Women's, Gender, and Sexuality Studies

INDEPENDENT STUDY HANDBOOK

THE COLLEGE OF WOOSTER

2011

THE TRADITION OF INDEPENDENT STUDY AT WOOSTER

President Howard Lowry, who founded the Independent Study Program at Wooster over fifty years ago, saw it as an invitation to "all students to come to their best in terms of their own talents." J. Garber Drushal, Robert Bonthius, and James Davis summarized the philosophy underlying Lowry's challenge in *The Independent Study Program in the United States* (NY: Columbia University, 1957):

> The purpose of higher education is to stimulate and assist growth . . . Facts may stimulate thought, but thought is not imparted. That is the individual's reaction. Education is an *active*, not a *passive*, process, in that it does not consist in receiving but in reacting to information, ideas, and concepts. Independent Study is a difficult art but it is the primary goal of the educative process (vii).

Today, Wooster's *Faculty Handbook* cites "the capacity for individual inquiry and expression" as "a mark of a liberally educated person" and views the Independent Study program as the "opportunity through which this capacity may be nurtured in every student at the College." The long tradition of independent study at Wooster still constitutes the capstone experience that marks a Wooster education.

INDEPENDENT STUDY IN WOMEN'S, GENDER, AND SEXUALITY STUDIES

The WGSS program views Independent Study as an opportunity for students to use the methods and perspectives of feminist interdisciplinary scholarship to pursue questions of their own design that have emerged from their prior work in WGSS and from their own gendered experiences. As an area of academic inquiry, WGSS places particular emphasis on intellectual and personal growth through the active critique of information and ideas and the active construction of new knowledge in with a view toward the creation of a more equitable society.

Since the founding of Wooster's Women's Studies Program in 1978, majors have explored an amazing array of topics relating to women, gender, sexuality, and social justice (see the complete list of I.S. projects at the end of this handbook). These studies have bridged multiple disciplines, constituting one of the most consistent examples of interdisciplinary scholarship among majors offered at Wooster. Our revised curriculum in Women's, Gender, and Sexuality Studies allows even more scope for interdisciplinary scholarship shaped by feminist methodologies and the personal perspectives of a diverse group of seniors. Independent Study in WGSS should reflect the learning goals, listed below, of the program as a whole.

When students complete their degrees in Women's, Gender, and Sexuality Studies, they will be able to demonstrate:

1. a basic knowledge of the history and literature of feminism in Europe and the United States as well as the critique of and contributions to feminism from women of color, men, and from sexual minorities around the world.

2. an understanding of the basic concepts, terminology, controversies, and theories in Women's, Gender, and Sexuality Studies, including:

a. a comprehension of the mechanisms of oppression and the discursive construction of gender and sexuality through social institutions and verbal and visual conventions of representation, and of the potential for agency within these constructions.

b. an understanding of the connections among personal reflection, lived experience, feminist research and theory, and feminist activism.

c. an understanding of the intersection of gender with race, class, sexual orientation, nation, religion, and other dimensions of difference.

3. an ability to formulate a feminist research question, develop a feminist research project, and research it across disciplinary boundaries and with a range of feminist methods.

4. an ability to articulate, in oral and written form, the interdisciplinary range of one's research and its relation to feminist goals of social justice.

JUNIOR INDEPENDENT STUDY

WGSS 330 (Feminist Methodologies) is a prerequisite for enrollment in Independent Study Thesis, WGSS 451-452. It is required of majors but open to other students as well. WGSS 330 focuses on epistemological and methodological issues of particular significance to scholars working in the field of women's, gender, and sexuality studies.

WGSS 330 is designed to be taken in the spring of the junior year. Students who plan to be off-campus in the spring of the junior year must take the course in the spring of the sophomore year. In the course, students complete a common set of readings and a series of short exercises and/or papers that introduce them to both the theory and practice of the central methodologies of feminist inquiry. They are also introduced to the library and to bibliographical resources in WGSS.

At the same time, students complete a series of preliminary stages in the design of an individual project of their choosing. This project is developed using the methodological tools that have been developed in the seminar. Students present their research orally and in written form, construct a poster reporting on their research, and construct a proposal for a possible senior Independent Study project. Students are not obligated to pursue that project the following year, but we encourage them to do so.

INDEPENDENT STUDY THESIS

I. THE I.S. TOPIC

The topic of your Independent Study Thesis should be developed within the context of your prior course work. This is not the time to begin entirely new work for which you

have no prior preparation. Similarly, your project should draw upon your methodological training in WGSS 330.

In selecting and defining a topic, you and your advisor will wish to pay careful and explicit attention to the distinctiveness of WGSS as an area of inquiry. Research projects in WGSS are expected to be interdisciplinary: you should be able to articulate how the work that you propose to do differs from feminist research within a single academic field. Projects should also be informed by a feminist perspective, addressing, as appropriate, issues of power, hierarchy, and social justice as well as the relationship between experience and knowledge. WGSS acknowledges that students' experiences, informed by particular intersections of gender, sexual orientation, race, ethnicity, and economic class, as appropriate sources of knowledge. Projects will acknowledge these complex intersections within the perspective of the researcher/writer and within the analysis of the topic itself. Although writing will no doubt play a role in the design and development of all projects, the written thesis is by no means the only format in which research in WGSS may find its most appropriate expression.

RESEARCH ETHICS

Research in WGSS often involves direct or indirect contacts with a variety of people who function in some sense as research subjects, whether we interview them, ask them to complete a questionnaire, observe their behavior, or analyze their written work. As researchers, we have important responsibilities in relation to the people we study. If you plan to use human research subjects, you and your advisor will wish to consider carefully the ethical implication of your proposed project, both in terms of its methodology and its potential results. You may have to apply to the College's Human Subject Review Board for approval to conduct particular kinds of research, so consult early on about this issue with your advisor.

ADVISOR AND SECOND READER

The Chair of WGSS, who generally functions as your academic advisor throughout your senior year, meets with all senior majors very early in the semester, for a preliminary discussion of Independent Study Thesis. It is the role of the Chair to assure that students construct research projects that emerge from the learning goals of the major and that students are assigned to WGSS faculty members who are especially qualified to direct particular projects. Subsequently, students are strongly encouraged to discuss potential projects not only with possible advisors but with other WGSS faculty as well, many of whom can provide assistance in clarifying ideas and in locating resources.

The final choice of I.S. advisor and topic must be approved by the Chair of the WGSS program, preferably by the end of the first week of classes and in all cases by the end of the second week. Students should be aware that WGSS faculty often have advising obligations in other areas as well and should therefore be approached about directing WGSS theses as early as possible. When appropriate, students may wish to discuss plans for Senior Independent Study with their academic advisor in the spring of the junior year.

It is the responsibility of the independent study advisor to encourage the student to attempt an inquiry or project of appropriate academic rigor within the limitation of the student's prior preparation, the time available, and the student's access to resources. The advisor and the student are strongly encouraged to discuss openly and explicitly their mutual expectations of each other and of the independent study process as a whole; in most cases, the advisor and the student will find it useful to renew this discussion periodically throughout the academic year. The advisor and student will meet weekly.

You and your advisor, in consultation with the Chair of the WGSS program, should determine an appropriate second reader for your project early in the second semester of Senior Independent Study. The second reader will be a WGSS faculty member who, in all cases, will teach in a different department from that of your advisor and, whenever it is possible, in a different division (e.g, Arts and Humanities, History and Social Sciences, Mathematical and Natural Sciences). In cases where it is not possible to choose a first reader that has taught core courses in the WGSS program, it is essential that the second reader be determined early in the first semester. The second reader should serve as co-advisor for the project, meeting periodically with the student and the principal advisor throughout the thesis process. In the event that the first two readers are both from the same division, a third reader from a different division will be asked to participate in oral exams and in the evaluation of the final I.S. project.

For students who are double majors in WGSS and another discipline, it is essential that the topic and advisors be determined as soon as possible. Both advisors should have the necessary information from WGSS and the other department regarding style, departmental deadlines, orals, etc., which would be contained in the departmental I.S. handbooks. The co-advisors and the student should clarify early in the I.S. process who will be responsible for reading and commenting on drafts, what roles the co-advisors will play in oral exams, and the expectations regarding the interdisciplinarity of the work. As with students whose sole major is WGSS, the principal and co-advisor should, whenever possible, be WGSS faculty from different divisions of the college. In the event that the first two readers are from the same division, a third reader from a different division will be asked to participate in oral exams and the evaluation of the final I.S. project.

ORAL EXAM AND CRITIQUE

The oral exam will be scheduled in the weeks following the submission of the Independent Study Thesis at a time that is mutually convenient for you, for your advisor, and for your second reader. No later than 24 hours before the oral, your second reader will send you a small set (5 maximum) of guiding questions. The second reader takes primary responsibility for conducting the oral. Following the oral exam, your advisor and second reader will determine if the IS receives a grade of Good or Honors. Your advisor and second reader will construct a critique, which your advisor will send to you. All WGSS seniors will receive their grades and critiques during the last week of the semester.

In the case of double majors, your advisor will inform you of the specific format that your oral will follow.

The WGSS program will retain one copy of the project; students may be asked to make minor mechanical alterations before the copy is accepted.

INFORMAL PRESENTATION AT THE SPRING MEETING

WGSS seniors will also be asked to discuss their Independent Study projects at the spring meeting of WGSS faculty and majors. This meeting is generally scheduled from mid- to late April. This is not an oral exam, but a chance for you to talk about your work and for others to ask questions about your project. It is most helpful for younger majors to hear about the work seniors have done. WGSS faculty may also take this opportunity to ask you some questions about your experience in the program.

COLLEGE REGULATIONS ON DEADLINES

Advisors may impose deadlines for the purpose of commenting and advising when the work is in progress. The student should not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the projects submitted after the eighth week of the semester in which the student enrolls in I.S. 452.

Two copies of the Independent Study Thesis are due in the Registrar's Office by 5:00 p.m. on the first day of classes following Spring Break or four weeks prior to the end of classes for Spring semester, whichever date is sooner. For an Independent Study thesis completed in the fall semester, the due date is four weeks prior to the end of classes. In the event that the project includes or consists primarily of an exhibit or a performance, two copies of a written synopsis of the nature of the project and of a statement that the I.S. has been presented in its final form are due in the Registrar's Office at the time specified above.

Any delay in turning in a thesis or project beyond the deadlines specified above automatically established the grade of "I" (incomplete) for the thesis. The conditions for changing the "I" to a passing grade will be established by the Dean for Curriculum & Academic Engagement after consultation with the student's advisor. The incomplete automatically becomes "NC" (no credit) two weeks after the deadline for the submission of the thesis unless prior approval for an extension of the incomplete has been given by the Dean. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the WGSS Curriculum Committee and the approval of the Dean.

COLLEGE REGULATIONS ON EVALUATION

In evaluating the Independent Study project, the faculty readers will consider the following three elements and the manner in which these are combined in the realization of the project:

•Content: The choice of the I.S. thesis topic should reflect a considered judgment as to the significance and manageability of the subject, and the completed project should represent a serious and systematic attempt to address it with effective use of the

available resources. An awareness of what has and has not been accomplished should be part of the presentation of the project.

•Method: The methods chosen should be stated and followed. The choices involved in the design of the methodology should be made clear, and an appreciation of the uses and limitations should be one of the results of the project.

•Form: Form is an essential element of clear expression. The project should reflect explicit attention to the requirements of form for a given discipline, field, or mode of expression.

Independent Study projects are graded as follows:

•Honors: Outstanding in terms of content, method and form.

•Good: Significantly above average in terms of content, method and form.

•Satisfactory: Acceptable overall in terms of content, method and form, although consideration may be given to balancing weakness in one area with strength in another.

•No Credit: Seriously deficient in content, method or form, with no compensating strengths in other areas.

WGSS RUBRICS FOR PROGRAM ASSESSMENT

*The rubric below is designed with two purposes in mind. First, it is intended to give students a sense of both the strengths and weaknesses of their I.S. projects. It is important to note, however, that the criteria are not weighed equally and this list is not exhaustive; I.S. grades are determined in consultation with, but not exclusively from this rubric (for instance, a student need not receive all "excellents" to be considered for an Honors, nor would a student who received more "goods" than say "averages" and "poors" automatically receive an I. S. grade of Good). As noted in the I.S. Handbook, the student will also receive a narrative evaluation of their work. The second purpose of this form is for Curricular Assessment. Questions that are designated with an * are based on the learning goals of the WGSS Program and will be used to review our curriculum.*

I. CONTENT

*1. The topic is relevant and significant in the field of women's, gender, and/or sexuality studies (WGSS).

……..

Unacceptable Poor Average Good Excellent

*2. The paper clearly articulates how the project is a feminist inquiry.

……..

Unacceptable Poor Average Good Excellent

*3. The paper clearly is interdisciplinary, drawing from two or more fields of study.

……..
Unacceptable Poor Average Good Excellent

*4. The paper shows the student's ability to formulate and support a feminist research question and project.

……..
Unacceptable Poor Average Good Excellent

*5. The paper both raises and discusses salient WGSS issues, concepts, and/or controversies.

……..
Unacceptable Poor Average Good Excellent

*6. The paper connects among personal reflection, lived experiences, WGSS research and theory, and feminist activism.

……..
Unacceptable Poor Average Good Excellent

*7. The paper is analytical and/or exploratory (not merely descriptive).

……..
Unacceptable Poor Average Good Excellent

*8. The paper demonstrates an understanding of the intersection of gender and sexuality with race, class, nation, culture, religion, or other dimensions of difference.

……..
Unacceptable Poor Average Good Excellent

9. The paper demonstrates both the benefits and limitations of the research method chosen.

……..
Unacceptable Poor Average Good Excellent

II. SOURCES

1. The student's research includes contemporary works in the field.

……..
Unacceptable Poor Average Good Excellent

2. The student's research includes classic works in the field.

……..
Unacceptable Poor Average Good Excellent

3. The bibliography includes a variety of source materials appropriate to the topic. (i.e., primary and secondary sources, interviews, internet, newspapers, etc.)

……..
Unacceptable Poor Average Good Excellent

4. These source materials have been carefully studied and integrated into the whole of the paper.

……..

Unacceptable Poor Average Good Excellent

5. The student has credited his/her sources properly.

……..

Unacceptable Poor Average Good Excellent

III. FORM

1. There is a Table of Contents and an orderly structure of chapters and headings.

……..

Unacceptable Poor Average Good Excellent

2. There is an introduction which contextualizes the purpose, plan, and scope of the paper with a WGSS perspective.

……..

Unacceptable Poor Average Good Excellent

3. The transitions between individual chapters and sections are clear and effective.

……..

Unacceptable Poor Average Good Excellent

4. The results of the study are brought together into a conclusion or concluding chapter.

……..

Unacceptable Poor Average Good Excellent

5. The foot/endnotes and bibliography are in the proper form and consistent throughout.

……..

Unacceptable Poor Average Good Excellent

6. This paper contains no typographic errors.

……..

Unacceptable Poor Average Good Excellent

7. Sentence structure, sentence variety, grammar, punctuation, and spelling are presented appropriately for the project.

……..

Unacceptable Poor Average Good Excellent

IV. PROCESS

1. To your knowledge, the student has shown independent initiative in choosing the topic, searching out sources, and developing a position or theses.

……..

Unacceptable Poor Average Good Excellent

2. The student came prepared to scheduled weekly appointments.

……..

Unacceptable Poor Average Good Excellent

3. The student met and consulted with both advisers, individually, at multiple points during the research process.

……..

Unacceptable Poor Average Good Excellent

V. ORAL EXAM

1. The student prepared and presented thoughtful answers to those questions that the examiners submitted to him/her prior to the oral exam.

……..

Unacceptable Poor Average Good Excellent

2. The student clearly and comprehensively articulated his/her answers to the examiners' other questions during the exam.

……..

Unacceptable Poor Average Good Excellent

3. The student engaged in a mature, formal scholarly discussion about her/his work.

……..

Unacceptable Poor Average Good Excellent

4. The student demonstrated that her/his learning experience in this project goes substantially beyond the final product.

……..

Unacceptable Poor Average Good Excellent

APPENDICES

- Sample Title Page
- Titles of Recent Independent Study Projects in Women's Studies/Women's, Gender, and Sexuality Studies

TITLE OF THESIS

CAPITALIZED AND CENTERED

by

Sophia Labora Wisdom

An Independent Study Thesis

submitted to the Women's, Gender, and Sexuality Studies Program

at The College of Wooster

in partial fulfillment of the requirements of the I.S. Thesis

Month, Year

Advisor: Angela Davis

Second Reader: Virginia Woolf

A COMPLETE INDEX OF INDEPENDENT STUDY PROJECTS IN WOMEN'S STUDIES/WOMEN'S, GENDER, AND SEXUALITY STUDIES

1986

Lewis, Deborah. Female Sexuality: An Interdisciplinary and Personal Critique. Advisor: Joanne Frye.

Mills, Joanna. Programming on Feminist Issues: A Campus Sourcebook. Advisor: Joanne Frye.

1987

Allison, Jennifer. Clear Hearts and Dirty Minds: A Feminist Looks at the Pornography Debate. Advisor: Karen Beckwith.

1988

Huseske, Mary. Midwifery: A Woman Centered Care Reclaimed. Advisor: Joanne Frye.

1989

Abernathy, Robert. Nursing as a Mirror Reflection of Women: A Crisis Situation. Advisor: Joanne Frye.

Miller, Faye. Transforming the Secondary School Curriculum: High School Women's Studies. Advisor: Joanne Frye.

1990

Coursey, Sharon A. The Daily Experiences and Life Maintenance Skills of Women in Hitler's Death Camps: A Feminist Exploration. Advisor: Susan Figge

Gilles, Karen. Making the Connections: Grounding the Concept of Global Feminism in a Critique of Western Feminist Thought. Advisor: Susan Figge.

Langley, Samantha Elise. Women Who Write: Motivations, Fears, and Achievements. Advisor: Carolyn Durham.

Redic, Maggie. Constructing Reader-Response Theory: Gender, Ideology, and Context. Advisor: Carolyn Durham.

Van Cleave, William. Feministopias: Linguistic Revolution as the Key to Social Change. Advisor: Carolyn Durham.

1991

Harrell, Elizabeth. Etchings of Memory. Advisor: Deborah Hilty.

McGarvey, Deborah Anne. The Women's Resource Center: Organizing for Education, Organizing For Change. Advisor: Joanne Frye

Murphy, Heather. Building Bridges Between Theorists, Activists, and Service Providers: An Analysis of the Domestic Violence Movement in the United States. Advisor: Heather Fitz Gibbon.

Weddle, Bonita. Late Medieval Jewish Women and Patriarchy. Advisor: Madonna Hettinger.

1992

Bradley, Heather. Clothes, Cameras, and Curses: In the Process of Making Art. Advisor: Karen Taylor.

Immenschuh, Erica. Women, Birth Control, and Reproductive Freedom. Advisor: Elizabeth Castelli.

Lucal, Mary. Rolled Into Many: Toward Cross-Cultural and Feminist Understandings of African-American Women's Experiences in the Novels of Gloria Naylor. Advisor: Joanne Frye.

Murchison, Brian. To Know By Hearing: Beginning a Feminist Audition of Jazz. Advisor: Carolyn Durham.

Roumel, Kathryn. (Not) Just Another Love Story: Lesbian Sexuality in Mainstream and Experimental Cinema. Advisor: Jenifer Ward.

1993

Gilgenbach, Cara. Catalogue and Reference Guide To "The Josephine Long-Wishart Collection." Advisors: Denise Monbarren and Susan Figge.

Gleason, Jason. An Exploration of Lesbian, Gay, and Bisexual Studies: Bridging Theory and Praxis. Advisor: Jenifer Ward.

Rose, Claudia. A Feminist Look at Eating Disorders, or "What Do You Have To Say, Feminism, To My Problems With Eating?" Advisor: Susan Figge.

Taylor, Champ. Exorcising Fiction: A Professional Inquiry Into Masc-You-Linity, Feminism, and Mask-Me-Line Voice. Advisor: Susan Figge.

1994

Bach, Christina. When I Grow Up I Want to be Just Like You….Or Do I? The Importance of Role Models in Women's Lives; an Interdisciplinary Cross-Generational Study. Advisors: Nancy Grace and Mark Weaver.

Chowdhury, Elora. The Dynamics of Gender and Culture: A Close Look into the Experiences of South Asian Men and Women at The College of Wooster. Advisor: Carolyn Durham.

Floyd, Darren. Dis/Articulating The Contours of a Gendered Body: A Feminist Re(s)Saying of S/Tex(t)ual Borders. Advisors: Carolyn Durham.

Mower, Elizabeth. Pain, Power, The Body, and Feminism in the Works of Leon Golub and Nancy Spero. Advisor: Karen Taylor.

Read, Jennifer. The Politics of Infertility and the "New" Reproductive Technologies: An Interactive Feminist Critique Addressing the Ethics of Contemporary Surrogate Motherhood. Advisor: Michael Gass.

1996

Hergott, Leah Margaretha. Finding A Voice In Middle School Classrooms: An Exploration of The Influences of Teachers and Peers on Adolescent Girls. Advisor: Susan Clayton.

Lazor, Jennie. MATA HARI ESCORT. Advisor: Nancy Grace.

Stephen, Megan Louise. Innocence Lost: A Feminist Analysis of Disney Cartoon Movies. Advisor: Mary Addis.

Teale, Margaret Marian. A Foundation of Voice. Advisor: Madonna Hettinger.

Young, Carrie. Making Connections: How Myths and Misconceptions of Family Violence Affect the Languages used by Police Officers, Social Workers, and Members of the Legal System. Advisor: Heather Fitz Gibbon.

1997

Fields, Laurie Anne. Reflecting the Sacred Connections Between Self-Image and Image of God. Advisor: Holly Toensing.

Gray, Caroline Guyer. Feminist Imperialism. Alice Walker and Female Circumcision. Advisor: Mary Young.

Sergi, Carrie. Redefining Woman: Images of Motherhood and Attitudes Towards Abortion. Advisor: Heather Fitz Gibbon.

Wilson, Heather. Mary Magdalene in Text: A Whore or a Leader? Advisor: Holly Toensing.

1998

Carpenter, Dawn. Women Sleuths: Identifying a New and Empowering Female Heroine. Advisor: Mary Addis.

Gerlach, Eliza. Giving a Voice to the Voiceless: The Forgotten Victims of Prostitution and Rape During World War II and the Vietnam War. Advisors: Mary Addis and John Hondros.

1999

Demaline, Kristen. Ya-Ya Mamas and Women Warriors. Advisor: Debra Shostak.

Dunn, Colleen V. A Pleasure Unto Death. Advisor: Mary Young.

Feroe, Elizabeth L. Canonized Sexuality? Exploring Women's Sexuality Within The Context of the Song of Songs. Advisors: Charles Kammer and Carolyn Durham.

Gorka, Emily S. F.A.T. (Female Athletes Talk). Advisor: Susan Clayton

Haygood, Deidra. We Have Paid Our Dues: Black Women and Their Perceptions of Labor Organizations in the United States. Advisor: Barbara Burnell

2000

Genzen, Jana Lynn. Holocaust, Horror, Incest and Prostitution: Reading Between the Lines for a New Vision of Lesbians in Film. Advisor: Carolyn Durham.

King, Elizabeth A. Echoes of Experience: One Writer's Attempt to Create The Various Life Situations of Today's Woman. Advisor: Nancy Grace

Smith, Katherine A. H. Women in The United States Armed Forces: Soldiers of Convenience. Advisor: Barb Burnell.

2001

Clyde, Talley Burk. Junior High Girls' Experiences With Sexual Harassment. Advisor: Barbara Burnell.

Hazlett, Margaret Maus. Feminism in Art: An Analysis of the Exclusion of Women in History Through *The Dinner Party* by Judy Chicago. Advisor: Barbara Burnell

Quarmyne, Liliona A. 3 Sheep in Search of a Model: Velina Hasu Houston, Cherrie Moraga and Suzan-Lori Parks in Relation to Liberal, Radical and Materialist Feminisms in the United States. Advisors: Shirley Huston-Findley and Terry Rowden.

Reynolds, Mary Elizabeth. Rewriting Rosa Sandoval: An Exploration of the Education of Latina High School Students. Advisor: Barbara Burnell.

Slagen, Natalie Roseann Christina. A Feminist Perspective of Normalizing Pressures: An Exploration of Women's Obsession With Weight. Advisor: Heather Fitz Gibbon.

Smanik, Katherine E. The Actualization of Equality: Introduction to the Study of Masculinity. Advisor: Nancy Grace.

Smith, Katherine. Women in the Military. Advisor: Barbara Burnell.

2002

Fritzsche Laura J. A Feminist Alternative To Patriarchal Childbirth. Advisor: Barbara Burnell

Waugh, Michelle Anna. A Feminist Analysis of Women's Low Representation in Physics: Scientific "Objectivity," Contextual Bias, and Barriers To Women's Inclusion. Advisor: Barbara Burnell

2003

Bailey, Lauren Adelle. "Every Soul is to be Cherished, Every Flower is to Bloom": Women's Studies as an Inviting Environment to Women of Color. Advisor: Heather M. Fitz Gibbon

Kennedy, Sara Louise. "That's Just Her Magic": An Investigation of Black Women's Experiences in the Kitchen. Advisor: Heather M. Fitz Gibbon and Charles Peterson.

2004

Kock, Stacia. Justice for Whom? A Feminist Inquiry into Rape. Advisor: Joanne Frye.

Wiesenberg, Julia. This Bitch Has Her Own Bike: Women Motorcyclists, Social Position, and Gender Identity. Advisors: Heather Fitz Gibbon and Pamela Frese.

2005

Green, Lane. Leading the Way: An Analysis of Leadership and Gender. Advisor: Heather Fitz Gibbon.

Liming, Sheila. The Story of our Lives Becomes our Lives: Lesbian Readers and the Construction of a Lesbian Self Through Textual Experience. Advisors: Joanne Frye and Heather Fitz Gibbon.

LoCascio, Aubrey Dawn. A Study of Adolescent Girls' Definitions of Sexuality and How Outside Influences Impact these Definitions. Advisors: Heather Fitz Gibbon and Mareike Herrmann.

Pelak, Amy. Sacrificing Self: The Loss of the Individual in Identity-Based Groups.

Advisors: Heather Fitz Gibbon and Elena Sokol.

Roesch, Elizabeth Ann. Reconstruction of Self through Narrative: An Exploration of Who I Was, Who I Am, and Who I Will Be. Advisor: Chuck Kammer.

2006

Donnett, Erin. Bondage is More than Leather, Whips, and Chains These Days: A Study of How Advertisers Continue to Bind Women to Their 1950's Expectations. Advisor: Linda Hults.

Grammatico, Amy. Can It Be Done?: Creating an Advertisement for Planned Parenthood as an Exercise in Feminist Marketing. Advisors: Shirley Huston-Findley and Michelle Johnson.

Hageman, Mary Kate. Disentangle—a Feminist Magazine. Advisors: Nancy Grace and Karen Taylor.

Hayes, Emma Cathlyn. A Word of Hope and Good News and Comfort, as Well as Challenge: Reconciling Justice and Care in Women's Ministry. Advisor: Barbara Burnell.

Justice, Crystal. While In BeTween: An Examination of Tween Fashion and Its Implications on Tween Development in Society. Advisors: Linda Hults and Katherine Holt.

Sutherland, Kory. Slut Alphabet: A Feminist Dictionary of Sex and Agency. Advisor: Dianna Rhyan.

Suter, Leah. Decoding Desire, Decoding Identity: Lesbian Women's Literature of the Weimar Era. Advisors: Mareike Herrmann and Kristina von Held.

2007

Arcy, Jacquelyn. Money, Cash, Hoes: A Feminist Exploration of Black Masculinity and Hip-Hop. Advisor: Christa Craven.

Grandgeorge, Catherine. Visual Articulation of Life in Place and Place in Life: A Feminist Visual Ethnography of Place, Identity, Home, and Community for Six Southern Women in Madison County, Kentucky

Sorice, Elizabeth. The Business of Brides: The History of the White Wedding in America. Advisor: Linda Hults.

2008

Anthony, Roza. An Education in Possibilities Rather than Consequences: The Sex Ed Wars. Advisor: Christa Craven.

Clement, Antonia. IT IS A WILD THING: Using the Connection Between Women and Horses to Ride into Myth. Advisor: Mary Bader.

2009

Galan, Lindsay. From Women's Mouths: Eating Disorders are Feminist Issues. Advisors: Carolyn Durham and Christa Craven.

Neumann, Emily. Knitters for Equality: An Exploration of the Issues of Femininity, Masculinity, and Gender Roles in Knitting Communities. Advisors: Christa Craven and Mary Bader.

2010

Harvuot, Kathryn. Feminist Implications: The Life and Writings of Mary Baker Eddy. Advisor: Christa Craven.

Peters, Alison. Re-Heading the Headless Fatty: A Look at Fat Positive Feminism in Blogs. Advisor: Heather Fitz Gibbon.

2011

Heimach, Abigail. Sharing Food From the Master's Table: Working Towards Feminist Solidarity Through Bible Study. Advisors: Christa Craven and Charles Kammer.

Sondles, Amy. Reyond Mataphor: Post-Roe Activists in the Contemporary Pro-Choice Movement. Advisor: Christa Craven.

Van Dyke, Zoe. Blood, Spit, and Tears: Art as a Model for Feminist Theory and Dialogue. Advisor: Linda Hults and Christa Craven.

Whitlock, Kristin. Equal Opportunity Pleasure?: Effects of Pornography on Young Women's Sexual Behavior and Body Image. Advisor: Christa Craven.

Zoldessy, Marnie. Young Bodies on Display: A Feminist Exploration of the Photographic Series Surrounding Controversies of Sally Mann and Tierney Gearon. Advisor: Christa Craven.