

Furman University

Furman University Scholar Exchange

Documents and Oral Histories

Furman University LGBTQIA+ Archive

2009

Developing a Gender Oriented Strategic Plan for Women's and Gender Studies at Furman

Nick Radel
Furman University

Follow this and additional works at: <https://scholarexchange.furman.edu/lgbtqia-docs>

Recommended Citation

Radel, Nick, "Developing a Gender Oriented Strategic Plan for Women's and Gender Studies at Furman" (2009). *Documents and Oral Histories*. 14.
<https://scholarexchange.furman.edu/lgbtqia-docs/14>

This Other is made available online by Furman University LGBTQIA+ Archive, part of the Furman University Scholar Exchange (FUSE). It has been accepted for inclusion in Documents and Oral Histories by an authorized FUSE administrator. For terms of use, please refer to the [FUSE Institutional Repository Guidelines](#). For more information, please contact scholarexchange@furman.edu.

Faculty Renewal Grants
Proposal Cover Sheet

Project Title: Developing a Gender Oriented Strategic Plan for Women's and Gender Studies at Furman

Institution(s): Furman University

Faculty(s) Name(s) and Title(s): Nicholas Radel, Professor of English, Co-Chair, Women's and Gender Studies

Faculty Department(s): English

Faculty Address(es): 3300 Poinsett Highway, Greenville, SC 29613

Phone: 864-294-2795

Email: Nick.Radel@Furman.edu

Phone:

E-mail:

Amount requested: \$3700

Please check the appropriate box: Professional Development Leadership Development
 Personal Growth Mentoring

Date pre-proposal or proposal submitted: January 15, 2009

Proposed grant period: January 2009-January 2010 from grant receipt)

Signature of faculty member(s) submitting proposal: Nicholas F. Radel Date: 1/15/2009

Dr. Lynne Shackelford, English

Dr. Thomas Kazee

Name of Appropriate dept./div. chair(s)

Name of chief Academic Officer(s)

Lynne Shackelford
Signature of above chair(s) (For full proposal only)

Thomas A. Kazee
Signature of Chief Academic Officer(s) (For full proposal only)

Date: 1/14/08

Date: 1/14/08

Evidence of institutional support is required for each grant proposal in the form of a letter of support from the proposal author's chief academic officer (s). (For full proposal only)

For Office use only

Date received _____ By _____

Date sent to review committee _____

Action _____ Notification sent _____

Save

Developing a Gender Oriented Strategic Plan for Women's and Gender Studies at Furman
Nicholas F. Radel
Furman University

INTRODUCTION

Goals and outcomes: The Women's and Gender Studies Concentration at Furman University has a long history of teaching first-rate courses in Women's Studies; however, five or so years after adding "Gender Studies" to the title of the Concentration, its Co-Chairs and Oversight Committee recognize that Furman perhaps lags behind other schools in integrating both gender and sexuality as larger epistemological categories of analysis into our classrooms. Consequently, members of the Women's and Gender Studies Concentration at Furman University envision two specific goals for our program's development. First, we need a suitable comprehensive strategic plan to help us make the transition from our primary focus on women to one that explores gender within a range of new theoretical and multi-disciplinary perspectives. Second, and following logically, we need to develop a variety of new courses in women-centered studies that explore vectors of social power, such as race, class, or post-colonial nationalities; masculinity studies; sexuality studies, including Lesbian, Gay, and Transgendered issues; and Queer Theory.

Justification. Women's Studies has changed since its advent nearly forty years ago. The evolving idea that gender is an epistemological category of investigation rather than a simple identity construct that can be explored discretely means that women's concerns are now more complexly integrated with other categories of identity study, particularly race, class, and sexuality. The advent of Sexuality studies has further complicated issues by suggesting that gender is constructed within the complicated interplay of a sex-gender system.

Consistency with Program Priorities. Women's and Gender Studies at Furman acknowledges its need to take stock of these changes: We have recently opened the

Concentration to a greater number of teachers whose work reflects a wider range of perspectives on gender and sexuality and we have taken steps to include sexuality studies. Our goal is to develop a program that successfully houses the variety of gender and sexuality studies now flourishing in the academy. It is possible that an enhanced program could lead in the future to an academic Major; for now, however, the Mellon Renewal Grant will help us outline a strategic plan for a more inclusive Concentration.

PROJECT DESCRIPTION

Activities. As Co-Chair of the Concentration, I would like a Professional Development Grant to undertake two activities addressing issues of curricular renewal and future planning.

First, I want to visit two college campuses outside the South (one in the Midwest and another in the Northeast) to consult with faculty in their Women's and/or Gender and Sexuality Studies programs about curricula and strategies for integrating gender/sexuality studies with or within traditional women-centered courses. I have tentatively narrowed my selection to Wesleyan University in Middleton, Connecticut and Macalester University in St. Paul, Minnesota, and have received confirmation from the heads of both programs about their departments' willingness to host me. These colleges have established programs reflecting the criteria described in the rationale statement above.

Second, I want to host a retreat for members of Furman's WGS Oversight Committee, senior majors in our Concentration, and one outside participant from another ACS school that will allow us to initiate a public discussion of the research I will gather from the schools I visit. The retreat will serve as a prelude to our drafting an effective strategic plan for a more inclusive curriculum in Women's and Gender Studies. Involving students not only provides them an opportunity to comprehend the connections between different experiences of gender and sexuality studies they are gaining in our present program, but it helps us identify which of these

connections should be more integral to our plans. The representative from another ACS school (preferably one with a strong track record of curricular advances in women's, gender, and sexuality studies) can help advise us and perhaps benefit from ideas we may generate in response to my visiting schools outside the region. I have spoken, tentatively, with Dr. Judith Hass from Rhodes University about joining us in this inter-university collaboration.

To lay the ground work for these discussions, I have organized a panel for the ACS Women's and Gender Studies Conference at Rhodes College in March 2009 entitled, "How to Put the Gender in Women's and Gender Studies." The panel includes faculty and students from Rollins, Rhodes, and Furman.

Overall Timetable. The WGS Oversight Committee at Furman may take longer to draft its own strategic plan, but all activities covered by the Mellon Renewal Grant will be complete by January 2010, one year from the date of this proposal.

Specific Timetable.

Spring Semester 2009: Complete research on programs outside the South; visit

Macalester in April and Wesleyan in May.

Summer 2009: Plan retreat for the Furman WGS Oversight Committee, students, and ACS

representative.

Fall 2009: Host retreat.

January 2010: Submit Final Report

Budget and Justification

\$1400. Travel and accommodation for two school visits. At the heart of this proposal lies the need to experience first-hand how other schools have handled a very difficult issue: negotiating the ways even seemingly disparate fields of inquiry (such as, for instance,

Masculinity Studies or Queer Theory) relate to Women's Studies and Feminist inquiry. Visiting two schools from two different geographical regions of the country will enhance my perspective about how these issues can be handled and provide me with some limited knowledge about how cultural context conditions individual programs.

\$1500. Expenses, including a catered luncheon and dinner for a one-day retreat for members of the Furman WGS Oversight Committee, senior Concentrators, and the invited ACS representative. As an interdisciplinary program, WGS at Furman has few specific resources and even fewer opportunities for bringing those aligned with the Concentration together for public discussion. The retreat provides one opportunity to address that challenge.

\$200. Supplies, photocopying, and planning work for retreat.

\$600. Travel and accommodation for ACS visitor. A network of people in ACS schools are concerned with the issues Furman hopes to explore through this Grant. I want to invite a representative from at least one ACS member school to our retreat to share her experiences with members of our Oversight Committee and students.

Qualifications of Participants. Except for our students, all participants are tenured or tenure-line professors at Furman or another ACS College. The Furman WGS Oversight Committee includes faculty members from many fields in the Humanities, Social Sciences, and Natural Sciences. I am Professor of English with a special research interest in the history of sexuality and have published widely in the field.

Collaborative Nature of the Proposal. The proposal is primarily collaborative in enabling various members of different departments in Furman's interdisciplinary WGS Concentration to work together in retreat on a unified strategic goal. This part of the project also

includes--at the least--our senior-level concentrators and one outside representative from another ASC Women's Studies Department.

EVALUATION AND DISSEMINATION

The success of this project will be primarily measured by our production of a successful strategic plan for our future curriculum. To facilitate that task, I envision creating a series of worksheets to be filled out in conjunction with our discussion sessions at the planned retreat. These worksheets will ask individual participants (including the ACS representative and student participants) to identify aspects of other programs (as I have presented them) that seem most germane to our curriculum. More important, the worksheets will allow participants to specify what they believe to be the conflicts among different areas of gender and sexuality studies and identify how they might be effectively reconciled or, at the least, made to speak productively to one another. Specifically, I want participants to address the problem of how to organize our curriculum: Should we offer one unified curriculum in Women's, Gender, and Sexuality studies, and if so, what are the guiding intellectual premises of such a curriculum? Or, should we provide subsets of interest within the Concentration (say Women's Studies, Masculinity Studies, Queer Theory)? Or, are there other options? Using the evidence thus gathered through the project, I will then work with next year's Co-Chair to draft--by year's end--a complete curriculum and a new set of requirements for a Concentration certificate to be considered by Furman's WGS Committee, one that addresses how we will ask students to confront in a coherent way what, on the surface, seems a tripartite field of study, Women's Gender, and Sexuality Studies.

I plan to disseminate the results of this work by writing up a narrative justifying our experience producing a new, integrated curriculum for the ACS Website and present a second, fuller version of this statement at the next ACS WGS Conference in 2011.

Budget

\$1400 Travel and accommodation for two school visits.

\$800 equals \$400 airfare and/or train or rental car for 2 trips.

[Hypothetical: Current airfare, ATL to Minneapolis/St. Paul \$260 plus personal car travel to ATL at 300 miles x \$.465 per mile equals \$140; current airfare, GSP to Hartford, CT approx. \$235 plus car rental and gas to Middleton, CT].

\$300 equals \$150 accomodation for at least one 1 night for 2 trips.

\$200 equals \$50 food stipend per 2 days for 2 trips

\$100 equals \$25 miscellaneous travel expenses per 2 days x 2 trips

[Transportation/Parking at ATL and GSP airport; airport transport, etc.]

\$1500 Facility Rental and Catering Expenses for Faculty Retreat.

\$200 Supplies, photocopying, and planning work for retreat.

\$600 Travel and accommodation for ACS visitor.

\$300 airfare to Greenville, SC.

\$150 hotel for 1 night.

\$100 equals \$50 food stipend per 2 days.

\$50 equals miscellaneous travel expenses per 2 days.

\$3700 Total

Disclosure: There are no other sources of funding for this project.

VITA
NICHOLAS FREDRICK RADEL
Ph.D. Indiana University

Full Time Employment

- Furman University, Greenville, South Carolina
Professor of English (1986--)
- St. Lawrence University, Canton, New York
Visiting Assistant Professor of English (1984-86)
- Hamilton College, Clinton, New York
Visiting Assistant Professor of English (1983-84)

Other Appointments

- Agnes Scott College, Atlanta, Georgia, Masters of Arts in Teaching Program
Professor of English (1996--)
- Rhodes University, South Africa
Visiting Lecturer, (Summer 2007)
- Aarhus University, Aarhus, Denmark
Guest Professor of English Literature (Fall 1997)

Relevant Awards and Grants

- 1999 Fulbright Research/Lecture Award to teach Sexuality Studies, Roskilde University, Denmark.
- 1995 PEW Foundation Grant, Course Development Project, "Reading Gender through Sexuality."
- 1991 Knight Foundation Summer Stipend, Feminist Approaches to Shakespeare's Measure for Measure.

Administrative Experience

- Co-Chair, Women's and Gender Studies, Furman University, 2008—
- Faculty Scholarship and Awards, 2005-2009 (Chair, 2006-2009).
- Committee on Faculty Governance, 2003—2004.
- Research and Professional Growth Committee, 2002—2005.
- Admissions Committee, Furman University, 2000-2001.
- Search Committee, English Department, Furman University, 1987-1999.
- Committee on LGBT Student Retention, Furman University, 1997-1998.
- Faculty-Administrative Liaison Committee, Furman University, 1994-1997.
- Graduate Awards Committee. Furman University, 1989-1991.
- Individualized Curriculum Program. Furman University, 1988-1991.
- Resident Advisor, Montague Living and Learning Center. Furman University, 1987-1994.
- Student Services Committee. Furman University, 1987-1989. 1993-1994.

Recent and Relevant WGS Publications

Editions and Collections

- The Taming of the Shrew. Gen Ed. David Scott Kastan. New York: Barnes and Noble, 2007.
- The Puritan Origins of American Sex: Religion, Sexuality, and National Identity in American Literature. Ed. Fessenden, Radel, and Zaborowska. New York: Routledge, 2001.

Articles

- "Havelock Ellis's Literary Criticism, Canon Formation, and the Heterosexual Shakespeare." Journal of Homosexuality (forthcoming).
- "Edmund White," Blackwell Encyclopedia of Twentieth Century American Fiction, Eds. Patrick O'Donnell, Justus Nieland and David Madden (forthcoming).
- "David Leavitt," Dictionary of Literary Biography: American Novelists, Ed. 6th Series. Columbia: Brucoli, Clark, Layman, Inc. (forthcoming).
- "Barnfield, Richard;" Ganymede;" "Sodomy;" "Tragicomedy;" "Touchet, Mervyn. 2nd Earl of Castlehaven." Shakespeare Encyclopedia. Ed. Patricia Parker. Greenwood Press (forthcoming).
- "(E)racing Edmund White: Queer Reading, Race, and Sexuality in A Boy's Own Story." Modern Fiction Studies 54.4 (December 2008).
- "'Your Own For Ever': Revealing Masculine Desire in Othello." Approaches to Teaching Shakespeare's Othello. Ed. Peter Erickson, and Maurice Hunt. New York: Modern Language Association of America, 2005. 62-71.
- "Can the Sodomite Speak? Sodomy, Satire, Desire, and the Castlehaven Case." Love, Sex, and Intimacy Between Men, 1500-1800. Eds. Katherine O'Donnell and Michael O'Rourke. London: Palgrave, 2002. 146-165.
- "'A Sodom Within': Gender, Sex, and Sodomy in the Diary of Michael Wigglesworth." Other Americas, Other Americans: The Politics and Poetics of Multiculturalism Dolphin Series in English and American Literary Studies. Aarhus, Dk: Aarhus University Press, 1998. 38-49.
- "The Transnational Ga(y)ze: Constructing the East European Object of Desire in Gay Film and Pornography after the Fall of the Wall." Cinema Journal 41.1 (Fall 2001): 40-62.
- "Queer Romeo and Juliet: Teaching Early Modern 'Sexuality' in Shakespeare's 'Heterosexual' Tragedy." Approaches to Teaching Shakespeare's Romeo and Juliet. Ed. Maurice Hunt. New York: Modern Language Association, 2000. 91-97.
- "Edmund White." Dictionary of Literary Biography: American Novelists Since World War II. Ed. James and Wanda Giles. 6th Series. Columbia: Brucoli, Clark, Layman, Inc., 2000. 335-351.
- "Homoeroticism, Discursive Change, and Politics: Reading 'Revolution' in Seventeenth-Century English Tragicomedy." Medieval and Renaissance Drama in England IX (1996): 162-178.
- "Reading as a Feminist." Theory in Practice: Measure for Measure. Ed. Nigel Wood. Buckingham and Philadelphia: Open University Press, 1996. 90-132.
- "Fletcherian Tragicomedy, Crossdressing, and the Constriction of Homoerotic Desire in Early Modern England." Renaissance Drama, N.S. XXVI (1995): 53-82.
- "Self as Other: The Politics of Identity in the Works of Edmund White." Queer Words Queer Images: Communication and the (Re)Construction of Homosexuality. Ed. Jeffrey Ringer. New York University Press, 1993. 175-192.
- "Provincetown Plays: Women Writers and O'Neill's American Intertext." Essays in Theater 9.1 (1990): 31-43.

January 14, 2009

Marcia White
Director of Program Development
Associated Colleges of the South
1975 Century Boulevard, Suite 10
Atlanta, GA 30345

Dear Marcia:

I write in support of Professor Nick Radel's proposal for an ACS Faculty Renewal grant. Professor Radel is a talented and successful member of Furman's faculty, and has maintained an active research agenda that, in the best liberal arts tradition, is connected clearly to his teaching. As he makes clear in his proposal, Furman (and perhaps other ACS institutions) would benefit from a consideration of gender and sexuality studies that moves beyond a primary focus on women to a broader exploration of issues relevant to power, race, class, and sexuality.

An important characteristic of Professor Radel's proposal is that he – and Furman – would reap substantial benefits for a modest cost. His proposal to visit two non-southern campuses to consult with faculty, and then to host a faculty and student retreat at Furman, enables a sharing of curricular and pedagogical ideas that cross regional, disciplinary, and conceptual boundaries. Moreover, by including a representative from another ACS institution in the retreat, the proposal creates a seeding opportunity that could eventually enable a broader sharing of perspectives across the consortium.

This well developed and promising proposal has my strong endorsement.

Sincerely,

Tom Kazee
Provost and Executive Vice President