Students will be able to integrate and synthesize knowledge by writing critical responses, completing weekly quizzes, and writing a final, theoretically grounded, research paper related to the course content.

WMST 420 GENDER AND THE SOCIAL SCIENCES

Gender through the lens of the social sciences, such as political science, sociology, anthropology, psychology and economics. Maximum of 9 credits. Prereq(s): Junior standing or above.

WMST 421 GENDER AND ETHNICITY IN AMERICAN MUSIC (Same as MUS 421.)

Influence of gender and ethnicity in American classical and popular music. Reading, listening and analysis. (General Capstone and Diversity course.) (Same as MUS 421.) Prereq(s): CH 201; ENG 102; junior or senior standing.

- Students will be able to apply their knowledge of cultural studies, gender studies, and music studies to the analysis of specific pieces of music, both historical and contemporary.
- Students will be able to discuss the cultural contexts of specific musical pieces and cultures.
- Students will be able to synthesize complex arguments in written form.
- Students will be able to demonstrate and apply empathy and cultural sensitivity to the study of diverse musical cultures.
- Students will be able to examine and discuss the historical and cultural conditions under which a diverse range of music is made.
- Students will be able to apply the study of diversity in historical contexts to the understanding of diversity in contemporary contexts.

WMST 421 WOMEN AND LITERATURE (Same as ENG 427A)

Women writers and the ways in which women are portrayed in literature. (General Capstone and Diversity course.) (Formerly WS 433; implemented 2004.) Prereq(s): CH 201; CH 202 or CH 203; junior or senior standing

- Students will be able to demonstrate familiarity with foundational feminist and gender theories, as well as their history
- Students will be able to speak knowledgeably about how diverse social positions and experiences are reflected (or not) in and reinforced by texts.
- Students will be able to write an analytical paper that integrates ideas from feminist and gender theories with literary interpretation, using a variety of sources.
- Students will be able to differentiate between and understand basic interpretative approaches to various literary genres including poetry, fiction, and film.
- Students will be able to articulate close readings of selected passages of literature in support of larger arguments in brief analytical paragraphs and in class discussion
- Students will be able to articulate connections between literature, theory, personal experience, and other subject areas in which you have expertise

WMST 430 GENDER, LITERATURE AND THE ARTS

Examines cultural representations of gender and gender relations through world literatures, philosophy, musical traditions, and fine and applied arts. Team-taught by faculty in women's studies and the humanities. Maximum of 9 credits. (General Capstone course.) Prereq(s): CH 201; ENG 102; junior or senior standing.

- Students will be able to demonstrate familiarity with major concepts in and approaches to studies of gender through writing assignments.
- Students will be able to develop ways to think about the form and content of art, visual, and written culture.
- Students will be able to sharpen critical skills in reading, discussing, and writing about how gender theory intersects with art, literature, and film.
- Students will be able to examine how art and literature shape, present, and interrogate gender.
- Students will be able to respond to course material in a variety of ways that demonstrate communication competencies in writing and other media.

WMST 442 WOMEN IN LATIN AMERICA (Same as HIST 442.)

Interdisciplinary analysis of gender issues in Latin America from the Pre-Columbian period to the present. Topics include ethnicity, modernization, and political action. (General Capstone course.)

Prereq(s): CH 201; ENG 102; junior or senior standing.

- Students will be able to identify and analyze major developments in Latin American gender and sexuality history.
- Students will be able to identify and evaluate major theoretical concepts in gender and sexuality studies, with a focus on their relevance and application in the field of history.
- Students will be able to analyze sexuality and gender in relation to structures and histories of race, class, and citizenship in Latin America.
- Students will be able to synthesize information by writing critical responses and a final, theoretically grounded, research paper related to the course content.

WMST 450/650 FEMINIST THEORY AND METHODS

Survey of contemporary theory and method in women's studies. Examines practical and philosophical issues in feminist thought on the construction and significance of gender difference. (General Capstone course.) Prereq(s): CH 201; ENG 102; WMST 250; junior or senior standing.

- Students will be able to critically analyze theories, methods, and representations of gender and feminism from an interdisciplinary perspective.
- Students will be able to apply feminist theory to the examination of laws, policies, practices, and cultural representations that produce gendered identities in contemporary society.
- Students will be able to design, develop, and complete appropriate steps to conduct a research project addressing a contemporary problem relating to women, gender, or sexuality.
- Students will be able to clearly articulate, in writing and orally, how feminist theory and methods help us to make sense of contemporary social conditions and to act in ways that can effect social change.

WMST 451 SENIOR RESEARCH AND THESIS I

Directed research on a focused topic within the Women's Studies major.

WMST 452 SENIOR RESEARCH THESIS II

Preparation of written thesis and oral presentation. Prereq(s): or corequisite: WMST 451 and permission of instructor.

- Students will be able to apply critical thinking skills to issues related to gender and sexuality
- Students will be able to develop and articulate an original research question to pursue in a research project.

- Students will be able to design, develop, and complete appropriate steps and tasks to conduct the research project.
- Students will be able to write the results of the research study in a format appropriate to the academic discipline(s) that inform the student's project.

WMST 453 GENDER AND SOCIETY (Same as SOC 453.)

Analysis of gender identity and gender structure from various theoretical perspectives, including social-psychological and structural. Focus on the relationship between gender, culture and social structure. (General Capstone and Diversity course.) (Same as SOC 453.) Prereq(s): CH 201; ENG 102; and junior or senior standing.

- Students will be able to analyze and interpret information about social rules and political and social biases in their own society that affect the experiences of marginalized and centered groups.
- Students will be able to describe and investigate social issues related to gender diversity and equity using a sociological lens
- Students will be able to describe how sex and gender are socially constructed categories by exploring what gives them meaning, how the categories are maintained or transformed, and how they are related to concerns of equity.
- Students will be able to Analyze and articulate how sex and gender are distinct from and intersect with other major axes of social identity and life, such as class, race, and sexuality in relation to your own life experiences and the experiences of non-dominant or marginalized groups within the U.S
- Students will be able to apply theoretical perspectives from previous courses in sociology, women's studies and other fields to the complexities of race, class and gender inequality.
- Students will be able to critically examine how one's location within intersecting social forces impacts one's worldview and relationships in personal and institutional settings.
- Students will be able to effectively communicate verbally and in writing their mastery of the theoretical and methodological debates in the area of Gender Studies.

WMST 462 BASQUE GENDER STUDIES (Same as BASQ 461/661.)

Analysis of gender in the Basque context, past and present, in its domestic, economic and political dimensions, and in the construction of socio-cultural identities. (Same as BASQ 461/661.)

- **Objectives to be developed by Basque Studies**

WMST 467 PSYCHOLOGY OF GENDER (Same as PSY 467.)

Critical examination of psychology and gender, using social, cognitive and biological perspectives; with analysis of these issues in contemporary literature. (Diversity and General Capstone course.) (Same as PSY 467.) Prereq(s): PSY 101; CH 201; ENG 102; junior or senior standing.

- Students will be able to apply, orally and in writing, the knowledge, perspectives, principles, and types of reasoning discussed in this course in the context of social science and cultural applications.
- Students will be able to discuss the current role(s) gender plays in Western culture.
- Students will be able to discuss differences in the functions of gender roles between Western and non-Western cultures.
- Students will be able to identify in what ways gender and gender roles influence individuals' behaviors/thoughts, including your own.

- Students will be able to demonstrate critical thinking skills through writing, oral presentations, and informal class discussion. Using foundational knowledge acquired in the course students will apply the information to current events - providing the opportunity to transfer knowledge across settings.
- Students will be able to articulate and apply theoretical/philosophical foundations for the scientific study of gender.

WMST 470/670 GENDER AND MIGRATION: WOMEN, MEN, AND GLOBAL MOVEMENT

(Same as ANTH 470 R/670 R.)

Examines how gender influences and is shaped by processes of migration and global movement

(Diversity course) Prereq(s): Junior or senior standing.

- Students will be able to explain how gender shapes and is impacted by diverse forms of global movement.
- Students will be able to conduct research that draw on ethnographic scholarship and media representations of current events around the globe.
- Students will be able to formulate and articulate arguments that synthesize course material.
- Students will be able to communicate diverse theoretical frameworks and ethnographic examples through writing assignments and class discussion.

WMST 479 BEAUTY AND THE BODY (Same as ART 478 R.)

Intensive discussion of the idea and reality of beauty as represented and manifested by the human body. Considers fine art, popular culture, and everyday life. (General Capstone course.) (Formerly WMST 495; implemented 2004.) (Same as ART 478 R.) Prereq(s): CH 201; ENG 102; junior or senior standing.

- **Objectives will be developed by Art**

WMST 484 GENDER AND ART HISTORY

The role of gender construction in art, art criticism, and historiography. Global case studies from Middle Ages to today, emphasis on 19th century to present.

- Students will be able to describe and recognize in verbal and written form the formal qualities of a work of art as a means to understand how technical and compositional components function as one level of interpretation.
- Students will be able to identify and critically apply a wide range of Art Historical methodologies that impact the way we study, receive, and ultimately understand a work of art.
- Students will be able to effectively compose written assessments in the form of in-class exercises, exams and research essay the cultural and historical significance of select works of art and the relationship that constructions of gender have played in structuring the field of Art History.
- Students will be able to articulate in verbal and written form relationships between works of art and their cultural context.
- Students will be able to document in-depth knowledge of the work of roughly 100 artists from Europe, North America, South America, Asia, and Africa.
- Students will be able to compare and contrast works of art from different artists, time periods, cultures, and geographies.
- Students will be able to critically apply in verbal and written form cross-cultural historical analysis, with emphasis on understanding global contexts of art production in relationship to gender studies.

WMST 486/686 FAMILY VIOLENCE (Same as SOC 483/683.)

Examination and critical analysis of major theoretical perspectives on family violence. Analysis of current issues and debates in family violence. (General Capstone course.) (Formerly WMST 483; implemented 2004.) Prereq(s): ENG 102; CH 201; SOC 101; junior or senior standing.

- Students will be able to analyze and interpret the scholarship in the area of family violence in a diverse range of family forms.
- Students will be able to integrate and synthesize the readings, lectures and other class materials to demonstrate their understanding of the complex relationship between family violence and the cultural and social contexts in which it occurs.
- Students will be able to criticize and apply theoretical perspectives on family violence and show as they reveal the impact of race, class and gender intersectionality.
- Students will be able to explain the significance of power differentials in the construction and application of policies, laws and assumptions about family violence and evaluate their impact on marginalized and central populations.

WMST 489 GENDER AND SEXUAL IDENTITY IN LITERATURE (Same as ENG 490A.)

Explores theory and literature on gender and sexual identity as social categories. Literature of sexual minorities in the 19th to 21st century American and British cultures. (General Capstone and diversity course.) (Same as ENG 490A.) Prereq(s): CH 201; CH 202 or CH 203; junior or senior standing.

- Students will be able to select and apply appropriate methods of inquiry to analyze complex questions about gender and sexual identity, cultural difference and/or equity.
- Students will be able to identify fundamental concepts within theory for addressing issues of human social behavior, especially gender and sexuality.
- Students will be able to apply a gender studies framework to literary texts from the 19th, 20th, and 21st centuries (fiction, poetry, drama, film, essay, and popular culture).
- Students will be able to describe how gender and sexual identity intersect with other cultural categories (e.g., race, class, ethnicity, nationality, religion).
- Students will be able to identify the contributions of those whose "otherness" (in terms of gender or sexual identity) makes them somehow "unconventional."
- Students will be able to make connections between and apply theories from previous coursework and/or other disciplines to the topic of gender and sexuality.
- Students will be able to identify and summarize current scholarly conversations (e.g., challenges, opportunities, trends) that exist within conversations on gender and sexuality.
- Students will be able to connect the texts to contemporary discussions of human rights for sexual minorities.

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WMST 490 SPECIAL TOPICS

Topics of current interest not incorporated in regular offerings. Maximum of 9 credits. (Formerly WS 497; implemented 2004.)

WMST 493 QUEER HISTORY AND THEORY (Same as HIST 493.)

Advanced study of lesbian, gay, bisexual, transgender, and queer history and queer theory with a focus on the United States.

- Students will be able to identify and analyze major developments in lesbian, gay, bisexual, transgender, and queer history, with a focus on the United States.

- Students will be able to identify and evaluate major theoretical concepts in queer theory, with a focus on their relevance and application in the field of history
- Students will be able to analyze sexuality and gender in relation to structures and histories of race, class, and citizenship in the United States
- Students will be able to synthesize information by writing critical responses and a final, theoretically grounded, research paper related to the course content.

WMST 498 WMST INTERNSHIP

Develops an understanding of the interaction between theoretical perspectives and practical application through supervised participation in the work of community agencies. May be repeated for a maximum of 6 credits. (Formerly WS 490; implemented 2004.)

- Students will be able to apply feminist, critical race, and other social theories to solve real-world challenges.
- Students will be able to acquire and apply knowledge in a new setting to enhance Women's Studies coursework.
- 3. Students will be able to apply critical thinking and writing skills to gender equity and social justice issues in local communities.

WMST 499 INDEPENDENT STUDY

Supervised reading and research open to women's studies minors. Maximum of 6 credits. (Formerly WS 490; implemented 2004.) Recommended Preparation: WMST 101.

Appendix E
2015-16 GRI and Women's Studies Enrollments

This list is intended to give a snapshot of GRI and Women's Studies course enrollments over the course of a typical year. This reflects enrollments in Summer, Fall, Wintermester, and Spring terms. Their role in the new "Silver Core" is noted in the Core Objective (CO) numbers. Some without CO numbers at present are in the process of being approved.

Total Student Enrollment in GRI and Women's Studies Classes for 2015-16: 1992

2015 Summer – total 139

HGPS 201 CONCEPTS IN HOLOCAUST GENOCIDE AND PEACE STUDIES **online**
enrollment 18 (cap 25) **CO10**

HGPS 415 VIETNAM: CONFLICT AND CONSEQUENCES
enrollment 26 (CAP 25) **CO13**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES
enrollment 13 (cap 57) **CO6**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES **online**
enrollment 20 (cap 50) **CO6**

WMST 345 LITERATURE OF EHTNIC MINORITIES IN THE U.S. (SAME AS PSC 354) **online**
enrollment 30 (cap 35) **CO**

WMST 409 GENDERED VIOLENCE (crosslisted as SOC 409)
enrollment 10 (cap 10) **CO**

WMST427A WOMEN AND LITERATURE (crosslisted as ENG 427A)
enrollment 4 (cap 10) **CO3**

WMST 427A WOMEN AND LITERATURE (crosslisted as ENG 427A) **online**
enrollment 17 (cap 21) **CO3**

WMST 609 GENDERED VIOLENCE (crosslisted as SOC 609)
enrollment 1 (cap 2)

2015 Fall Total 931

ETS 280 NATIVE AMERICAN CULTURE
enrollment 32 (cap 35) **CO10**

ETS 307 TOPICS IN RACE AND RACISM
enrollment 32 (cap 35) **CO10**

GRI 201 CONTEMPORARY DIVERSITY
enrollment 37 (CAP 39) **CO10**

HGPS 201 CONCEPTS IN HOLOCAUST, GENOCIDE AND PEACE STUDIES

2 sections

enrollment 63 (cap 35 + 35) **CO10**

HGPS 410 LITERATURE OF THE HOLOCAUST

enrollment 32 (CAP 35) **CO13**

HGPS 415 VIETNAM: CONFLICT AND CONSEQUENCES

enrollment 45 (CAP 20+19) **CO13**

HGPS 421 CONCEPTS IN PEACE STUDIES AND NONVIOLENCE

enrollment 33 (CAP 35) **CO13**

RST 101 INTRODUCTION TO RELIGIOUS STUDIES

enrollment 20 (CAP 40) **CO10**

RST 495 SPECIAL TOPICS IN RELIGIOUS STUDIES

enrollment 11 (CAP 30) **CO10**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES

enrollment 367 (CAP 70+70+80+27+70+70) **CO6**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES **online**

enrollment 63 (CAP 65) **CO6**

WMST 250 INTRODUCTION TO FEMINIST THEORY

enrollment 36 (CAP 35) **CO 10, 11**

WMST 280 PHILOSOPHY OF THE BODY (SAME AS PHIL 280)

enrollment 17 (CAP 20)

WMST 300 GENDERS, CULTURES AND IDENTITIES

enrollment 35 (CAP 35) **CO 10**

WMST 409 GENDERED VIOLENCE (SAME AS SOC 409)

enrollment 10 (CAP 14)

WMST 421 GENDER AND ETHNICITY IN AMERICAN MUSIC (SAME AS MUS 421)

enrollment 6 (CAP 7)

WMST 427A WOMEN IN LITERATURE (SAME AS ENG 427A)

enrollment 10 (CAP 20) **CO3**

WMST 427A WOMEN IN LITERATURE (SAME AS ENG 427A) **online**
enrollment 18 (CAP 19) **CO3**

WMST 430 GENDER AND THE SOCIAL SCIENCES
enrollment 22 (CAP 35) **CO 10**

WMST 451 SENIOR THESIS I
enrollment 1 (CAP 15)

WMST 453 GENDER AND SOCIETY (SAME AS SOC 453)
LECTURE (2 SECTIONS)
enrollment 20 (CAP 10+10)

WMST 453 GENDER AND SOCIETY (SAME AS SOC 453) **online**
enrollment 20 (CAP 20)

WMST 609 GENDERED VIOLENCE (SAME AS SOC 609)
enrollment 1 (CAP 1)

2015-16 Wintermester – Total 36

WMST 101 INTRODUCTION TO WOMEN'S STUDIES
enrollment 18 (CAP 40) **CO 10**

HGPS 415 VIETNAM: CONFLICT AND CONSEQUENCES
enrollment 18 (CAP 18) **CO13**

2016 Spring – Total 886

ETS 280 NATIVE AMERICAN CULTURE
enrollment 35 (CAP 35) **CO10**

ETS 280 NATIVE AMERICAN CULTURE **online**
enrollment 25 (CAP 35) **CO10**

ETS 307 TOPICS IN RACE AND RACISM
enrollment 35 (CAP 35) **CO10**

GRI 257 SOCIAL MOVEMENTS OF GENDER, RACE, AND IDENTITY
enrollment 35 (CAP 35) **CO10**

GRI 710 FEMINIST THEORY
enrollment 8 (CAP 16)

HGPS 201 CONCEPTS IN HOLOCAUST, GENOCIDE AND PEACE STUDIES

enrollment 105 (CAP 35+35+35) **CO10**

HGPS 415 CONCEPTS IN PEACE STUDIES AND NONVIOLENCE **online**

enrollment 36 (CAP 20+19) **CO13**

HGPS 421 CONCEPTS IN PEACE STUDIES AND NONVIOLENCE

enrollment 35 (CAP 35) **CO13**

RST 101 INTRODUCTION TO RELIGIOUS STUDIES

enrollment 15 (CAP 35) **CO10**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES

enrollment 292 (CAP 70+70+70+70+35) **CO 10**

WMST 101 INTRODUCTION TO WOMEN'S STUDIES **online**

enrollment 65 (CAP 65) **CO6**

WMST 300 GENDER, CULTURES AND IDENTITIES

enrollment 35 (CAP 35) **CO 13**

WMST 345 LITERATURE OF ETHNIC MINORITIES IN THE U.S. (SAME AS ENG 345) **online**

enrollment 15 (CAP 15)

WMST 354 POLITICS AND WOMEN (SAME AS PSC 354)

enrollment 25 (CAP 25)

WMST 378 IDENTITY ACROSS BORDERS (SAME AS BASQ 378)

enrollment 2 (CAP 6)

WMST 427A WOMEN IN LITERATURE (SAME AS ENG 427A)

enrollment 20 (CAP 10+10) **CO13**

WMST 427A WOMEN IN LITERATURE (SAME AS ENG 427A) **online**

enrollment 20 (CAP 20) **CO13**

WMST 430 GENDER, LITERATURE AND THE ARTS

enrollment 3 (CAP 20) **CO 10**

WMST 450 FEMINIST THEORY AND METHODS

enrollment 15 (CAP 35) **CO 10**

WMST 452 SENIOR THESIS II

enrollment 1 (CAP 10) **CO 14**

WMST 453 GENDER AND SOCIETY (SAME AS SOC 453)
enrollment 30 (CAP 15+15)

WMST 453 GENDER AND SOCIETY (SAME AS SOC 453) **online**
enrollment 22 (CAP 22)

WMST 493 QUEER HISTORY AND THEORY (SAME AS HIST 493)
enrollment 12 (CAP 18) **CO 10, 1**

Appendix E
Faculty Curricula Vitae

Deborah A. Boehm
Curriculum Vitae

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University of Nevada, Reno
Gender, Race, and Identity/0046
Reno, NV 89557-0046
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dboehm@unr.edu

RESEARCH SPECIALIZATIONS

Gender/Women Studies; Kinship and Family; Children and Youth; Transnationalism, Globalization, and (Im)migration; Illegality and Deportation; Latin America, Mexico, and the U.S.-Mexico Borderlands

EDUCATION

- Ph.D. Anthropology, University of New Mexico, 2005
- M.A. Latin American Studies (Concentrations: Anthropology and Gender Studies), University of New Mexico, 1997
- B.A. English with Honors, University of California at Santa Barbara, 1988

ACADEMIC APPOINTMENTS

- 2013-present Associate Professor, Anthropology and Women's Studies and
Faculty Associate, Gender, Race, and Identity, University of Nevada, Reno
- 2014-2015 Interim Director, Gender, Race, and Identity and Interim Chair, Women's Studies,
University of Nevada, Reno
- 2007-2013 Assistant Professor, Anthropology and Women's Studies and
Faculty Associate, Gender, Race, and Identity, University of Nevada, Reno
- 2005-2007 Assistant Professor in Residence, University Studies/Interdisciplinary Studies and
Faculty Affiliate, Women's Studies, University of Nevada, Las Vegas
- 2003-2005 Guest Scholar, Center for U.S.-Mexican Studies and Center for Comparative Immigration
Studies, University of California at San Diego

PUBLICATIONS

Books

In Press *Returned: Going and Coming in an Age of Deportation*. California Series in Public Anthropology. Berkeley, CA: University of California Press.

2012 *Intimate Migrations: Gender, Family, and Illegality among Transnational Mexicans*. New York, NY: New York University Press.

Edited Volumes

2013 *Emerging Perspectives on Children in Migratory Circumstances: Selected Proceedings of the Working Group on Childhood and Migration June 2008 Conference*. Edited by Rachel Reynolds, Cati Coe, Deborah A. Boehm, Joanna Dreby, Heather Rae-Espinoza, and Julia Meredith Hess. Philadelphia, PA: Drexel University Department of Culture and Communication and Drexel University College of Arts and Sciences.

2011 *Everyday Ruptures: Children, Youth, and Migration in Global Perspective*. Edited by Cati Coe, Rachel Reynolds, Deborah A. Boehm, Julia Meredith Hess, and Heather Rae-Espinoza. Nashville, TN: Vanderbilt University Press.

2011 "Affecting Global Movement: The Emotional Terrain of Transnationality." *International Migration* 49 (6). Edited by Deborah A. Boehm and Heidi Swank.

2008 "Engendering Mexican Migration: Articulating Gender, Regions, Circuits." *Latin American Perspectives* Issue 158, 35 (1). Edited by Deborah A. Boehm and M. Bianet Castellanos.

Refereed Journal Articles

Under Review "Futures Foreclosed: Illegalities and Compromised Membership in the Aftermath of Deportation." *The Russell Sage Foundation Journal of the Social Sciences*. Special Issue: "Undocumented Immigration: Effects of Policy On the Experience of Illegality."

In Press "The Destinations of Deportation." *Practicing Anthropology* 38 (1). Winter 2016.

2011 "Deseos y Dolores: Mapping Desire, Suffering, and (Dis)loyalty within Transnational Partnerships." *International Migration* 49 (6): 95-106.

2011 "US-Mexico Mixed Migration in an Age of Deportation: An Inquiry into the Transnational Circulation of Violence." *Refugee Survey Quarterly* 30 (1): 1-21.

2009 "¿Quién sabe?: Deportation and Temporality among Transnational Mexicans." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 38 (2-4): 345-374.

2008 "For My Children': Constructing Family and Navigating the State in the U.S.-Mexico Transnation." *Anthropological Quarterly* 81 (4): 777-802.

- 2008 “‘Now I am a man *and* a woman!’: Gendered Moves and Migrations in a Transnational Mexican Community.” *Latin American Perspectives*, Issue 158, 35 (1): 16-30.
- 2008 “Engendering Mexican Migration: Articulating Gender, Regions, Circuits.” *Latin American Perspectives* Issue 158, 35 (1): 5-15. (Authored by M. Bianet Castellanos and Deborah A. Boehm)
- 2005 “The Safety Net of the Safety Net: How Federally Qualified Health Centers ‘Subsidize’ Medicaid Managed Care.” *Medical Anthropology Quarterly* 19 (1): 47-63.
- 2004 “Immunization Coverage and Medicaid Managed Care in New Mexico: A Multi-Method Assessment.” *Annals of Family Medicine* 2 (1): 13-21. (Authored by Michael A. Schillaci, Howard Waitzkin, E. Ann Carson, Cynthia M. López, Deborah A. Boehm, Leslie A. López, and Sheila F. Mahoney)
- 2002 “Our Lady of Resistance: The Virgin of Guadalupe and Contested Constructions of Community in Santa Fe, New Mexico.” *Journal of the Southwest* 44 (1): 95-104.

Refereed Book Chapters

- 2011 “Here/Not Here: Contingent Citizenship and Transnational Mexican Children.” In *Everyday Ruptures: Children, Youth, and Migration in Global Perspective*. Edited by Cati Coe, Rachel Reynolds, Deborah A. Boehm, Julia Meredith Hess, and Heather Rae-Espinoza. Nashville, TN: Vanderbilt University Press. Pp. 161-173.
- 2011 “Children, Youth, and the Everyday Ruptures of Migration” In *Everyday Ruptures: Children, Youth, and Migration in Global Perspective*. Edited by Cati Coe, Rachel Reynolds, Deborah A. Boehm, Julia Meredith Hess, and Heather Rae-Espinoza. Nashville, TN: Vanderbilt University Press. Pp. 1-19. (Authored by Deborah A. Boehm, Julia Meredith Hess, Cati Coe, Heather Rae-Espinoza, and Rachel Reynolds)
- 2008 “‘Ir y Venir’ – Historias transnacionales, trayectorias determinadas por género.” In *¡Yo soy de San Luis Potosí!...con un pie en Estados Unidos. Aspectos contemporáneos de la migración potosina a Estados Unidos*. Edited by Fernando Saúl Alanís Enciso. México: Miguel Ángel Porrúa, Secretaría de Gobernación/Instituto Nacional de Migración, El Colegio de San Luis, A.C. y Consejo Potosino de Ciencia y Tecnología. Pp. 93-112.
- 2001 “‘From Both Sides’: (Trans)nationality, Citizenship, and Belonging among Mexican Immigrants to the United States.” In *Rethinking Refuge and Displacement, Selected Papers on Refugees and Immigrants Volume VIII*, 2001. Edited by Elzbieta M. Gozdziaik and Dianna J. Shandy. American Anthropological Association, Committee on Refugees and Immigrants. Pp. 111-141.

Conference Proceedings and Working Papers

- 2011 “Place Matters: Community and Spatiality at Burning Man.” Southwestern Anthropological Association 2010 Conference Proceedings.

- 2008 “(Dis)placed: Transnational Mexican Children in an Age of Deportation.” Workshop Book of Papers, “Transnational Parenthood and Children-Left-Behind,” International Peace Institute, Oslo (PRIO) and the Department of Social Anthropology at the University of Oslo, Norway.
- 2004 “Gender(ed) Migrations: Shifting Gender Subjectivities in a Transnational Mexican Community.” Working Paper No. 100. Center for Comparative Immigration Studies, University of California at San Diego.

Invited Publications

- 2015 “‘Now I am a Man and a Woman!’ – Gendered Moves and Migrations in a Transnational Mexican Community.” In *The Gender, Culture and Power Reader*. Edited by Dorothy L. Hodgson. Oxford: Oxford University Press.
- 2015 Guest Post, University of California Press Blog, November 16, 2015. <http://www.ucpress.edu/blog/tag/deborah-boehm/>
- 2013 “‘¿Quién sabe?': Deportation and Temporality among Transnational Mexicans.” *Governing Immigration Through Crime: A Reader*. Edited by Julie A. Dowling and Jonathan Xavier Inda. Stanford, CA: Stanford University Press. Pp. 217-232.
- 2013 “The Intimacy of Migration and Deportation.” *Gender & Society* Blog, September 24, 2013.
- 2012 Comment – “‘Awakening to a Nightmare’: Abjectivity and Illegality in the Lives of Undocumented 1.5 Generation Latino Immigrants in the United States” by Roberto G. Gonzales and Leo R. Chavez. *Current Anthropology* 53 (3): 268-269.
- 2011 “Introduction – Affecting Global Movement: The Emotional Terrain of Transnationality.” *International Migration* 49 (6): 1-6. (Authored by Deborah A. Boehm and Heidi Swank)
- 2011 “Mixed Status Families.” In *Anti-Immigration in the United States: A Historical Encyclopedia*. Edited by Kathleen Arnold. Santa Barbara, CA: Greenwood Press.

Book Reviews

- 2015 Review of *Sacrificing Families: Navigating Laws, Labor, and Love* (Leisy J. Abrego, Stanford University Press, 2014). *The Americas* 72(4): 681-83.
- 2015 Review of *The Last Best Place? Gender, Family, and Migration in the New West* (Leah Schmalzbauer, Stanford University Press, 2014). *American Journal of Sociology* 121(3): 994-96.
- 2015 Review of *When I Wear My Alligator Boots: Narco-Culture in the U.S.-Mexico Borderlands* (Shaylih Muehlmann, University of California Press, 2014). *American Ethnologist* 42(1): 197-98.

- 2013 Review of *Chocolate and Corn Flour: History, Race, and Place in the Making of "Black" Mexico* (Laura A. Lewis, Duke University Press, 2012). *Journal of the Royal Anthropological Institute* 19.
- 2012 Review of *Translating Childhoods: Immigrant Youth, Language, and Culture* (Marjorie Faulstich Orellana, Rutgers University Press, 2009). *Ethos* 40 (1).
- 2011 Review of *Clandestine Crossings: Migrants and Coyotes on the Texas-Mexico Border* (David Spener, Cornell University Press, 2009). *Current Anthropology* 52 (2).
- 2011 Review of *Theater in a Crowded Fire: Ritual and Spirituality at Burning Man* (Lee Gilmore, University of California Press, 2010). *American Anthropologist* 113 (4).
- 2009 Review of *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men* (Lionel Cantú, Jr., edited by Nancy A. Naples and Salvador Vidal-Ortiz, New York University Press, 2009). *Asian Women* 25 (4).
- 2006 Review of *Driving the State: Families and Public Policy in Central Mexico* (Dolores M. Byrnes, Cornell University Press, 2003). *American Ethnologist* 33 (4).

AWARDS AND FELLOWSHIPS

- 2016 Residential Scholar, School of Anthropology, University of Arizona
- 2015 Funded Participant, "Undocumented Immigration: Effects of Policy on the Experience of Illegality," Russell Sage Foundation, New York, NY
- 2015 Faculty Travel Grant, Office of Vice President for Research and Innovation, University of Nevada, Reno
- 2013-2014 American Council of Learned Societies Fellowship
- 2013-2014 Postdoctoral Research Leave Fellowship-Alternate, American Association of University Women
- 2014 Recipient, California Series in Public Anthropology Award, University of California Press
- 2014 Visiting Scholar, Center for the Study of Law and Society, University of California, Berkeley – School of Law, Berkeley, California
- 2014 Funded Participant, "After the Terror," Peace Research Institute Oslo (PRIO) and University of California, Los Angeles, Los Angeles, CA
- 2013 Visiting Research Associate, School for Advanced Research, Santa Fe, New Mexico
- 2012 Ruth Benedict Global Citizenship Award, Center for Public Anthropology

GENDER, RACE, & IDENTITY AND WOMEN'S STUDIES PROGRAMS

2012	Mousel-Feltner Award for Excellence in Research and/or Creative Activity, College of Liberal Arts, University of Nevada, Reno
2011	Funded Participant, "Moralities of Migration," Peace Research Institute Oslo (PRIO), Oslo, Norway
2010	Funded Participant, "The Concept of Mixed Migration: Reflecting on Today's Migratory Policies, Movements, and Paradigm Shifts," The Graduate Institute, Geneva, Switzerland
2009-2010	Fulbright-García Robles Fellowship
2008	Funded Participant, "Workshop on Transnational Parenthood and Children-Left-Behind." International Peace Institute, Oslo (PRIO) and the Department of Social Anthropology at the University of Oslo, Norway (Declined)
2008	Invited and Funded Participant, Wenner-Gren Workshop on Childhood and Migration, New York, NY
2006	Fellow, Regents Academy, Nevada System of Higher Education
2003-2005	Guest Scholar, Center for U.S.-Mexican Studies & Center for Comparative Immigration Studies, University of California at San Diego
2002-2005	Ph.D. Fellowship, Latin American and Iberian Institute, University of New Mexico
2004	Funded Participant, Social Science Research Council Summer Institute on International Migration, University of California, Los Angeles
2004	Transnationalism Fellowship, Mexico-North Research Network
2003-2004	Ph.D. Fellowship, Center for Regional Studies, University of New Mexico
2003-2004	Dissertation Fellowship-Alternate, American Association of University Women
2002	International Excellence Award, Office of International Programs and Studies, University of New Mexico
2001-2002	David L. Boren Graduate International Fellowship, Academy for Educational Development
2001	Summer Doctoral Fellowship, Washington State University
2001	Director's Citation Award, Women Studies Program, University of New Mexico
2000	Doctoral Candidacy Exams with Distinction
2000	Bunting Award, Department of Anthropology, University of New Mexico

1997-1999	Foreign Language and Area Studies (FLAS) Title VI Fellowship, Latin American and Iberian Institute, University of New Mexico
1998	Graduate Student Paper Award, Feminist Research Institute, University of New Mexico
1997	Tuition Fellowship, Universidad Autónoma del Estado de Morelos, Cuernavaca, Mexico
1996-1997	Tuition Fellowship, Latin American and Iberian Institute, University of New Mexico
1988	B.A. with Honors, University of California, Santa Barbara

RESEARCH AND TRAVEL GRANTS

2013-2014	Fellowship (\$35,000), American Council of Learned Societies
2014	Scholarly and Creative Activities Grant (\$2493), University of Nevada, Reno
2008-2014	Ticket Grant (\$6000 – \$1200/year), Burning Man, Black Rock Arts Foundation (Co-Principal Investigator with Carolyn L. White)
2009-2012	Junior Faculty Research Grant (\$14,977), University of Nevada, Reno
2012	Junior Faculty Summer Research Grant (\$3000), University of Nevada, Reno
2011	Scholarly and Creative Activities Grant (\$3080), University of Nevada, Reno
2011	Junior Faculty Summer Research Grant (\$3000), University of Nevada, Reno
2008-2011	Centennial Commission Grant (\$69,000), City of Las Vegas (Co-Principal Investigator with Patrick T. Jackson and Claytee White)
2008-2011	Travel Grants, College of Liberal Arts, University of Nevada, Reno
2010	Junior Faculty Summer Research Grant (\$2000), University of Nevada, Reno
2009-2010	Fulbright Scholar Award (\$34,250), U.S. Department of State
2008-2010	Travel Grants, Office of Research, University of Nevada, Reno
2009	Scholarly and Creative Activities Grant (\$2456), University of Nevada, Reno
2007-2009	Nevada Humanities Grant (\$7500) (Co-Principal Investigator with Patrick T. Jackson)
2008	Software Grant (For N-Vivo-Qualitative Data Analysis Software), Faculty Senate, University of Nevada, Reno
2008	Scholarly and Creative Activities (\$4100), Grant, University of Nevada, Reno
2006-2007	University Faculty Travel Grants, University of Nevada, Las Vegas

2006	Teaching and Learning Center Grant, University of Nevada, Las Vegas
2001-2002	Research, Project, and Travel Grant, Office of Graduate Studies, University of New Mexico
1997-2002	Travel Grants, Anthropology Department, University of New Mexico
2001	Travel Grant, Department of Medicine, University of New Mexico
2000-2001	Travel Grants, Women Studies Program, University of New Mexico
1998-2001	Student Research Allocations Committee (SRAC) Grants, University of New Mexico
1999	Travel Grant, American Ethnological Society
1999	Travel Grant, Southwest Hispanic Research Institute, University of New Mexico
1998	Field Research Grant, Latin American and Iberian Institute, University of New Mexico

INVITED PRESENTATIONS

2015	“Futures Foreclosed: Illegalities and Compromised Membership in the Aftermath of Deportation,” Workshop – “Undocumented Immigration: Effects of Policy on the Experience of Illegality,” Russell Sage Foundation, New York, NY
2015	“Un/Making Family: Relatedness, Displacement, and Citizenship in a Global Age,” Workshop – “Kinship and the Transnational Family: An Anthropological Perspective,” Université de Liège, Liège, Belgium
2014	“On Disappearing: Displaceability as Inequality in an Age of Deportation,” Mellon Workshop – “Worlds Divided: Interrogating Inequality, Past and Present,” Brown University, Providence, RI
2014	“Ethnographic Research with Families and Children,” Reflective Engagement Grant Team, Georgetown University, Washington DC
2013	“Return(ed): The Temporalities and Geographies of Deportation,” Colloquium, School for Advanced Research, Santa Fe, New Mexico
2013	“Fragmented Families: Deportation and its Effects,” Centro Savila, Albuquerque, New Mexico
2013	“Going Back: Tracing the Temporalities and Geographies of Deportation,” Keynote, “Identity in Time and Space,” College of Liberal Arts Graduate Student Symposium, University of Nevada, Reno
2012	“Black Rock City and Beyond: Community and Place at Burning Man,” Burning Inquiry,

University of Nevada, Reno Libraries

- 2012 “A Temporary and Enduring Home: Archaeology and Ethnography of Burning Man” (with Carolyn L. White), Forum Lecture Series, University of Nevada, Las Vegas
- 2010 “*Género, Desarrollo, y Migración*,” Graduate Seminar, Doctorado en Estudios del Desarrollo, Universidad Autónoma de Zacatecas, Zacatecas, Mexico
- 2010 “*Migraciones Íntimas: Género y Familia en el Movimiento Transnacional*,” Certificate in Migration Studies (Televised to five campuses), Colegio de San Luis, San Luis Potosí, Mexico
- 2005 “Forced Migration and Human Rights in San Diego: What the Public Needs to Know,” Panelist, Roundtable Discussion, Center for Comparative Immigration Studies, University of California at San Diego
- 2004 “Gender(ed) Migrations: Shifting Gender Subjectivities Among Transnational Mexicans.” Research seminar presented at the Center for U.S.-Mexican Studies and Center for Comparative Immigration Studies, University of California at San Diego
- 2002 “‘*Si no vas a los Estados Unidos, no eres hombre*’: Shifting Gender Subjectivities among Transnational Mexicans.” Presented at “*Transnacionalidad: Una mirada etnográfica y multidisciplinaria*,” Universidad Autónoma Metropolitana – Unidad Iztapalapa, Mexico City, Mexico

CONFERENCE PARTICIPATION

Panels Organized and Chaired

- 2015 “Strange Homecomings: A Re/Consideration of Migration and Return.” Co-organized and co-chaired (with Mikaela Rogozen-Soltar) at the American Anthropological Association Annual Meeting, Denver, CO
- 2015 “Affecting Transborder Migration.” Chaired session at the American Anthropological Association Annual Meeting, Denver, CO
- 2015 “Moving Images: Visualizing Childhood Across Borders.” Co-organized and co-chaired (with Nadine Attewell) at the Society for the History of Children and Youth Conference, Vancouver, BC, Canada
- 2015 “Precarious Passages: The Insecurity of Immigration Control in the Americas.” Co-organized (with Deanna Barenboim) at the Latin American Studies Association International Congress, San Juan, Puerto Rico
- 2014 “Dis/connections: Understanding Removal across Temporal, Spatial, and Disciplinary

- Divides.” Co-organized and co-chaired (with Jason De León) an Invited Executive Session at the American Anthropological Association Annual Meeting, Washington DC
- 2013 “Removed from the Nation: Illegality, Detention, and Deportation in Family Life.” Co-organized (with Susan Terrio) an Invited Session for the Association for Political and Legal Anthropology at the American Anthropological Association Annual Meeting, Chicago, IL
- 2013 “Illegality and Agency in the Lives of Young People.” Co-organized and co-chaired session (with Susan Terrio) at the Anthropology of Children and Youth Interest Group and Society for Psychological Anthropology Joint Meeting, San Diego, CA
- 2012 “Mediating Migration: How the Academy and the Press Can Promote New Perspectives on U.S. Latino/a Immigration.” Co-organized and co-chaired session (with Sarah Horton) at the Latin American Studies Association International Congress, San Francisco, CA
- 2012 “Voices of the John S. Park Neighborhood: A Community Oral History Project.” Co-organized (with Patrick T. Jackson) and chaired session at the Southwest Oral History Association Annual Meeting, Albuquerque, NM
- 2011 “‘Presence of Aliens’: Categorizing, Containing, and Controlling (Im)migrant Bodies and Subjects.” Co-organized session (with Julia Meredith Hess) at the Southwestern Anthropological Association Annual Meeting, Reno, NV
- 2010 “From the Margins: Global Inclusion through Local Exchange.” Co-organized session (with Julia Meredith Hess) at the Society for Applied Anthropology Annual Meeting, Merida, Mexico
- 2009 “Endings and/or New Beginnings? Feminist, Medical, and Public Anthropology in the Work of Louise Lamphere.” Co-organized an Invited Presidential Session (with Nancy Burke) at the American Anthropological Association Annual Meeting, Philadelphia, PA
- 2009 “Positioning Families: Undocumented Migration, Status, and Inequality among Transnational Mexicans.” Co-organized session (with Joanna Dreby) at Undocumented Hispanic Migration: On the Margins of a Dream, Connecticut College, New London, CT
- 2009 “Traveling Emotions: Affect and Migration in/from Latin America.” Co-organized and co-chaired session (with Maria Tapias) at the Latin American Studies Association International Congress, Rio de Janeiro, Brazil
- 2008 “Affecting Global Movement: The Emotional Terrain of Transnationality.” Co-organized and co-chaired session (with Heidi Swank) at the American Anthropological Association Annual Meeting, San Francisco, CA
- 2007 “Women in (the margins of) the Field: Positionality, Power, and Field Research.” Organized and chaired roundtable session at the National Women’s Studies Association Annual Meeting, St. Charles, IL

- 2006 “A Transnational Re/View: Cross-Border Histories and Transnational Futures among Mexican (Im)migrants.” Organized and chaired roundtable session at the Latin American Studies Association Annual Meeting, San Juan, Puerto Rico
- 2005 “Immigration and Refugee Policy and Practices in a Post 9/11 World: Migrants’ Responses.” Co-organized and co-chaired panel (with Julia Meredith Hess) at the American Ethnological Society Annual Meeting, San Diego, CA
- 2003 “Engendering Mexican Migration: Articulating Gender, Regions, Circuits.” Co-organized panel (with Maria Bianet Castellanos) at the American Anthropological Association Annual Meeting, Chicago, IL
- 2000 “Close to Home: Family, Community, and Place in Transnational Lives.” Co-organized and co-chaired panel (with Julia Meredith Hess) at the American Anthropological Association Annual Meeting, San Francisco, CA
- 2000 “Indigenous and Transnational Identities.” Invited to chair panel at the Latin American Studies Association Annual Meeting, Miami, FL
- 1999 “Transnational Communities, Citizenship, and Identity.” Invited to chair panel at the American Anthropological Association Annual Meeting, Chicago, IL

Panel Discussant

- 2015 “New Sending Communities and New Receiving Communities in Dialogue with Migration Theory.” Served as discussant for session at the American Anthropological Association Annual Meeting, Denver, CO
- 2015 “Smuggling Identities.” Served as discussant for session at the Instituto Tepoztlán/ Tepoztlán Institute for the Transnational Histories of the Americas 2015, Tepoztlán, Mexico

Papers Presented

- 2015 “Returning Again: The Destinations of Deportation,” American Anthropological Association Annual Meeting, Denver, CO
- 2015 “Transnational Returns: The Im/mobilities of Deportation,” Instituto Tepoztlán/ Tepoztlán Institute for the Transnational Histories of the Americas 2015, Tepoztlán, Mexico
- 2015 “Knowing through Photos: Meaning and Methodology across the U.S.-Mexico Border,” Society for the History of Children and Youth Conference, Vancouver, BC, Canada
- 2015 “On (Not) Counting: Enumerating Removals and Devaluing Lives through Operation Streamline,” Latin American Studies Association International Congress, San Juan, Puerto Rico

- 2015 "Disoriented: Transnational Mexican Youth in the Aftermath of Deportation," Anthropology of Children and Youth Interest Group Conference, Long Beach, CA
- 2014 "Deportation as Disappearance: Removing People and/from the Past," American Anthropological Association Annual Meeting, Washington DC
- 2014 "*¿Quién sabe?*: Deportation and Temporality among Transnational Mexicans," Society for Applied Anthropology Annual Meeting, Albuquerque, NM
- 2014 "After (and During) the Insecurity: Living with Violence in the U.S. Mexico Transnation," Workshop "After the Terror," Peace Research Institute Oslo (PRIO) and University of California, Los Angeles, Los Angeles, CA
- 2013 "Outside the Nation, Outside the Law: Removal and Return among Transnational Mexican Children," American Anthropological Association Annual Meeting, Chicago, IL
- 2013 "Undocumented to DACamented: A Path to Uncertainty," Anthropology of Children and Youth Interest Group and Society for Psychological Anthropology Joint Meeting, San Diego, CA
- 2012 Comments - "Mediating Migration: How the Academy and the Press Can Promote New Perspectives on U.S. Latino/a Immigration," Latin American Studies Association International Congress, San Francisco, CA
- 2012 "Exiled U.S. Citizens: Children of Deportees Living in Mexico," Anthropology of Children and Youth Interest Group, Society for Cross-Cultural Research, and Society for Anthropological Sciences Annual Meeting, Las Vegas, NV
- 2012 "'A Nice, Clean Neighborhood': Memory and Community in Downtown Las Vegas," Southwest Oral History Association Conference, Albuquerque, NM
- 2011 "*Somos buena gente*/We are good people': Illegality and Morality in an Age of Deportation," Moralities of Migration Workshop, Peace Research Institute Oslo (PRIO), Oslo, Norway
- 2011 "Reimagining the Future, Refashioning Selves: Deportation and Return in Transnational Mexican Lives." American Anthropological Association Annual Meeting, Montreal, Quebec, Canada
- 2011 "Breadwinners, Wives, and Widows: A Gendered Neighborhood History," Oral History Association Annual Meeting, Denver, CO
- 2011 "'Everything Falls Apart': Deportation and Family Deunification among Transnational Mexicans," Southwestern Anthropological Association Annual Meeting, Reno, NV
- 2011 "Out of Place: Youth and Deportation in the U.S.-Mexico Transnation," Anthropology of Children and Youth Interest Group, Society for Cross-Cultural Research, and Society for Anthropological Sciences Annual Meeting, Charleston, SC

- 2010 “*Hijos de Mojados*: Transnational Mexican Children, (Il)legality, and Violence in an Age of Deportation,” American Anthropological Association Annual Meeting, New Orleans, LA
- 2010 “Gendered Return: Deportation in the Lives of Transnational Mexican Women and Men,” Latin American Studies Association International Congress, Toronto, Canada
- 2010 “Place Matters: Community and Spatiality at Burning Man,” Southwestern Anthropological Association Annual Meeting, Reno, NV
- 2010 “Fears and Fences: U.S.-Mexico Mixed Migration in an Age of Deportation,” The Concept of Mixed Migration: Reflecting on Today’s Migratory Policies, Movements, and Paradigm Shifts, The Graduate Institute, Geneva, Switzerland
- 2010 “‘Where do we go from here?’: Resisting Fear and Challenging ‘Deportability’ through Community Action,” Society for Applied Anthropology Annual Meeting Merida, Mexico
- 2009 “‘*Un rancho de puras mujeres*/A town of only women’: Situating Women and Gender within Transnational Mexican Migration,” American Anthropological Association Annual Meeting Philadelphia, PA
- 2009 “Gendered Crossings: Migration, Gender, and the Production of ‘Illegality’ in Transnational Mexican Lives,” Undocumented Hispanic Migration: On the Margins of a Dream, Connecticut College, New London, CT
- 2009 “Transnational Longing: Distance and Desire among Mexican (Im)migrants,” Latin American Studies Association International Congress, Rio de Janeiro, Brazil
- 2008 “‘*Ni de aquí, ni de allá*/From neither here nor there’ – State Power, (Il)legality, and Transnational Mexican Children,” Wenner-Gren Workshop on Childhood and Migration, New York, NY
- 2008 “‘*Anda con otra*/He is with another woman’ – Intimacy, Desire, and (In)fidelity in the U.S.-Mexico Transnation,” American Anthropological Association Annual Meeting, San Francisco, CA
- 2008 “Here/Not Here: Contingent Citizenship and Transnational Mexican Children,” Childhood and Migration Interdisciplinary Conference, Philadelphia, PA
- 2007 “Children on the Move: Transnational Childhood, the State, and Children’s Rights in the U.S.-Mexico Transnation,” Latin American Studies Association International Congress, Montreal, Canada
- 2006 “‘From Both Sides’/‘From Neither Here Nor There’ – Belonging and Exclusion in the U.S.-Mexican Transnation,” American Anthropological Association Annual Meeting, San Jose, CA

- 2006 “‘For My Children’ – Constructing Family and Caring for Children in the U.S.-Mexico Transnation,” American Anthropological Association Annual Meeting, Washington DC
- 2005 “Gendered Migrations: Cross-Border Histories and Gender Trajectories in a Transnational Mexican Community,” International Colloquium on the History of Women and Gender in Mexico, University of Utah, Salt Lake City, UT
- 2005 “‘Illegal Aliens’ and ‘Terrorists’ at the U.S.-Mexico Border: Discourses on Transnational Mexican Migration Post-9/11,” American Ethnological Society Annual Meeting, San Diego, CA
- 2004 “‘Now I am a man and a woman!’ – The Gendered Terrain of Transnational Mexican Migration,” Social Science Research Council Summer Institute on International Migration, University of California, Los Angeles
- 2003 “‘*Ya Soy Hombre y Mujer*’ – Shifting Gender Subjectivities Among Transnational Mexicans,” American Anthropological Association Annual Meeting, Chicago, IL
- 2002 “Transnational Ties, Unraveling Unions: Marriage and Family Across the U.S.-Mexico Border,” presented as part of an invited session, “Immigration as Divorce Strategy, Marriage as Immigration Strategy,” American Anthropological Association Annual Meeting, New Orleans, LA
- 2001 “Where are the Insurers? The Changing Roles of Medicaid Safety Net Institutions,” Society for Applied Anthropology Annual Meeting, Merida, Mexico
- 2000 “‘*De Ambos Lados*’: Narratives of Home and Family among Transnational Mexicans,” American Anthropological Association Annual Meeting, San Francisco, CA
- 2000 “‘*Bienvenidos a Salud*! A Discourse Analysis of New Mexico’s Medicaid Program,” Society for Applied Anthropology/Society for Medical Anthropology Annual Meeting, San Francisco, CA
- 2000 “‘*Mitad aquí, mitad allá*’: Narratives of Home, Nationality, Citizenship, and Self among Mexicans in the United States,” Latin American Studies Association Annual Meeting, Miami, FL
- 1999 “Constructing Home: Citizenship, Belonging, and (Trans)National Identity among Mexicans in the United States,” American Anthropological Association Annual Meeting, Chicago, IL
- 1999 “Banning Images of the Virgin of Guadalupe: Ethnic Identity and Discourses of Race in Santa Fe, New Mexico,” American Ethnological Society Annual Meeting, Portland, OR
- 1999 “The Josefina Doll: The Intersection of Ethnicity and Gender on El Camino Real,” Looking for Oñate’s Foot: Cultural/Chicano/Border Studies in the Nuevo Mexico Cuarto Centenario, University of New Mexico

RESEARCH EXPERIENCE

2015-present	Principal Investigator, “Trapped: U.S. Immigration Detention and its Aftermath,” California, Nevada, and Arizona
2014-present	Senior Researcher, “Immigrant Youth Alone in the United States” (Principal Investigator: Susan Terrio), Interdisciplinary Project with Social Workers, Immigration Attorneys, Anthropologists, and Sociologists at Georgetown University
2005-present	Principal Investigator, Transnational Field Research, California, Nevada, New Mexico, and Oregon, U.S.A. and San Luis Potosí and Zacatecas, Mexico, funded by American Council of Learned Societies Fellowship, Fulbright-García Robles Fellowship, and Junior Faculty Research Grant, University of Nevada, Reno
2007-present	Co-Principal Investigator (with Patrick T. Jackson and Claytee White), “Voices of the John S. Park Neighborhood Oral History Project,” funded by the City of Las Vegas Centennial Commission and Nevada Humanities
2008-present	Co-Principal Investigator (with Carolyn L. White), “Archaeology and Ethnography of Burning Man”
2000-2004	Dissertation Field Research, Albuquerque, New Mexico and San Luis Potosí, Mexico, funded by Academy for Educational Development, Mexico-North Research Network, and University of New Mexico
2003	Researcher, “Youth Tobacco Evaluation Project” (Gilbert Quintero, Principal Investigator), Center for Health Promotion and Disease Prevention, Department of Pediatrics, University of New Mexico
1999-2001	Ethnographer, “Multi-Method Assessment of Medicaid Managed Care” (Howard Waitzkin and Louise Lamphere, Principal Investigators), Departments of Anthropology and Family and Community Medicine, University of New Mexico
1999	Researcher, “The Immigrant Experience: Mexican Women in New Mexico” (Cecilia Portal, Principal Investigator), Department of Spanish, University of New Mexico
1995-1999	Researcher/Consultant, Levi Strauss Foundation and Project Change (Anti-Racism Initiative), San Francisco, CA
1998	Predoctoral Field Research, Mexico City, Mexico

TEACHING EXPERIENCE

Associate and Assistant Professor, Anthropology and Women’s Studies/Gender, Race, and Identity, University of Nevada, Reno

2007 – Present

Theories of Oppression (Gender, Race, and Identity, Graduate Seminar)

Gender and Globalization (Anthropology/Women's Studies, Undergraduate) – University Study Abroad Consortium (USAC)

Illegality and Immigration (Anthropology/Women's Studies, Graduate and Undergraduate)

Capstone – Gender and Society (Sociology/Women's Studies, Graduate and Undergraduate)

Gender and Migration: Women, Men, and Global Movement (Anthropology/Women's Studies, Graduate and Undergraduate)

The Gendered Global St/age: Performing Gender in a Transnational World (Women's Studies, Undergraduate)

Internship (Women's Studies, Undergraduate)

Introduction to Cultural Anthropology (Anthropology, Undergraduate)

Introduction to Cultural Anthropology – Honors Section (Anthropology, Undergraduate)

Introduction to Women's Studies – Honors Section (Women's Studies, Undergraduate)

Theories of Identity and Difference (Gender, Race, and Identity, Graduate Seminar)

A World of Women and Men: Gender Across Cultures (Anthropology/Women's Studies, Graduate and Undergraduate)

**Assistant Professor in Residence, University Studies/Interdisciplinary Studies,
University of Nevada, Las Vegas
2005 – 2007**

Capstone – Senior Project (University Studies, Undergraduate)

Contemporary American Culture (University Studies, Undergraduate)

Interdisciplinary Research Methods (University Studies, Undergraduate)

Introduction to Interdisciplinary Studies (University Studies, Undergraduate)

**Instructor, Anthropology and Women's Studies
University of New Mexico
1999 – 2002**

Contemporary Feminist Theory (Women's Studies, Undergraduate)

Cultures of the World (Anthropology, Undergraduate)

Gender(ed) Migrations: Women, Men, and Global Movement (Women's Studies,

Undergraduate)

SERVICE TO PROFESSION

2015-present	Associate Editor, <i>Journal of Anthropological Research</i>
2014-present	Reviewer, American Council of Learned Societies
2015	Reviewer, Oxford University Press
2015	Reviewer, Stanford University Press
2015	Reviewer, <i>Anthropological Quarterly</i>
2015	Reviewer, <i>Anthropology Today</i>
2015	Reviewer, <i>Citizenship Studies</i>
2014	Reviewer, National Science Foundation
2014	Reviewer, Stanford University Press
2014	Reviewer, <i>Journal of Latin American and Caribbean Anthropology</i>
2014	Reviewer, <i>Law and Society Review</i>
2014	Reviewer, <i>International Political Sociology</i>
2013	Reviewer, University of California Press
2013	Reviewer, <i>Ethnic and Racial Studies</i>
2013	Reviewer, Social Sciences and Humanities Research Council of Canada (SSHRC)
2006-2013	Board Member, Working Group on Childhood and Migration
2012	Reviewer, Stanford University Press
2010	Reviewer, National Science Foundation
2010	Reviewer, <i>Global Networks</i>
2010	Reviewer, Norton
2009	Reviewer, <i>Identities</i>
2009	Reviewer, <i>Social Problems</i>

2007	Reviewer, University of Arizona Press
2005	Reviewer, Grant Selection Committee, Trans-Border Institute, University of San Diego
2005	Reviewer, Transnationalism Fellowship Selection Committee, Mexico-North Research Network
2002-2005	Co-Chair, Committee on Refugees and Immigrants, American Anthropological Association
DEPARTMENTAL AND UNIVERSITY SERVICE	
2013-present	Tenure and Promotion Committee, Anthropology Department, University of Nevada, Reno
2014-present	Curriculum Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2009-present	Executive Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2007-present	Network of Faculty for Undergraduate Research, University of Nevada, Reno
2007-present	Steering Committee, Latino Research Center, University of Nevada, Reno
2010-2015	Graduate Committee, Anthropology Department, University of Nevada, Reno
2009-2015	Graduate Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2009-2013	Program Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2013	Chair, Evaluation Committee, Anthropology Department, University of Nevada, Reno
2011-2012	Faculty Search Committee, Anthropology Department, University of Nevada, Reno
2011-2012	Faculty Search Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2010-2012	Special Hearing Committee, University of Nevada, Reno
2010	Director Search Committee, Gender, Race, and Identity Program, University of Nevada, Reno
2009-2010	Assessment Committee, Anthropology Department, University of Nevada, Reno
2009	McNair Scholar Mentor, University of Nevada, Reno
2009	Website Committee, Anthropology Department, University of Nevada, Reno
2008-2009	Board Member, Ethnic Studies Program, University of Nevada, Reno

2007-2009	Co-Coordinator, New Faculty Lecture Series on Gender, Race, and Identity, University of Nevada, Reno
2006-2007	Advisory Committee Member, Teaching and Learning Center, University of Nevada, Las Vegas
2005-2007	Member, Curriculum Committee, University College, University of Nevada, Las Vegas
2005-2007	Member, Status of Women Committee, University of Nevada, Las Vegas
2005-2007	Steering Committee Member, Writing Across the Curriculum Program, University of Nevada, Las Vegas

COMMUNITY SERVICE AND OUTREACH

2012-present	Member, Nevada Immigrant Coalition, Reno, NV
2014-2015	Co-Petitioner, Amicus Brief opposing extended detention submitted to U.S. Ninth Circuit Court
2013-2014	Legal Consultant, University of California-Davis School of Law
2014	Panelist, "The Disappeared Students," MEChA-Movimiento Estudiantil Chican@ de Aztlán, Reno, NV
2014	Speaker, "Fragmented Families: The Impact of Immigration Policies and Deportation on Family Life," Public Forum, Unitarian Universalist Fellowship of Northern Nevada, Reno, NV
2013	Legal Consultant, Black Rock City, LLC
2012	Co-Petitioner, Amicus Brief opposing extended detention submitted to U.S. Ninth Circuit Court
2012	Speaker, "Going and Coming: A View from Mexico of Migration, Deportation, and Return," Presentation at Osher Lifelong Learning Institute, Reno, NV
2011	Panelist, Discussion of Film Screening "¡War - !Women Art Revolution" (with Brett Van Hoesen and Marji Vecchio), University of Nevada, Reno
2010	Speaker, "Going North: A View from Mexico of Transnational Migration," Public Forum, Unitarian Universalist Fellowship of Northern Nevada, Reno, NV
2009	Expert Witness, Withholding of Removal Case, St. Thomas School of Law, Minneapolis, MN

- 2009 Speaker, "Women Refugees and Migrants in Global Perspective: Liberian Refugees in Ghana and Transnational Mexican Migrants" (with Alice Boateng), International Women's Day, University of Nevada, Reno
- 2007-2009 Member, Nevada Immigrant Coalition, Reno, NV
- 2007-2009 Volunteer, Cooperativa de Familias Unidas, Reno, NV
- 2008 Speaker, "Gender and Mexican Migration." Cooperativa de Familias Unidas, Reno, NV
- 2008 Speaker, "Women's Lives in the Landscape of Mexican Migration." American Association of University Women Nevada State Convention, Fallon, NV
- 1998-2001 Volunteer, Albuquerque Border City Project and Latinos Unidos, Albuquerque, NM

LANGUAGES

Spanish (excellent reading, speaking, and writing)

PROFESSIONAL AFFILIATIONS

American Anthropological Association

American Ethnological Society

Anthropology of Children and Youth Interest Group

Association for Feminist Anthropology

Association for Political and Legal Anthropology

Committee on Refugees and Immigrants

Latin American Studies Association

Mexico-North Research Network

Red Internacional de Migración y Desarrollo

Society for Urban, National, and Transnational/Global Anthropology

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ACADEMIC APPOINTMENTS

Director Gender, Race, & Identity Program & Chair of Women's Studies, University of Nevada, Reno. 2010-

Associate Professor, Department of English, University of Nevada, Reno. 2006-

Assistant Professor, Department of English, University of Nevada, Reno. 2000-2006.

EDUCATION

Ph.D. English Language and Literature, Cornell University. August 2000.

M.A. English Language and Literature, Cornell University. January 1998.

M.F.A. Creative Writing (Fiction), Cornell University. August 1992.

A.B. with distinction, English and French Literatures, Stanford University. June 1986.

L'Université de Paris IV. 1984.

SELECTED GRANTS AND AWARDS

Rice Seminar Fellowship. Rice University Humanities Research Center. 2014-15.

Thornton Peace Prize. UNR, 2014.

University of Nevada, Reno Nominee. Regents' Nevada System-Wide Teaching Award. Nevada. 2011.

Social Science Research Council Grant. "Inter-Asian Connections II: Hong Kong." 2012.

ACLS Frederick Burkhardt Fellowship, The Newberry Library, Chicago. 2009-10.

Honorable Mention, Best Article of 2008. Nineteenth-Century Studies Association.

European Science Federation/BOREAS Grant, Max Planck Institute for Social Anthropology, 2008.

Donald F. Tibbitts University Outstanding Teaching Award, UNR. 2007.

Sabbatical Research Leave, UNR. 2007-08.

CLA Scholarly and Creativity Grants, UNR. 2007, 2008, 2010.

Nevada Humanities Grant. 2006.

International Activities Grant, UNR. 2006.

Fitzgerald Distinguished Professor of the Humanities, UNR. 2005-2007.

Alan S. Bible Award for Teaching Excellence, College of Arts and Science, UNR. 2002.

Junior Faculty Research Development Grant, UNR. 2001-2002.

Instructional Development Grant, UNR. 2001.

Mellon Fellowship, Cornell University. 1999-2000.

School for Criticism and Theory Fellowship, Cornell University. 1999.

Shin Fellowship for Academic and Teaching Excellence, Cornell University. 1998-1999.

International Research Travel Grant, Cornell University. 1998.

PUBLICATIONS – BOOKS

White Horizon: Arctic Space in the Nineteenth-Century British Imagination. Albany: SUNY Press, 2007.

An Exhilaration of Wings: the literature of birdwatching, *New York: Viking, 1999 [paperback edition: Penguin, 2000]*.

SELECTED PUBLICATIONS – ARTICLES

"The Barometric Real in Charles Dickens's *Dombey and Son*." *SEL Studies in English Literature 1500-1900*. Forthcoming, Summer 2016.

"The Arctic in Victorian Literature." *Blackwell Encyclopedia of Victorian Literature*. Edited by Dino Felluga, Pamela K. Gilbert, and Linda K. Hughes. Blackwell: London, 2015. [Blackwell Reference Online](#). 14

"Whorled: Cyclones, Systems, and the Geographical Imagination." *Nineteenth-Century Contexts*. 36.5 (2014): 441-458.

"Ourika in The Humanities Survey." *Approaches to Teaching Claire de Duras's Ourika*. Eds. Mary Ellen Birkett and Christopher Rivers. New York: MLA Publications, 2009. 151-156.

"National Bodies: Robert Southey's *Life of Nelson* and John Franklin's *Journey to the Polar Sea*." *Nineteenth-Century Literature* 61.4 (2007): 417-48.

"The Arctic Genealogy of Clarissa Dalloway." *Notes & Queries* 250.4 (2005): 500-01.

"Arctic Dreams." *Exploring Social Issues Through Literature Series: Literature and the Environment*. Ed. Scott Slovic & George Hart. Westport, CT: Greenwood Press, 2004. 129-41.

"The Best Way Is the Simplest: Florence Merriam's *Birds Through an Opera-Glass*." *"Such News of the Land": American Women Nature Writers*. Ed. Thomas S. Edwards and Elizabeth A. De Wolfe. Durham, NH: University Press of New England, 2001. 110-24.

"The Presence of the Past: Accompanying Early Birdwatchers into the Field" National Audubon Society, chapter newsletter syndication, 1999.

PUBLICATIONS – REVIEWS

Rev. of *The Gates of Hell: Sir John Franklin's Tragic Quest for the Northwest Passage*, by Andrew Lambert. *Victorian Studies*. 2011.

Rev. of *Tracing the Connected Narrative: Arctic Exploration in British Print Culture, 1818-1860*, by Janice Cavell. *Journal of Nineteenth-Century Studies*. 2011.

Rev. of *Epic and Empire in Nineteenth-Century Britain*, by Simon Dentith. *Style* 2008

Rev. of *Do Glaciers Listen? Local Knowledge, Colonial Encounters, & Social Imagination*, by Julia Cruikshank. *Canadian Literature* 189 (2006): 161-62.

Rev. of *Vertical Margins: Mountaineering and the Landscapes of Neoimperialism*, by Reuben Ellis. *ISLE, Interdisciplinary Studies in Literature and Environment* 10.1 (2003): 283-84.

Rev. of *Hope is the Thing With Feathers: A Personal Chronicle of Vanished Birds*, by Chris Cokinos. *ISLE, Interdisciplinary Studies in Literature and Environment* 9.1 (2002): 262-263.

Rev. of *A Wing in the Door: Life with a Red-Tailed Hawk*, by Peri Phillips McQuay. *Orion* 20.4 (2001): 77-8.

INVITED LECTURES, PAPERS, AND PRESENTATIONS

- "Across The Wallace Line: Biogeography and Modernities in *Almayer's Folly*." North American Victorian Studies Association. Honolulu, HI. July 10, 2015.
- "The Barometric Real in Charles Dickens's *Dombey and Son*." Rice Humanities Seminar Conference. Houston, TX. April 21, 2015.
- "Visualizing Data: Barometers, Contour Lines, and Dickens." Invited Paper. University of Houston. Houston, TX. April 18, 2015.
- "Data Visualization and Victorian Literature." Digital Humanities Working Group, Rice University. Houston, TX. March 26, 2015.
- "Contour Lines: Data Visualization, Science, and Victorian Literature." Rice Seminar. Rice Humanities Research Center. Houston, TX. October 16, 2014.
- "Whol(ed): Francis Galton and the Contour Line." Interdisciplinary Nineteenth-Century Studies. Houston, TX. March 28, 2014.
- "Inoculations, Iterations, Integrations: A Heuristic for Faculty-Driven Simultaneous Reinvention and Assessment." AAC&U Assessment Conference. Portland, OR. February 28, 2014.
- "The Barometric Real: *Dombey and Son*, Geopolitics, and The Contour Line." North American Victorian Studies Association. Pasadena, CA. October 26, 2013.
- "When the Humanities Look at Climate." Honors College. UNR. October 17, 2012. [scheduled].
- "Disconnect: A. R. Wallace, Climate, Bioregion." North American Victorian Studies Association. Madison, WI. Sept 27, 2012.
- "*The Chronicle and Directory for China, Corea, Japan, the Phillipines* and its 'Remarkable Events.'" Asian Crossings III: 1789-1914. Social Science Research Council Workshop. Hong Kong, June 6-8, 2012.
- "Barometer Readings: Isotherms, Isobars, and Geographical Imagination." Modern Language Association, Seattle, WA. January 5, 2012.
- "Weather as (Inter)National Performance: The Weather Map, Francis Galton, and the Isobar." North American Victorian Studies Association. Vanderbilt University, Nashville, TN. November 5, 2011 (scheduled).
- "Challenges and Opportunities." Presenter and Roundtable participant. American Council of Learned Societies Annual Conference. Washington, DC. May 7, 2011.
- "Weatherman: Francis Galton, Climate, and Global Geography." Invited lecture. University of British Columbia. Vancouver, BC. February 24, 2011.
- "Blurring the Wallace Line: Cultivation and Nature in A. R. Wallace's *The Malay Archipelago*." Modern Language Association, Los Angeles, CA. January 8, 2011.
- "Evolution, Taste, and the Durian in A. R. Wallace's *The Malay Archipelago*." Victorian Studies Association of the Western United States. Honolulu, HI. October 29, 2011.
- "Climate, Nature, and Global Geography." Fellows Seminar. Newberry Library. June 6, 2010.
- "Fraud and Theatricality: Tom Taylor's *Still Waters Run Deep* and *Our American Cousin*" Nineteenth Century Studies Association, Tampa, FL. March 12, 2010.
- "Political Climates: Imperial Romance and Nature in W. H. Hudson's *Green Mansions*" Invited Lecture. University of Northern Illinois. February 9, 2010.
- Presentation. Newberry Colloquium, "Victorianists Among Us," Newberry Library, Chicago, IL. December 12, 2009.
- Invited Lecture. "W. H. Hudson's *Green Mansions*: Politics, Imperial Fantasy, and Environmentalism," University of Tennessee, Knoxville, TN. October 12, 2009.

- "Political Climates: South American Republicanism and Imperial Romance in W. H. Hudson's *Green Mansions*." Modern Language Association, " San Francisco. (December 29, 2008).
- "Re-Thinking Embodiment and Climate in British Literature," Panel Chair. Modern Language Association, San Francisco. December 29, 2008.
- "In The Air: Bird Migration, Early Aviation, and Global Imagination." North American Victorian Studies Association, Yale University. November 14, 2008.
- "Victorian Global Geographies," Panel Chair. North American Victorian Studies Association Yale University. November 14, 2008.
- "18th and 19th Century Women's Literature," Panel Chair. Rocky Mountain MLA Reno, NV. October 10, 2008.
- "Nineteenth-Century Masculinities," Panel Chair. Rocky Mountain MLA, Reno, NV. October 10, 2008.
- "Ends of the Earth, Ends of the Empire," Midwest Victorian Studies Association, Chicago, IL. April 19, 2008.
- "The Arctic in the Nineteenth-Century British Imagination," BOREAS Workshop, European Science Federation, Max Planck Institute for Social Anthropology, Halle, Germany. March 12, 2008.
- "Ephemeral Nature: Jean Ingelow's Songs on the Voices of Birds," North American Victorian Studies Association, University of Victoria, British Columbia. October 12, 2007.
- "Here, There, "Nowhere": Nation, History, and Economy in Sylvia's Lovers," Rocky Mountain Modern Language Association, Calgary. October 5, 2007.
- "Precisely Indistinct: The Art and Nonsense of Edward Lear," Core Humanities, UNR. March 13, 2007.
- "Imperial Romance: W. H. Hudson's *Green Mansions*." Fitzgerald Lecture, UNR, December 5, 2006.
- Moderator, "Victorian Symptoms." Participants: Richard Dellamora, Matthew Rowlinson, Kate Thomas. North American Society for the Study of Romanticism/North American Victorian Studies Association, joint meeting. Purdue University, September 3, 2006.
- Moderator, "Romanticism and Natural History." Participants: Samuel Baker, Tim Fulford, Anne Mellor. North American Society for the Study of Romanticism/North American Victorian Studies Association, joint meeting. Purdue University, August 30, 2006.
- "Jackie Kay." Perspectives on Globalization, Historical and Cultural Dimensions: A Symposium. UNR, April 24, 2006.
- "Bird Songs: Lyric, Ornithology, and Gender in the Poetry of Jean Ingelow." Fitzgerald Lecture, UNR. March 6, 2006.
- "*Heart of Whiteness*: The Arctic in the Nineteenth-Century British Imaginary." Fitzgerald Lecture, UNR. November 2, 2005.
- "Unspotted Snow: Arctic Space in the Nineteenth Century." Interdisciplinary Nineteenth Century Studies Conference, Louisiana State University, April 18, 2005.
- Panel Chair, "The Frankfurt School and the English Public Sphere. " American Society for Eighteenth-Century Studies, Las Vegas, April 1, 2005.
- Panel Chair, "Rewinding the Present: History, Narrative, and the Nation in Modern Irish Literature." Culture/Politics: Graduate and Junior Faculty Conference on British Studies, UC Berkeley, January 28, 2005.
- "John Ruskin & William Morris: Nineteenth-Century Approaches to Aesthetics, Capitalism, and

- Environmental Justice." Moral Science Club, University of Nevada, Reno. November 18, 2004.
- "Arctic Enterprises: Eleanor Porden and the National Work of Publication." British Women Writers Conference, University of Georgia, March 23, 2004.
- Panel Chair, "Decline in Post-War Britain." North American Conference on British Studies, Portland State University, October 24, 2003.
- "Lesbian Contagion: Sophia Jex-Blake & the Debate on Medical Education for Women." Interdisciplinary Nineteenth-Century Studies Conference, UC Santa Cruz, April 16, 2003.
- "A Pale Blank of Mist and Cloud: Arctic Spaces in *Jane Eyre*." Modern Languages Association, New Orleans, December 28, 2001.
- "The Nation's Widows: Queen Victoria and Lady Jane Franklin." The Victorians Institute, University of North Carolina – Chapel Hill, October 18, 2001.
- "Moving Toward the Interior: The Geography of Ethel Wilson's *Swamp Angel*." Rocky Mountain MLA, Vancouver, October 18, 2001.
- "Imagined Landscapes: The Arctic Poetry of Eleanor Porden." Literature and Environment Colloquium Series, University of Nevada, Reno, March 15, 2001.
- "Examining Women: Charles Reade's *A Woman Hater*, Lesbian Contagion, and the Debate on Women's Medical Education." The Victorians Institute, University of South Carolina, October 16-18, 2000.
- "The Victorian Garden and Field: Women and Natural History." Women's Council Lecture, Bay View Association, Bay View, Michigan, July 14, 2000.
- "Digging for Happiness: The Victorian Garden." Alumni Associates Lecture, Cornell University, June 18, 2000.
- "Cliffhanger: Geology, Geography, and Genealogy in Thomas Hardy's *A Pair of Blue Eyes*. *Centers and Peripheries*, Interdisciplinary Nineteenth-Century Studies Conference, Yale University, April 15, 2000.
- "Unspotted Snow: Arctic Exploration and Empire." Guest Lecture, Victorian Studies Research Group, Binghamton University, October 22, 1999.
- "Nineteenth Century Issues" panel member. Cornell University Graduate Colloquium, October 10, 1999.
- "Searching for Franklin; Finding Tennyson." Interdisciplinary Nineteenth-Century Studies Conference. Ohio State University, April 17, 1999.

UNIVERSITY SERVICE

System

- Evaluator, Regents' Creative Activities Award, UNR, 2012
- Member, Nevada Regents' Undergraduate and Graduate Advising Award Committees, UNR, 2008.
- Evaluator, Regents' Teaching Award (state level), 2003.

University

- Member, Core Diversity Committee 2013-14.
- Referee, Undergraduate Research Awards, 2011
- Member, Summer Scholar Committee, 2009.
- Member, Faculty Senate Committee on Research, 2009.

College of Liberal Arts Senator, Faculty Senate, 2008-09.
Organizer, British Festival '06, Consortium for British Isles and Empire Studies, 2006.
Member, Core Humanities Post Doc Hiring Committee, 2006.
Member, Foreign Languages & Literatures Post Doc Hiring Committee, 2006.
Member, International Activities Committee, 2005-2007.
Member, Taskforce on Work and Family Issues, 2004-2007.
Member, National Scholarship Task Force, 2003-2005.
Member, Undergraduate Research Grant Committee, 2002.
Judge, Graduate Student Association. Annual Awards, 2004, 2005, 2006, 2008.

College of Liberal Arts

CLA Planning Committee, 2011-2013
Council of Chairs & Directors, 2011-2014; 2015-
Diversity Committee, 2010-
Participant & Mentor, "Buddy" Program, 2008-2009.
Board Member. Gender, Race & Identity Program, 2008-2009.
Panel Member, CLA New Faculty Orientation, 2008.
Committee Member, Grade Appeal, 2008
Chair, Committee on Scholarly and Creative Work, 2005-2007.
 Oversaw implementation of Scholarly and Creative Activities Grant Program (SCAGP).
 Review and rank NEH, SCAGP, and sabbatical applications.
Member, Subcommittee on Interdisciplinarity, 2004.
 Co-wrote and -edited the report delivered to the CLA Oversight Committee.
Co-Chair, History & English Postcolonial Search, 2004-05.
Chair, Alan S. Bible Teaching Award Committee, Spring 2004.
Vice-Chair, Alan S. Bible Teaching Award Committee, Spring 2003.
Originating member. Consortium for British Isles and Empire Studies, 2001-present.
 Primary author of grants (\$7500) to support British Festival '06, a semester-long series of
 films, concerts, and lectures that included UNR, Elder College, and Washoe County Public
 Libraries.
Member, Core Humanities Post Doc Search Committee, 2002, 2006.
Member, Foreign Languages and Literatures German Post Doc Search Committee, 2006.

Department

Search Committees

Member, Women's Studies Search Committee, 2011
Member, Nineteenth and Twentieth Century American Literature Search Committee, 2010
Chair, Nineteenth Century Lecturer Search Committee, 2009.
Member, Eighteenth Century Post-Doctoral Search Committee, 2009.
Organizer, Dana Nelson, Distinguished Lecturer Visit. 2009.
Member, Twentieth Century British/Postcolonial Search Committee, 2006.
Chair, Twentieth Century British/Postcolonial Search Committee, 2005.
Chair, Postdoctoral Fellow Search Committee, 2006.
Member, Twentieth Century British/Postcolonial Search Committee, 2003-04.

Member, American Poetry Search Committee, 2003-04.
Member, British Literature Search Committee, 2001-02.
Member, Core Writing Lecturer Search Committee, 2001.

Committees

Chair, Development Committee, 2008-09.
Chair, Literature Committee, 2005-2007.
Initiated reorganization of English literature major to include new 300 level transatlantic survey. Designed transatlantic survey and syllabus. Designed and initiated assessment of literature major.
Member, Personnel Committee, 2009, 2011
Member, Graduate Committee, 2003-present (when not on research leave).
Member, Literature & Environment Committee, 2000-2006.
Co-founder and sponsor, semi-annual Graduate Colloquium and Dissertation Workshop. With Dr. Stacy Burton. 2001-present.
Member, Undergraduate Committee, 2000-03.
Helped write and implement portfolio project for English majors as part of assessment.
Revisited and reconceived English major core curriculum.
Member, Outreach Committee, 2000-02.
Member, Assessment Committee, 2001-02.

PUBLIC SERVICE & OUTREACH

National Service

Chair. Nineteenth-Century Studies Association Prize Committee. 2014.
Member. Nineteenth-Century Studies Association Prize Committee. 2013, 2015.
Referee. Tenure Case. Pac-12 University. 2013.
Nominee, Science & Literature Board, Modern Languages Association, 2009.
Contributor, Modern Language Association Victorian Bibliography. 2002-present.
Referee, External Grant, Social Sciences and Humanities Research Council of Canada. December 2009.
Referee, *Victorian Studies*. September 2009.
Referee, *Weather, Climate, and Society*. September 2009.
Referee, Junior Research Grant, Montana State University. February 2009.
Referee, Tenure Case, Bryn Mawr College. February 2007.
Manuscript Reviewer, Broadview Press. September 2004.
Manuscript Reviewer, University of Colorado Press. February 2004.
Manuscript Reviewer, University of Nevada Press. February 2003.
Referee. *Interdisciplinary Studies in Literature and Environment (ISLE)*. February 2002.
Curriculum Consultant, La Pietra: Hawai'i School for Girls. Honolulu, HI. 2002-2007.
Curriculum Consultant, Sierra High School. Colorado Springs, CO. Summer 2004.

Campus Service & Outreach

Nominator, Reno Justice Coalition, Thornton Peace Prize (awarded to RJC 2015)

Advisor, Queer Student Union, 2011-
 Organizer, "DIY with GRI" speaking series, 2012-13.
 Discussant. "Miss Representation." November 16, 2010.
 Best and Brightest Recruitment event speaker, 2010.
 Interviewee, "A Few Minutes With Milt". 2009.
 Interviewee, UNR Website Profile. 2009.
 Facilitator. First Year Medical Humanities workshop. UNR Med School, October 2004-2006.
 Panel Participant. "Core Humanities 202." Core Humanities Teaching Assistant Orientation. August 24, 2006.
 Facilitator. "*The Missing Professor*." Excellence in Teaching Program workshop three-part series. Spring 2006.
 Lecturer. "Mae West's *I'm No Angel*." Women's Studies: Gender and Film. September 28, 2005.
 Presenter. "Space and Nation." English 745: Ecocriticism and Theory. September, 20, 2005.
 Panel Participant, "Transition from Undergraduate to Graduate Education." Graduate Student Orientation, JTSU. August 25, 2005.
 Panel Participant. "Core Humanities: Outcomes." Core Humanities Teaching Assistant Orientation. August 24, 2005.
 Panel Participant, "So You Want to Go To Graduate School?" Graduate Student Association, JTSU, April 2005.
 Lecturer. "Different for Girls." Women's Studies: Gender and Film. October 19, 2004.
 Lecturer. "Missing Limbs: Arctic Exploration in the 19th Century." Undergraduate Chemical Engineering Colloquium, April 3, 2003.
 Presenter. "Managing Long Projects." Faculty Workshop facilitated by Jane Detweiler. February 14, 2003.
 Panel Participant. "So You Want to do an MFA?" English Undergraduate Series, April 8, 2003.
 Panel Participant. "Is Grad School For You?" English Undergraduate Series, February 25, 2003.
 Lecturer. "Victorian Sexualities." UNR Reaches Out With Excellence. JTSU. November 17, 2002.
 Presenter and facilitator. "Harry Potter." Honors Program Pizza Seminar. April 10, 2002.
 Presenter, New Faculty Orientation. August 20, 2002.
 Panel Participant. "So You Want to be a Freelance Writer" English Undergraduate Series, April 14, 2002.
 Panel Participant. "Graduate School Opportunities" English Undergraduate Series, March 10, 2002.

Community Outreach
 Speaker, "Great Conversations" CLA series. October 6, 2011. April 2016 (scheduled).
 Lecturer, Sundance Bookstore, Reno. "The Arctic in the Nineteenth-Century British Imagination." March 26, 2009.
 Lecturer, ElderCollege. "Jackie Kay's *Trumpet*." October 2, 2006.
 Lecturer. "19th-Century Arctic Exploration, Cannibalism, & Dickens." Reno History Club. February 9, 2003.
 Facilitator, Book Group, Washoe County Library, Northeast Reno Branch:
The Kite Runner by Khaled Hosseini, August 27, 2005.
Trumpet by Jackie Kay, February 9, 2003.
Persuasion by Jane Austen, November 14, 2001.

MEMBERSHIPS

Modern Language Association
Nineteenth-Century Studies Association
North American Society for the Study of Romanticism
North American Victorian Studies Association
Interdisciplinary Nineteenth-Century Studies
Rocky Mountain Modern Language Association
Victorian Studies Association of the Western United States

TEACHING

Gender, Race, and Identity Program, 2011-present

English 445A/6445A. "The Victorian Period" Fall 2015
Women's Studies/English 427A. "Women and Literature" Spring 2014
GRI 712. "Theories of Identity and Difference" Fall 2013
WMST 430. "Gender, Literature, & Art" Spring 2013
Women's Studies/English 427A "Women and Literature" Autumn 2012
Women's Studies 430. "Gender, Literature, & Art" [honors] Spring 2012
Core Humanities 202. "The Modern World" Spring 2012
English 781. "Sex and Sexualities in the Victorian" Period Autumn 2011.

English Department, 2008-09, 2010-11

Core Humanities 202. "The Modern World" Fall 2008, Spring 2010.
English 781.
"Climate and Global Geography in Nineteenth-Century Britain" Autumn 2010.
"The Country and The City" Autumn 2008.
English & Women's Studies 427/627. "Women & Literature" Wintermester, 2009; Spring 2009; Summer 2009.
English 450/650. "The Victorian Period" Spring 2009.
English 311 & 312, "The Transatlantic Survey" 2010-11.

Fitzgerald Distinguished Professor of Humanities, Core Humanities, 2005-07.

Core Humanities 202. "Renaissance to the Present" 2005-06.
English 492. "Literature, Science, and Society" Spring 2006 (Honors), Spring 2007.

English Department, 2000-2005.

Core Humanities 202. "The Modern World" Spring 2002-05.

English 297. "Reading and Interpreting" Autumn 2000-03.
English 298. "Writing About Literature" Autumn 2004.
English & Women's Studies 427/627. "Women and Literature" Spring 2003; Summer 2001, 2002, 2004, 2005, 2007.
English 448/648. "The Romantic Movement" Autumn 2000, Spring 2004.
English 450/650. "The Victorian Period" Spring 2003, 2005.

English 472/672. "British Novel I" Spring 2002.

English 474/674. "Twentieth Century British Novel" Spring 2001.

English 781. "Problems in Victorian Literature"

The Country and the City: Space & Victorian Literature Autumn 2000.

A Fighting Family: Gender & Victorian Literature Autumn 2001.

Literature & Nation Autumn 2002.

Separate Spheres?: Gender & Victorian Literature Autumn 2003, 2007.

Natural Places, National Spaces Autumn 2004.

Supervision:

Serving or served on 14 English PhD committees (3 as Chair), 22 English MA committees (5 as Chair), 5 MA or MFA committees as external member. Supervised 2 Honors theses; 3 independent studies; 1 undergraduate research project. As Director of GRI, advisor of 75 interdisciplinary majors and minors.

Curriculum Vitae

EMILY K. HOBSON

Assistant Professor of History and Women's Studies
University of Nevada, Reno

1664 North Virginia Street MS 0308, Reno NV 89557-0037

ehobson@unr.edu • 775-682-6482 (*office*) • 213-448-4686 (*cellular*)

EDUCATION

- 2009 PhD University of Southern California, Department of American Studies & Ethnicity
- 2007 MA University of Southern California, Department of American Studies & Ethnicity
- 1998 BA Harvard and Radcliffe Colleges, History and Literature of America, *magna cum laude*

PROFESSIONAL APPOINTMENTS

- 2012-present Assistant Professor, University of Nevada, Reno
Department of History and Program in Gender, Race, and Identity (GRI)
- 2010-2012 Dana & David Dornsife College Distinguished Postdoctoral Teaching Fellow
University of Southern California
Departments of American Studies & Ethnicity and of History
- 2009-2010 Lecturer, University of California, Santa Barbara
Department of Feminist Studies

BOOKS

Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left. Under contract, manuscript accepted pending revisions, University of California Press.

EDITED VOLUMES

Finding the Struggle: Radical Movements in the Neoliberal United States, edited with Dan Berger. Under advance contract, University of Georgia Press: Since 1970 series.

JOURNAL ARTICLES

- 2012 “‘Si Nicaragua Venció’: Lesbian and Gay Solidarity With the Revolution,”
The Journal of Transnational American Studies 4 no. 2 (Fall).

BOOK CHAPTERS

- 2017 “Thinking Transnationally, Thinking Queer,” *History of Queer America*, ed. Don Romesburg. Accepted, Routledge (forthcoming April 2017).
- 2014 Co-authored with Felicia T. Perez, “Questions, Not Test Answers: Teaching LGBT History in Public Schools,” *Understanding and Teaching U.S. Lesbian, Gay, Bisexual and Transgender History*, ed. Susan Freeman and Leila Rupp (University of Wisconsin Press).

* Volume awarded Lambda Literary Award for Best LGBT Anthology, 2015

- 2014 "Policing Gay LA: Mapping Racial Divides in the Homophile Era, 1950-1967," *The Rising Tide of Color: Race, State Violence, and Radical Movements Across the Pacific*, ed. Moon-Ho Jung (University of Washington Press).

WORK IN PROGRESS

"AIDS and Abolition: A Queer History of Prison Radicalism." Book project under development.

"Desiring Rescue: White Women, Chinese Girls, and Feminism in Early 20th Century Mission Homes." Journal article under development.

"Between Revolutions: Empire, Effeminacy, and the 1970s Gay Left." Journal article under development.

REVIEWS

- 2015 Review of Melinda Chateauvert, *Sex Workers Unite: A History of the Movement from Stonewall to Slutwalk* (Beacon Press, 2013). *Journal of American History* 102 no. 1 (June).
- 2015 Review of Julia Allen, *Passionate Commitments: The Lives of Anna Rochester & Grace Hutchins* (State University of New York Press, 2013). *English Language Notes* 53 no. 1 (Spring/Summer, Special Issue on "Sexing the Left").
- 2012 Review of *United in Anger: A History of ACT UP* and Sarah Schulman, *Gentrification of the Mind: Witness to a Lost Imagination* (University of California Press, 2012). *make/shift: feminisms in motion* 13 (Fall).
- 2011 Review of Josh Sides, *Erotic City: Sexual Revolutions and the Making of Modern San Francisco* (Oxford University Press, 2009). *Committee on LGBT History Newsletter* 25 no. 1 (Spring).
- 2009 Archive Review, Southern California Library for Social Studies and Research. *Committee on LGBT History Newsletter* 23 no. 2 (Fall).

WEB-BASED PUBLICATIONS

- 2014 "Pits and Perverts: a Review of *Pride*," *Outhistory* blog, November 13, 2014, outhistory.org/blog
- 2014 "Intersectionality and Sexuality," Introducing Students to the History of Sexuality, *Notches: (re)marks on the history of sexuality*, September 11, 2014, www.notchesblog.com

OTHER PUBLICATIONS

- 2012 Section Editor: *Queer History, A People's Guide to Los Angeles*, ed. Laura Pulido, Laura Barraclough, and Wendy Cheng (University of California Press).
- 2011 "Homeless Queer Youth Building Family," *make/shift: feminisms in motion* 10 (Fall).

- 2010 “Teaching Gender (And Then Some): A Conversation With Dionne Espinoza, Emily Hobson, James McKeever, Andrea Smith, and Karen Tongson,” ed. Christine Petit, *make/shift: feminisms in motion* 7 (Spring/Summer).
- 2008 “Stepdaughters of Revolution: Women Against Violence and Nicaraguan Feminism,” *make/shift: feminisms in motion* 4 (Fall).

AWARDS AND HONORS

- 2015 Finalist, Alan Bible Teaching Award, University of Nevada, Reno
- 2015 Lambda Literary Award, Best LGBT Anthology (co-author of essay in edited volume)
- 2009 Outstanding Achievement Fellowship, Lambda Gay & Lesbian Alumni Association, University of Southern California
- 1998 Bowdoin Prize for Writing, Harvard University

GRANTS AND FELLOWSHIPS

- 2016 Semifinalist, Nancy Weiss Malkiel Junior Faculty Fellowship, Woodrow Wilson Foundation (*final selection to be determined*)
- 2015 Hillard Endowment Grant, University of Nevada, Reno (*two grants for campus events*)
- 2013-2014 Scholarly and Creative Activities Grant, University of Nevada, Reno
- 2013-2014 Joan Heller-Diane Bernard Fellowship, Center for LGBTQ Studies (CLAGS), City University of New York
- 2012-2013 Postdoctoral Associate Fellowship, Women’s Studies, Duke University (*declined*)
- 2010-2012 Dana & David Dornsife College Distinguished Teaching Fellowship, University of Southern California
- 2010-11 Postdoctoral Fellowship, Center for Historical Analysis, Rutgers University (*declined*)
- 2009 Final Summer Fellowship, University of Southern California
- 2008-2009 Dissertation Fellowship, Department of Feminist Studies, University of California, Santa Barbara
- 2008-2009 Dissertation Fellowship, John R. Haynes & Dora Haynes Foundation
- 2008 John R. Haynes & Dora Haynes Foundation Fellow of the Huntington Library
- 2008, 2005 Center for Feminist Research Travel Grants, University of Southern California
- 2006-2007 Beaumont Fellowship, University of Southern California
- 2005-2006 Academic Professionalization Grant, University of Southern California
- 2005 Humanities Practicum Grant, Woodrow Wilson National Foundation
- 2004-2006 Provost’s Fellowship, University of Southern California

INVITED TALKS

- 2015 “‘A More Powerful Weapon’: Lesbian Feminists and the Revolutionary Underground,” QUEERtalks Series, Illinois State University
- 2015 Guest Speaker, Transnational Histories of Women, Gender, and Sexuality (Graduate Course), The Ohio State University
- 2012 “With and Without Guns: Visualizing National Liberation in Transnational Feminisms,” The Past, Present, and Future of Feminist Studies, University of California, Santa Barbara

- 2010 “California’s Gay and Lesbian Left,” Institute on California & the West, Huntington Library
- 2010 Co-presenter, “Centering Race in Introductory Women’s, Gender, & Sexuality Studies,” Teaching Race and Gender Beyond Diversity, University of Oregon
- 2010 “Sex and the Sandinistas,” Center for the Study of Gender and Sexuality and Department of Latin American Studies, California State University Los Angeles

CONFERENCES

Papers Presented

- 2015 “‘A More Powerful Weapon’: Lesbian Feminists and the Revolutionary Underground,” National Women’s Studies Association (Milwaukee)

- 2015 “Nicaragua and Transnational Queer Studies,” Conference on the Coming of Age of LGBTQ Studies, San Diego State University

- 2015 “Questions, Not Test Answers: Teaching LGBT History in Public Schools,” American Historical Association (New York City)

- 2014 Roundtable participant, “Class in Queer Studies,” American Studies Association (Los Angeles)

- 2014 “How to Have Solidarity in an Epidemic: Transnational Responses to Nicaragua and AIDS,” Transnational Feminisms Summer Institute, Ohio State University

- 2014 “How to Have Solidarity in an Epidemic: Transnational Responses to Nicaragua and AIDS,” Berkshire Conference on History of Women (Toronto)

- 2013 “Colonialism and Anti-Colonialism in the 1970s Search for the Gay Past,” Critical Ethnic Studies Association (Chicago)

- 2013 “Chile, Puerto Rico, and Nicaragua in the Third World Gay and Lesbian Left,” Homonationalism and Pinkwashing Conference, Center for Lesbian and Gay Studies, City University of New York

- 2012 “Whiteness and Male Gender in the 1970s Gay Left,” Radically Gay: The Life and Visionary Legacy of Harry Hay, Center for Lesbian and Gay Studies, City University of New York

- 2012 “Lavender and Red: Third World Gay Identity in the Late Cold War,” Pacific Coast Branch of the American Historical Association (San Diego)

- 2011 “A Genealogy of Queer Anti-Imperialism,” American Studies Association (Baltimore)

- 2011 “‘The Center of the World’: Sexuality, Socialism, and Feminism in the Nicaraguan Solidarity Movement,” Race, Radicalism, and Repression on the Pacific Coast and Beyond, University of Washington, Seattle

- 2011 “‘Embracing Our Sisters in Solidarity’: Revolutionary Nicaragua, Reagan-Era San Francisco, and Transnational Lesbian Possibility,” American Historical Association (Boston)

- 2010 “‘Gay Liberation Through Socialist Revolution’: Anti-Capitalism & the Lesbian and Gay Left,” American Historical Association (San Diego)

- 2009 “‘Ho, Ho, Homosexual’: Queer Left Internationalism, 70s Style,” American Studies Association (Washington DC)
- 2009 “‘Si Nicaragua Venció’: Lesbian and Gay Solidarity with the Revolution,” Tepoztlán Institute for the Transnational History of the Americas (Tepoztlán, Mexico)
- 2008 “The Queer 1968,” 1968: A Global Year of Student Driven Change, Department of Black Studies, University of California, Santa Barbara
- 2008 “Queer Solidarity/Domestic Liberation: Third World Lesbians and Activism for Central America,” American Studies Association (Albuquerque)
- 2008 “Imagining Alliance, Mapping Race: Anti-Imperialism in the California Gay Liberation Movement,” Schlesinger Library Summer Seminar on Gender History: Sequels to the 1960s, Radcliffe Institute for Advanced Study, Harvard University
- 2007 “Locating Nicaragua in U.S. Feminisms: Race, Sexuality, and Transnational Critique,” 5th Graduate Student Conference of Ethnic Studies in California, University of California, San Diego
- 2006 “Alpine County, 1970: Race, Colonialism, and Gay Liberation,” 4th Graduate Student Conference of Ethnic Studies in California, University of Southern California
- 2005 “Anti-Imperialist Keywords and Contradictions in the Gay Liberation Movement,” Los Angeles Queer Studies Conference
- 2005 “‘On This Other Side of 1968’: Situating Gay Liberation in Anti-Imperialist Politics,” American Studies Association (Washington DC)

Panels Organized

- 2016 “Encounters of Empire: Gender, Sexuality, and U.S. Militarism,” American Historical Association (Atlanta)
- 2013 “Discourses of Latin America,” Homonationalism and Pinkwashing Conference, Center for Lesbian and Gay Studies, City University of New York
- 2010 “Rethinking the Queer 1970s: A Roundtable on Multiracial, Multi-Issue, and Transnational Politics,” American Historical Association (San Diego)
- 2008 “Conditions of Production: Feminist and Queer of Color Engagements with Subjectivity, Nationalism, and Violence,” American Studies Association (Albuquerque)

Chair and Discussant Roles

- 2016 Comment, “Encounters of Empire: Gender, Sexuality, and U.S. Militarism,” American Historical Association (Atlanta)
- 2015 Chair and Comment, “Activating Queer History,” Pacific Coast Branch of the

American Historical Association (Sacramento)

- 2013 Chair and Comment, "Queer and Transnational Perspectives on the Solitary Vice, 1830-1900," Western Association of Women Historians (Portland)
- 2013 Chair and Comment, "Queering Oral History," Southwest Oral History Association (Las Vegas)
- 2012 Chair and Comment, "Decolonizing/Queer Knowledges of Social Movements," National Women's Studies Association (Oakland)
- 2010 Chair, "Sex Trafficking and the Crisis Over the Enslavement of Women," American Studies Association (San Antonio)
- 2010 Comment, Tepoztlán Institute for the Transnational History of the Americas (Mexico)
- 2009 Comment, Tepoztlán Institute for the Transnational History of the Americas (Mexico)
- 2009 Comment, "Constructing Imagined Communities: The Impact of Cultural Production on Gay and Lesbian Identities in Canada and the United States," American Historical Association (New York)
- 2007 Chair and Comment, "Conflicting Rights, Contesting Terrains, Constructing Identities," American Studies Association (Philadelphia)

Workshop Participation

- 2014 Teaching Workshop on Women's History, University of California, Los Angeles
- 2007 Duke Feminist Theory Workshop, Duke University

CAMPUS TALKS

- 2015 Comment, Film Screening: *Pride*, GRI Peace & Conflict Film Series, UNR
- 2015 Panelist, Film Screening: *The New Black*, Center for Student Engagement, UNR
- 2014 Panelist, Graduate School in the Humanities, Honors Program, UNR
- 2014 Panelist, LGBTQ Awareness Month, UNR
- 2014 Speaker, Genocide Remembrance Day, UNR
- 2013 Panelist, Pride Week, UNR
- 2013 Speaker, 50th Anniversary of the March on Washington for Jobs and Freedom, UNR
- 2006 Brownbag Talk, Huntington-USC Institute on California & the West, USC

TEACHING EXPERIENCE

University of Nevada, Reno: Fall 2012-Present

History

- History of Sexuality in the United States (Spring 2013, continuously Spring 2014-Fall 2015)
- Queer History and Theory (Spring 2016)
- Historiography of the Americas (Fall 2013; graduate course)
- Undergraduate Independent Study: Chicana/o History (Fall 2013)

Women's Studies/Gender, Race, and Identity

Introduction to Women's Studies (Fall 2015)

Social Movements of Gender, Race, and Identity (each Spring 2014, 2015, 2016)

Queer History and Theory (Fall 2014, Spring 2016)

Introduction to Feminist Theory (Fall 2012, 2013)

Theories of Oppression (Fall 2012; graduate course)

University of Southern California: Fall 2010-Spring 2012

History

America in the Cold War World, 1945-1991 (Spring 2012)

Men and Women in United States History, 1920s-Present (Spring 2012)

American Studies & Ethnicity

Introduction to American Studies & Ethnicity (Fall 2010, 2011)

Directed Reading: Transgender History (Spring 2012)

Race, Gender, and Sexuality (Spring 2011)

The Politics and Culture of the 1960s (Fall 2010)

University of California Santa Barbara: Spring 2009-Spring 2010

Department of Feminist Studies

Introduction to Feminist Studies (Fall 2009, Spring 2010)

Independent Study: Queer Theory (Spring 2010)

Feminist Theories (Winter 2010)

Gender and Sexuality in the 1960s (Winter 2010)

Introduction to LGBTQ Studies (Fall 2009)

Sexuality, Race, Nation: Queer U.S. History (Spring 2009)

STUDENT ADVISING AND MENTORSHIP

PhD Dissertation Committee Member

John (Jeff) Auer, History

Robert Cedillo, English

Benjamin Engel, English

PhD Examining Committee Member

John (Jeff) Auer, History (completed June 2013)

Mónica Kuchler, History

Tyler Nickl, English (completed November 2015)

Master's Thesis Committee Member

Mark Cooley, History

Christopher Kloth, Philosophy

Lauren McCrady, English (completed May 2013; high school English teacher)

Sherman Modeste, Music and Dance (completed May 2015)

Brian Pringle, History (completed August 2013)

Priscilla Varner, Art (completed May 2015; high school photography teacher)

Master's Examining Committee Chair

Kevin Belting, History

Master's Examining Committee Member

Phillip Goodwin, English

Master's Advisory Committee Member

Aria Overli, Anthropology

Amanda Summers, History

Meg Wurm, History

Undergraduate Thesis Advisor

Elizabeth Browne, History (completed December 2013; Richard and Sharon Davies Senior Thesis Prize)

Abby Feenstra, Women's Studies (completed May 2015; MA student, University of Vermont)

Matt McDonough, History (completed December 2015)

Reece Gibb, History (completed May 2015)

Ivón Padilla-Rodriguez, History and Ethnic Studies (completed May 2015; PhD student, Columbia University; Truman Scholar, Rhodes Finalist, Marshall Finalist)

Alyssa Wilson, History (completed December 2015)

Academic Advisor

Advise 30+ students/year regarding completion of majors and minors in Gender, Race, and Identity

PROFESSIONAL SERVICE

2015-2018	Elected member of Governing Board, Committee on LGBT History
2015	Reviewer for National Park Service LGBTQ Heritage Initiative Theme Study
2013	Reviewer for <i>American Quarterly</i>
2013	Reviewer for <i>Frontiers: A Journal of Women's Studies</i>
2012	Reviewer for <i>The Sixties: A Journal of History, Politics, and Culture</i>
2012	Reviewer for <i>Journal of the History of Sexuality</i>
2011	Reviewer for <i>Signs: Journal of Women in Culture and Society</i>
2013	Audre Lorde and Gregory Sprague Prize Committee, Committee on LGBT History
2013	Newsletter Book Review Editor, Committee on LGBT History

UNIVERSITY SERVICE

University of Nevada, Reno

University-Wide

2014-15	Chair, Core Diversity Curriculum Committee
2014-15	Chief Diversity Officer Advisory Board
2012-13	Faculty Representative, Gender & Identity Conference Committee

College of Liberal Arts

2015-present	Dean's Appointed Member, Dean's Committee on Scholarly and Creative Activities Grant Program/Hilliard Endowment/NEH and Sabbatical Grants
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Department/Program

2015-present	Graduate Studies Committee, Department of History
2014-present	Chair, Programming Committee, Gender, Race, and Identity Program

- 2014-present Advisor, Reno Justice Coalition
 *Student organization awarded 2015 Thornton Peace Prize, UNR
- 2016 Organizer and Moderator, Donna Jean Murch, "The Color of War"
- 2015 Organizer and Moderator, Terry Marshall, "AfroFutures"
- 2015 Lecturer Faculty Search Committee, Gender, Race, and Identity Program
- 2013-14 Digital History Faculty Search Committee, Department of History
- 2013 Organizer and Moderator, Artist Talk by Erin O'Brien
- 2012-13 Graduate Studies Committee, Department of History

University of California, Santa Barbara

- 2010 Moderator, "Out in the Classroom: LGBT Educators in K-12 Schools"
- 2008 Organizer, "Nicaraguan Women Against Violence"

University of Southern California

- 2011 Moderator, Aaron Lecklider, "Homosexuality and the Left in American Culture"
- 2011 Organizer and Moderator, *COINTELPRO 101* screening and discussion
- 2010 Organizer, "It's About Time: the Legacy of the Black Panther Party"
- 2007-08 Series Coordinator, Visions & Voices Arts and Humanities Initiative
- 2007-2008 Co-Director, Graduate-Undergraduate Mentoring Committee, Department of American Studies & Ethnicity
- 2006 Graduate Admissions Committee, Department of American Studies & Ethnicity
- 2006 Co-Organizer of Visiting Scholar Series, "The Politics of the Body"

CIVIC ENGAGEMENT & APPLIED RESEARCH

- 2000-04 Research Associate, Californians for Justice (Oakland, CA)
- 1998-2000 Project Organizer, Center for Third World Organizing (Oakland, CA)

PROFESSIONAL MEMBERSHIPS

- American Historical Association
- American Studies Association
- Berkshire Conference of Women Historians
- Committee on Lesbian, Gay, Bisexual and Transgender History
- National Women's Studies Association
- Organization of American Historians
- Pacific Coast Branch, American Historical Association

REFERENCES available on request

KYLE JACKSON
CURRICULUM VITAE - DECEMBER 2015

CURRENT POSITION

Lecturer (fulltime), Gender, Race, and Identity (GRI) Program, University of Nevada, Reno (UNR)

DOCTORAL STUDIES

PhD in Political Studies, Queen's University, Canada

Defended December, 2014

Submitted to QSpace: can read at <https://qspace.library.queensu.ca/handle/1974/12691>

Degree requirements completed December, 2014, and graduated in June, 2015

UNIVERSITY/MAILING ADDRESS AND CONTACT INFORMATION

1664 N. Virginia St.

Mack Social Science 124

University of Nevada, Reno

Reno, NV 89557-0046

Email: kylejackson@unr.edu

Phone: 216 406 1513

EDUCATION

2009–2014	PhD, Political Studies Gender and Politics, and Comparative Politics Queen's University: Kingston, ON. Dissertation: <i>Homohegemony and the Other: Canada and Jamaica</i> Supervisor: Dr. Abigail Bakan
2008–2009	MA Political Science Comparative Politics University of Western Ontario: London, ON. Major Research Paper: <i>No Liberation Left Unturned: Latin American Liberation Theology as a History of Unfolding Liberation</i> Supervisor: Dr. Andrés Pérez-Baltodano
2004–2008	Undergraduate Degree (Honours B.A. Political Science with Distinction) University of Western Ontario: London, ON.

SECOND LANGUAGE

French (written and spoken)

HONOURS AND AWARDS (AMOUNTS IN CAD)

2015	Nominated by Dr. Bakan, Chair of Social Justice Education at University of Toronto (formerly Chair of Gender Studies and Professor of Political Studies at Queen's University), for the Governor-General's Academic Gold Medal, Queen's University
2015	Doctoral dissertation nominated by Queen's University for consideration in the annual CAGS/UMI Distinguished Dissertation Award competition (\$1500)
2013	Nominee for Christopher Knapper Award for Excellence in Teaching, Queen's University For "Politics 403: LGBTQ Politics and the Politics of Sexuality"
2013	Department of Political Studies Field Research Funding, Queen's University (\$2000)
	Graduate Dean's Doctoral Field Travel Grant Recipient, Queen's University (\$3000)
2012	
2011	Social Sciences and Humanities Research Council (SSHRC) Doctoral Award (\$40,000) Funding for 24-month period
2011	Ontario Graduate Scholarship (OGS) Doctoral Award (\$15,000) Declined in light of acceptance of SSHRC Doctoral Award
2011	Vanier Canada Graduate Scholarship Competitor Nominated by Queen's University for national competition. Six applicants nominated by Queen's. Finalist in national competition
2010–2011	R.S. McLaughlin Fellowship, Queen's University (\$10,000)
2009–2010	Ontario Graduate Scholarship (OGS) Doctoral Award (\$15,000)

2009	Social Sciences and Humanities Research Council (SSHRC) Doctoral Award Finalist Recommended for funding
2009	Teaching Award, University of Western Ontario (\$500)
2008–2009	Social Sciences and Humanities Research Council (SSHRC) Master's Award (\$17,500)
2008	Ontario Graduate Scholarship (OGS) Master's Award (\$15,000) Declined in light of acceptance of SSHRC Master's Award
2008	University of Western Ontario Master's Admissions Package (\$12,000) Included Western Research Graduate Scholarship
2008	S.F. Glass Gold Medal, University of Western Ontario Awarded to the graduating student in undergraduate Political Science with highest academic average
2008	Andrew Grant Scholarship and Robert A.D. Ford Award (\$2000)
2004–2008	Dean's Honour List, University of Western Ontario
2004–2008	President's Entrance Scholarship Award, University of Western Ontario (\$30,000)
2007	Undergraduate Essay Award Winner, Department of Political Science, University of Western Ontario, for "From Paternalism to Patriarchy and the Long-Term Potential for Women's Self-Emancipation"

TEACHING EXPERIENCE

TEACHING ASSISTANT

Jan 2013-Apr 2013	Politics 242: Contemporary Regimes Queen's University: Kingston, Ontario Instructor: Professor Oded Haklai
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Jan 2012–Apr 2012	Politics 251: Political Ideologies Queen's University: Kingston, Ontario Instructor: Professor Eleanor MacDonald
Sep 2011–Dec 2011	Politics 280: Women, Gender and Politics Queen's University: Kingston, Ontario Instructor: Professor Elizabeth Goodyear-Grant
Jan 2011–Apr 2011	Politics 251: Political Ideologies Queen's University: Kingston, Ontario Instructor: Professor Eleanor MacDonald
Sep 2010–Dec 2010	Politics 280: Women, Gender and Politics Queen's University: Kingston, Ontario Instructor: Professor Elizabeth Goodyear-Grant
Sep 2009–Apr 2010	Introductory Political Studies Queen's University: Kingston, Ontario Instructors: Professor Jonathan Rose and Professor Catherine Conaghan
Sep 2008–Apr 2009	Introductory Political Science University of Western Ontario: London, Ontario. Instructor: Professor Nigmendra Narain

COURSE INSTRUCTOR (TEACHING FELLOW)

Fall 2012	Politics 403, Gender and Politics: Questions and Challenges: "LGBTQ Politics and the Politics of Sexuality" Queen's University: Kingston, Ontario syllabus Knapper Award for Excellence in Teaching, Queen's University	Authored Nominated for Christopher
Fall 2013	Politics 485, Seminar in Gender and Politics: "Queer Canada" Queen's University: Kingston, Ontario Authored syllabus	

COURSE INSTRUCTOR (ADJUNCT PROFESSOR)

Winter 2014	Gender Studies 375, Queer/Race Studies Queen's University: Kingston, Ontario Authored syllabus
-------------	--

COURSE INSTRUCTOR (CONTRACT INSTRUCTOR)

Winter 2014 Political Science 2500A, Gender and Politics: "Introduction to Feminisms/Feminisms in the News"
Carleton University: Ottawa, Ontario
Authored syllabus

LECTURER IN GENDER, RACE, AND IDENTITY (GRI) PROGRAM, UNIVERSITY OF NEVADA, RENO

Fall 2015 Two sections of Women's Studies 101: Introduction to Women's Studies (69 students in each section)

Fall 2015 Women's Studies 250: Introduction to Feminist Theory (37 students)
Authored syllabus

Fall 2015 Women's Studies 300: Genders, Cultures, and Identities: Queer Intersections, Transnational Spaces (35 students)
Authored syllabus

Spring 2016 Two Sections of Women's Studies 101: Introduction to Women's Studies (estimated 70 students in each section)

Spring 2016 Women's Studies 450: Feminist Theory and Methods
*Will author syllabus

Spring 2016 Women's Studies 710: Feminist Theory: Gender and Sexuality Theories (graduate-level course)
*Will author syllabus

RESEARCH EMPLOYMENT EXPERIENCE

RESEARCH ASSISTANT

Spring 2012–2013 Research Assistant to Dr. Abigail Bakan, Queen's University, and Dr. Yasmeen Abu-Laban, University of Alberta

Fall 2011 Research Assistant to Dr. Elizabeth Goodyear-Grant, Queen's University

SELECT PAPER PRESENTATIONS AND GUEST LECTURES

- 2015 Chaired the panel, "Transnational Action in the Context of Gendered Neoliberal Precarity: Towards a New Rights Agenda for Transnational Workers" (June 1). Women's and Gender Studies et Recherches Féministes (WGSRF) Annual Conference, University of Ottawa: Ottawa, Ontario.
- 2014 "Queer Jamaica?" Paper presented at the International Political Science Association (IPSA) 23rd World Congress of Political Science: Montréal, Québec. As part of panel, "LGBT Rights from a Comparative Perspective" (July 24)
- 2014 "Queer Jamaica?" Paper Presented at the Canadian Political Science Association (CPSA) Annual Conference, Brock University: St. Catharines, Ontario. As part of panel, "Citizenship, Race, National Identity" (May 29)
- 2013 "Media Analysis: Queer Canada and the Racialized Construction of Jamaica in Neocolonial Space." Paper presented to Gender and Globalization Graduate Course, Department of Political Studies, Queen's University: Kingston, Ontario (November 12)
- 2012 "Canada and Jamaica: Homonationalism and Homophobia in Transnational Perspective." Paper presented at Canadian Political Science Association (CPSA) Annual Conference, University of Alberta: Edmonton, Alberta (June 14)
- 2012 "Homonationalism and Homophobia in Transnational Perspective." Paper presented to Gender and Globalization Graduate Course, Department of Political Studies, Queen's University: Kingston, Ontario (March 20)
- 2011 "Cultural Factors Associated With Women's (Under)representation in Politics." Guest lecture to Politics 280: Women, Gender and Politics, Department of Political Studies, Queen's University: Kingston, Ontario (October)
- 2011 "Bringing the State Back into Queer Studies: Homonationalist Northern States and Queer Southern Others." Paper presented at Queering Paradigms 3 Conference, State University of New York: Oneonta, New York (April 7)
- 2011 "Indigenous Knowledge." Presentation to Critical Pedagogy Discussion Group, Department of Political Studies, Queen's University: Kingston, Ontario (March 2)

- 2011 "Queer Cruises: Gay and Lesbian Liberation or Sexual Colonialism on the High Seas?" Paper presented at Thinking Gender 2011 Conference, University of California, Los Angeles (UCLA): Los Angeles, California (February 11) Presentation was filmed: <https://www.youtube.com/watch?v=r3Ppk58JTXo>
- 2011 "Queer Cruises: Gay and Lesbian Liberation or Sexual Colonialism on the High Seas?" Paper presented to Marxism, Political Economy and Critical Concepts Working Group, Department of Political Studies, Queen's University: Kingston, Ontario (February 2)
- 2010 "Same-Gender Identities and Practices in Global Perspective: Puar's Homonationalism." Presentation to Queer Theory Reading Group, Queen's University: Kingston, Ontario (November 10)
- 2010 "Cultural Factors Associated With Women's (Under)representation in Politics." Guest lecture to Politics 280: Women, Gender and Politics, Department of Political Studies, Queen's University: Kingston, Ontario (October 20)

PEER REVIEWED JOURNAL ARTICLES

Kyle Jackson. "The Construction of Black Jamaican Masculinity in a Neocolonial Imaginary: Canadian 'Homohegemony' and the 'Homophobic Other.'" *Caribbean Review of Gender Studies* 8 (December 2014): 209-36.

Kyle Jackson. "Queering Jamaica: Sexual Citizenship in State and Societal Spaces." *Praxis: Journal of Gender and Cultural Critiques* 25, no. 1-2 (2015): 1-23.

BOOK CHAPTER

Kyle Jackson. "Imagining Homonationalism and Homophobia in Transnational Perspective: The Case of Canada and Jamaica." In *Queering Paradigms III: Queer Impact and Practices*. Edited by Kathleen O'Mara and Liz Morrish. Bern, Switzerland: Peter Lang, 2013: 15-31.

IN PROGRESS

Kyle Jackson. *Homohegemony and the Other: The Queer Politics of Canada and Jamaica*. Book prospectus in progress (October 2015) based on doctoral dissertation.

Kyle Jackson. "Queer as Religion: Everyday Liberation Theologies in the Queer Latin American Diaspora in Nevada." Article in progress (November 2015) for submission to *GLQ: A Journal of*

Lesbian and Gay Studies.

SELECT LEADERSHIP AND VOLUNTEER ACTIVITIES

2015	Spoke with the "Gay-Straight Alliance" at Saint Thomas Aquinas Secondary School (my former high school) in London, Ontario (May 28)
2009-2014	Member of the Political Studies Graduate Student Association (PSGSA), Queen's University
2012-2013	On steering committee of Feminist Caucus of Political Studies Graduate Student Association (PSGSA), Queen's University
2011-2012	"Equity Representative" and "Undergraduate Representative," Political Studies Graduate Student Association (PSGSA), Queen's University
2010-2012	Cofounder and member of the Critical Pedagogy Discussion Group for graduate students in Political Studies, Queen's University
2010	In charge of media and organizer for "Instigate 2010!: Anti-Poverty Rant-in," a SSHRC-funded anti-poverty conference at Queen's University and in Kingston community (October)
2009-2011	"Social Committee Representative," Political Studies Graduate Student Association (PSGSA), Queen's University

SELECT PROFESSIONAL ACTIVITIES AND UNIVERSITY SERVICE

Fall 2015	Academic Advisor to students (minors and majors) in the Gender, Race, and Identity Program at University of Nevada, Reno
Fall 2015	Involved in course assessment/review for Gender, Race, and Identity Program courses at University of Nevada, Reno
Jan 2013	Invited attendee of the Sutherland Dinner at Queen's University with visiting scholar and Sutherland speaker, Dr. Jasbir Puar
Feb 2009	"The Teaching Assistant/Supervisor Relationship," co-presented with Professor

Nigmendra Narain at the Future Professor Workshop Series, Teaching Support Centre, University of Western Ontario

PROFESSIONAL AFFILIATIONS 2015

Women's and Gender Studies et Recherches Féministes (WGSRF)

Canadian Political Science Association (CPSA)

International Political Science Association (IPSA)

REFERENCES:

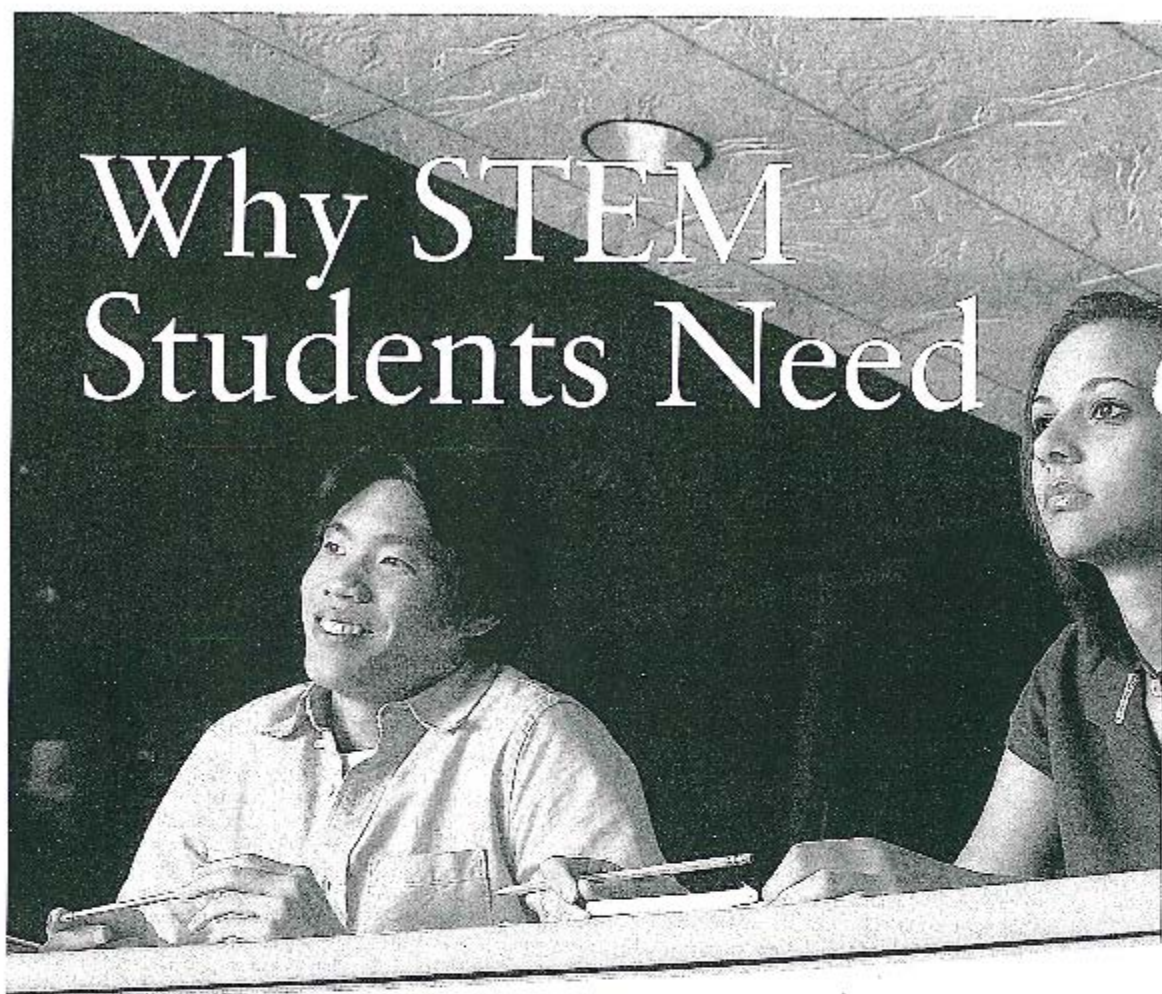
Dr. Abigail Bakan, Professor and Chair of Social Justice Education at Ontario Institute for Studies in Education (OISE) at University of Toronto, Ontario. Dr. Bakan was my Ph.D. Supervisor. abigail.bakan@utoronto.ca

Dr. Margaret Little, Professor of Political Studies and Gender Studies at Queen's University, Kingston Ontario. Dr. Little was my Professor during the Ph.D., and served as an examiner on my defence panel. mjhl@queensu.ca

Dr. Jen Hill, Director, Gender, Race, and Identity (GRI) Program and Associate Professor of English, University of Nevada, Reno. I report to Dr. Hill in my current position, and she is familiar with my work in the Gender, Race, and Identity Program. jmhill@unr.edu

Dr. Andrés Pérez, Professor of Political Science at Western University (formerly University of Western Ontario). Dr. Pérez was my M.A. Supervisor. aperez@uwo.ca

Citizenship: Canadian



Gender Studies

BY CAROL COLATRELLA

Focusing on efficiency at the expense of a broad education weakens even degrees attached to a clear career path. As a program at Georgia Tech demonstrates, disciplines such as gender studies not only increase student satisfaction but also better prepare students for life after college.

26 MAY/JUNE 2014 | ACADEME



The future of journalism remains unsettled in higher education, generally speaking, but a disturbing irony arises at CU in particular when one contemplates the fate of journalism at a campus strung repeatedly by bad press. The AAUP's Colorado conference condemned the University of Colorado administration in two cases that brought swarms of media attention to Boulder: the investigation and dismissal of Ward Churchill a few years ago and the controversy surrounding sociology professor Patti Adler in 2013. In light of a sometimes poisonous relationship between Colorado news media and campus administration, CU is probably not the first place where journalism faculty would want their fate adjudicated.

Prior to its closure, the *Rocky Mountain News* regularly channeled anti-intellectualism in public sentiment when CU controversies arose, as evident most dramatically in coverage of Churchill, the professor who ridiculed the notion of American innocence with respect to the September 11 attacks. When a media frenzy engulfed the campus in January 2005, the *Rocky* editorialized, "The University of Colorado employs an apologist for mass murder as a professor of ethnic studies, but we can't say we're terribly surprised."

The university can hardly be blamed for a defensive response to a hostile Colorado press. Media scholars Kylie Brass and David Rowe more generally describe a strategic realignment in the academic-media nexus, whereby universities deploy a suite of risk-averse strategies to "maximize positive media outcomes." They document how universities in Australia pioneered "media and public comment" policies to regulate faculty statements. We shouldn't have been too surprised, then, when the University of Kansas regents recently adopted a provision under which faculty can be fired for "improper use of social media." The policy extends to expression in an employee's official duties that is deemed "contrary to the best interest of the university."

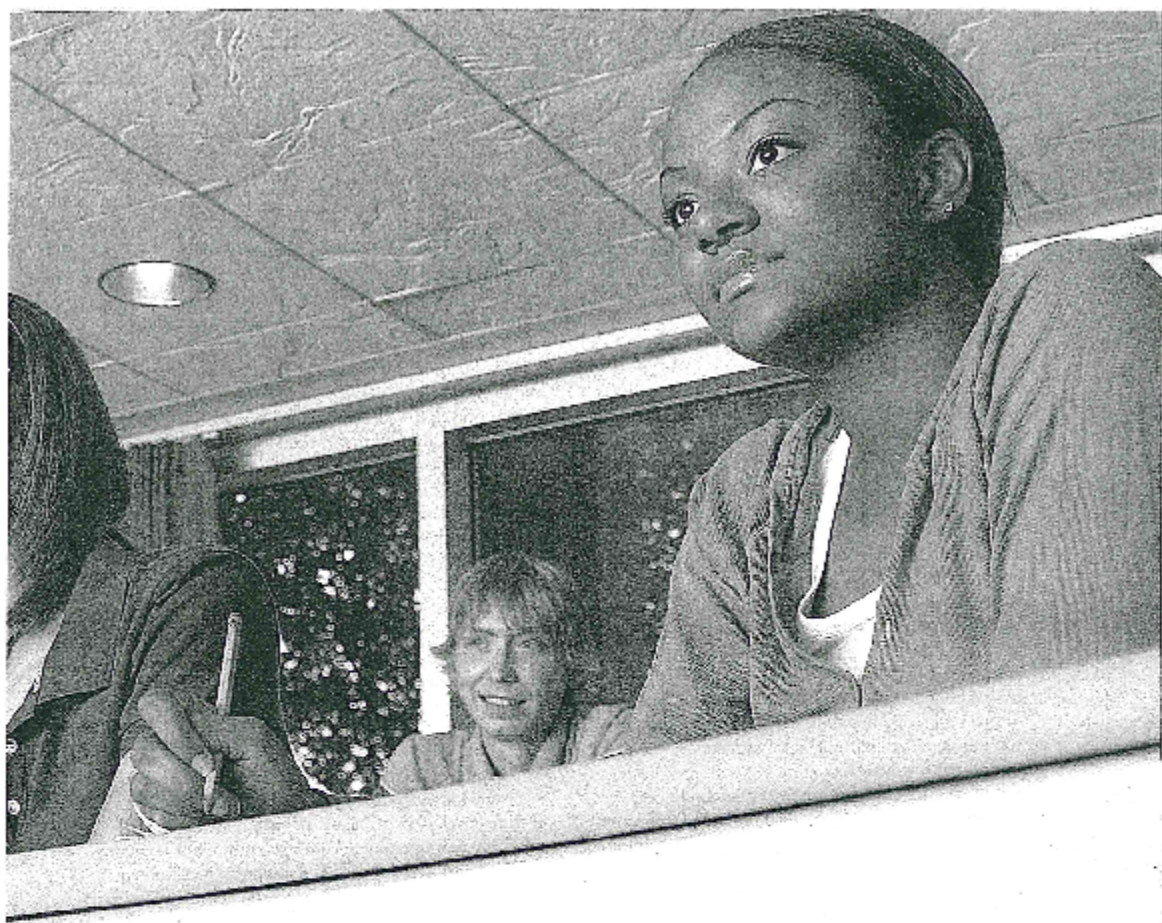
CU could not contain the controversy that surrounded Adler and her course *Deviance in US Society*, which typically enrolls about five hundred students. According to Adler, school officials told her that her instruction could no longer include a voluntary skit that casts teaching assistants as different types of prostitutes. Students rapidly mobilized on social media to support Adler, and the Colorado AAUP condemned the CU administration for violating Adler's academic freedom to choose "her own instructional methods

within the broad parameters of her discipline and university policies." The case was resolved in January 2014, with Adler returning to teach during the spring term, followed by her retirement.

CU has sought to distance itself from a tumbleweed, populist press and to immerse itself in a sealed, friendly, quasi-journalistic space. Nevertheless, controversies over academic freedom are increasingly negotiated in popular media. Through its recently revised report *Academic Freedom and Electronic Communications*, issued by a subcommittee of the national Committee A on Academic Freedom and Tenure, the AAUP is working to protect faculty rights in new media contexts. Faculty should think twice about abandoning journalism instruction. If we view journalism schools as staging grounds for inculcation of deliberative principles, media education might constitute the most effective domain for diffusing academic values in online expression.

As I write this, I am relieved to report that plans for the new college in Boulder include a journalism department. We will highlight the unique ontological and democratic status of journalism in an increasingly complex media ecosystem. All in the academy should care about the revival of journalism as the professional context in which ideas are faithfully translated to the public sphere in ways that enhance understanding of increasingly complex issues. A journalism of expertise represents a strategy for scholarly outreach, and it would also help shore up the legitimacy of a university system undergoing its own crisis. Universities that fail to invest in a deliberative, knowledge-based journalism should not be surprised when episodes of media populism channel anti-intellectual resentment against them.

With advances in new media, journalism practices will evolve in forms not yet imagined, much less invented. Universities should participate in—rather than simply observe or complain about—the fate of journalism in the technological ferment. For now, I wish professors in journalism schools would stop eroding their own credibility by promoting an ethos of innovation at all cost. At a recent conference, the title of one session leapt out from the program: "Innovation or Annihilation: The Future of Journalism Curriculum in America." An unreflective instrumentalism, pushed as it is so forcefully by advisory boards, some faculty, and alumni, is exactly the way in which journalism can contribute to suspicion about its purpose in the academy. ■



Recent university budget reductions and debates about improving efficiencies in higher education have encouraged speculation about the relative values of different disciplines. Critics argue that the humanities and social sciences are less valuable than science, technology, engineering, and mathematics (STEM) fields because they do not generate the same levels of external research funding, donations, and municipal investment. Those who attempt to assign value to particular fields weigh initial salaries for graduates, the availability of jobs, and the need for employees with scientific and technical knowledge and skills, deeming fields without clearly defined career paths less worthy of public support. The headline of a January 29, 2013, article in

CAROL COLATRELLA is professor of literature and associate dean for graduate studies and faculty affairs in the Ivan Allen College of Liberal Arts and codirector of the Center for the Study of Women, Science, and Technology at the Georgia Institute of Technology. Her publications include *Toys and Tools in Play: Cultural Narratives of Gender, Science, and Technology and Technology and Humanity*. Her e-mail address is carol.colatrella@uga.edu.

PHOTO: GETTY IMAGES

the *Chronicle of Higher Education*, "N.C. Governor Wants to Tie University Support to Jobs, Not Liberal Arts," illuminates the tension between employment goals and the liberal arts in public discourse about higher education. I was more immediately troubled, however, by Governor Pat McCrory's assertion, in a radio conversation with former US secretary of education William J. Bennett, that gender studies courses "have no chance of getting people jobs."

As someone who has helped to build a gender studies program, I would offer a counterargument. Gender studies as a field illustrates the potential of interdisciplinary scholarship in today's scientific and technical university; it can increase the representation of women and minorities in STEM fields and help prepare them to participate in those fields.

Policymakers and the public should value the contributions of those who teach and carry out research in the interdisciplinary field of gender studies. The outcomes of effective gender studies programs and associated initiatives include increasing knowledge about social organization and cultural values; creating networks affiliating faculty, students, staff, and alumni; and enhancing campus community. The long-standing efforts to increase the numbers of women and historically underrepresented minorities in STEM fields at the Georgia Institute of Technology, where I teach, have gained traction from the success of academic and social initiatives connecting gender studies theory and practice in the liberal arts with other academic disciplines.

Infusing the concerns of gender studies in STEM fields can boost placement rates for women in high-salary science and technology jobs and lead to improved work-life balance across fields. My experiences at Georgia Tech demonstrate that gender studies scholarship and related activities are valuable in many ways.

Studying gender informs citizens. Gender studies scholarship encourages attention to social, political, and economic interests and outcomes. Changing demographics require professionals in all fields to understand the motivations of workers and the dimensions of corporate and social organizations—insights developed from studying social sciences. All professions' fields require the ability to communicate clearly and persuasively both orally and in writing; students develop these skills in writing, communications, and literature courses. All citizens should be able to understand the effect of social contexts and historical influences on contemporary issues and be able to think critically about policy arguments.

In the Ivan Allen College of Liberal Arts at Georgia Tech, gender studies courses teach students to analyze how gender, race, ethnicity, class, age, and sexual orientation affect participation in society. Gender studies courses can be helpful in addressing a wide range of civic issues, such as the effect of voting schedules and polling locations on voter turnout, the capacities and rights of female soldiers to serve in combat roles, the design of technologies (such as airbags) to suit different populations, and the insurance needs of the most vulnerable members of society.

Gender studies courses and initiatives promote understanding of personal and social values and intellectual merit. In addition to enhancing participation in civic debates and success in future careers, gender studies courses and workshops help students as they engage in daily human interactions. Students in my classes report that the readings we discuss help them understand how small decisions (which person drives and what he or she drives, who decides where and what to eat or who should prepare it, how one dresses or styles one's hair) are related to culturally constructed expectations. They also develop insights into social organizations and actors that can be usefully applied in a variety of situations. Although relatively few students at Georgia Tech minor or major in gender studies, hundreds of students enroll in gender studies courses because they value learning about how organizational environments incorporate or exclude individuals on the basis of gender, how stereotypes function in elite and popular cultural forms, and how and why the political clout of women and men has varied at different times in history and in different cultures. Gender studies analysis reinforces knowledge and skills that students develop in other disciplines, including STEM fields.

Initiatives related to gender studies are valuable in building institutional capacity. Students, faculty, and staff at Georgia Tech now participate in a range of initiatives initially developed by women's studies scholars and other advocates for equity. In 1995, together with three colleagues in the Ivan Allen College of Liberal Arts, I developed a minor in women, science, and technology, the first curriculum of its kind in the country and the first joint minor approved by the university. In 1998, I worked with Mary Frank Fox, a distinguished sociologist of science, to create the Center for the Study of Women, Science, and Technology (WSST), which connects approximately thirty Georgia Tech faculty members with research interests in gender, science, and technology. The WSST center sponsors

research panels, lectures by outside speakers, and leadership workshops. It also holds discussions designed to increase the numbers of women and historically underrepresented minority students and faculty members at the university and to make the campus more welcoming for people in these groups. The WST center directed the first campus funding for undergraduates doing research with affiliated faculty members.

Gender studies initiatives provide resources for women in the STEM pipeline that have broad impact. Since 1999, WST has offered an annual lecture on women, science, and technology delivered by a person distinguished in research, practice, or policy. The lecture attracts a diverse audience at Georgia Tech and draws attention to the need for continuing efforts to

Gender studies scholars and advocates promote leadership and mentoring to benefit the campus community. The WST learning community welcomes all interested students, faculty, and staff to events and supports informal faculty-student interaction, formal mentoring, leadership development, and networking. Under my direction, during the last fourteen years the WST learning community has connected approximately five hundred Georgia Tech students across majors with an array of faculty and staff members, administrators, alumni, and employers in strategic discussions about career success. Other campus events sponsored or cosponsored by WST include a campus reception to welcome new women faculty, lunch discussions about research productivity, and workshops fostering collaboration. These events and resulting

Campus events sponsored or cosponsored by WST and resulting partnerships have helped to warm what many formerly regarded as a chilly climate for women at the university.

increase the proportions of women and historically underrepresented minorities in STEM fields. In 2000, in coordination with staff in Georgia Tech's student housing office and the Women's Resource Center, the WST center founded the first living-learning community on campus, the Women, Science, and Technology Learning Community. It annually houses forty-eight female students living in two connected residence halls. These young women (and any other interested Georgia Tech students and faculty members) participate in dinners, lunches, receptions, and research panels designed to enhance career success and to improve campus experiences. Graduate student partners assist endirectors and other faculty members in guiding undergraduates. Residents can opt to take a course held in the complex, meet with faculty mentors for informal advising and conversation, engage in paid or for-credit research in their disciplines or related to WST initiatives, and contribute to the WST service project, the Girls Excelling in Math and Science club at a local middle school. WST also helps to support attendance by residents at professional meetings, promoting networking for jobs and further study in STEM fields.

partnerships have helped to warm what many formerly regarded as a chilly climate for women at the university. Approximately 115 staff and faculty members, men and women alike, have volunteered as WST mentors or spoken at dinners, panels, and lunches. Graduates of the WST learning community and other Georgia Tech alumni who participated in WST research projects and programs now include writers, doctors, lawyers, faculty members, teachers, engineers, computer scientists, business executives, and members of other professions who are applying their knowledge of gender studies to their lives and careers.

Gender studies research identifies institutional problems involving equity and recommends solutions. Building on WST innovations, Georgia Tech has developed a number of institutional initiatives to improve equity. From 2001 to 2007 the three WST center codirectors collaborated with others across campus on the Georgia Tech-National Science Foundation (NSF) ADVANCE program to support women faculty; this project was among the first ADVANCE programs funded by NSF and the first to institutionalize its activities (in spring 2007), WST codirector

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