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## STUDENT LEARNING OBJECTIVES

### SLO's Assessed – upto 2014

1. Students investigate the gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global contexts.
2. Students will have a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, feminist theories, feminist research methods and women's contributions to the production of different knowledges.
3. Students will demonstrate the ability to critically analyze matrices of power like gender, race, class and sexuality in ways that lay the groundwork for constructive social change.
4. Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership.

Matrix for courses taught and Student Learning Objective(s) each course fulfills.

### PROGRAM STUDENT LEARNING OBJECTIVES (till 2014) by Course

CLASSES	CLASS TITLES	SLO 1	SLO 2	SLO 3	SLO 4
GWS 100	Introduction to Gender and Women's Studies	I	I	I	P
GWS 110	Women, Work & Family	I	I	P	P
GWS 220	Men and Masculinity	I	-	P	P
GWS 230	Women and Entertainment	I	I	-	I
GWS 300	Women as Agents of Change	P	P	P	P
GWS 301	Feminist Theories	P	D	D	D
GWS 302	Feminist Methods	P	D	D	D
GWS 305	Gender and Women's Studies Community Service	P	P	D	D
GWS 320	Women and Urban Life	I	P	P	D
GWS 340	Women, Gender and Global Development	D	P	D	P
GWS 350	Gender, Race, Class & Sexuality	D	P	D	P
GWS 360	Feminist Ethics	I	D	D	D
GWS 370	Women and Violence	I	P	I	P
GWS 380	Sexual Reproductive Health	-	-	D	I
GWS 400	Gender and Women's Studies Senior Seminar	D	D	D	D
GWS 410	Sex, Lies and Media	D	P	D	D
GWS 420	Women and Gender in Islamic Societies	D	P	D	D
GWS 430	Global Sexualities	I	P	D	P

#### Matrices Legend

I = Introduced (basic level of proficiency)

P = Practiced (proficient/intermediate level of proficiency)

D = Demonstrated (highest/most advanced level proficiency)

### New Student Learning Outcomes

1. Students will obtain a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, intersectionality, transgenderism, imperialism and coloniality, transnational feminisms, feminist theories, and feminist research methods.
2. Students recognize the gender dimension of social, economic, cultural, historical, political, national and global inequalities. Become familiar with a range of past and present major issues affecting women and men in society and learn how to critically assess these issues from a feminist perspective.
3. Students articulate ethical propositions, demonstrate self-reflexivity about their ideas and social and political positions, and practice empathetic listening with each other and with the underprivileged that promote gender, race, class, and sexual justice, democratic values, national integration, and world peace.
4. Students develop a sense of agency grounded in the development of their skills in oral and written communication. They learn to express ideas effectively, tailoring arguments and presentation styles to audience and context.
5. Students obtain media literacy and information competency by learning how to use visual media and new technologies to assess, interpret and generate information from a variety of sources, including print and electronic media, film and video, and internet technologies.

Curriculum Alignment Matrix for New GWS SLO's

<b>Curriculum Alignment Matrix for New SLO's in Gender &amp; Women's Studies</b>					
<b>GWS Course</b>	<b>SLO 1</b>	<b>SLO 2</b>	<b>SLO 3</b>	<b>SLO 4</b>	<b>SLO 5</b>
<b>100</b>	I	I	P	P	D
<b>110</b>	I	I	P	P	P
<b>220</b>	I	I	P	P	P
<b>230</b>	P	P	P	P	P
<b>300</b>	P	P	P	D	D
<b>301</b>	P	P	P	D	D
<b>302</b>	P	P	P	D	D
<b>305</b>	-	P	P	D	-
<b>315</b>	I	P	P	P	-
<b>320</b>	I	P	P	-	-
<b>340</b>	I	P	P	P	-
<b>350</b>	D	D	P	P	D
<b>360</b>	P	P	D	-	-
<b>370</b>	D	D	D	P	P
<b>380</b>	I	D	P	-	-
<b>400</b>	D	D	D	D	D
<b>410</b>	D	D	D	D	D
<b>420</b>	P	D	D	D	D
<b>430</b>	D	D	D	D	-

**I = Introduced, P = Practiced, D = Demonstrated**

**GWS MEMORANDUM OF UNDERSTANDING TEXT - 2009**

California State University  
**Northridge**

**M e m o r a n d u m**

**Date:** November 2, 2009

**To:** Jolene Koester and Elizabeth Say, Dean  
President College of Humanities

**From:** Cynthia Rawitch, Associate Vice President for Undergraduate Studies

**Subject:** Final Memorandum of Understanding – Gender and Women’s Studies

On October 7, 2009, a meeting was held to discuss the commendations and recommendations made by the external reviewers of the Gender and Women’s Studies Department. Present at the meeting were: Cynthia Rawitch, Associate V.P., Undergraduate Studies; Elizabeth Say, Dean, College of Humanities; Elizabeth Adams, Associate Dean, College of Humanities; Sheena Malhotra, Chair, Gender and Women’s Studies Department; James Ballard, Coordinator, Program Review; Bonnie Paller, Director, Academic Assessment; Marta Lopez-Garza; Diane Bartlow.

Dr. Rawitch congratulated the program on its many strengths and for the commendations in the external reviewers’ report. A discussion of the reviewers’ commendations and recommendations followed.

The recommendations were reviewed and the understandings on the following pages were reached.

CZR:ta  
Attachment

cc: Harry Hellenbrand, Provost and V.P., Academic Affairs  
Spero Bowman, Associate V.P., Academic Resources  
Penelope Jennings, Associate V.P., Faculty Affairs  
Elizabeth Adams, Associate Dean, College of Humanities  
Sheena Malhotra, Chair, Gender and Women’s Studies Department  
Lynn Lampert, EPC Rep

**Department of Gender and Women's Studies  
Program Review – 2009-2010**

**Memorandum of Understanding**

**Summary of Reviewers' Commendations**

1. The reviewers are impressed by the quality of the GWS department's very diverse and distinguished faculty. In particular, the reviewers note that the faculty members represent the most important department asset, an asset that should be recognized for its depth and breadth of professionalism. Of particular note is the scholarly productivity of the faculty, as well as their high levels of community involvement, student engagement and well-respected involvement in creative endeavors.
2. The program is commended on its integrative curriculum and dedication to presenting students an academically rigorous perspective focused on the intersections of race, class, gender, sexuality, ethnicity and nationality.
3. Students are highly appreciative of the curriculum, advising and the level of engagement the faculty demonstrate. Student achievement is directly attributable to the faculty and its dedication to the mission of the department.
4. The collegiality of the faculty is recognized as a major and positive asset for the program, its students and for the overall future of the department.

5. Leadership should be praised. Indicators like a succession plan show the level of administrative talent inherent in the department and are a first-order effect of the collegial interactions shared among the faculty.
6. The department is commended for developing a comprehensive, interdisciplinary and internationally-focused curriculum that serves the needs of students, is contemporary and builds off the laudable talents of its faculty. The curriculum represents “best practices” in teaching GWS.
7. The department is complimented for its outreach to other departments in developing its interdisciplinary focus. As GWS evolved from a program to department status and more resources were obtained, the ability of the students to take a wider variety of courses offered in other departments assisted in the development of their more inclusive world view.
8. The department has made good use of its available resources through on-line offerings. The experiments in on-line instruction yielded valuable data and actionable self-reflection on what the department wishes to achieve from its classroom interactions.
9. The department has established clear students learning objectives (SLOs). These have been communicated to faculty and integrated assessment methods accordingly.

#### **Summary of Reviewers’ Recommendations**

1. The challenge for the department is to find ways to keep its faculty, given the potential they represent in the marketplace. The high visibility of the extremely well-respected and productive faculty in GWS poses a serious issue for the department, namely that the faculty are subject to being poached by other universities in dire need of GWS scholars of this quality, teachers with this level of dedication and community activists who are truly engaged in the world.

2. The department should consider how best to expand their course offerings to serve curricular needs of students within GWS. New courses will help accomplish the goal of reducing reliance on other programs to offer courses to majors. The varied interests and talents of the faculty should allow for diversification of offerings and the reclaiming of teaching of gender from those programs that have supported the department as it evolved.
3. Given budget and human resource constraints in California and by extension in the University, the faculty are encouraged to pursue outside funding for research projects. The reviewers noted that the faculty should consider, singly or in small teams, pursuing funded projects outside of the Humanities. The reviewers made particular note of the need for greater infrastructure support to department faculty in terms of grant development from the College and University in order to accomplish this goal and given the current teaching load of faculty members. One means to accomplish this may be greater interface with the new College of Humanities grants officer. The University research office personnel may also assist in these pursuits.
4. A focused recruitment of new majors is vital for the program's growth. This growth is necessary to overcome enrollment losses from a reduced liberal studies connection and the short term loss of students generated from the name change in the department.
5. A focus on hybrid classes is strongly recommended.
6. With help from the new College development officer and University Marketing and Communications Office, the department should create an internally and externally focused "marketing" campaign to tout the strength of the faculty, the achievements of the department and to raise the visibility of these within the university and wider community.



7. The department should better define its relationship with the Women's Resource and Research Center (WRRC). The current relationship is "confused and confusing" and would benefit from a reexamination of the roles, responsibilities and division of labor between the faculty, department and WRRC. Staffing at the Center is inadequate and needs to be addressed, once the budget situation improves. Administrative responsibility for the Center should not be from full-time faculty in the department. The department and center should collaborate on research which could be beneficial to both. They also should collaborate on support for student programming. The department, dean's office, faculty and administration should work together in the future to return the Center to a more central space on campus as resources and space become available.

**FULL-TIME FACULTY BIOGRAPHIES**

In this section, we offer brief biographies of each tenure-track faculty member serving in the Department of Gender and Women's Studies in order of their hiring into the department.

**Dr. Marta López-Garza**

Dr. López-Garza was hired in 1997 with a joint appointment with Chican@ Studies and contributed largely to the shaping of the department in Gender and Women's Studies. Dr. López-Garza specializes in Economic Development, Ethnographic Field Research, Formerly Incarcerated Women, and Immigration/Informalization. She developed GWS 495 CII (Criminalization, Immigration and Informalization: Marginalized Women), WS 320 (Women and Urban Life/Urban Space) and WS350 (Gender, Race, Class and Sexuality) and revised WS 400 into the senior seminar capstone course. She has been particularly active in the larger Los Angeles community in organizations such as the Community Coalition for Substance Abuse Prevention and Treatment, The Urban Research-Base Action Network (URBAN)—a multidisciplinary, distributed network of community-based researchers, and Board of Directors of Proyecto Pastoral, Dolores Mission Church. She has been successful in injecting community issues into the classroom and in inviting important local community speakers to the campus.

Dr. López-Garza was appointed interim GWS Chair in 2002 and elected as permanent Chair in 2004. She served as Chair through the summer of 2006. As Chair, she gave the program more coherence, worked actively to hire new and diverse faculty, helped consolidate our course offerings, and worked toward growing the fund raising activities of the Phenomenal Woman Award that takes place bi-annually, hosted by the department. Dr. López-Garza received tenure in 2001 and was promoted to Full Professor in 2006.

Dr. López-Garza also co-directs Civil Discourse & Social Change (CDSC), a campus wide Initiative combining education with avenues for community involvement and sustained activism, which she co-founded with Dr. Kathryn Sorrells (Department of Communication Studies) in 2010. CDSC seeks address student concerns regarding access to education, their future aspirations, and broader issues of social justice.

Dr. López-Garza's most current research is on formerly incarcerated women, the subject of her documentary "When Will the Punishment End?" which can be viewed on <http://www.whenwillpunishmentend.net/>. This film follows the women in their journey from prison back to their communities, and their attempts to rebuild their lives and reunite with their families.

Dr. López-Garza's recent publications include "Betita Martinez: Compañera y Mentora," *Social Justice: Journal of Crime, Conflict and Social Order*. Among her upcoming publications are: "Formerly Incarcerated Women: Stories of Returning Home, to Family and Community," in *Collective Ceremonial Responsiveness: A Handbook of Sacred Research Methodologies* (editor: Andrew Jolivet), Policy Press; and "Exploring the Intersections between Scholarship and Activism: Our Journey from Community Concerns to Scholarly Work" in *White Washing American Education: The New Culture Wars in Ethnic Studies* (editors Tracy Buenavista, James R. Marin, Anthony J. Ratcliff, Denise M. Sandoval), Praeger Publishers, coauthors, Mary Pardo and Yarma Velázquez Vargas.

### Dr. Nayereh Tohidi

Dr. Nayereh Tohidi was hired at the same time as Dr. Lopez-Garza, in 1997. Together, they contributed extensively to the development of the new major in the Department. With rich cross-cultural and international research background in feminist scholarship in the area of Islamic and Middle Eastern studies, as well as field research and consultancy with the United Nations development agencies (such as UNDP, UNICEF, and ILO) in the transitional economies of post-Soviet Central Asia and Eurasia, Dr. Tohidi has brought a unique combination of expertise to the Department. Her teaching and research areas include sociology of gender, religion (Islam), ethnicity and democracy in the Middle East and post-Soviet Central Eurasia, especially Iran and Azerbaijan Republic.

Dr. Tohidi developed and substantially modified several new and old courses, including: WS300 (Women as Agents of Change); WS340 (Women and Gender in Global Development), WS420 (Women and Gender in Islamic Societies), and in collaboration with Dr. Lopez-Garza, WS350 (Gender, Race, Class and Sexuality). She was elected as Department Chair and served from 2005-2009. Under her leadership, the department flourished and continued to build up its reserves. The department completed its first ever Program Review under her leadership. As Chair, she also oversaw the important change of name from "Women's Studies" to "Gender and Women's Studies" to better reflect the scholarship of the faculty and developments in the field.

Dr. Tohidi is the Founding Director of the Middle Eastern and Islamic Studies (MEIS) Program at CSUN for which she received a National Endowment of the Humanities grant. MEIS is a new interdisciplinary minor established in 2013. It offers courses in the languages, histories, religions, cultures, sociology and politics of Middle Eastern peoples. She is also a Research Associate at the Center for Near Eastern Studies of UCLA where she has been coordinating the Bilingual Lecture Series on Iran since 2003.

Professor Tohidi earned her MA and Ph.D. from the University of Illinois at Urbana-Champaign and a BS (with Honors) from the University of Tehran in Psychology and Sociology. She is the recipient of several grants, fellowships and research awards, including a year of Fulbright lectureship and research at the Academy of Sciences of the Soviet Republic of Azerbaijan; post-doctoral fellowships at Harvard University; Stanford University; the Woodrow Wilson International Center for Scholars; the Keddie-Balzan Fellowship at UCLA. She has held visiting positions at Universities of Iowa, Minnesota, Harvard, UCLA, and USC.

Dr. Tohidi's publications include many articles and also editorship or authorship of three books: *Globalization, Gender and Religion: The Politics of Women's Rights in Catholic and Muslim Contexts*; *Women in Muslim Societies: Diversity within Unity*; and *Feminism, Democracy and Islamism in Iran*. Some of her publications have been translated into several languages and used in universities in different countries. She has integrated her human/women's rights activism with excellence in academic work and scholarship. Dr. Tohidi has served as a consultant to the United Nations on projects concerning gender and development, and women and civil society building in the Middle East and post-Soviet Eurasia. She represented women NGOs at both the third and fourth World Conferences on Women in Nairobi and Beijing sponsored by the United Nations. She is also consulted by the media on women's issues in the greater Middle East, such as BBC, VOA, *LA Times*, *Radio Farda*, and *openDemocracy*.

#### **Dr. Sheena Malhotra**

Dr. Sheena Malhotra joined the department in 2000, contributing her expertise in the field of media and popular culture to the curriculum. Dr. Malhotra's research focuses on gender, media and popular culture with a specialization on Indian media and diaspora, postcolonial theory, intercultural communication, race and whiteness studies. Her research interests range from Hindi films and call centers in India to the racialized implications of silences.

Dr. Malhotra developed one of the popular permanent electives in the department, *GWS 420: Sex, Lies & Media*. She draws on her experience in the Indian film and television industry (where she worked as an Executive Producer and Commissioning Editor of Programs for BiTV and as an Assistant Director to Shekhar Kapur). She worked as an Associate Producer on the 2006 documentary, *The Shape of Water*, directed by Kum-Kum Bhavnani and narrated by Susan Sarandon.

Dr. Malhotra was the first Director of the Women's Resource and Research Center in 2003-2004. She served as the advisor to the Women's Studies Student Association (WSSA) from 2000-2006, and as academic advisor for the department from 2004-2008. Dr. Malhotra has also served in various administrative positions for the College and

University. She served as the first coordinator for the Queer Studies Program from 2008-2012, and as the Director for the MA in Humanities Program from 2012-present. She was elected Chair of Gender and Women's Studies in 2009 and served from 2009-2013. Under her leadership, the department undertook a major overhaul of the major and minor to streamline the programs as well as to take better advantage of the expertise of the faculty within the department.

She was the first faculty member who adopted teaching on-line and hybrid courses in the department. She serves as the department's Webmaster, designing a dynamic departmental webpage that is ADA compliant and user friendly. When she was Chair, she encouraged other faculty members to teach online and in hybrid formats, greatly expanding the reach of the department to students who cannot commute to the campus for a variety of reasons. Dr. Malhotra was granted tenure and promotion in 2006. She was promoted to Full Professor in 2010.

In addition to numerous articles and book chapters, Dr. Malhotra co-edited an anthology with Dr. Carrillo Rowe, entitled, *Silence, Feminism, Power: Reflections at the Edges of Sound* (2013) (Palgrave MacMillan). The anthology interrogates the often-unexamined assumption that silence is oppressive, to consider the multiple possibilities silence enables. This volume explores the diverse and complex ways that differently situated groups and individuals deploy power through silence.

Dr. Malhotra has also co-authored a book with Aimee Carrillo Rowe and Kimberlee Perez, entitled, *Answer The Call: Virtual Migrations in Indian Call Centers* (2013, University of Minnesota Press) for which she received an outside grant from the Obermann Center for Interdisciplinary Studies at the University of Iowa. Drawing from interviews with agents, trainers, managers, and CEOs at call centers in Bangalore and Mumbai, *Answer The Call* enquires into the personal and political consequences of being a "virtual American" in India.

### **Dr. Breny Mendoza**

Dr. Breny Mendoza came to CSUN with a joint appointment in Gender & Women's Studies and Political Science in 2001. She shifted her appointment fully to Women's Studies in 2003. Dr. Breny Mendoza received her Ph.D. from Cornell University (1994) in City and Regional Planning with an emphasis on feminist theory and Latin American Studies. Her previous degrees in Political Science were obtained from the Free University of Berlin and the Ruprecht-Karl University of Heidelberg in Germany. Prior to CSUN, Dr. Mendoza served as an international consultant for the United Nations and the European Union in the area of gender planning, poverty elimination, and social policy in Mexico and Central America. Dr. Mendoza received tenure and promotion in Fall 2007. She was promoted to

Full Professor in Fall 2012.

Her areas of research and teaching include Latin American and transnational feminisms and decolonial theory. Dr. Mendoza teaches general GWS courses using both regular as well as online formats since 2009. She has developed two courses: GWS 430 Global Sexualities and GWS 495 Latin American Feminisms, now in the process of becoming a regular course. She has spearheaded with brief intermissions the assessment process in the Department since 2003. She has served in the Personnel and Curriculum Committee, the Faculty Senate, the Research and Grant Committee, College of Humanities Sabbatical Committee and the Academic Council.

Dr. Mendoza publishes both in English and Spanish. Her works have appeared as book chapters in the US, Spain, Argentina and Colombia and in journals such as *Signs*, *Feminist Theory*, *Women's Studies Quarterly*, *feminist@law*, *Latin American & Caribbean Ethnic Studies- LACES*, and in Spanish in *Mesoamerica*, *Revista Centroamericana de Ciencias Sociales and Istmo*. She has published three books on Latin American feminisms (See CV). Her most recent book *Ensayos de Crítica Feminista en Nuestra América* was published in October 2014 by Editorial Herder Mexico and is part of a new book series on Latin American decolonial feminisms that she directs. The book compiles nineteen essays reflecting on Latin American feminist politics and theory and decolonization. Her latest article "Coloniality of Gender and Power: From Postcoloniality to Decoloniality" will appear in the *Oxford Handbook of Feminist Theory* in 2015. Her article in Spanish, "'La epistemología del Sur, la colonialidad del género y el feminismo latinoamericano" (2010) is being translated into Brazilian Portuguese as a chapter of *Traduções da cultura: perspectivas da crítica feminista (1970-2010)*," a book edited by Izabel Brandão, Ildney Cavalcanti, Ana Cecília Lima, and Cláudia de Lima Costa to be published in 2015.

### Dr. Dianne Bartlow

In 2002, the Department hired Dr. Dianne Bartlow to a tenure-track position. She is the current Chair of the Department of Gender and Women's Studies at California State University, Northridge. Dr. Bartlow received her Ph.D. from the University of California, San Diego (2000) in Communication with an emphasis on critical cultural/media studies, gender, race, and discourse, cognition and human interaction. She received tenure in 2008 and was promoted to Full Professor in 2013. Dr. Bartlow's research focuses on representations of African-American women in popular music, culture, and film, 19<sup>th</sup> century Black Feminism, pedagogy and diversity, mothering and activism and, intersections between domestic violence and child custody. She has also worked extensively in television production and is a multiple Emmy Award winning director/writer/producer.

Dr. Bartlow created five new courses in the Department including: Black Feminist Thought, Women and Popular Music, Women and Violence, Men, Masculinity and Patriarchy, and Women and Entertainment. Together with Dr. Malhotra, she is helping to shape a departmental concentration on women, media, and popular culture.

Since her arrival at CSUN, Dr. Bartlow's creative scholarship has continued to be recognized. She was honored with the Award of Achievement by the Black Education and Resource Center's African American Film Marketplace s.e. Manly Short Film Showcase for outstanding performance, excellence and accomplishments as a distinguished director and leader in entertainment. She also won two Gold Aurora Awards for her DART video short focusing on the partnership between the Los Angeles Police Department and domestic violence victim advocates.

Dr. Bartlow's more recent published works include, "Punishing Abused Women: A Retrospective on a Ms. Magazine Blog," in *Illuminating How Identities, Stereotypes and Inequalities Matter through Gender Studies*, edited by D. Nicole Farris, Mary Ann Davis and D'Lane R. Compton (Springer, 2014).

She is co-author with Florence Kyomugisha of "Resisting Hegemony: Strategies for Intellectual Dialogue on Race and Cultural Diversity in the Classroom" (*International Journal of Arts and Sciences*, Vol. 7, No. 4, 2014) and "Enhancing Diversity through Innovative Pedagogy: Some Challenges and Considerations" (*National Social Science Technology Journal*, Vol. 41, No. 2, 2014).

Dr. Bartlow is also author of "Mocha Moms: Lifting As We Climb" and "Mothers of East Los Angeles: Trailblazers in Environmental Justice," in *The 21<sup>st</sup> Century Motherhood Movement: Mothers Speak Out on Why We Need to Change the World and How to Do It*, edited by Andrea O'Reilly (Demeter Press, 2011).

Her forthcoming publications include: "Judicial Response to Court Assisted Child Murders," in *Domestic Violence, Abuse, and Child Custody* (2<sup>nd</sup> edition), edited by Mo Therese Hannah and Barry Goldstein (Civic Research Institute), and she is co-author with Barry Goldstein, of "Judicial Response to Court Assisted Child Murders. Part II: Solutions and Recommendations."

She is currently developing the documentaries *Justice Denied: Mothers Who Lose Custody*, and *New Agenda: African-American Women and Music*.

### **Dr. Florence Kyomugisha**

The GWS Department hired Dr. Florence Kyomugisha into a tenure-track position in 2003. Dr. Kyomugisha's areas of specialization are urban social institutions, health in women and minority populations, work & family in urban America and Africa, and quantitative methods. Dr. Kyomugisha received her PhD in Urban Studies in 2003 from the University of Wisconsin, Milwaukee. Dr. Kyomugisha also received a Graduate Certificate in Women's Studies and a MA in Political Science from the University of Wisconsin, Milwaukee and a BA in Political Science and Public Administration from Makerere University, Kampala Uganda. Dr. Kyomugisha was tenured in 2010 and received promotion to Full Professor in 2014.

Dr. Kyomugisha's research is conducted in the USA and Uganda, and focuses on families and health issues in women and minority populations. Dr. Kyomugisha also worked as an Associate Researcher with the Medical College of Wisconsin (1998-2002) and an Administrative Program Specialist, Equal Opportunity Programs at the University of Wisconsin, Milwaukee (1991- 1997).

Since her appointment, Dr. Kyomugisha introduced a new course, *Women and Sexually Transmitted Infections*, which was modified into a permanent GWS Elective GWS 380: *Sexual and Reproductive Health*. This new course introduced a whole new area of scholarship and teaching in the Department. Dr. Kyomugisha was also instrumental in the splitting of the course of Feminist Theory and Methods in two and the development of the new course, *Feminist Research Methods*. Her expertise in quantitative methods complements the Department's qualitative methodological expertise and provides the department with an expertise on methods that was lacking. Dr. Kyomugisha teaches courses on Women and Health, Feminist Research Methods, Intersections of Gender, Race, Class and Sexuality, Women, Gender and Global Development and Community Service. She also teaches Women's Studies General Education Courses (Women as Agents of Change and Women, Work and Family).

Dr. Kyomugisha Directed the Women's Resource and Research Center from 2007-2009. Dr. Kyomugisha also forged closer ties to the Africana Studies Department, particularly in her duties as a member of the African Studies Interdisciplinary Program committee since 2004. Dr. Kyomugisha is on the board of the Holy Innocents Children Malaria Hospital Uganda Incorporated. In this organization Dr. Kyomugisha collaborates with a team of scholars and other professionals in the community to do research and mobilize medical supplies that are sent to Africa to reduce malaria deaths among women and children. This is Dr. Kyomugisha's new area of research interest. She has published in prestigious journals, including *American Journal of Preventive Medicine*, *Journal of African American Studies* and *Journal of Sex Research*.



**Dr. Kimberly Robertson (Mvskoke)**

In 2013, Dr. Kimberly Robertson was hired as a tenure-track faculty member in GWS with half-time teaching and service responsibilities in the American Indian Studies program. A citizen of the Muscogee Creek Nation, Dr. Robertson brings her experience in indigenous activism, scholarship, and teaching to expand the breadth of both GWS and AIS. Before joining our department, Dr. Robertson earned an MA in American Indian Studies and a PhD in Women's Studies from the University of California, Los Angeles. Her academic and politic interests/expertise are multidisciplinary and include indigenous feminisms, women of color feminisms, critical race theory, critical ethnic studies, queer indigenous studies, and settler colonial studies. The specific sites in which she locates her work range from discussions of violence against Native women and settler state legislation to popular culture and practices of indigenous parenting.

Dr. Robertson teaches a variety of core courses in both GWS and AIS, and she has done considerable work re-conceptualizing these courses to include discussions of indigeneity, settler colonialism, gender, and heteropatriarchy. Additionally, she has developed and taught a 400 level special topics course titled "Native Feminist Theories and Practices." Dr. Robertson is also in the process of finalizing a course proposal for a 200 level permanent course titled "Gender, Sexuality, and American Indian Communities." This course will serve as an introduction to the social, political, and cultural constructions of gender and sexuality in American Indian communities and will prepare students for the 400 level course she has already developed. This 200 level course will be cross-listed in GWS and AIS and will also fulfill requirements in the Queer Studies minor.

In her brief time at CSUN, Dr. Robertson has begun to serve the University at a variety of different levels. She currently serves as a faculty advisor to the American Indian Student Association and she has built a positive mentorship relationship with the students in the feminist student association as well. She has also begun to foster conversations between these two student groups. Additionally, she has organized a number of student-centered events, lectures, and activities including the American Indian student graduation ceremony and fieldtrips to local indigenous art shows and cultural events. Dr. Robertson also serves on the American Indian Studies Advisory Board, the Institute of Gender, Globalization, and Development Advisory Board, and is an active/contributing member of the Civil Discourse and Social Change Initiative.

Dr. Robertson is also an active member of the Los Angeles urban Indian community and she has strengthened the relationship between CSUN and indigenous communities, both locally and beyond the Los Angeles area. She is the chairperson of the LAUSD Title VII Indian Education Program Parent Committee and an elected council member on the American Indian Community Council. Dr. Robertson has brought prominent indigenous

scholars/activists/artists to campus and she continues to give lectures, workshops, and presentations at local indigenous events such as the 2015 Gathering of Native Women and the 2014 Tataviam Nation's Summer Academy. Perhaps most significantly, Dr. Robertson initiated the CSUN "Family Fun Days" which is a partnership between CSUN and the Los Angeles Unified School Districts Indian Education Program aimed at providing indigenous youth with opportunities to receive cultural education while simultaneously becoming familiar with the CSUN campus.

Dr. Robertson has published essays in political and academic journals. These publications include: "Rerighting the Historical Record: Violence Against Native Women and the South Dakota Coalition Against Domestic Violence and Sex Assault" (*Wicazo Sa*, 2012) and "Globalization and the Politics of Native Breastfeeding" (*off our backs*, 2007). She has two essays currently under review and is finalizing a third essay for submission.

### Dr. Khanum Shaikh

In 2013, Dr. Khanum Shaikh joined the faculty of Gender and Women's Studies with a joint appointment in Asian American Studies. She came to CSUN after having earned a doctoral degree from University of California, Los Angeles (UCLA) in Gender Studies. Between 2010 and 2012 she worked as a University of California Presidential Postdoctoral Fellowship at University of California, Santa Barbara. Her research focuses on Muslim women's growing participation in urban revival movements in Pakistan and the gender/sexual politics underpinning such movements. Some of her current scholarship examines the intersections between Pakistan/U.S. geo-political alliances in the War on Terror, and the emergence of new feminine subjectivities in Pakistan. Shaikh's areas of scholarly expertise include: transnational feminist theories, gender and Islam, and U.S. Muslim communities. In support of her research she has received prestigious grants from the National Science Foundation, Woodrow Wilson Foundation, and the American Association of University Women.

Prior to joining CSUN Shaikh developed and taught courses in Gender Studies and Ethnic Studies departments throughout universities in Southern California. At CSUN she has taught the following courses: Gender, Islam and Sexuality in the U.S.; Gender and Global Development; Intersections of Race, Class, Gender and Sexuality; and Race, Racism and Critical Thinking. As of Spring 2015, she is teaching a new seminar that she developed through Asian American Studies entitled "Race, Arabs, and South Asian Muslims in the U.S." This seminar looks at the historical ways that South Asian and Arab communities have been viewed within U.S. racial paradigms, and how these racialized constructions have shifted since 2001. The course integrates community leaders from civil rights organizations in the larger Los Angeles area to examine specific government policies targeting Arab and South Asian Muslim communities in the name of National Security

since 2001, and the impacts of such policies on members of these communities. Through developing this course Shaikh is expanding the current Asian American Studies curricula to consider the transnational dynamics that influence local articulations of identity within U.S. Muslim communities, the ways they are perceived in mainstream U.S. society, and their performances of ‘American Muslim-ness.’”

Originally from Pakistan, Shaikh has been a long time resident of Los Angeles and has been involved with numerous non-profit organizations promoting civil rights, women’s rights, and social justice. Prior to her doctoral studies, she worked as a community organizer, a teacher-trainer in LAUSD, and a coordinator to provide services for survivors of domestic violence in South Asian and Middle Eastern communities. She has also done some work with a radio collective focused on issues pertaining to Middle East, North Africa and South Asian. While at CSUN, she has drawn on her rich connections to activists, artists and advocates in the larger Los Angeles, and created forums for dialogue with CSUN students and faculty through in-class presentations and lectures at larger public venues.

**FACULTY VITAE**

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