

ACADEMIC PROGRAM REVIEW 2025

B. A. HUMANITIES: WOMEN, GENDER, AND SEXUALITY CONCENTRATION

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

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THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

The University of Tennessee at Chattanooga
Women, Gender, and Sexuality Studies Program Review 2024-25
Self-study: Undergraduate Program
B.A. Humanities: Concentration: Women, Gender, and Sexuality Studies
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PREFACE

Introduction

The Women, Gender, and Sexuality Studies Program at The University of Tennessee at Chattanooga is one of three concentrations within the Humanities interdisciplinary major that also comprises Humanities: Liberal Arts and Humanities: International Studies. Additionally, a number of interdisciplinary minors, including Women, Gender, and Sexuality Studies, Asian Studies, Africana Studies, Environmental Studies, Humanities International Studies, and Latin American Studies are associated with the Humanities Program. At present three directors each lead a concentration in Humanities. Dr. Dennis Plaisted (Philosophy) directs Humanities: Liberal Arts (1440), Dr. Jose-Luis Gastanaga (Modern and Classical Languages and Literatures) directs Humanities: International Studies (1441), and Dr. Marcia Noe (English) directs Humanities: Women, Gender, and Sexuality Studies (1442).

The Director

Dr. Marcia Noe teaches courses in American literature and Women, Gender, and Sexuality Studies. She is the author of *Susan Glaspell: Voice from the Heartland* (1983), *Three Midwestern Playwrights; How Floyd Dell, George Cram Cook, and Susan Glaspell Transformed American Theatre* (2002), and over seventy essays, articles, reviews and reference book entries on Glaspell, Cook, Dell, and other Midwestern authors and topics. At present she is making revisions for Ohio University Press for her forthcoming book, *The Innocent Midwest: Culture, Region, and Identity, 1793-1930*. In 1993, she was a Fulbright Senior Lecturer-Researcher at the Federal University of Minas Gerais in Belo Horizonte, Brazil; with Dr. Junia C. M. Alves, she

has edited a collection of essays on a Brazilian theatre troupe, *O Palco e a Rua: A Trajetoria do Teatro do Grupo Galpao* (Editora Newton Paiva, 2006). She is a senior editor of *The Dictionary of Midwestern Literature*, volumes 1 and 2; from 2004 to 2024 she edited the academic journals *MidAmerica* and *Midwestern Miscellany* for The Society for the Study of Midwestern Literature, which honored her with the MidAmerica Award for distinguished contributions to the study of Midwestern literature in 2003. She currently sits on the Society's Corporate Board, chairs its Awards Committee, and composes and sends out digital issues of the SSML *NewsMail*. In 2004, she was honored with the College of Arts and Sciences Excellence in Teaching Award and is an elected member of the Council of Scholars and Alpha Society. She has supervised over 27 student conference presentations and supervised or co-authored over 27 student publications. She is a past member of the board of Girls Inc. of Chattanooga and was honored with Girls Inc.'s Unbought and Unbossed Award in 2017. She currently serves as First Vice-President/ board member of the League of Women Voters of Chattanooga.

Program History

Dr. Felicia Sturzer (French) coordinated curriculum development and institutional approval of the Women's Studies minor (1989) and led the program for eight years, followed by Dr. Leila Pratt (Economics), who led the program for five years. In 2001, Dr. Marcia Noe became the third coordinator of the Women's Studies Program. In 2007, three Women's Studies minors from the University Honors College organized an effort to develop and implement a Women's Studies major, conducting a needs study among students; generating support for their efforts by meeting with university administrators, faculty, and students; and publicizing their work through a variety of media, such as the school newspaper. Dr. Noe then convened the Committee on the Major to develop curriculum, establish requirements, and seek institutional approval of the major as a

concentration in Humanities. The document outlining a Women's Studies major was approved by the university administration and the Faculty Senate in 2007 (See Appendix A); the first Women's Studies major graduated in 2010, and the Faculty Advisory Council approved the program name change to Women, Gender, and Sexuality Studies (WGSS) in 2019. The WGSS Program functions in three main ways:

- The WGSS faculty meet regularly to advise the Director and participate in curriculum review and development, learning outcomes assessment review, and long-range planning.
- The Director oversees the work of the Program's four standing committees: Curriculum, Women's History Month, Recruitment and Retention, and Scholarships
- The Director oversees the work of student assistants and performs day-to-day tasks in running the WGSS Program (See Appendix B: Duties of the Director).

PART 1: MISSION, VISION AND GOALS

The description of Humanities: Women, Gender, and Sexuality Studies on the university's [website](#) sets forth the Program's mission, vision and goals:

We offer an undergraduate major in Humanities with a concentration in Women, Gender and Sexuality Studies and minor that examine how gender, ethnicity, and class intersect in society and culture from multiple perspectives across the arts and sciences.

- We critically examine the intellectual, artistic, material, and spiritual contributions of women throughout history from a variety of cultures.
- We empower our students with the theories and concepts needed to understand how gendered power dynamics operate.
- We investigate the connection between Southern contexts and national and global women's issues.
- We provide opportunities for service learning and community engagement from a feminist perspective.

From the Director:

What can the Women, Gender, and Sexuality Studies Program offer you? Opportunities!

- **Work** with WGSS's community partners on gender-related projects:
 - The League of Women Voters of Chattanooga
 - Girls Inc. of Chattanooga
 - A Step Ahead Foundation Chattanooga
 - The Women's Fund of Greater Chattanooga
 - The Partnership for Families, Children, and Adults
- **Prepare** for a career in a gender-focused field by doing service-learning projects and internships.
- **Learn** about gender-related topics and issues from the perspective of multiple disciplines:
 - Criminal Justice
 - Literature
 - History
 - Religion
 - Sociology
 - Psychology
 - Rhetoric
 - Modern Languages
 - Philosophy
 - Ecofeminism
 - Health Sciences
 - Economics
 - Political Science
 - Theatre Studies
- **Collaborate** with other WGSS majors and minors on projects outside the classroom:
 - Women's History Month events
 - Generation Action events
 - Feminist Action Movement events
 - Voter Registration drives
 - Women's Center Events
 - Sexual Assault Hotline trainings
- **Compete** for scholarships earmarked for WGSS majors:
 - Felicia Sturzer Scholarship
 - Leila J. Pratt Scholarship

The Women, Gender, and Sexuality Studies Program offers a 30-hour major and an 18-hour minor. Come join us! Contact Dr. Marcia Noe for more information (423) 266-9316; marcia-noe@utc.edu

This statement of mission, vision, and goals for the Women, Gender, and Sexuality

Studies Program aligns well with UTC's most recent Strategic Plan (2021-2025):

- Develop service-learning opportunities for students and ensure that the city and region become a "living and learning" community

- Implement curricular changes to ensure all students are prepared to live, work, and engage in reasoned discourse in a diverse, global society
- Promote intellectual and cultural engagement through the liberal and fine arts as an important part of the student's UTC experience
- Embed high impact practices within the GenEd curriculum
- Support diversity through transparent organizational planning efforts.

The Women, Gender, and Sexuality Studies Program also aligns well with the College of Arts and Sciences (CAS) Mission as stated in its most recent Strategic Plan (10/22/2015):

- Provide an environment for intellectual curiosity and a foundation for life-long learning, thinking, reflection, and growth
- Equip students with transferrable skills—critical thinking, communication, and complex problem-solving skills—that are needed to adapt and succeed in a rapidly evolving world
- Advance cultural and intellectual diversity (e.g., studying competing theories as well as intellectual advancements within and beyond Western traditions)
- Advance new knowledge through research (theoretical and applied and creative activities)

PART 2: LEARNING OUTCOMES DATA

WGSS Program Learning Outcomes Goals

Humanities: Women, Gender, and Sexuality Studies (1442)

- Students will be able to explain what patriarchy is and the ways in which it impacts individuals and society.
- Students will be able to articulate what gender is and how it is socially constructed.
- Students will be able to analyze how oppression is intersectional.

Learning Outcome Goals Assessment and Results

The above three WGSS learning outcomes reflect core concepts of fourth-wave feminism: patriarchy impacts individuals and society, gender is socially constructed, and oppression is intersectional. These three concepts form the basis for instruction in WGSS 2000: Introduction to Women, Gender, and Sexuality and are also incorporated in other WGSS 2000-level and upper-level WGSS courses. Students' understanding of these concepts is assessed by WGSS 2000

instructors every semester with a final comprehensive exam that asks students to demonstrate their mastery of these learning outcomes by providing short essay responses to questions linked to each outcome. They are asked to support their responses with references to their readings and to clearly demonstrate their understanding. The results from Spring 2018 through Fall 2024 are recorded in Appendix C; they show that WGSS students have consistently met or exceeded the goal of 85% of those assessed meeting or exceeding expectations for each learning outcome. For Fall 2024, 98% of the 79 students assessed exceeded or met expectations for the intersectionality outcome, and 97% of them exceeded or met expectations for the patriarchy and gender outcomes.

WGSS Faculty Review of Learning Outcomes Results

The WGSS faculty regularly reviews these results and recommends follow-up modifications when needed. The WGSS 2000 instructors nurture a culture of continuous improvement by developing new readings that reflect current gender-related issues and assignments that expand students' understanding of these issues beyond the classroom by involving them with gender-related university entities and community agencies. Examples can be found in Part 4.

PART 3: CURRICULUM

Requirements for the Major and Minor

Major

All majors in the Humanities earn a BA degree (similar to a BS degree except that it also requires four semesters of a modern or classical language). Humanities: Women, Gender, and Sexuality Studies requires a total of 30 hours of WGSS courses with nine hours of required courses:

- WGSS 2000 (Introduction to Women, Gender, and Sexuality Studies)
- Either WGSS 4830 (Feminist Theory) or WGSS 4710 (Feminist Literary Criticism)
- WGSS 4960 (Senior Seminar).

and 21 hours of WGSS electives

WGSS 4960 (Senior Seminar) offers service learning opportunities with university and community agencies that serve women and girls; WGSS 4950 (Internship)s offers such opportunities, expanded for full course credit.

Minor

The Women, Gender, and Sexuality Studies minor requirements consist of 18 hours of approved WGSS courses, with one required course: WGSS 2000.

Courses and Syllabi

The WGSS Program is housed under Humanities; our varied and wide-ranging curriculum reflects the Humanities mission of giving students a broad understanding of human endeavor from several different disciplinary perspectives. The humanities traditionally encompass those disciplines that treat human culture, experience, and perception as an object of study while simultaneously treating the person as a knowing subject, and that pierce to the core of culture and the human condition. These disciplines include the traditional liberal arts such as philosophy, music, art, literature, religion, ethics, and history; increasingly, the humanities have widened so as to include disciplines such as political science, law, archaeology, and anthropology. Often overlooked or undervalued in the Age of Technology and Information, humanities disciplines seek to reawaken the wonder of human accomplishment, to sharpen the intellect and to fire the imagination, and to reflect on the perennial questions of human existence: What is the nature of beauty? How does a culture define, express, or represent ultimate reality? What constitutes a just action or society? How do human beings across time and cultures understand happiness or suffering, grapple with notions of good and evil, debate political questions, or interpret and articulate the kaleidoscope of human experience in an incandescent universe? (UTC Humanities website: accessed 1/22/25).

Procedure for Regularly Offering WGSS Required Courses and Electives

Most of the elective courses in the Women, Gender, and Sexuality Studies Program are housed in College of Arts and Sciences departments across disciplines such as English, History, Modern and Classical Languages and Literature, Music, Philosophy, Religion, Theatre, Criminal Justice, Sociology, Political Science, and Psychology. In appendix G we provided sample syllabi which will give the reader a more in-depth look at the WGSS curriculum. Three sections of WGSS 2000: Introduction to Women, Gender, and Sexuality Studies (required of majors and minors) are offered every semester. WGSS 4710 (Feminist Literary Criticism) and WGSS 4830 (Feminist Theory) (required for majors) are offered in alternating fall semesters. WGSS 4960 (Senior Seminar) (required for majors) is offered every spring semester. Although every WGSS course is not offered every semester, the sheer number and variety of these courses virtually guarantees that WGSS majors and minors will easily find electives that will help them complete their majors and minors and stay on track for graduation (See Appendix B).

Fostering Analytical/Critical Thinking and Problem-Solving Skills

Thus, the above described required courses and electives aligns the WGSS curriculum with student learning outcomes, contributes to their mastery, and provides a solid foundation, as well as depth and rigor, as the succession of 2000, 3000, and 4000-level courses become more challenging as the numbers advance. In WGSS 2000 students develop analytical and critical thinking skills by generating questions pertinent to assigned readings and documentaries and discussing them as a class, thus producing an array of perspectives derived from various student backgrounds for them to evaluate. In WGSS 2950 (Gender-based Violence) (a popular elective) students develop an awareness campaign around such issues such as rape, intimate partner violence, and sexual assault. Other WGSS electives require research papers and research-based presentations in which students engage with gender/sexuality issues using such methodologies as

historical research, proposal writing, literary analysis, primary-source analysis, White Papers, and economic analysis In WGSS 4960 (Senior Seminar) students are assigned problem-solving tasks by the university entities and community agencies for which they engage in service learning. For example, one student who worked with the Women's Fund of Greater Chattanooga helped analyze data from the Bureau of Labor Statistics and the US Census Bureau to use in developing policies to fight income inequality, such as subsidizing child care.

Curriculum Review and Development

Curriculum review and development begins with the WGSS Advisory Council's annual examination of WGSS learning outcomes and curriculum. Upon recommendations for new and revised learning outcomes and courses, the WGSS director works with relevant WGSS faculty, the WGSS Curriculum Committee, and the Office of the Registrar to revise learning outcomes and develop new and revised courses for review by the curriculum committees of the College of Arts and Sciences and the University.

Since the last program review, WGSS curriculum development has focused on three goals:

- Recuperating WGSS 2220 (Women's Health Issues) a course that for various institutional reasons had not been offered for many years but that has become vitally important in today's cultural climate of gender changes and health-related controversies
- Certifying WGSS 2000 and WGSS 2220 for general education credit in the social and behavioral sciences and individual and global citizenship categories.
- Developing three forward-looking courses to enable WGSS majors and minors to become knowledgeable about and skillful in using technology;
 - Read, Write Respawn (formerly Race, Gender and Video Games)
 - Popular Fiction and Social Media
 - Technologies of Sex and Gender

Goals one and two were achieved during the 2022-2023 academic year. Goal 3 was approved by the Women's Studies Advisory Council in January of 2025; these three courses are now moving through the university's curriculum approval process.

Pedagogical and Technological Innovations

WGSS faculty use a course management system (Canvas), to post assignments and communicate with students. In the classroom they use PowerPoint or Prezi, show movies and videos, and access information and material from the Internet via a smart podium. A sampling of the technological and pedagogical innovations used by WGSS faculty appears below:

- Students make videos, podcasts, and multimodal compositions in Heather Palmer's **Women's Rhetorics** course
- Students create video essays and/or podcasts for final projects in Oren Whightsel's **Queer Theory** course
- Students use blended learning in Priscilla Simms-Roberson's **Women's Health Issues** course, a hybrid class that relies heavily on digital resources. During the out-of-the classroom hours, students watch videos, listen to podcasts, and write on discussion boards. In class students engage with the SPENT game and the app Kahoot. Students engage in experiential learning by interviewing a professional working in a field that impacts women's health and writing a reflection on the interview findings
- Spring Kurtz developed Custom Canvas home pages for the students in her **Introduction to Women, Gender, and Sexuality Studies** hybrid class
- Ann Buggey directs students in **Women and Textiles** in experiential learning: work with spindles, weaving looms, and felting and embroidery tools.

The WGSS Curriculum

Through course materials, in-class discussions, and interaction with faculty and students, each WGSS course offers diverse perspectives from the lived experience of people from varied backgrounds and how they relate to gender and sexuality. WGSS courses that specifically focus on diversity include but are not limited to WGSS 3270: Economics of Gender,, Race, and

Inequality, WGSS 4160: Gender and Sexuality in Religion, WGSS 4440: Black Women Writers, and WGSS 4885: Queer Theory. A complete list of WGSS courses can be found in Appendix C.

WGSS 1999R - Special Projects (1-9). Individual or group projects.

WGSS 2000 - Introduction to Women, Gender and Sexuality Studies (3). An examination of human experience from a feminist perspective. An exploration of the ways in which women have been defined and have defined themselves. A multi-disciplinary teaching context with focus on women's self-identity, women's identity in families, and women's identity in society.

WGSS 2020 - Women's Issues in South Asia (3). A survey of contemporary issues for women in South Asia.

WGSS 2220 - Women's Health Issues (3). A review of current literature and discussion of issues affecting contemporary women's health. The course will introduce the biological, psychological, social, economic, and cultural factors which affect the health of women.

WGSS 2950 - Gender Based Violence (3). Examines a variety of forms of violence against women in the United States including domestic violence, sexual assault, sexual harassment and pornography. Explores how violence against women has been minimized in society and how the criminal justice system has rarely developed effective ways to address these types of crimes.

WGSS 2999R - Group Studies (1-9).

WGSS 3020 - Latin American Women Writers in Translation (3). Contributions of Latin American women writers to the social, economic, and political institutions of Latin American culture. Readings from literary selections in several genres. Topics will include gender roles, systems of authority, masculine/feminine representations of reality, and the concept of "feminine" writing.

WGSS 3070 - Gender and Society (3). Analysis of how ideas about gender are socially constructed and the importance of women-centered theories on this approach; the interplay of gender and various social structures including education, religion, politics, family, health, work and sexuality.

WGSS 3180 – Women and Criminal Justice (3) An overview of women's involvement in the criminal justice system as offenders, victims and professionals. Considerable attention will be given to women as victims of crime, the social system and the criminal justice process. On demand.

WGSS 3210 - American Women Writers (3). A survey of American women writers of the 20th century.

WGSS 3240 - Race, Gender and the Media (3). Examines U.S. mass media construction of race, ethnicity, gender, and sexuality within an historical context and investigates the role of women and minority groups in U.S. media industries.

WGSS 3270 - Economics of Gender, Race and Inequality (3). This course will explore how inequality is measured in society, its primary economic drivers, and its ultimate consequences. Outcome differences in variables such as education, employment, income, and wealth, will be measured across gender, race, nationality, and sexual orientation. How individual's choices, constraints, and subjected discrimination can affect their economic outcomes will be analyzed. The effectiveness of both market and public policy approaches at eliminating inequality, such as anti-discrimination laws, taxes and redistribution, and investment policies are assessed.

WGSS 3360 - Gender in Politics (3). An examination of the role and status of women in the American political system. Special emphasis given to the impact of selected public policies upon women.

WGSS 3370 - Psychology of Human Sexuality (3). This course will introduce the study of human sexuality. Specifically, this course investigates human sexuality from biological and psychological perspectives. We will study male, female, and intersex sexual anatomy; sexual arousal, sexual response, and behaviors; gender identity and sexual orientation; and communication in relationships. In addition, we will study contraception, sexual infections, sexual difficulties/dysfunction, atypical sexual behavior, healthy relationships and sexual violence. To promote our understanding of these topics, we will study the methodology available to investigate human sexuality.

WGSS 3420 - American Sexual Histories (3). An examination of shifting perceptions of gender and sexuality over the course of United States history. Topics include ideas about interracial romance, sex censorship, the eugenics movement, the development of LGBT identities, shifting marital and familial norms and the development of feminist thought.

WGSS 3425 - Queer American History (3). Spanning from the seventeenth century to the present, this course explores the past experiences of individuals and groups who would be categorized today under the LGBTQ+ umbrella.

WGSS 3450 - British Women Writers (3). A survey of British women writers with an eye to traditions, themes, and styles.

WGSS 3999R - Group Studies (1-9).

WGSS 4020 - Theatre and Feminism (3). Readings, discussion and writing about a wide variety of plays by modern feminist playwrights.

WGSS 4150 - Women, Gender, and Power in European History (3). A survey of the history of women and gender in medieval and early modern Europe. Topics will include pre-modern ideas about gender and women; gender in European empires; women's role in and relationship to religion; men's and women's positions within the household; the regulation of sexuality; and the emergence of women's rights.

WGSS 4160 - Gender and Sexuality in Religion (3) In this course we explore the diversity of sexual difference in context of contemporary global religions, especially Islam, Hinduism, and Buddhism.

WGSS 4310 - Gender and Law (3). An examination of the development of the legal definitions of gender in the United States, specifically centering on the tensions that occur in a democratic system when disenfranchised groups seek power, with attention to the role that the law and legal structures play in the pursuit of equality.

WGSS 4420 - Psychology of Men and Masculinities (3). This course centers on the lived experiences of men and boys. This course explores diverse theoretical models (i.e., biopsychosocial models, feminist perspectives, intersectional frameworks) on the development and psychological experiences of men/masculinity. This course also discusses psychological experiences and outcomes of men and masculinity as they relate to topics such as mental and physical health, relationships, parenting, sexuality, and violence and aggression. This course will also introduce perspectives on avenues for social change.

WGSS 4430 - Africana Womanism (3). A study of Africana Womanism and African American and African women writers' works representative of that ideology. Attention is given to the historical and cultural contexts that shaped this ideology, and to comparable ideologies such as Feminism and Black Feminism.

WGSS 4440 - Black Women Writers (3). Study of black women's writing from the eighteenth century to the present day. Emphasis will be placed on historical, black feminist, and/or Africana womanist approaches to women's literature of the African diaspora.

WGSS 4450R - Major American Figures (3). A reading course in the works of a major American writer or writers. Writers to be studied will be specified in the schedule of classes.

WGSS 4500 - Fiction, Fashion and Feminism (3). An examination of how garments, styles, and fabric function in literary texts.

WGSS 4510 - Psychology of Women (3). Analysis of empirical data and theoretical viewpoints concerning the psychological development of women. Psychological effects of sex roles, achievement motivation, and abilities of women; models of socialization practices, personality development, and stages of adjustment

WGSS 4550R - Topics in Women, Gender and Sexuality Studies (1-4). Specific topics, themes and subjects related to women, gender and sexuality studies.

WGSS 4600 - Women and Textiles (3). A study of women's role in textile production as laborers, master crafters, consumers, and artists.

WGSS 4650 – Ecofeminism (3). The study of the intersection of feminist issues and environmental issues.

WGSS 4710 - Feminist Literary Criticism (3). The history, theory and practice of feminist literary criticism studied in cultural context.

WGSS 4830 - Feminist Theory (3). A history of feminist theory from the eighteenth century to the present. Extensive reading, papers.

WGSS 4850 - Women's Rhetoric (3). A theoretical, historical, and, primarily, rhetorical examination of women's discourse through the study of speeches, essays, and other rhetorical artifacts. Special attention will be given to the ways women have used traditional rhetorical strategies and how they have subverted this tradition and/or brought strategies from private life to bear on public discourses.

WGSS 4885 - Queer Theory (3). A theoretical, historical, and textual look at the intersection of discourses of sexuality and literary and rhetorical analysis. Emphasis will be placed on understanding a broad history and narrative of queer politics and culture.

WGSS 4950 - Women's Studies Internship (3). 120-150 hours of hands-on experience with an appropriate company agency or nonprofit. Students must apply for the internship during the semester prior to that of the intended internship experience.

WGSS 4960 - Senior Seminar (3). Senior seminar for women's studies majors that comprises directed readings, presentations, and discussions that will inform a supervised research paper or a service learning project appropriate to the student's area of interest and experience.

WGSS 4995R - Departmental Thesis (1-3). A two-semester research or creative project resulting in a thesis under the supervision of a faculty member and with the approval of the Honors College.

WGSS 4997R – Research (1-9). Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Registrar's Office at the time of registration.

WGSS 4998R - Individual Studies (1-9). Enables students to study selected topics in depth.

WGSS 4999R - Group Studies (1-9).

PART 4: STUDENT EXPERIENCE

Career Opportunities in Women, Gender and Sexuality Studies

Job descriptions of actual positions in gender-related fields are disseminated via our Program website, brochure, posters, flyers, and social media (See Appendices J and K). The WGSS newsletter regularly runs an Alumni Spotlight that features one of our graduates who is working in such a field. Additionally, we also periodically dedicate a page of the newsletter to brief updates from alumni that include information about their careers. We regularly organize a panel of alumni and/or community leaders who work in gender-related fields, as well as speakers on such career topics, for Women's History Month and for WGSS classes. Our Senior Seminar and Internship courses provide service learning and internship opportunities that give students real-world experience with gender-related university and community agencies, as well as the chance to develop work-related skills to become career-ready. See Alumni Placement below.

Alumni Placement

This data was gathered during the fall semester of 2024 and spring semester of 2025 from alumni who graduated from UTC with a BA in Humanities; Women, Gender, and Sexualities. A sampling of WGSS alumni and their postgraduation activities appears below:

Erin Ashton has worked with the Prison Rape Elimination Act (PREA) to assist incarcerated victims of sexual assault as well as previously working as a sexual assault and domestic violence advocate in her community, eventually becoming a shelter director.

Olivia M. Brown has been a Leasing Manager at the District at Hamilton Place for the past seven years and has recently been hired as an Event Coordinator at Gardens in the Gorge.

Anne Brettell earned an MFA in Creative Writing and a master's degree in library science from the University of Alabama. She teaches English at Menasha High School in Menasha, Wisconsin.

Megan Coleman performs her spoken word poetry at local theaters in Chattanooga.

Kaitlin Cottle is in her fifth year at the Williams Mullen Law Firm in Richmond, Virginia. She works with the Virginia State LGBT Bar Association doing pro bono work for trans youth and community members and also works with the National Lawyers Guild as a legal observer to monitor police behavior at protests and ICE raids and provide legal support to protesters and people targeted by immigration raids.

Kenzie Butera Davis is the founder and CEO of Maro, a web-based platform whose mission is to eliminate the eleven-year gap between first symptom and first intervention for youth mental health. Maro's technology was built to adapt to and embrace whole communities, connecting home, school and clinic. The web-based platform, Maro for Schools, is the single most efficient tool for screening youth (ages 7-17) for depression, anxiety, suicide and/or ADHD and getting families to matched care. Maro for Schools is bundled with the Maro integrated mobile app,

Maro for Families, that connects families to their child's school, enabling them to digitally consent to school-based mental health screening, engage with at-home parenting and mental health content, track symptoms and navigate care. Maro was named Oracle Cerner's Leading Pediatric Health Innovation and World's Most Innovative EdTech Startup competing with 900+ companies across 69 countries.

Brittany Dillman is a staff attorney in the Economic Security Unit at Neighborhood Legal Services Program (NLSP), a Washington, DC nonprofit that provides legal services for disadvantaged low-income residents.

Megan Doman is a communication and technology specialist for UTC's Women, Gender, and Sexuality Studies Program and is a graduate student in Data Analytics in the College of Business.

Karla Evans oversees internal and external scholarship in Financial Aid at Georgia State University. She is working toward a Master of Information Systems (MIS) and sits on the community advisory board of Cobb County Planned Parenthood.

Christina Gaines was the Implementation Project Manager II at Comdata before taking time off to care for a family member.

Chassey Foster teaches in the Gifted Program at Ivy Academy in Chattanooga

Carla Fulgham is her fifth year as Chattanooga State Technical and Community College's health sciences librarian. She delivers research instruction to undergraduate nursing and allied health students. She says that her background in Women, Gender, and Sexuality Studies has been an asset in helping students research and think critically about cultural competencies and social determinants of health. Carla completed a research fellowship with the Medical Library Association's Research Training Institute (RTI) in 2023 and presented her research in fostering clinical judgement skills in undergraduate nursing students at the International Nursing Association of Clinical Simulation and Learning Conference (INACSL) in June 2024.

Fendall Fulton lives in Lowell, Massachusetts, and works as a fact checker for true crime podcasts, politics podcasts, social issues podcasts, magazines, and manuscripts.

Natalie Holbrook earned a master's degree in social work (MSW) and is employed full-time as an IOP primary therapist at Charlie Health and part-time for the Hamilton County Jail.

Myah Hawkins is a pharmacy technician for Onsite RX.

Blake Harris earned an MFA in Theatre Direction from California Institute of the Arts and is an Assistant Professor of Theatre at Salisbury University, where he teaches courses in feminism and contemporary theatre, devising theatre, history of the theatre, and text analysis.

Rachel Hofer is a recruiting manager at American Marketing and Publishing.

Emily Hurst works as an innovation coach with Hamilton County Schools, where she supports the district's network of eLab Specialists at fifty-one schools. Emily has helped develop programs for creating school change through the lens of building transferable skills like critical thinking and creative problem solving that can be incubated in the school's eLab and eventually impact learning in every classroom. She is currently pursuing a graduate degree in Educational Leadership at UTC, is an adjunct professor in the School of Education, and has just earned her administrator's license.

Courtney Jackson works for the city of Memphis as a police dispatcher.

Sania Khan was one of two initial recipients of the Felicia Sturzer Scholarship for Women's Studies majors. After earning a BA in Women's Studies and a BS in Psychology at UTC, Sania opened a successful photography studio in Chattanooga. When she moved to Chicago, she was murdered there by her ex-husband.

Alysse White Layton attended the Nashville School of Law and is now working as a civil rights attorney with her own practice in Nashville.

Erin Colleen Mahn received her M.Ed. from the American College of Education and now works as a grade 5 teacher at American Pacific University in Vietnam.

L.C. Marlatt is working toward a master's degree in clinical mental health counseling at the University of Akron; she also works as an ABA therapist at Building Blocks Therapy, helping children with autism develop social and behavioral skills.

Samantha Maragnano will start her new job on June 1, 2025, as Regional Resource Development Coordinator at the Austin Hatcher Foundation for Pediatric Cancer in Chattanooga.

Meredith Maxwell lives in New York City and works for a nonprofit after-school program and a community development program.

Jordan Olivio is a paralegal at Orlando Law Group, assisting six attorneys in areas such as litigation, estate planning, real estate, and business.

Emily Quinn is in her third year at STAR Autism Support, an educational curriculum and consulting organization based in Oregon, where she was recently promoted to lead editor. She also is teaching a course at UTC for first-year students in the MOSAIC Program

Lauren Shepard earned a degree in Library Science and Information from Indiana University and works for the Junior Library Guild.

Hope Smith works in HR at The Partnership for Families, Children, and Adults in Chattanooga.

Autumn Spicer is an employment recruiter at spottSTAFF in Chattanooga.

Michelle Suarez works at 21st Mortgage in Knoxville, Tennessee; she takes her team to volunteer for nonprofits once a month.

Aubrie Taylor is an Inclusion and Disabilities Specialist with Headstart Early Childhood Education in Denver and is a registered behavioral therapist. She is currently working on a master's degree in special education.

Victoria Thomas is Assistant Program Director at Eunoia Independent Winter Guard, a nonprofit performing arts organization in Chattanooga.

Lillian "Quinn" Vinson is a social worker and family intervention specialist at Youth Villages in Chattanooga.

Victoria White is a graduate student in the Clinical Mental Health Program at UTC.

Rachel Davis Young earned a PhD in Sociology and a graduate certificate in Gender and Women's Studies from the University of Kentucky and is now an assistant professor in the Department of Sociology and Anthropology at Middle Tennessee State University, teaching classes for the Criminology and Women's and Gender Studies programs. She is currently writing a book about transactional sex and social media and continues to study sexual violence.

Educational Opportunities for WGSS Students beyond the Classroom

WGSS majors and minors collaborate with WGSS faculty, as well as University and community

agencies, to extend and enhance their coursework. Here is a partial list of research, service

learning experiences, and internship opportunities in which WGSS majors and minors have

engaged through departmental honors projects, WGSS 4960: Senior Seminar, WGSS 4950:

Internship, and other WGSS classes:

Research:

Dr. Natalie Blanton chaired **Hope Smith's** Departmental Honors thesis committee; **Dr. Heather Palmer** and **Dr. Marcia Noe** served on the committee.

Dr. Marcia Noe worked with **Megan Doman** and **Meredith Maxwell** on final editorial work on her book, *Three Midwestern Playwrights: How Floyd Dell, George Cram Cook, and Susan Glaspell Transformed American Theatre* (Indiana University Press, 2022).

Dr. Marcia Noe directed seniors **Myah Hawkins**, **Lillian "Quinn" Vinson**, and **Victoria Thomas** in developing research-based workshops for A Step Ahead Foundation's community outreach mission.

Dr. Marcia Noe co-authored and published an article with **Kenzie Butera**, "Cather's *O Pioneers!* and Veblen's *The Theory of the Leisure Class*" (*Explicator* 76.3 [Sept. 2018]: 155-60).

Dr. Heather Palmer chaired **Marcella Rea's** Departmental Honors thesis, "Re-writing Women: Narratives from Kathy Acker and Angela Carter.

Dr. Lynn Purkey worked with **Allison Jackson** on "Resistance and Resilience: *Numancia* and *Fuente Ovejuna*" for the Northeast Modern Language Association's 2023 annual conference and served on the committee for her Departmental Honors thesis, a feminist reading of *Don Quixote*.

Dr. Elisabeth Sheff-Stefanik worked with **Hope Smith** on a research project on polyamory.

Dr. Priscilla Simms-Roberson chaired a Doctor of Nursing Practice project, "Sexual Assault Resource Education on Campus," for **Brooke Williams** and **Amanda Rice**.

Dr. Ruth Walker co-authored an article with **Al Shappley** on adolescent sexual grooming, collaborated on conference presentations with **Al Shappley**, **Meagan Tsai**, **Bella Wills** and **L. C. Marlatt**, and chaired **Al Shappley's** Departmental Honors thesis committee.

Service Learning:

Through the WGSS Senior Seminar and Internship courses, our majors and minors have earned academic credit for hands-on gender-related work with university entities and community

agencies. A sampling of these placements appears below:

Girls Inc. of Chattanooga: Hope Smith, Victoria White

The Women's Fund of Greater Chattanooga: Megan Doman, Rachel Davis, Catherine Connor Anderson, Mackenzie Butera, Blake Harris

A Step Ahead Foundation: Kimberly Smith, Myah Hawkins, Lillian "Quinn" Vinson, Victoria Thomas

The Family Justice Center: Jordan Olivio, Olivia M. Brown

The Center for Women and Gender Equity at UTC: Kaitlin Warf, Meredith Maxwell, Chandler Elkins

The UTC Commission on the Status of Women: Raven "Kennedy" Ham, Jennifer Etheridge, Destiny Clark, L. C. Marlatt, Sabrina Gatlin Palmiter

Signal Center: Kaitlin Nicole Cottle

Hamilton County Courts: Erin Colleen Mahn

Baby University: Michelle Suarez, Natalie Holbrook

Hunter Museum of American Art: Carla Fulgham, Anne Brettell, Megan Coleman

The Partnership for Families, Children, and Adults: Karla Evans, Samantha Maragnano

Internships

Planned Parenthood of Tennessee: Victoria Major, Raven "Kennedy" Ham

UTC's Center for Wellbeing: Anna Groh

Classroom-enhanced Activities:

Ann Bugey won a High Impact Practices grant to direct her Women and Textiles students in making bereavement garments for infants for area funeral homes and preemies gowns for Erlanger Hospital's neonatal intensive care unit.

Spring Kurtz organized her WGSS 2000 students in an online book club focused on Kelly Barnhill's *When Women Were Dragons*.

Spring Kurtz was awarded a Walker Center mini-grant to direct her WGSS 2000 students in a gender-related sticker project to promote equity and mutual respect on campus by prompting consideration of and conversations on the ways that social forces shape us as individuals and on individual and community responses to those forces.

Spring Kurtz led her WGSS 2000 students, supported by a High Impact Practices grant, to help renovate the Partnership for Families, Children, and Adults' Crisis Resource Center and provided childcare for parents at the shelter.

Spring Kurtz directed **Danielle Harrimann-Eubank, Nia Houston, Annie Mitchell, Savanna Teasley, and Nina Young** in the development of a Wikipedia page for Chattanooga City Councilwoman Demetrus Coonrod.

Spring Kurtz and **Sheena Monds** organized students in Introduction to Women, Gender, and Sexuality Studies (WGSS 2000) to work with the League of Women Voters of Chattanooga on annual voter registration drives.

Dr. Jaclyn Michael won a High Impact Practices grant to engage students in a Hunter Museum exhibit of Lalla Essaydi's paintings that reflect gender and religious stereotypes of Islam and the Middle East for her Gender and Sexuality in Religion class.

Sheena Monds, supported by an Equity and Diversity grant, held two training sessions for students for the Partnership for Families, Children, and Adults sexual assault hotline volunteers for students in WGSS 2000.

Sheena Monds directed students in the WGSS Senior Seminar in examining barriers to accessing student engagement for the UTC Commission on the Status of Women.

Other Student Enrichment Opportunities:

WGSS majors and minors make connections between what they learn in the classroom and

gender-related cultural and social issues in the wider world by participating in WGSS Program-

sponsored or co-sponsored gender-related lectures, panel discussions, events, and activities.

They also participate in activities and events co-sponsored by WGSS and UTC's Center for

Women and Gender Equity, the student organizations Generation Action and Feminist Action

Movement, and community partners such as A Step Ahead Foundation; Girls Inc. of

Chattanooga; the Partnership for Families, Children, and Adults; and the League of Women

Voters of Chattanooga. A sampling of these activities and events appears below:

Voter Registration

With our community partner, the League of Women Voters of Chattanooga, WGSS has organized a voter registration effort on Voter Registration Day for the past seven years. With guidance from members of the League, students participate by encouraging and helping students register to vote and answering student questions about elections and voting.

Take Back the Night:

Each year WGSS co-sponsors this event with the Center for Women and Gender Equity. This event offers tabling for organizations, a keynote speaker, a time to share experiences and a march.

Women's History Month:

Each March WGSS sponsors a program that may include but is not limited to keynote speakers, panel presentations, film showings, discussions, games, and activities. The 2023 Women's History Month programming included the following offerings:

Dr. Michelle Deardorff: "The Dobbs Decision: What It Does and Doesn't Do"

Trivia Night: co-sponsored with Generation Action

Panel: "Sex after Dark: What You Need to Know about a Post-Roe World"

Suffragist March: co-sponsored with Delta Sigma Theta sorority, recreating a 100-year-old suffragist march from the Hamilton County Courthouse to Miller Park

Speakers

Veronica Tetterton: "My Life as a Psychologist in a Women's Prison: It's Not All CSI and *Orange Is the New Black*" (March 3, 2021)

Keisha Blain: "Building a Movement: Black Women Organizing in the (Global) South" (March 15, 2021)

Feminista Jones: "Intersectionality in Practice" (March 16, 2021)

Tiffany Florvil: "Afro-diasporic Kinships: Audre Lorde and Black German Women" (April 5, 2021).

Walidah Imarisha: "All Organizing in Science Fiction: An Evening with Walidah Imarisha" (March 28, 2019)

Panels

"Take the Lead!: A Panel on Intersectional Women's Leadership (March 5, 2019)

"Young Voter Concerns: Youth Panel" (Co-Sponsored with the League of Women Voters of Chattanooga--February 8, 2023).

"Beneath the Sheets: Sexual Health Unmasked" (Co-sponsored with Generation Action (November 5, 2024).

Course Learning Outcomes (student evaluations)

Students have the opportunity to provide anonymous feedback through Course Learning Outcomes (student evaluations) at the end of each semester. Students in WGSS courses typically give high scores to and positive comments about their instructors and their courses. Sample Course Learning Outcomes documents from WGSS courses can be found in Appendix I. A sampling of student comments on Course Learning Outcomes appears below:

- “As a psychology major, I found it extremely helpful that this class (**Women’s Health Issues**) is taught by someone from the nursing program.”
- “I think one of the main strengths of the course (**Feminist Theory**) was the great variety of philosophers’ writings that we read and discussed in the course. Overall, it was a very good overview of a variety of issues within feminist theory. The lectures were always insightful and helped to raise interesting questions that were inspired by the readings and helped me to think of the arguments in ways I hadn’t before.”
- “**Introduction to Women and Gender Studies** provides a space for healthy discussion with peers about issues such as gender, race or the patriarchy. I really enjoyed the conversations we had in class even if we sometimes got off track.”
- “Professor is knowledgeable of topics in the course and provided great feedback on assignments.” (**Black Women Writers**)
- “The professor is very knowledgeable.” (**Feminist Literary Criticism**)

Student Success

Scholarships

The Women, Gender, and Sexuality Studies Program offers two scholarships for WGSS majors to support their academic work at UTC:

The Felicia Sturzer Scholarship

Recent winners include Sabrina Gatlin Palmiter, Megan Doman, and Meredith Maxwell.

The Leila Pratt Scholarship

Recent winners include Hope Smith, L. C. Marlatt, and Raven “Kennedy” Ham.

SGA’s Outstanding Senior Award

Academic excellence in WGSS coursework is recognized by UTC’s student government with the

SGA Outstanding Senior Award. Recent winners include L. C. Marlatt, Megan Doman, and Meredith Maxwell.

PART 5: FACULTY

Faculty Credentials, Preparation, Scholarship, and Experience

Program Faculty

No faculty hold tenure in the Women, Gender, and Sexuality Studies Program or hold appointments in the program, with the exception of the director, who is appointed with a two-

course per semester release with no stipend. To speak, therefore, of WGSS faculty credentials, preparation, and experience, teaching load and service, scholarly activity, productivity, quality, diversity, and evaluation is somewhat misleading, not only because there are no faculty (technically) who “belong” to the Program but also because most of the faculty who teach in the Program do not do so every semester, while other faculty not currently teaching WGSS courses may end up doing so in the future. Approximately thirty-five members of UTC’s faculty have taught at least one course in the WGSS Program at some point in time. That being said, perhaps we can examine the faculty who have taught WGSS courses or courses cross-listed with WGSS during the last two academic years as a way of identifying those faculty most closely involved with the WGSS Program. A total of twenty-seven faculty taught WGSS or WGSS-cross-listed courses during that period; twenty-four of them (92%) hold terminal degrees (See Appendix G for sample WGSS faculty vitae). These WGSS faculty are listed below along with the WGSS course they teach most frequently:

Natalie Blanton, Assistant Professor of Sociology, PhD, University of Utah

WGSS 3070: Gender and Society

Ann Buggey, Senior Lecturer, English, MFA, University of Memphis

WGSS 4600: Women and Textiles

Courtney Crittenden, Associate Professor, Criminal Justice, PhD, University of South Carolina

WGSS 4180: Women and Criminal Justice

Karen Casebier, Associate Professor of French, PhD, university of Wisconsin

WGSS 4550R: Topics in WGSS: Sex and Society in Medieval France

Michelle Deardorff, Professor of Political Science, PhD, Miami University of Ohio

WGSS 4310: Gender and Law

Susan Eckelmann, Associate Professor of History, PhD, Indiana University

WGSS 4550R: Topics in WGSS African American Women

Edward Brudney, Associate Professor of History, PhD, Indiana University

WGSS 4550R: Topics in WGSS: Long Live Santa Evita

Sarah Einstein, Associate Professor of English, PhD, Ohio University

WGSSR: Topics in WGSS: Race, Gender, and Video Games

Michael Jaynes, Senior Lecturer, English, EdD, UTC

WGSS 4650: Ecofeminism

Gale Iles, Professor of Criminal Justice, PhD, University of Nebraska, Omaha

WGSS 4550R: Topics in WGSS: Race, Class, Gender, and Criminal Justice

Spring Kurtz, Senior Lecturer, English, MA, San Diego State University

WGSS 2000: Introduction to Women, Gender, and Sexuality Studies

Jaclyn Michael, Assistant Professor of Religion, PhD, University of Wisconsin, Madison

WGSS 4160: Gender and Sexuality in Religion

Sheena Monds, Senior Lecturer, MA, University of Tennessee, Knoxville

WGSS 2000: Introduction to Women, Gender, and Sexuality Studies

Sheena Murray, Assistant Professor of Economics, PhD, University of Colorado, Boulder

WGSS 3270: Economics of Gender, Race, and Inequality
Marcia Noe, Professor of English, PhD, University of Iowa
 WGSS 4710: Feminist Literary Criticism
Heather Palmer, Professor of English, PhD, Georgia State University
 WGSS 4850: Women's Rhetorics
Elizabeth Pearce, Senior Lecturer, English, PhD, Illinois State University
 WGSS 4550R: Topics in WGSS: Gender and Adolescent Literature
Priscilla Simms-Roberson, Associate Professor of Nursing, Doctor of Nursing Practice, UTC
 WGSS 2220: Women's Health Issues
Anovia Slaughter, Professor of Criminal Justice, PhD, Walden University
 WGSS 2950: Gender-based Violence
Leniece Smith, Visiting Associate Professor of Political Science, PhD, University of Chicago
 WGSS 3360: Women and Politics
Kathryn Taylor, Assistant Professor of History, PhD, University of Pennsylvania
 WGSS 4150: Women, Gender, and Power in European History
Stephanie Todd, Senior Lecturer, English, MA, UTC
 WGSS 4550R: Topics in WGSS: Popular Fiction and Social Media
Hannah Wakefield, Associate Professor of English, PhD, Washington University
 WGSS 4440: Black Women Writers
Ruth Walker, Assistant Professor of Psychology, PhD, University of Akron
 WGSS 4510: Psychology of Women
Chris M. Vidmar, Assistant Professor of Sociology, PhD, Georgia State University
 Proposed new course: Technologies of Sex and Gender
Tamara Welsh, Professor of Philosophy, PhD, SUNY Stony Brook
 WGSS 4830: Feminist Theory
Oren Whightsel, Senior Lecturer, English, PhD and Certificate in Women's Studies, Illinois State University
 WGSS 4885: Queer Theory

Expectations for Faculty Teaching Load, Research, and Service

The standard teaching load for tenured and tenure-line faculty is three courses per semester. The standard teaching load for lecturers is four courses per semester. Teaching load, research, and service expectations for individual faculty members are determined at the department level and do not fall under the purview of the Women, Gender, and Sexuality Studies Program.

WGSS Faculty Scholarship

Expectations for faculty scholarship do not fall under the purview of the Women, Gender, and Sexuality Studies Program. However, many of the faculty who regularly teach WGSS courses are active scholars whose gender- and sexuality-focused research informs their classes and whose classes stimulate their research. Faculty research interests and scholarly publications are

listed in each faculty member's profile on their departmental websites. Below appears a sampling:

Bertana, A., & **Blanton, N.** (2022). "Climate change adaptation, gender, and mainstreaming: the role of gender in Fiji's relocation initiative." *Climate and Development*.

<https://doi.org/10.1080/17565529.2022.2055524>

Casebier, Karen. "Inventio et la problématique du genre dans *Lancelot*, la bande dessinée," *Synérgies Espagne*, no. 13 (2020): 101-16.

PolICASTRO, C. N., **Crittenden, C. A.**, Clark, J., & Arrington, R. (2024). "'Oh, are you gay?': An exploration of LGBTQ+ students' lived experiences with microaggressions and finding safety on a university campus." *Qualitative Criminology*, 29.

<https://doi.org/https://doi.org/10.21428/88de04a1.e4f808c9>

Kule, A., Bumphus, V. W., & **Iles, G. D.** (2019). "Intersectionality of Race, Class, and Gender in Predicting Police Satisfaction." *Journal of Ethnicity in Criminal Justice*, 4(17), 321–338.

<https://doi.org/DOI:10.1080/15377938.2019.1658143>. *Climate and Development*.

Deardorff, M. D., & Dahl, J. *Pregnancy Discrimination and the American Worker*. New York: Palgrave MacMillan, 2016.

Kurtz, Spring. "Disappearing Woman: A Voice-Over As She Pixilates." *Cultural Studies in the Digital Age: An Anthology of 21st Century Interdisciplinary Inquiries, Postulations, and Findings*. Ed. Antonio Rafael and others. Hyperbole Books and SDSU Press, 2021.

Michael, Jaclyn. "Queering Islam in Performance: Gender and Sexuality in American Muslim Women's Stand-up Comedy." *Muslims and Humor: Essays on Comedy, Joking, and Mirth in Contemporary Islamic Contexts*. Ed. Lina Molokotos-Liederman and Bernard Schweizer. Bristol, UK: Bristol University Press, 2022.

Murray, S. (2023). "Threats to ACA Associated with Temporary Increase in Long-Acting Contraception." *Applied Economics Letters*, 30(11), 1428–1436.

<https://doi.org/https://doi.org/10.1080/13504851.2022.2058695>

Noe, Marcia. *Three Midwestern Playwrights: How Floyd Dell, George Cram Cook, and Susan Glaspell Transformed American Theatre*. Bloomington, IN: Indiana University Press, 2022.

Palmer, Heather. "Our God Is Woman! Our Mission Is Protest! Our Weapons Are Bare Breasts!: Bare Literacies in the Biopolitics of Femen's Unruly Rhetoric." *International Journal of Critical Media Literacy*, vol 2 (2020): 192-212.

Simms-Roberson, P. M. (2020). *Building an Effective Intimate Partner Violence Examiner Program*. <https://www.forensichealth.com/2019/12/05/building-an-effective-intimate-partner-violence-examiner-program/>

Vidmar, Chris M. "Teen Sex in the U. S." *Sex Matters: The Sexuality and Society Reader*. Fifth Edition. New York: W. W. Norton, 2019.

Walker, R. V., Powers, S. M., & Witten, T. M. (2022). Transgender and gender diverse people's fear of seeking and receiving care in later life: A multiple method analysis. *Journal of Homosexuality*. Published. <https://doi.org/https://doi.org/10.1080/00918369.2022.2094305>

Whightsel, Oren, and Devon Fitzgerald Ralston. "(Re)locating Queerness: Techne, Identity, and the Hegemonic Fantasy." Special Queer Theory issue of *Pre/Text: A Journal of Rhetorical Theory* 24.1 (2019): 207-220.

Faculty Diversity

Over the past two years, twenty-three white people, twenty-two females, four males, three African Americans, and one Asian American have taught in the WGSS Program. At least four WGSS faculty identify as LGBTQ+. At least one WGSS faculty member has been diagnosed with autism.

Faculty Development Opportunities

Faculty who teach WGSS courses have a number of professional development opportunities:

- Experiential Learning grants (Walker Center for Teaching and Learning)
- High Impact Practices grants (Walker Center for Teaching and Learning)
- Classroom Mini Grants (Walker Center for Teaching and Learning)
- iDEAs Certificate Series (Walker Center for Teaching and Learning)
- Travel grants (College of Arts and Sciences)
- Faculty Development grants (College of Arts and Sciences)
- Research and Creative Activity awards (College of Arts and Sciences)
- Faculty Research grants (University)
- Professional Development (sabbatical) Leave grants (University)
- Ruth Holmberg Grants for Faculty Excellence (University)
- SEARCH grants (Office for Undergraduate Research and Creative Endeavors)

Faculty Evaluations

Faculty who teach stand-alone WGSS courses are evaluated by the Director of Women, Gender, and Sexuality Studies; faculty who teach cross-listed WGSS courses are evaluated by the department heads/associate department heads who review and evaluate faculty performance in the areas of teaching, research, and service, with the weighting of these three areas of responsibility determined by each department and stated in departmental by-laws. Student evaluations of faculty teaching performance (Course Learning Outcomes) are considered when evaluating faculty. The faculty evaluation process is standardized across the university for faculty in all departments and programs in an annual process called Evaluations and Development by Objective (EDO) in which faculty use Digital Measures to report their progress in reaching the goals they set for each academic year in the following categories: Instructional and Advisement Activities, Research, Scholarly, and Creative Activities, and Professional Service Activities. The department head/associate department head reviews and evaluates their annual record of

accomplishments in Digital Measures and recommends to the dean that they be assigned one of four designations: Exceeds Expectations for Rank, Meets Expectations for Rank, Needs Improvement for Rank, and Unsatisfactory for Rank.

Faculty Quality

WGSS faculty are productive scholars, excellent teachers, and dedicated community members who have been awarded professorships, chairs, teaching awards, research awards, service awards, and other distinctions. Below is a sampling:

Natalie Blanton: Outstanding Mentor, UTC Student Government Association

Courtney Crittenden: UC Foundation Associate Professor; Excellence in Teaching, College of Arts and Sciences; Harold T. Love Service Award.

Michelle Deardorff: Adolph S. Ochs Professor of Government; Convener, Council of Scholars; Lifetime Achievement Award, American Political Science Association; Distinguished Service Award, American Political Science Association; Outstanding Teaching Award, American Political Science Association; Fulbright Senior Specialist, U.S. State Department; Chancellor's Medal of Excellence; Diversity, Equity, and Inclusion Advancement Award, College of Arts and Sciences; Fannie Lou Hamer Humanitarian Award, Jackson State University

Farron Kilburn: First Place Research Poster, 7th Annual Cultural Inclusion Conference; Community Equity Fellow, Office of the Chancellor

William Kuby: UC Foundation Professor; Outstanding Teaching Award, UT Alumni Association; Prism Award, Center for Women and Gender Equity

Spring Kurtz: Outstanding Teaching in General Education, College of Arts and Sciences; Outstanding Lecturer, Department of English

Sheena Monds: Outstanding Teaching in General Education and Outstanding Service, College of Arts and Sciences

Sheena Murray: Excellence in Teaching, Rollins College of Business

Marcia Noe: Excellence in Teaching, College of Arts and Sciences; election to Council of Scholars; election to Alpha Society; MidAmerica Award, The Society for the Study of Midwestern Literature; Fulbright Senior Lecturer-Researcher, Brazil

Heather Palmer: Excellence in Teaching, College of Arts and Sciences

Lynn Purkey: UC Foundation Professor

Priscilla Simms-Roberson: UC Foundation Associate Professor

Anovia Slaughter: Professor of the Year, Department of Social, Cultural, and Justice Studies

Kathryn Taylor: Early Career Researcher Award, College of Arts and Sciences

Stephanie Todd: Outstanding Teaching in General Education, College of Arts and Sciences

Chris M. Vidmar: Student Recognition of Excellence in Teaching, Georgia Institute of Technology

PART 6: LEARNING RESOURCES

WGSS Office

The Women, Gender, and Sexuality Studies Program is housed a 10' x 12' office in Lupton Hall (Lupton 364) at 700 Vine Street on the UTC campus. The Program has a Dell PC Computer and an HP LaserJet printer, a phone, a two-drawer filing cabinet, a desk, two chairs, a love seat (property of the Director), and six bookcases which hold a small library of feminist and gender-related books, journals, and DVDs available for check out to WGSS faculty and students.

UTC Library

The Library's collection comprises 327,546 physical books, 784,056 electronic books, and 124,100 serial titles with 284 digital databases. Interlibrary Loan services for WGSS faculty and staff are offered at no charge. Additional resources are instructional librarians, who offer classroom library instruction to WGSS faculty, research librarians, who assist with research projects to WGSS faculty and students, and studio librarians, who assist with digital projects.

Walker Center for Teaching and Learning (located in the UTC Library)

The Walker Center provides hands-on assistance for faculty needing help with technology tasks and offers a wide variety of programming that includes but is not limited to lectures, panels, workshops, and book groups, as well as pedagogically focused grants and other resources for UTC professors. Some examples can be found in Part 4. Other Walker Center activities include the annual Instructional Excellence Conference, the Teaching and Learning Institute, and the iDEAS Certificate Series.

The Writing and Communication Center (located in the UTC Library)

The Writing Center offers three kinds of consultation to students, faculty and staff with any type of writing or communication project—including research papers, presentations, and resumes—at any stage in the writing process:

- Face-to-face consultations in the Writing Center
- Real-time virtual consultations via the Internet
- Written feedback on submitted documents

PART 7: SUPPORT

Operational Budget

The Women, Gender, and Sexuality Studies Program has had an annual budget since 1989, when the minor was approved. Today, the Program's annual budget (E Account) is \$6,000 with a \$8,495.78 balance in the WGSS gift fund (R account) to which faculty, alumni, and community supporters can make direct contributions.

Enrollment, Graduation, and Retention

Currently six majors and forty-four minors are enrolled in the WSGG Program. During the past two years, nine majors have graduated from the Program; thirty-nine majors have graduated since 2010. Many of our majors are double majors, and, in some cases double degree students. Recruitment efforts are undertaken via visits to WGSS classrooms, developing and updating promotional materials (brochure, newsletter, posters, website, social media), and tabling at university events such as Take Back the Night). The Program communicates with WGSS majors, minors, and alumni primarily via email but also via text and social media (Instagram). WGSS participates in regularly scheduled University recruitment events (Blue and Gold Day, Majors and Minors Fair, Blue and Gold Preview Day). The Program's Retention and Recruitment Committee has developed recruitment and retention recommendations to be reviewed and prioritized by the WGSS faculty at their next meeting (See Appendix F)

- WGSS student advisory board and club for majors and minors
- More information, support, and resources for students seeking WGSS internships
- More opportunities to study abroad for WGSS majors and minors
- End-of-semester awards ceremony and celebration for WGSS majors and minors
- More social events to connect with WGSS faculty and other majors and minors.
- Electronic newsletter updated each month
- WGSS Canvas space for majors and minors
- Develop WGSS courses from student feedback about courses they want to take
- Workshops on applying to graduate school going on the job market, resume-building for WGSS majors and minors
- WGSS faculty mentors assigned to all majors and minors

- WGSS faculty/student meet and greet each semester
- More cross-listed courses
- Re-evaluate core/required courses
- Develop a Learning and Living Cohort
- Provide issue/themed programming each month
- Revise brochures and program materials
- Purchase WGSS swag to give away at events
- Purchase retractable WGSS signage for recruitment events and tabling
- Share/Link to WGSS social media with QR codes (Instagram)
- Offer more 2000-level courses
- Propose A Moc's First Year courses that connect to WGSS 2000

Academic Support Services

Advisement

Dr. Marcia Noe advises WGSS majors and offers advisement to WGSS minors in addition to their major advisement. UTC offers a convenient and efficient computerized program, MyMocsDegree, that clearly delineates individual students' academic progress and identifies graduation requirements for the major that need to be completed. Students and advisors consult MyMocsDegree before advising sessions and use it before and during advisement sessions to identify the courses that majors and minors should take each semester. Using an assigned, individualized six-digit ID (UTC ID), students log in to MyMocsDegree and are able to track the classes and credit hours they need to graduate as well as specific requirements that need to be met, including General Education requirements, major-specific requirements, minor coursework, and university graduation requirements, such as the language requirement for the BA and the 39 upper-level hours requirement. The advisement period usually occurs right after the schedule for the coming semester has gone online and before registration for classes actually begins. MyMocsNet offers additional advisement tools such as Navigate and Clear Path to Graduation (See Appendix E).

Mentoring

In addition to academic advising, mentoring is important in preparing WGSS majors and minors for life beyond the university. Such mentoring activities include publishing and

presenting with majors, writing letters of recommendation and completing forms for graduate studies and jobs, helping students to identify career goals and opportunities for WGSS majors and minors, networking with leaders of community agencies that serve women and girls to connect them with WGSS majors and minors, and placing upper-level students in service-learning opportunities and internships.

Local, State, Regional, and National Needs

An important part of the work of the WGSS faculty involves curriculum development and extra-curricular programming in response to changing local, state, regional, and national needs. The original curriculum approved for the major in 2007, comprising three required courses and twenty courses cross-listed with participating departments, mainly in the College of Arts and Sciences, has grown as these needs have been recognized and met. As WGSS is an interdisciplinary program, this curriculum work is done in collaboration with cross-listing departments, sometimes with WGSs initiating the course and other times with the cross-listing department initiating the course. A sampling of recent additions to the WGSS curriculum in response to local, state, regional, and national needs appear below:

Gender and Sexuality

As the field moved from the study of “women” to include broader issues of gender and sexuality, we developed the following courses:

- Psychology of Human Sexuality
- American Sexual Histories
- Queer American History
- Gender and Sexuality in Religion
- Psychology of Men and Masculinities
- Queer Theory

Intersectionality

As the field moved from the study of “women” to examining intersecting sites of oppression, we developed the following courses:

- Race, Class, Gender and Criminal Justice

- Black Women Writers
- Race, Gender, and the Media
- Economics of Gender, Race, and Inequality
- Africana Womanism

Reproductive Health

During the 2022-2023 academic year, in response to the intensified cultural controversies about and threats to women's reproductive health we revised and reinstated a course in our curriculum that for institutional reasons had never been offered in the classroom, WGSS 2220: Women's Health Issues, and got it certified as a general education course. This course has been offered successfully by a member of our Nursing/WGSS faculty every semester since the fall semester of 2023.

Technology

During the 2024-2025 academic year, in response to the increasing cultural relevance of technology, we developed three new technology-related WGSS courses. The first two courses have been offered successfully twice as WGSS 4550R: Topics in Women, Gender, and Sexuality Studies and are currently under review for approval as stand-alone new WGSS courses by the University curriculum committee, as is the third, a brand-new course.

- Popular Fiction and Social Media,
- Race, Gender and Video Games
- Technologies of Sex and Gender.

APPENDIX 1

Proposal for a Women's Studies Major Humanities:

Women's Studies (BA) This proposal contains the following components:

- A 30—hour concentration in Women's Studies, as part of the Interdisciplinary Studies program of the College of Arts and Sciences
- A new course (required for the major): WSTU 496: Senior Seminar General Education and University requirements: (See Catalogue for approved courses)

Rhetoric and Composition: English 121, 122 (6 hours)

Mathematics: One approved mathematics course (3 Hours)

Statistics: One approved statistics course (3 hours)

Natural Sciences: Two approved natural science courses, at least one including a laboratory component (7- 8 hours)

Humanities and Fine Arts: Two approved humanities and fine arts courses, one from fine arts and one from either (6 hours)

Cultures and Civilizations: Option A: Western Humanities I and II and a NonWestern Cultures and Civilizations; OR Option B: World Civilization I, [I, I II (9hours total)

Behavioral and Social Sciences: Two approved behavioral or social science courses in two different disciplines (6 hours)

Foreign Language: Through second college year in one foreign language Minimum 2.0 average in all WSTU courses

Completion of a minor with a minimum 2.0 grade point average.

Electives to complete 120 hours

Requirements: Major and related courses

30 hours approved WSTU courses. Required courses are WSTU200

(Introduction to Women's Studies), WSTU 496 (Senior Seminar) and WSTU 481 (Feminist Literary Criticism) or 483(Feminist Theory. The remaining 21 hours will be distributed among the following approved Humanities and Social Sciences courses, with at least one course from each category:

Humanities Courses

WSTU301
WSTU302
WSTU331
WSTU366
WSTU422
WSTU424
WSTU445r
WSTU455r
WSTU480
WSTU481
WSTU483

Social Science Courses

WSTU202
WSTU222
WSTU295
WSTU304
WSTU305
WSTU307
WSTU324
WSTU336
WSTU417
WSTU425
WSTU434
WSTU451

CROSSLISTED WOMEN'S STUDIES COURSES

ANTH 305
COMM 324

Sex and Gender
Race, Gender and the Media

WSTU 305
WSTU 324

CRMJ 295	Violence against Women	WSTU 295
CRMJ 425	Gender, Crime and Criminal Justice	WSTU 425
ECON 417	Women in the Economy	WSTU 417
ENGL 331	American Women Writers	WSTU 331
ENGL 480	Theatre and Feminism	WSTU 480
HIST 422	European Women's History to 1800	WSTU 422
HIST 424	African American Women's History	WSTU 424
PANM 304	Gender in the Workplace	WSTU 304
MLNG 301	French Women Writers in Translation	WSTU 301
MLNG 302	Latin American Women Writers in Trans.	WSTU 302
NURS 222	Women's Health Issues	WSTU 222
POLS 336	Women in Politics	WSTU 336
POLS 434	Politics of Child Care	WSTU 434
PSY 451	Psychology of Women	WSTU 451
REL 366	Goddess Traditions	WSTU 366
PHIL 483	Feminist Theory	WSTU 483
soc 307	Gender and Society	WSTU 307
THSP 480	Theatre and Feminism	WSTU 480

RATIONALE:

American colleges and universities have been developing women's studies majors for more than 30 years; currently, more than 200 institutions offer the bachelor's degree in women's studies. Universities in Tennessee that offer a women's studies major include The University of Memphis, Vanderbilt University, and the University of Tennessee at Knoxville. The Tennessee Board of Regents recently approved plans for a new women's studies major at East Tennessee State University. In the Southeast, universities that offer a women's studies major include the University of Alabama at Birmingham, Georgia State University, the University of Georgia, and Appalachian State University.

UTC established a women's studies minor in 1989. Now, in 2007, the UTC student body is 58% female, and the number of women's studies courses, as well as the number of minors in the program, has steadily increased. In Fall 1990, a total of 2 women's studies courses were taught; by Fall 2002, this number had grown to 11. During the 2006-07 academic year, we taught 10 courses during the fall semester and 10 during the spring semester, with two scheduled for the summer of 2007.

Early in the fall semester of the 2005-06 academic year, three women's studies students came to the coordinator with a proposal to add a major to the current minor. A preliminary e-mail survey of current minors and alumni as well as a classroom survey of students enrolled in Fall 2005 women's studies courses indicated sufficient interest and support for the proposal to proceed. That fall, the Women's Studies Advisory Council appointed a committee comprising three women's studies faculty members and three women's studies students (Felicia Sturzer, chair; Elizabeth Gailey, Stephanie Bellar, Donnie Johnson, Darris Saylor, and Kelly Fulkerson) to study existing women's studies programs and develop a curriculum for a major. The Women's Studies Advisory Council further refined and then endorsed the proposal in April of 2006. Discussions have been held with the Women's Studies Advisory Council, the acting Dean of the College of Arts and Sciences, the acting Provost, and the Director of Records and Registration to further refine the proposal.

The structure of this concentration is consistent with other programs under the Interdisciplinary rubric, as well as with other women's studies majors in Tennessee and elsewhere in the United States. Care was taken as well to make certain that the curriculum would enable students who so chose to go on for graduate work in women's studies. Students will receive a BA in Humanities with a concentration in Women's Studies. Using gender as a primary category of analysis and focusing on women's experiences, issues, and achievements within patriarchy, both globally and nationally, as discussed in current feminist scholarship on these topics, this major will enrich the curriculum of a university that is now 58% female and further UTC's mission to "employ the intellectual resources of the liberal arts. ..to enrich the lives of those we serve.. [and] promote and celebrate the diversity of people and ideas." Since the curriculum is interdisciplinary, it impacts and involves many different departments, primarily in the humanities and social sciences. Over the past 18 years, these departments have been most cooperative in developing and offering courses that can be cross-listed with women's studies.

ECONOMIC AND PEDAGOGICAL CONSEQUENCES:

Establishment of this concentration will require the following additional resources:

- (a) Resources needed now to implement the degree concentration: 1). an additional three hours per semester of released time for the coordinator for a total of six hours of released time per semester.
- (b) Resources needed in three to five years to continue the concentration after implementation:
 - 1. a continuation of the additional three hours per semester of released time for the coordinator; 2. an increase in the women's studies budget from \$3,000 to \$5,000; and 3. the addition of a full-time faculty member in women's studies, perhaps accomplished through a shared line with a related academic department.

All other instructors for WSTU courses will come from existing academic departments whose courses are cross-listed with women's studies, with the occasional use of part-time faculty where needed. The 30-hour concentration allows women's studies students to double major if they so desire, so the addition of this concentration will not necessarily draw students from existing majors; it may, in fact add double-majoring students to existing majors if the program attracts students to the University who otherwise would not have come here.

JUSTIFICATION FOR ADDITIONAL RESOURCES:

1. An additional three hours of released time per semester for the program director. The program coordinator now engages in curriculum development, event planning, student advisement, course scheduling, library book ordering, liaison with cross-listing departments, publicizing curriculum and programs and many other activities which already exceed the three hours per semester of released time currently allocated. In addition to these duties, the addition of a women's studies major to the current women's studies minor would obligate the director to perform, at minimum, the following additional duties:

- A. Advise all majors with respect to course of study and career planning and keep appropriate records to track majors after graduation. In many departments, advisement is shared among departmental faculty. Since there are no departmental faculty in women's studies, advisement of all majors would be done by the coordinator

- B. Plan, implement and coordinate extra-curricular activities for the majors (e.g. movie nights, performances, club for majors, lecture series, trips)
 - C. Plan, implement and coordinate all placements with area agencies (e.g. Girl's Inc., Chattanooga Parks and Recreation Department) for the required senior seminar
 - D. Meet periodically with an external advisory committee of community members (similar to the Transformation Project's Coordinating Council) and attend program-related community events and activities
 - E. Attend department head meetings, budget hearings, and other relevant meetings and university functions that unit heads attend
 - F. In consultation with internal and external advisory committees, engage in systematic and ongoing curriculum review and development of the major and minor, including a periodic external review of the program
 - G. Interact with other women's studies programs in the Southeast and US through visits, meetings, and conferences; get into a rotation so that UTC hosts the Southeastern Women's Studies Association conference every third year
 - H. Recruit, supervise, and support the new women's studies faculty member
 - 1. Recruit majors for the program through booths at UTC visit days, high school visits, visits to women's studies classes, circulation of brochures, newsletters, posters, and other media
 - J. Meet periodically with a student advisory committee comprised of majors in the program to plan events, review curriculum, solicit student input about the program.
2. An increase in the departmental budget from \$3,000 to \$5,000 per year. The current women's studies budget has remained the same for twenty years while the cost of living has increased approximately 3% per year. We are currently running on a shoestring and adding a major to the current minor will mean we will be doing more of everything: more courses, more students, more mailings, more paperwork, more activities, more travel; therefore, we will need more resources if we are to maintain a respectable program. Specifically, one big expense would be sending the director or her designee to the National Women's Studies Association conference each year, the cost of which now equals one-third of the current budget (which is why the program has never sent anyone). Another big expense would be hiring a student bi-weekly employee to manage the women's studies office as telephone calls, e-mails, correspondence, student drop-ins, etc. increase with the addition of the major. According to a study done by the women's studies program at Virginia Commonwealth University, \$5,000 per year is the average level of support for women's studies programs. Members of the Women's Studies Advisory Committee have proposed that we work with the Development Office to locate funding sources for the immediate future.
3. A full-time faculty member (perhaps half-time in women's studies and halftime in a women's studies-affiliated academic department) to teach our required courses. Uncertainty about staffing a required course is a problem that has already surfaced with the current women's studies minor: there is no full-time faculty member upon whom we can depend to teach

Introduction to Women's Studies and staffing it has become a hit-and-miss proposition. If we add a major, we will be requiring three courses (Introduction to Women's Studies, Feminist Theory / Feminist Literary Criticism, and Senior Seminar) and we will need to develop a plan for offering them regularly (each course at least once a year, at minimum) so that our majors can graduate on schedule. Adding a faculty member will allow us to put such a plan in place. Until we can do so, it looks likely that we can have an existing faculty member re-assigned part time to women's studies.

