The enclosed self-study report was submitted for external review on December 13, 2017 and sent to external reviewers on March 19, 2018
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SECTION ONE: EXECUTIVE SUMMARY

The Liberal Studies faculty has undertaken this self-study in the midst of a transition that has already engaged us in significant reflection on the goals, successes, and challenges of the Liberal Studies Program. In this Self-Study, we will attempt to clearly lay out where we have been, where we are now, and where we hope to be as a result of this reflection.

In Spring 2015, in response to pressure from the Interim Dean of the College of Liberal and Creative Arts, the Liberal Studies program merged with the Humanities department, becoming what is now called the School of Humanities and Liberal Studies (HUMLS). The School offers three majors (Humanities, Liberal Studies, American Studies), four minors (Humanities, American Studies, California Studies and Comics Studies), and one MA program (Humanities).

Liberal Studies ("LS" from now on) had become an independent program only eight years prior, in 2007, when the Dean of Undergraduate Studies hired five tenure-line Liberal Studies faculty, prompted by the program’s need to develop newly-required GWAR and capstone courses for the major. Prior to that moment, the LS program had existed for 35 years as a multi-disciplinary program with an all-university faculty council responsible for overseeing curriculum drawn from departments and programs across campus. The Liberal Studies Council was disbanded in 2012 after the LS faculty took over the responsibilities of creating, reviewing, updating, and revising the LS curriculum.

While we have thus far kept the School’s degree programs distinct, the merge was in part precipitated by the prospect of creating a broader and more integrated core curriculum that would better bring interdisciplinary approaches to bear on 21st century concerns, problems, and possibilities than the degree programs would as currently configured. In the two years since the merge, the existing faculty have begun to create new classes for the School. We have hired two assistant professors who do cutting-edge interdisciplinary work, and have begun to create new courses generated by their areas of specialization (comics/visual studies, philosophy of science/critical animal studies). These hires were in fields that we felt would fill in gaps in our current curriculum, and would revitalize both our LS and Humanities programs.

As one of two majors on campus that offer subject matter preparation to students who plan to pursue multiple subjects teaching credentials (the other being Child and Adolescent Development), Liberal Studies is currently developing programs that involve the LS major in response to two new CSU and CTCC initiatives:

1) We are in the final stages of developing an 84-unit program that will satisfy California’s “Elementary Subject Matter Requirements” (ESMR) for K-6 teaching
credentials in lieu of the CSET exam. In order for our majors to complete this program in a timely fashion, we have been working to develop a program that significantly overlaps with GE and with the LS major. We will discuss this program below. The draft currently under review with the California Commission on Teacher Credentials (CCTC) is found in the Appendix.

2) We are also developing, in partnership with the College of Education, an Integrated Teacher Education Program (ITEP) that will allow students to earn a Liberal Studies degree and elementary school teaching credential in four years, along with the ESMR program described above. This will require that we develop a rigorous and separate ITEP concentration of the LS major.

The need to develop and refine these LS teacher preparation paths (ESMR and ITEP) requires us to rethink the relationship between teacher preparation and general interdisciplinary studies in our LS curriculum.

In short, the LS faculty and larger faculty of HUMLS have many balls in the air at this moment, and have been working very hard over the last years to adapt to the new circumstances of our new institutional configurations. For the most part, we have found ourselves invigorated by the opportunities and challenges these changes have introduced. We are eager to seize this moment to refashion our LS program so that it better reflects and incorporates the strengths of our faculty and better serves our many students, a majority of whom are under-represented minorities and/or intend to become the future school teachers of California.

**SECTION TWO: OVERVIEW OF THE PROGRAM**

Since its founding in 1972, the Liberal Studies program at SF State has remained committed to serving both credential-bound students, who require elementary school subject matter preparation aligned with the California Standards, and students with diverse career goals who seek a multi-disciplinary liberal arts education. The decision to serve both pre-credential and general studies student populations came from a strong and long-standing conviction on our campus that future teachers not be segregated in their liberal arts education from students pursuing other careers. Furthermore, the LS faculty believe the door to becoming a teacher should remain porous so that students who start off as LS majors for whatever reasons can become aware of teaching as a career possibility.

Currently, all of LS majors complete the same 31-unit core curriculum, structured according to the domains of California’s subject matter standards for elementary school teachers, and 15 units of emphasis beyond the core. Framed by introductory and senior seminars that introduce and develop integrative and interdisciplinary methods, the core curriculum is taught by our own faculty as well as faculty in other departments. It includes courses in literature, communication studies, the life and physical sciences, behavioral and social sciences, the creative arts, and humanities.
Of the current group of our roughly 600 LS majors, around half choose to complete the “teacher preparation” advising path. This path includes certain recommended courses in the core as well as 15 units of emphasis courses that focus specifically on subject matter for future teachers. Our other, non-teacher preparation, majors choose to complete these additional 15 units in a number of ways: completing one of our prescribed “emphasis patterns” or completing a minor or certificate program.

While we will describe our new and developing curriculum in detail below, we would like here to offer a brief outline of the direction we have begun to develop that would address the challenges and opportunities presented by our merge with Humanities and the new teacher preparation programs coming down the pike.

We have two main goals for our revised curriculum:

1) We want to reduce the number of core courses (24 units instead of the current 31) and add more courses beyond the core (21-24 units instead of the current 15) so that we can offer more robust concentrations in teacher preparation and interdisciplinary studies. This will mean moving some of the current core courses, particularly those in single disciplines required for teaching credentials -- Biology, Earth Science, and Literature -- out of the shared core and into the teacher preparation concentration.

2) We want the core curriculum to be principally housed within the School of Humanities and Liberal Studies, so that we can create a truly integrated and coherent experience for our majors, and better utilize the talents and expertise of our Humanities and Liberal Studies faculty. We envision this core curriculum to be entirely interdisciplinary and to offer our students innovative pedagogies, methods and topics that would be useful and significant in a wide range of contexts.

Finally, we want to underscore a role that LS has played on our campus but that we are not sure has been fully acknowledged outside our school, and that should be kept in mind as we revise our curricular structure and think about the resource needs of LS. For quite some time, LS has been a popular destination for students interested in pursuing a broad liberal arts education as well as those wanting to become teachers. Yet we seem increasingly to have become a destination for students who cannot get into their first choice of major because of impaction as well as students who change majors late in their undergraduate careers. Because LS majors can ‘double count’ core courses with all of their upper division general education requirements, and can often count coursework they have already begun in other majors toward their emphasis, university advisors have come to view LS as a solution for displaced students. Our indicators suggest that these students are largely successful, in the end, with LS, and have relatively high graduation rates. While LS thus plays a critical campus-wide role in retaining students who might otherwise drop out or fall through the cracks, we believe this role is unsustainable without additional resources. These students typically require more intensive
advising than those who enter the major earlier, and put palpable pressure on our already overburdened advising system.

SECTION THREE: PROGRAM INDICATORS

3.1 Program Planning

Previous Program Review/LS Memorandum of Understanding
With the various administrative changes over the last 10 years—as LS moved from Undergraduate Studies to the College of Liberal and Creative Arts, and more recently from being an independent program to being part of the School of HUM & LS—it seems that no one on campus can locate the 5th-cycle program review. It is quite possible that the LS program didn’t conduct a 5th-cycle review, as this would have fallen right around the time when the LS faculty were first hired. We can, however, offer the Memorandum of Understanding, written in response to a 9 March 2006 request from the chair of the Liberal Studies Council to hire tenure-track faculty members in Liberal Studies, supported on 13 March 2006 by the acting Dean of Undergraduate Studies. This document outlines a vision of the LS program that was articulated 11 years ago and jointly approved by the Liberal Studies Council, the Undergraduate Dean, and the Provost:

1. The program will be permitted to hire two Liberal Studies tenure-track faculty for the 2007-2008 academic year and two additional tenure-track faculty for the 2008-2009 academic year; the faculty, together with the Liberal Studies Council and the dean of undergraduate studies, will be responsible for the implementation of items “3” through “8” below, beginning in Fall 2007. [NOTE: the program ended up hiring five TT faculty in 2007-2008, rather than four.]

2. The Liberal Studies Council, working with the dean of undergraduate studies and in consultation with the Academic Senate Executive Committee, will define a faculty electorate to vote on a hiring committee for the faculty hires; faculty HRTP processes will be conducted in accordance with Academic Senate policy and the Collective Bargaining Agreement.

3. The Liberal Studies curriculum will be redesigned to meet clearly defined and measurable program learning objectives and revised to include relevant courses from the various colleges of the university and appropriate intensive writing courses and capstone courses bearing a Liberal Studies prefix.

4. The revised curriculum will result from extensive interaction and consultation with relevant colleges and university committees and councils.

5. The revised curriculum will include a plan for the assessment of student learning outcomes flowing from the learning objectives and including direct measures of authentic student learning at the programmatic level.
6. A mandatory advising plan will be developed and put in place to provide students with high quality advising and enable them to progress toward graduation in a timely fashion.

7. A “roadmap” will be developed and widely disseminated to provide students with alternative curricular paths to graduation.

8. The structure, organization, and responsibilities of the Liberal Studies Council will be reformulated to include, among other things, its role in curriculum development and approval and in the assessment of student learning.

9. The program as redefined, together with its constituent tenure-track faculty, will report to the dean of undergraduate studies. All University policies regarding program/department governance shall apply; provision for the new faculty members’ participation in University governance shall be arranged between Academic Affairs and the Academic Senate.

Liberal Studies Program Learning Outcomes: 2009 – present
As mandated in the above MOU, the newly hired LS faculty (including Tanya Augsburg, Logan Hennessy, Acacio de Barros, and two others who have since left the program) developed a new set of program learning outcomes in 2009 that have guided program assessment until the more recent revisions. These original PLOs became the guidelines for the SLOs in LS 300 and LS 690, the introduction and capstone courses for the LS major.

Liberal Studies PLOs (2/25/09)
Upon completion of the Liberal Studies curriculum, students will be able to:

- reflect critically on their education and their program of study;
- recognize scholarship on which practice and knowledge in a discipline are based;
- write critical and/or argument-based papers that can distinguish between different disciplinary methods and perspectives and potentially integrate them;
- identify and utilize modes of inquiry within their major field or discipline and be able to compare and contrast these modes with those in other disciplines and fields;
- analyze a complex issue, theme or problem by applying multiple perspectives, theories, concepts and modes of inquiry;
• articulate the rationale for their areas of emphasis and discover ways that their expertise might enhance other modes of inquiry; and

• integrate the various disciplinary perspectives acquired into a coherent and meaningful synthesis.

In 2009-10, the LS faculty began to assess their program using data from LS 690 Senior Seminar. During this time, LS faculty member Tanya Augsburg received a grant to produce two Association of American Colleges & Universities rubrics (Written Communication and Integrative Thinking) for assessing interdisciplinary programs, which helped the LS faculty refine the program’s learning outcomes. Using data from assessments of the pilot LS 300 courses offered Fall 2008, the LS faculty helped develop the AAC&U rubrics while revising the LS 300 core assignment expectations. The faculty also developed new sets of SLOs for both the gateway course (LS 300) and the capstone (LS 690).

**Liberal Studies Course Objectives: gateway and capstone**

**LS 300 Perspectives on Liberal Studies (updated 3.17.10)**

1. To begin to recognize, identify, and develop integrative approaches to the study of complex issues and problems (Disciplinary worksheet)
2. To reflect critically on one’s educational and intellectual history. (Intellectual Autobiography)
3. To plan one’s interdisciplinary course of study in the Liberal Studies major (Plan of study)
4. To read and evaluate a variety of academic, creative, professional, and popular sources
5. To craft well-written papers that frame questions, make claims, and support assertions
6. To understand the distinctions and connections between the Liberal Studies core areas and academic disciplines
7. To begin setting up and using an electronic portfolio as a tool for collecting, presenting, and reflecting on one’s Liberal Studies education.

**LS 690 Senior Seminar (updated 4.21.10)**

1. To recognize, identify, and develop integrative approaches to the study of complex issues and problems (disciplinary worksheet)
2. To reflect on one’s interdisciplinary education and experience in the Liberal Studies program.
3. To create a substantive piece of interdisciplinary work that draws upon a number of academic sources.
4. To update, complete, and present an electronic portfolio demonstrating integrative thinking, learning, and reflection in the Core areas of study, the emphasis pattern, and the capstone project
5. To articulate one’s career and life goal and to practice constructing a CV or resume.
Program Assessment
The Liberal Studies curriculum committee consists of all T/TT faculty teaching LS-prefix courses in the School of Humanities and Liberal Studies. The committee meets at least twice a semester, and more as needed. It is tasked with program assessment, the review of course proposals, and developing/reviewing proposals for program revision. While LS lecturers do not have any formal role in curriculum assessment or planning, their feedback and ideas are regularly solicited and heeded in our discussion, particularly for LS 300, which is increasingly taught by lecturers.

Between 2009/10 and the merge with Humanities in 2015, LS faculty completed only informal assessments of the LS program. In addition to the assessments of student writing in LS 300 conducted as part of the AAC&U grant in 2009, the faculty also assessed writing for the LS 690 culminating assignment in 2011. More recently, faculty have regularly discussed during faculty meetings the degree to which students in LS 690 demonstrate the five core abilities outlined in these course objectives. At a faculty retreat in Fall 2016, the LS faculty created a new “mission statement” as the first step in a new university assessment program. This mission statement articulates program goals more precisely, in more accessible language, and with more emphasis on the value of integrative, cross- and inter-disciplinary thinking for LS students.

Liberal Studies Mission Statement (September 2016)
Students in the Liberal Studies program will emerge with knowledge and skills to negotiate complex spaces and situations in an increasingly globalizing world. Our students:

- learn to think critically, create and express thoughts in speech, writing, the arts, and other media;
- actively examine and engage complex contemporary issues such as education, sustainability, inequality, health and human rights, global and interpersonal conflicts, and social justice;
- explore how different kinds of learning and ways of knowing expand the capacity to read and change the world;
- gain experience with processes of learning and producing new knowledge, including collaborative integration and customized, intensive individual interdisciplinary research projects.

The program consists of innovative courses in the areas of literature, communication, performance, education, environmental studies, science and technology studies, humanities, the creative arts, and anthropology. Its well-rounded curriculum provides robust preparation for future teachers. Our graduates have also pursued advanced degrees in counseling, education, public health, gerontology, law, health fields, environmental studies, mathematics, English,
psychology, film studies, library science, theology, landscape architecture, and more. Our alumni work in education, public service, resource policy, technology and innovation, library studies, creativity and communication, social media, health, and criminal justice fields.

**Curriculum development and revision**

Prior to 2012, oversight of the LS curriculum involved the regular input of the Liberal Studies Council (LSC), a senate committee including members from all university colleges that was tasked with assessing, reviewing, and revising LS curriculum. Once the LS faculty were hired in 2006, the LSC’s role began gradually to shift as the LS faculty took more responsibility over the LS curriculum. Eventually, in 2012, the LSC felt its role was no longer clear, and they voted to disband, with the understanding that ad hoc meetings of relevant faculty across campus would be called when necessary. Unfortunately, and in retrospect unsurprisingly, these meetings have not materialized. We feel that because of this the LS program, and particularly its role in preparing future elementary school teachers, has fallen off of the larger university’s radar.

In the meantime, however, the LS faculty have been very actively involved in improving the LS program and transforming it into a more coherent curriculum. Since 2010, the LS faculty’s informal assessment discussions have focused on how our courses can better prepare LS majors for the writing and research project that is the culminating assignment for LS 690 and thus for the LS major. While a number of LS students ultimately meet most of our capstone learning objectives, many have struggled to master #1 (recognize, identify, and develop integrative approaches to the study of complex issues and problems) and #3 (create a substantive piece of interdisciplinary work that draws upon a number of academic sources). In other words, we found that many did not seem to be adequately learning the research methods and writing skills necessary for producing rigorous integrative projects.

**Student Success Initiative Grant**

In Fall 2016, the LS program received a Student Success Initiative Grant, which involved the LS faculty in more intensive work in curriculum planning, resulting in some of the developments listed in the next section. The faculty held two all-day retreats devoted to developing the new Elementary Subject Matter Requirements program, developing a more coherent core curriculum, and creating a new introductory core course, LS 200, that would take some of the requirements out of the over-burdened LS 300 gateway course.

Beginning as soon as next Fall (depending on how quickly our revision requests are approved), LS majors will be required to take LS 200, which introduces them to the different methods and modalities of critical thinking, research, and knowledge production at the university. Rather than learning about “disciplines” and thus “interdisciplinary” thinking through only reading and writing assignments, students will be actively mapping and traversing university spaces, conducting interviews, and exploring local intellectual, social, and cultural resources. A revised LS 300 will
then focus more exclusively on improving students’ writing and teaching them how to develop integrative writing projects. We will also be revising LS 300 so that it is a variable topics course, with one topic focusing on issues in education, and the other more generally on issues in contemporary society.

We worked, as well, on identifying how our LS curriculum might inform a new Elementary Subject Matter Requirements program for those students seeking to waive the CSET exam. Finally, we discussed possibilities for restructuring our core curriculum to offer LS students a more coherent experience in the major as a whole. Given that at the time we had only recently been joined by a new assistant professor (Nick Sousanis) and were in the process of hiring another (who would turn out to be David Peña-Guzmán), we decided not to rush this latter discussion but wait for the full participation of our new faculty.

The LS faculty nonetheless agreed that LS majors would benefit from a more coherent core whose courses are more specifically designed and taught with the LS student in mind. Toward that end, we began in Spring 2016 to create some new LS-prefix courses and to revise others. We will describe these courses and developments below, in 3.3 Curriculum.

### 3.2 Student Learning and Achievement

**Enrollment and Graduation Numbers**

Between Fall 2012 and Spring 2017, total enrollment in the LS major hit a high of 546 (spring 2016) and a low of 431 (Fall 2013), with three of the last four semesters seeing enrollments of over 520. The fluctuations in enrolled students generally correspond with LCA enrollment fluctuations over these years. Around 80% of our students attend school full time, and the same percentage join the major in their junior year.

Table 1
Available data shows that the average time to degree for LS majors is 15 semesters (or 7.5 years), which seems high, though is comparable to college and university averages. We have graduated between 143 to 223 students a year between 2007 and 2015 (we don’t have statistics for 2016 and 2017), with yearly average GPAs of between 2.97 and 3.4.

Table 2 Graduation numbers in Liberal Studies

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<td>Degrees awarded</td>
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<td>192</td>
<td>213</td>
<td>176</td>
<td>169</td>
<td>168</td>
<td>179</td>
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<td>Average GPA</td>
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<td>2.97</td>
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<td>2.98</td>
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Our graduation rates for both native and transfer students from 2005 to 2013 (as documented in Tables 3 and 4 below) have been comparable to those for our College and campus, with a few years when they were significantly higher (2005, 2008, 2010), and a few when they dipped slightly lower (2009, 2012). It is difficult to account for those fluctuations, but we are committed to increasing our graduation rates through better advising and as we develop a more coherent core curriculum.

Table 3: Native 4 and 6 year graduation rates: major, college, campus
Student Demographics

The ratio of female to male students has remained relatively stable, with male students making up between 22 and 25% of majors, as compared to around 42% of LCA enrollments overall. While gender ratios have stayed relatively stable in the last 7 years, the ratio of underrepresented minorities in Liberal Studies has increased rather dramatically. Between Fall 2011 and Spring 2016, the percentage of white students in the LS major decreased from 36% to 24%, while the percentage of Hispanic students increased from 22% to 33%, the percentage of African Americans remained around the same at between 6 and 8%.

Table 5
The CSU Student Success Dashboard offers data on the achievement gaps by ethnicity in our LS-prefix courses. Between Fall 2011 and Spring 2016, the courses with the three highest non-passing rates were LS 300GW (writing-intensive Gateway), LS 401 (Social Science core), and LS 690 (Capstone). These are all courses with rigorous writing requirements, and a focus in particular on integrative writing and thinking. Two of these courses (LS 300 and LS 690), interestingly, were among the courses with the smallest Underrepresented Minority (URM)/Non-URM achievement gap.

Table 6: Passing Rates from 2011-2016

Table 7: GPA Gap for LS courses 2011-2016

High-impact Practices in LS
The LS faculty engage in numerous high-impact practices in their classrooms and place a high value on incorporating various pedagogical modalities geared to promote student success.

In our Gateway (LS 300) and Capstone (LS 690) courses, students develop e-portfolios where they create an online representation of their experience in the major. Their e-portfolios are spaces not only for archiving artifacts they have produced in their various courses, but also for reflecting on what they learned and gained from the work they do in each of their courses. Each student frames their e-portfolio with their own intellectual autobiography, which is written in the gateway course and then revised in the capstone.

In his LS 309, a hands-on Physics course for future teachers, Acacio de Barros emphasizes collaborative learning. Students work together in small groups to solve problems collaboratively. This not only helps students work together, but also improves their understanding of the course material as they must listen attentively to others and articulate their own ideas. Students are also taught to practice inquiry in a way that is consistent with how scientists actually do science, an approach that is in consonance with social constructivist learning theories.

In his Comics and Visual Culture courses (LS 304, LS 426), Nick Sousanis applies his conviction that students learn best by doing. At the same time as they explore how and what visual media communicate, students actively engage in the process of making visual media themselves. Regular hands-on activities give students an inside view into working visually, which also reawakens ways of thinking rooted in creative action. Through this process, students come to appreciate the importance of visual reasoning and visual work, and learn that visual media can be both an object of inquiry as well as a medium for the expression of complex thoughts. This pedagogical approach involves lots of low stakes assessment (regular drawing, sketching, comics-making, and other activities) that students do in class and at home and then post for discussion purposes. This high-impact practice opens students to new ways of expression and gives them tangible ways of looking at the world and ways of working in the world that they will bring with them into whatever work they do.

We’ve been excited to be able to offer Logan Hennessey’s LS 430 (Future of Forests) every other summer as an extended field trip to Ecuador to study on site the ecological and social dimensions of tropical forests. Professor Hennessey conducts three and half weeks of lectures and field classes in Ecuador’s Andean cloud and lowland rain forests. The highland sites include an organic, fair-trade coffee farm and one or two sites of cultural and archeological importance. A large portion of the trip (10+ days) is spent at the Tiputini Biodiversity Station, part of Yasuni National Park, renowned for having the highest biodiversity in the world. In both biomes, students learn about fundamental forest ecology, about the structural complexity of forests, about processes such as succession and regeneration, and about the evolution of forests—all of this while seeing these features first hand on daily walks...
with the professor and local guides. Students in LS 430 also engage in their own miniature research projects and present their findings to the class. The course also covers the historical, social, and economic factors that contribute to forest decline today, including logging, rural development and settlement, and extractive industries (oil, natural gas, mining). The class experiences these pressures of deforestation through a ‘toxics tour’ of the oil fields behind the largest environmental lawsuit in global history and through meetings and discussions with community activists and leaders. On the most recent course, in summer 2017, students also visited the homes of families with cancer living adjacent to or on top of oil contaminated sites. Seeing both the intact and destroyed forest with their own eyes, and hearing first-person testimonies of affected people, leaves students with an incredibly deep and powerful experience. Critically, students also spend time thinking about the and the role of indigenous peoples and other forest communities. In some cases, these experiences have led our students to have new inspirations for career paths.

Mariana Ferreira has been using pedagogy and theater of the oppressed in her LS 400 for several years. Most recently, she has made this a central component of LS 403 Performance and Pedagogy of the Oppressed for Educators, a course devoted entirely to exploring and practicing the theories of Paulo Freire and Augusto Boal. In the 1970s, Freire and Boal proposed that theatrical performances can be a powerful tool for education, political organizing, and consciousness-raising. By acting out a situation or scene, people could ‘work through’ individual and collective traumas and make sense of the world around them, often with therapeutic consequences. In both LS 400 and LS 403, students apply this insight as they research contemporary social problems and then collectively write, stage, direct, and perform plays that allow them to embody and identify with the various subject-positions involved in the particular social problem at hand. Fall 2017, for example, LS 403 students are focusing on the problem of opioid addiction. At the end of the semester, the students performed the play “Fiery Truth: Addiction by Design” for the larger LS and SFSU community.

These different pedagogical strategies--de Barros’s collaborative work, Sousanis’s emphasis on making, Hennessy’s travel pedagogy, and Ferreira’s theater of the oppressed--are only a few examples of the innovative and edge-cutting styles of teaching that LS faculty value and practice.

Alumni Survey Responses
In preparation for this review, the University contacted 4,912 LS alumni with a series of questions about their experience of the LS major. While only 291 responded, we do feel we gained some useful feedback, which we will share here.

60% of respondents reported that they went on to post-bac or graduate study after receiving their BA. Of those, over 60% pursued degrees in education or teaching credentials. Of those specifying their current careers (224), almost half (101) reported being teachers or being involved in education in some capacity. Students
overwhelming reported that their degree prepared them well for their careers (with only 34 of 218 saying the degree did not prepare them), although a number stated that they wished more of the curriculum were geared toward future teachers.

Of those responding, over 85% reported being satisfied or very satisfied with their major, their courses, and the faculty. They reported satisfaction with a broad diversity of courses, but we were pleased to see that LS 300, LS 690, and LS 400/401 seemed to get more mentions than others.

3.3 Curriculum
Current LS Curriculum
The current curriculum, as summarized in our program overview above, includes 31 units of core courses and 15 units of emphasis courses. Below is a more elaborate description of the LS B.A. requirements. For some of our core requirements, students choose from a menu of options. (For a full list of these options, please see the Advising Planning Worksheets in the Appendix.)

Liberal Studies Core (31 units)
LS 300GW Perspectives on Liberal Studies
Basic preparation for interdisciplinary study. Draws on language arts, mathematics, science, social sciences, humanities, and creative arts to prepare students for advanced work in Liberal Studies and for careers requiring breadth and depth of knowledge.

Literature (students choose one course from menu of options)

Communication Studies (students choose one course from menu of options, which include LS 403 Performance and Pedagogy of the Oppressed)

Life Science (students choose one course from menu of options, which include LS 430 The Future of Forests)

Physical Science (students choose one course from menu of options, which include LS 309 Physical Sciences for Elementary School Teachers and LS 310 Physics for Future Elementary School Teachers)

LS 400 Social Science Core I
An interdisciplinary approach to the scientific study of human social behavior. Exploration of the similarities and differences between the social science disciplines of anthropology, psychology, and sociology with respect to their subject matter, concepts, models, and research approaches. (Pre-credential students have additional options focusing on human development)

LS Social Science Core II
An interdisciplinary social science approach to the disciplines of history, geography, economics and political science with regard to their subject matter, concepts, models, and research approaches. Considers the prospects and problems of interdisciplinary vs.
disciplinary social analysis. (Pre-credential students have additional options focusing on California history and geography, including LS 460 Childhood, Nature, and Society)

**HUM 425 Thought and Image: Humanities**
Works in the humanities and creative arts studied in terms of the unique ways the meanings, values, and forms reflect their cultures of origin. Works from at least two global cultures will be included.

**LS 426 Thought and Image: Creative Arts**
Works in the creative arts and humanities studied in terms of the unique ways the meanings, values, and forms reflect their cultures of origin. Works from at least two global cultures will be included.

**LS 690 Senior Seminar**
Interdisciplinary theory, research, and practice. Examination of key questions and complex problems from multiple perspectives through preparation of a substantial piece of work.

**Emphasis patterns (15 units)**

A. Teacher preparation:

*Take both math classes:*
- MATH 165
- MATH 565

*Choose three of the following:*
- ED 603 Promoting Young Children's Social and Emotional Development
- EDUC 450 Art and Learning
- HIST 114 World History to 1500
- KIN 401 Elementary School Physical Education
- TH A 451 Storytelling and Folk Literature

B. Choose from a number of LS emphasis patterns or complete an approved minor of at least 15 units.

**GE and LS**
The current Liberal Studies curriculum does not include any lower division GE, although for our teacher preparation students we recommend a number of more relevant options (such as HIST 114, BIO 100). But given the breadth of the LS core curriculum, the major does currently allow students to meet all of their Upper Division GE requirements with their core courses. All of the menu options for the Literature core satisfy UD-C; all of the options for Life Science and most of the options for Physical Science core satisfy UD-B; and LS 401 satisfies UD-D. Many of these also satisfy the “SF State Studies” requirements (American Ethnic and Racial Minorities; Social Justice; Environmental Studies; Global Perspectives).

**Pathways through the LS major**
The majority of our majors are transfer students. Their transition to LS is generally unproblematic. They must have completed ENG 214 (or equivalent) in order to enroll in LS 300. Because the LS core curriculum is entirely upper division, transfer students from community college are not able to count their lower division coursework toward the core. They often can, however, count 3-6 lower division units toward their 15 units beyond the core.

There is no scaffolding in the LS major, aside from the requirement that students take LS 300 early in their junior year, and LS 690 (for which LS 300 is a prerequisite) in their final semester. Given the current structure of the LS core, it would be difficult to impose any further scaffolding of the major without creating unmanageable scheduling coordination between numerous programs. We will, however, need to consider creating a much more prescribed pathway through the LS major for the Integrated Teacher Education Program currently under development with the College of Education.

**Scheduling, enrollments, bottlenecks**

The School of Humanities and Liberal Studies schedules only those courses of the LS core with a LS or HUM prefix. These regularly include multiple sections of LS 300 (4-5 sections), LS 690 (3-4 sections), LS 400 (2 sections), LS 401 (2 sections), LS 426 (2 sections), HUM 425 (3-4 sections), and LS 309 or 310 (1-2 sections). We make every effort to spread these courses out so that they do not overlap with one another. We also strive to accommodate various student schedules.

The other core courses in the LS major and many of the emphasis options are scheduled by other departments and programs, including English, Asian American Studies, Africana Studies, Latino/a Studies, Race and Resistance Studies, World and Comparative Literature, Communication Studies, Biology, and Earth Science. Because students can choose from lists of multiple courses to satisfy a number of their requirements, and because it would involve more time than we can give to it, we do not regularly coordinate our scheduling with these other programs.

Our LS-prefix courses generally have full or near-full enrollments. We have not experienced significant bottlenecks in the courses we offer, with the occasional exception of LS 690. On those occasions when more students need LS 690 to graduate on time than we have sections offered, the Director has been able to create an additional section or to offer a section during summer.

Of the non-LS prefix courses, we occasionally do experience problems where student need exceeds course availability, particularly in the Teacher Preparation emphasis. In general, we are able to work with department chairs and college deans to make sure sections are opened to accommodate our students. Sometimes, however, important courses that count toward the LS major but are not taught by LS faculty will disappear or undergo revisions that change their accessibility or relevance to LS majors. This has happened, for example, when curriculum revisions with Earth Science core courses as well as with the Kinesiology department (where
we have a Teacher Prep course as well as an Emphasis of its own). These situations create some problems for students who suddenly find themselves unable to complete their majors as planned.

We have been able to rectify these problems with immediate substitutions and negotiations with the departments over time. But they highlight the challenge of managing a program with so many different contributing departments, and without a governance or curriculum structure in place that brings these various programs together to discuss the LS curriculum. As mentioned earlier, we would like to revive a version of the LS Council (LSC), which was disbanded in 2012 when the recently hired LS faculty took over curriculum oversight of the LS major. The decision to disband seemed, at the time, appropriate but failed to anticipate the degree to which LS would subsequently fall off of the radar of those departments, programs, and colleges contributing to it. More importantly, we believe, the LSC helped keep the all-university project of teacher-preparation visible and an object of deliberate attention across the different colleges.

We have done some experimentation with online courses in the last couple of years to try to accommodate the growing number of our students who commute long distances to SFSU, have full-time work schedules, and/or heavy family obligations. We have offered several sections of LS 690 (capstone) online, with mixed results. The instructor who taught it determined that the failure rate was too high to justify continuing to offer it online. We have also offered LS 401 as a hybrid course, with some success. Several of the core or Teacher Preparation courses are offered online as well, although we neither teach nor schedule these. Popular among these are ERTH 310 and MUS 601. We intend to continue exploring possibilities for increasing our online options to accommodate student needs and demand.

**LS Curriculum Revisions**

As mentioned above, in section 3.1, the LS faculty have recently developed several LS courses that reflect new and existing faculty expertise and speak more directly to our perceptions of the needs of the LS students. While some of these courses are already being taught and fit into our current curricular structure, they were all created with an eye to where we want LS to go. Some were created as part of our plans for a new core curriculum structure; others as part of our plans to improve other programs in our school (i.e., Comics Studies and Humanities). These courses are:

**LS 200 Introduction to Liberal Studies: Self, Place, and Inquiry**
[We are planning to include this as a new core requirement, and prerequisite to LS 300GW]
Introduction to the Liberal Studies program and the practice of interdisciplinary inquiry. Project-based focus on different ways of understanding oneself in relationship to our place of study: the University and the city of San Francisco. Emphasis on experiential learning through mapping (exploring, navigating, understanding, cataloguing).

**LS 304 Making Comics**
[Currently not integrated into the LS major, but accepted a substitute for LS 426; offered twice and filled to capacity both times by majors and nonmajors interested in the topic and in the new Comics Studies minor]

Introduction to the hands-on making of comics. Focus on in-class exercises and small projects in making comics alongside analysis of comics. Promotes understanding of how to communicate in comics and discover working methods that best work for them.

**LS 309 Physical Sciences for Elementary School Teachers**  
[Satisfies the Physical Science core in current LS program]  
Designed for prospective elementary/middle school (K-8) teachers. Understanding through inquiry the structure and property of matter and principles of motion and energy. Classwork, 2 units; laboratory, 1 unit.

**LS 310 Physics for Elementary School Teachers**  
[Satisfies the Physical Science core in current LS program]  
Designed for prospective elementary/middle school (K-8) teachers. Understanding through inquiry-based instruction the principles of motion and energy. In compliance with Next Generation Science Standards and Common Core.

**LS 317 Critical Animal Studies (cross-listed with HUM)**  
[Not yet offered and not yet integrated into existing LS program; counts in Humanities program electives]  
Examination of the nature of animal experience and the various roles nonhuman animals play in human life, with a particular focus on approaches to nonhuman animals in science, art, and literature.

**LS 403 Performance and Pedagogy of the Oppressed (cross-listed with COMM)**  
[Currently an option for Comm Studies core requirement in LS Major]  
Examination of theories of Augusto Boal and Paulo Freire and their application for educators and community activists. [CSL available]

**LS 604 Advanced Comics Making**  
[See LS 304]  
Builds on the making and analytical skills covered in LS 304. Project-based course for developing skills in communicating through comic form, culminating in the production of a significant work ready for publication.

In addition to creating these new courses, the LS faculty has been discussing and developing a large-scale revision of the structure of the LS major in order to accommodate the new ESMR and ITEP programs and give our majors a more coherent core experience. While we are still ironing out the details, we feel comfortable sharing our working draft of a new LS curriculum structure here and welcome feedback on it.

**Draft Revised LS Core (24-5 units)**

1. **LS 200: Introduction to Liberal Studies: Self, Place, and Inquiry**

2. **LS 300GW: Variable Topics (“Issues in Education” and “Interdisciplinary Studies”)**
3. LS 401: Social Issues in Contemporary Society (we plan to combine/rename the existing LS 400 “Social Science Core I” and LS 401 “Social Science Core II”)

4. Science and Society – choose one:
   LS 430 Future of the Forests
   LS 317 Critical Animal Studies
   HUM 315 History of Science
   LS 309 (ITEP and ESM)
   Other options TBD

5. Ways of Seeing – choose one:
   LS 426: Introduction to Visual Culture (rename)
   LS 425: Thought and Image
   HUM 325: Comics and Culture
   EDUC 450: Art and Learning (ITEP and ESM)

6. Performance, Communication, and Society – choose one:
   LS 403 Performance and Pedagogy of the Oppressed
   HUM 320: Music, Culture, and Ideas (cross-list w/LS)
   MUS 601 Music for Children (ITEP and ESM)
   TH A 452 Theater in Education (ITEP and ESM)
   COMM 554 Performance of Children’s Literature (ITEP and ESM)

7. Comparative Literatures and Cultures – choose one: [all count as UD-C, GP]
   HUM 415 Contemporary Culture
   HUM 455 Humanities of the Americas
   CWL 440: “Typical American”: Narratives of Multiculturalism in the Americas
   CWL 450: Literary Crossings
   ED ED 681 (ITEP and ESM)

8. LS 690: Senior Seminar

**CONCENTRATIONS**

A. Teacher Preparation (24 units)
   CD 655
   TH A 452, COMM 554 or MUS 601 (take two not selected for core)
   MATH 165
   MATH 565
   ERTH 365
   BIO 310
   CAD 210

B. Interdisciplinary Studies (15-24 units)
[NOTE: we’re still discussing whether we want to more than one general concentration in addition to Teacher Preparation. For the time being we’re going with our current model that gives students many choices for how to complete their emphasis. This model has the benefit to students of making the major more flexible but also ends up making advising more complicated and time-consuming.]

Choose one of the following interdisciplinary minors, certificate programs or emphasis patterns:

**Minors:**
- American Studies
- California Studies
- Humanities
- Comics Studies
- Peace Studies and Global Human Rights
- [etc.]

**Emphasis Patterns:**
- Science, Technology, and Society
- Human Rights and Social Justice
- Comparative Literature and Culture
- Visual Studies
- Performance Studies
- Ethnic Studies
- [etc.]

### 3.4 Faculty

We currently have five tenure-line faculty teaching regularly in Liberal Studies (Tanya Augsburg, Acacio de Barros, Mariana Ferreira, Logan Hennessy, Nick Sousanis), one new Assistant Professor who will begin teaching LS courses next semester (David Peña-Guzmán) and four lecturers who regularly teach one or two LS courses a semester: Judy Fraschella (.40), Karen Coopman (.40), Brad Erickson (.40), and Shawn Taylor (.20). The balance tenure-line faculty to lecturers has been working well so far. (See Appendix for faculty and lecturer CVs.)

Our tenure-line faculty encompass a broad diversity of disciplinary and interdisciplinary expertise, including performance studies and feminist arts, theory of interdisciplinary pedagogy, physics, medical anthropology, environmental studies, comics and visual studies, and philosophy of science.

**Tenure/Tenure-Track faculty bios**

**Tanya Augsburg** (Associate Professor) is a humanities-trained, interdisciplinary feminist performance scholar, critic, and curator who can be occasionally persuaded to perform. She teaches a variety of courses in both LS and Humanities, including: LS 300, LS 690, HUM 425 (Thought and Image), HUM 376 (San Francisco), and HUM
390 (Images of Eroticism). Dr. Augsburg is author of Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies, 3rd Ed. (Kendall/Hunt, 2016) and co-editor of The Politics of Interdisciplinary Studies (McFarland, 2009). Other publications have appeared in TDR: The Drama Review; Text and Performance Quarterly; Issues in Interdisciplinary Studies; n.paradoxa: International Feminist Art Journal; World Futures; The Colorado Critical Review; and Critical Matrix: The Princeton Journal of Women, Gender, and Culture. She was the juror and a co-curator of Man as Object: Reversing the Gaze, a large travelling feminist art exhibition sponsored by the Women’s Caucus of Art that showed at SOMARTs in San Francisco and the Kinsey Institute Gallery at Indiana University. She was also editor of the accompanying catalogue. She was Curator of Featured Artists and member of the Executive Exhibition Committee of Northern California Women's Caucus for Art (NCWCA)’s 2016 national exhibition, F*ck U! In the Most Loving Way, which was held at Arc Gallery in San Francisco. Her most recent research examines interdisciplinary and transdisciplinary theory, pedagogy, and assessment. Her survey book chapter on the interdisciplinary arts, "Interdisciplinary Arts," was published in the Oxford Handbook of Interdisciplinarity, 2nd Edition (2017). Her current projects include completing a book-length manuscript on the interdisciplinary arts and a book-length manuscript on feminist art and performance. Her favorite pastime is helping students succeed. Dr. Augsburg holds a Ph.D. from Emory University.

Acacio de Barros (Associate Professor) holds a Ph.D. in Physics from the Brazilian Center for Research in Physics, Rio de Janeiro. He regularly teaches LS 300, LS 690, and LS 309 (Physical Sciences for Future Teachers), which he revised recently to focus more specifically on Physics as LS 310. After his Ph.D., Dr. de Barros spent three years as a researcher at the Institute for Mathematical Studies in the Social Sciences, Stanford University. Then, between 1995 and 2011, he was a faculty member of the Physics Department of the Federal University of Brazil in Juiz de Fora. Immediately before coming to SFSU, he was a Visiting Associate Professor at the Center for the Study of Language and Information at Stanford University. His research interests are interdisciplinary, and he has published scholarly articles in journals in Physics, Philosophy, Mathematics, and Psychology on subjects ranging from the foundations of quantum mechanics to the physics of the brain and of cognitive processes. At Stanford, he worked closely with Patrick Suppes (a prominent philosopher and polymath whose work involved both science and philosophy) on projects involving the foundations of physics, physics of the brain, and theories of learning. His current scholarly work focuses on the foundations of quantum mechanics and probabilities and how they relate to the physical and social sciences.

Mariana K. Leal Ferreira (Professor) joined the Liberal Studies faculty in 2014 after teaching for a decade in the Anthropology Department. She regularly teaches LS 400, LS 403 (Performance and Pedagogy of the Oppressed), and LS 690. She is a medical anthropologist from Brazil using Critical Theory, including Theater and Pedagogy of the Oppressed, to promote the human rights of Indigenous Peoples and
other minorities in North and South America. Between 2004 and 2014, she organized an annual Human Rights Summits at SFSU, and under her direction her students in Anthropology and Liberal Studies have written and performed more than 350 plays that address human rights issues they face daily. The audience for Ferreira’s teaching manuals, theatre plays, zines, manifestos, graphic novels, and academic articles and books on human rights – in English, Portuguese, and Spanish – range from high-school students to local community members. Her most recent books include Mapping Time, Space and the Body: Indigenous Knowledge and Mathematical Thinking in Brazil (Sense Publishers, 2015) and Acting for Indigenous Rights: Theatre to Change the World (Minnesota Human Rights Center, 2013). Dr. Ferreira was recently named a winner of the 2017 Edward O’Brien Award for Human Rights Education. She holds a joint Ph.D. in Medical Anthropology from UC Berkeley and UC San Francisco.

Logan Hennessy (Associate Professor) teaches interdisciplinary courses on environmental themes of international development (LS 401), along with a course devoted to the study of tropical forest ecology, causes of destruction, and prospects for conservation (LS 430), and the junior and senior seminar courses for Liberal Studies, LS 300 Perspectives in Liberal Studies and LS 690 Liberal Studies Senior Seminar. He also teaches a study abroad section of LS 430, which involves three weeks of field study in the lowland and cloud forests of Ecuador. Dr. Hennessy holds a Ph.D (2005) and MS (2000) in Environmental Science, Policy, and Management from the University of California, Berkeley, a BA (1996) in Environmental Analysis and Policy, and a BA (1996) in Philosophy from Boston University. His research and teaching focus on indigenous environmental politics, the political economy of the mining and oil industries, and environmental history in the Americas. He has conducted in-depth research on these issues in Ecuador and Guyana, working closely with local communities and organizations. These field studies have also led to several research partnerships with Bay Area non-profit organizations. His current work examines the social and environmental consequences of infrastructure projects in South America, the nuances of sustainability in attempts to reform the mining industry, and indigenous rights in climate change debates over the protection of forests in United Nations negotiations.

David Peña-Guzmán is our newest Assistant Professor of Humanities and Liberal Studies at San Francisco State University. In this, his first semester teaching for us, he is teaching two Humanities courses (HUM 301, Form and Culture and HUM 315, History of Science), neither of which are current requirements for the LS major. Next semester he will teach a new course on Critical Animal Studies that is cross-listed between LS and Humanities, and will be (we hope) an option in our new core requirement, “Science and Society.” His areas of specialization are historical epistemology, feminist theory, phenomenology, and animal studies. He has published in journals such as Foucault Studies, The Journal of French and Francophone Philosophy, and The International Journal of Feminist Approaches to


Bioethics, and is currently working at the intersection of animal ethics and the animal sciences. He received his Ph.D. in Philosophy from Emory University.

Cristina Ruotolo (Director, Professor) teaches primarily in the Humanities and American Studies programs, but has had a long-standing relationship with the LS program, first as a member and chair of the Liberal Studies Council, and more recently as Director of the School of HUMLS. Her teaching ranges from broadly-defined courses like “Form and Culture” and “Thought and Image,” which draw from diverse cultural forms, periods, and styles, to more narrowly focused courses on American culture of the 19th and 20th centuries, and on music and society. She has published numerous articles and a monograph exploring music's place in American literature at the turn of the century, and is currently working on a book that examines the American pedagogical and civic projects of émigré German modernist musicians in the mid-20th century. She holds a M.M. in Violin Performance from the New England Conservatory of Music and a Ph.D. in English from Yale University.

Nick Sousanis (Assistant Professor) is a comics artist and educator. He was hired in 2015 and has taught LS 300GW, LS 426 (Thought and Image: Creative Arts), and LS 304 (Making Comics), as well as HUM 325 (Comics and Culture). He is coordinator of the Comics Studies minor that is slated for approval by the end of Fall 2017. His book, Unflattening (published by Harvard University Press in 2015), uses the comics form to explore and analyze forms of visual thinking. The book won numerous awards (including the 2016 American Publishers Association Humanities award, the 2016 Lynd Ward prize for Best Graphic Novel) and has featured in the New York Times, The Paris Review, the LA Review of Books, the New Statesman, and named the best graphic novel of 2015 by numerous critics. The Boston Globe and Nature have commissioned original comics by Sousanis and his work has been the subject of solo exhibitions at Moscow’s Non/Fiction Book Fair, Amsterdam University in the Netherlands, and Microsoft Research. Sousanis has been invited to lecture on comics at such venues as the National Gallery of Art in Washington, DC, Stanford University, Harvard University, UCLA, the Jaipur Literary Festival in Boulder, CO, the Brooklyn Book Festival, and the International Visual Literacy Association’s annual conference. He holds an Ed.D. from the Teachers College, Columbia University.

Lecturer bios:
Karen Coopman has been teaching LS 300 and LS 690 for many years now, having come to us after already establishing herself as a lecturer in the composition program. She received her B.A. from the University of California, Berkeley in Political Economy of Industrial Societies with an Emphasis in Natural Resources and her M.A. in English with a Concentration in Teaching Composition from San Francisco State University. At SFSU, Ms. Coopman also teaches in the METRO Program and participates in the Academic Technology program as well as Service Learning Projects.

Brad Erickson (Ph.D., University of California at Berkeley, Socio-Cultural Anthropology) has taught LS 426 for several semesters, as well as LS 400 and 401.
His research is driven by the questions: how do day-to-day urban practices shape conflict or cooperation? How do these practices articulate with public aspirations for civic life and with social structures of inequality? In the Catalan city of Vilanova i la Geltrú his ethnographic research focuses on the discourse of *convivència* (active engagement between neighbors). In his home city, Oakland, California, has led applied research teams to evaluate programs on community policing, school-based wrap-around services for low-income children, and the secondary trauma experienced by social workers serving youth in crisis. Drawing on the analyses of literary theorist Mikhail Bakhtin, he examines both ethnographic data and the arts through concepts such as *practice utopias* and *the politics of laughter*. His courses explore the cultural phenomena of race, class, gender, sexuality and religion through a variety of materials and interdisciplinary perspectives, and emphasize critical thinking, reading and writing.

**Judith Fraschella**, who received her MA in Humanities at SFSU, brings a special focus on Western and South Asian art and comparative aesthetics to her teaching. She is a board member of the Asian Art Museum of San Francisco’s Society for Asian Art, and chair of its Literature and Culture Committee, positions that involve her often in research on Asian arts. Her BA in Education and History, and postgraduate studies in English, Government and American Studies, inform her interdisciplinary approach to teaching, whether in the Humanities or Liberal Studies. Besides LS 300 and 690, she has also taught courses in the Humanities program, including Humanism and Mysticism, Values and Culture, and Great Works courses. In the Liberal Studies department, I teach LS 300 GWAR and LS 690 (Culminating Experience). Ms. Fraschella returned to school to get her MA after a long career teaching high school English and History courses in California public schools, where she also participated in the California Writing Project and the California Literature Project.

**Shawn Taylor** has been teaching LS 300 for several semesters. A writer with two published books—and two more in 2018—his work has appeared in *The New York Times, Rad Dad*, the online edition of *Ebony*, and numerous anthologies and academic journals. He is also a well-known blogger on parenting and fatherhood concerns. A lover of all forms of geekery, he is the cofounder of the much beloved (but now defunct) AfroGeeks blog that was launched in 2006 as a way to cope with the death of Octavia E. Butler. He is one of the founding authors at [www.thenerdsofcolor.org](http://www.thenerdsofcolor.org), the premiere blog for the intersection of people of color and geek/nerd culture. He is also one of the co-founders/organizers of the Black Comix Arts Festival (BCAF). Held each year in San Francisco over the MLK holiday weekend, it is the first comic arts festival west of the Mississippi dedicated to African-Americans and other creators on the margins. For twenty years, Shawn has worked with foster care and adjudicated youth. He has developed and supervised programs and initiatives that introduced comic books, science fiction, mythology, legend, and folklore as behavioral health interventions. Shawn holds B.A.s in Philosophy and Religion, and an M.A. in the Humanities at SFSU.
**Teaching assignments**

As evident in table 8, the LS tenure/tenure-track faculty have, until the last year or two, had very narrow and repetitive teaching assignments, focused mainly on the handful of LS-prefix courses, particularly LS 300 and LS 690. After the merge with Humanities, in Fall 2015, the School Director decided to begin assigning LS 300 to several lecturers who had been teaching in the Humanities program and were particularly suited to teaching writing. This allowed Tanya Augsburg, whose Ph.D. is in a humanities field, to begin teaching Humanities courses, and Mariana Ferreira to develop and begin teaching an online version of LS 690 (which was subsequently discontinued), as well as her new course, LS 403, Performance and Pedagogy of the Oppressed.

Table 8: Teaching assignments, tenure and tenure-track faculty, 2012-present

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<th></th>
<th>Tanya Augsburg</th>
<th>Jose Acacio deBarros</th>
<th>Mariana Ferreira</th>
<th>Logan Hennessy</th>
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Table 9 indicates the addition of three new lecturers in 2015/16 to the LS curriculum. Judith Fraschella and Shawn Taylor have joined Karen Coopman, our long-time LS lecturer, in teaching LS 300. Brad Erickson, whose Ph.D. is in anthropology but who also has expertise in visual culture, has taught sections of LS 426 after Eula Wyatt retired, and a section of LS 401 when Logan Hennessy was needed elsewhere. Our lecturers are all quite popular with our students, and committed to the interdisciplinary project of Liberal Studies.

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<th>Table 9: Teaching assignments for lecturers, 2012-present</th>
<th>Karen Coopman</th>
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**Faculty service to the university**
The merge with Humanities has created new and different demands for service of the LS Faculty.

**Advising**
Until Fall 2016, the LS faculty committed up to two hours a week to program advising on top of their usual office hours. Because our over 500 LS students had to choose their core courses from menus of options, make decisions about their emphasis patterns, and determine the best use of prior coursework (especially in the case of transfer students or those changing their major to LS), the LS program required more advising hours than other major on campus. Before the merge, the LS program had a full-time “coordinator” who devoted most of her time to advising students. With the merge, however, we lost this position. As a result, we were tasked by our then-Dean with finding ways to cut back on students’ advising needs and make advising more efficient. The School Director consequently added four to five hours a week of dedicated LS advising to her workload, revised the advising worksheets to make them more accessible to students, and began to hold graduation application workshops at the beginning of every semester.

In Fall 2016, the LS faculty requested that they no longer be required to do extra advising, given that it created additional workload beyond that of the rest of the school faculty (whose Humanities advising can be accomplished within regular office hours). Much of the burden has now fallen to our Liberal Studies administrative staff person, Andrea Olson, whose job description has been changed to Student Services Professional as of January 2017. LS faculty continue to do some program advising, but now do so in the context of their regular office hours.

**Hiring and RTP**
Before joining the School of Humanities and Liberal Studies, the LS faculty did not participate in any faculty searches, nor did they serve on RTP committees as they all shared the same rank. The RTP committees evaluating them for retention, tenure and promotion were comprised of senior faculty from across campus who had served on the Liberal Studies Council. (Mariana Ferreira joined the LS program from Anthropology in Spring 2014, having already achieved the rank of Full Professor.)

Since the merge, Professor Ferreira has served on or chaired the RTP committee, and LS faculty have served on the hiring committees for our Visual Studies search (Hennessy, Ferreira) and our Science, Technology and Culture search (Hennessy, Augsburg, de Barros). In addition to their work on the LS curriculum committee, the LS faculty attend monthly School of HUMLS faculty meetings. The school faculty have had quite a bit of work since the merge setting up new RTP criteria and a faculty governance structure, including school by-laws.


**University service**

Before and since merging with Humanities, the LS faculty have served on various university committees, including the University Interdisciplinary Studies committee (as chair, Augsburg), the Senate Fellowship Committee (as chair, de Barros, and member, Augsburg), the faculty Senate (de Barros), Senate Curriculum Review and Approval Committee (de Barros), and the Baccalaureate Requirements Committee (de Barros, Hennessy), and the Affirmative Action Committee (Ferreira).

For the College of Liberal and Creative Arts, the LS faculty have participated in and served on the Technology Committee (de Barros), on a grade grievance committee (Augsburg), as mentor and judge for the Undergraduate Research and Creative Arts Showcase (Augsburg), and as coordinator for the CSU Humanities Student Research Competition (Augsburg).

Two of our faculty have been instrumental in creating and directing minors on campus: Mariana Ferreira re-wrote and co-directed the Global Peace, Human Rights & Justice Studies Minor for eight years, and Nick Sousanis coordinates (and was instrumental in creating) the new Comics Studies minor (housed in our school). Logan Hennessy has been helping coordinate, with support from a College of Education grant, the Liberal Studies Elementary Subject Matter Requirement program as well as the Integrated Teacher Education Program.

LS Faculty have contributed to campus culture in a number of other ways as well, including leading workshops at the annual SFSU Faculty Retreat (Ferreira, Augsburg, Sousanis), organizing ten annual SFSU Human Rights Summits (Ferreira), directing the SFSU Right to Know Project (Ferreira, see [http://righttoknow.sfsu.edu/](http://righttoknow.sfsu.edu/)), consulting on rubrics for assessing writing (Augsburg), taking initiative on student e-portfolio implementation at the university (Augsburg), and serving as an SFSU Learning Fellow (Augsburg).

**Evaluating teaching effectiveness**

The Liberal Studies faculty take teaching very seriously, and are particularly committed (as noted earlier) to developing high impact pedagogies that also model, for our students who plan to be future teachers, diverse pedagogical approaches.

The School of HUMLS evaluates all teachers – lecturer and tenure/tenure-track – in two ways: by the same criteria as codified in the university SETE process and by our own internal peer-review process. (The SETE questions and our School’s RTP criteria are available in the Appendix.) Regardless of rank, all classes are evaluated by SETEs, which become part of the Working Personnel Action File (WPAF) of faculty going up for retention, tenure, and promotion, and are regularly monitored for senior faculty by the school director and for post-tenure reviews. Peer reviews are conducted twice a year for probationary faculty, and at least once a year for tenured faculty going up for promotion to full. Lecturers’ SETE scores are reviewed every year, and every three years lecturers undergo a “comprehensive” review, which requires peer review as well as SETEs.
In our evaluation of teaching effectiveness, we strive to include qualitative as well as quantitative data, and to take into consideration the full range of factors contributing to the success or challenges of any particular course. Our faculty generally receive very good scores on their SETEs (on average, around 1.7 on a scale of 1-5), and high student praise in their comments on SETEs. The school has been, since the merge, holding regular faculty colloquia on issues in teaching, giving particular attention to the types of assignments we use for formative and summative assessments of our students.

**Support for probationary faculty**

Our original LS faculty all received tenure in 2013, while they were still part of an independent program. Their support and mentorship came entirely from colleagues outside of their unit, and was arguably less than adequate for much of their probationary period, although they were all able to achieve tenure and promotion on time in spite of that.

The first new TT hire in LS since the original hiring of LS faculty (in 2007) came as a result of our merge, when the College of LCA granted us positions in Visual and Cultural Studies in 2015 and in Science, Culture, and Society in 2016. Both of these hires were to the School of Humanities and Liberal Studies (rather than, specifically, Liberal Studies), with the intention that they would bring new interdisciplinary curriculum that could be shared between the two main programs of our school.

The RTP Committee and the School Director both participate in mentoring our probationary faculty. Probationary faculty meet with the RTP Committee Chair for advice prior to submitting one’s file, and then receive written feedback from the committee and the chair as part of the review process. We have not required meetings between candidates for retention and RTP committee, either during or after reviews, but are considering instituting them going forward as an opportunity for richer dialogue about candidates’ progress toward tenure.

The Director meets regularly with probationary faculty to discuss an array of matters, from course and program development, pedagogical issues and ideas, and scheduling, to opportunities for funding, and other questions concerning professional development. Feedback from new assistant professors reinforces our concern that, due to the busy schedules of our commuter faculty, there are too few opportunities outside monthly faculty meetings for faculty to congregate and exchange ideas. We hope to find ways to make these happen going forward.

**Support for post-tenure faculty**

Post-tenure faculty typically find themselves at least as busy as they were pre-tenure at SFSU, given the degree to which service tends to fall to them on top of their regular 3/3 teaching loads, and opportunities for course release or semesters off tend to fall more regularly to probationary faculty. The School Director has tried to make sure that requests for faculty service are evenly distributed, and to support
tenured faculty – through modest financial assistance, when possible – in their research agendas. For RTP, the burden has fallen disproportionately to Mariana Ferreira, given that she is the sole full professor among the LS faculty. As the remaining original LS faculty go up for promotion to full (this year and next), we expect more will be able to contribute to RTP service going forward.

**Support for lecturers**
Lecturers in the School of Humanities and Liberal studies are invited to most faculty meetings and colloquia. While they do not vote on curricular issues, their input is regularly welcomed should they respond to solicitations for input. (Lecturers are not required to participate in curriculum development.)

When the budget allows, for the last three years, the school director has offered travel money to lecturers who give papers at academic conferences. Two to three lecturers a year have taken up this offer, and the budget has been able to accommodate them. We are not sure, however, if future budgets will allow for this ongoing support, although we feel it is important that our lecturers get university support for professional development.

**Reflection on Faculty issues**
While the LS faculty are generally content with the conditions of their teaching and other academic work, we have identified a few areas that warrant particular attention going forward.

Perhaps most importantly, the LS faculty would like more support for service within the school. Currently, the Director receives no additional course release than she received prior to the merge when she was Chair only of the Humanities Department (.40), and when the LS program had a .20 Chair as well as an additional full-time advisor/Coordinator. The LS program would benefit from the addition of a .20 LS Coordinator, who would oversee curriculum review and advising in the Liberal Studies program. Ideally, this position would rotate among the LS faculty either annually or bi-annually.

Given the growing emphasis in Liberal Studies on teacher training that will come with the ESMR and ITEP programs, the LS program would also benefit from another tenure track line for someone dedicated to teacher education, perhaps as a joint hire with the College of Education.

We would, as noted above, like to develop a more structured mentoring program for our probationary faculty. We would also like to develop more opportunities within the School, and perhaps sponsored by the School for the larger community, for faculty to congregate around shared research interests.
3.5 Resources
The School of Humanities and Liberal Studies shares an operating budget between HUM and LS, generated by the College each year, for most of the school’s regular expenses. These include office supplies (like printers and printer cartridges, paper, staplers, fans for the staff offices, etc.); instructional equipment beyond the purview of Academic Technology (such as the big-screen TV in our meeting room, an external blu-ray player, and equipment for the hands-on Science course); honoraria for course-related guest speakers; contributions to sponsored events in the College; travel insurance for faculty traveling overseas; hospitality expenses for faculty retreats, advising events, and public receptions; occasional travel expenses for lecturers giving papers at conferences.

The Liberal Studies Student Organization sponsors an annual students scholarship of $500. The LS program otherwise does not have any dedicated scholarship funds.

While office space is at a premium in the Humanities building, all of the LS tenure-line faculty have their own office, and the School Director has a larger office that serves as a meeting and advising space as well. One of our faculty people, Nick Sousanis, has a larger office that doubles as the new Comics Studies lab, where smaller classes are held as well as student organization meetings. Our LS advisor has her own office (which is on the small side, as it houses student files and accommodates meetings with students), as does the AOC.

In addition, the School of Humanities and Liberal Studies has a larger meeting and seminar room, which is where most faculty meetings, receptions, and other larger events take place.

The LS program remains strained in the area of advising, and we anticipate, with the new ESM program and ITEP program coming down the pike, that our advising needs may grow significantly. While reclassifying our AOC as a Student Services Professional has allowed her to give her attention more fully to advising students (while redirecting some of her administrative tasks to our other AOC), this reclassification for the most part was in name only, as she was already devoting most of her time to advising. We need either to acquire more resources to devote to advising, or to find ways to better use existing resources. (See our thoughts about creating a new faculty coordinator with .20 release time, above.)

Our two staff are dedicated and good at what they do. We have had some bumps in the road with the merge, as we worked to create an equitable division of labor. The former Humanities Department AOC’s workload has increased significantly (with no increase in salary for many years, in spite of repeated efforts to get her a raise), as she now processes paperwork and schedules classes for almost twice as many faculty as she did before. The student traffic has also been a source of some tension among the two staff, as LS students invariably (and in spite of clear signage) request LS advising from the School’s AOC (who does no advising at all).
SECTION FOUR: CONCLUSIONS, PLANS, GOALS

In summary, the LS program continues to play a critical role in undergraduate education at SFSU, particularly in the education of future elementary teachers in. The recent merge with the Department of Humanities has generated new resources and possibilities for the LS program at the same moment that the State of California has generated new alternatives for strengthening the pathway from Liberal Studies to elementary subject matter credentials and to our own multiple subject credential program at SF State.

We believe we are at an exciting and crucial moment in the program’s history, when we can build an LS program that offers a truly coherent experience to its majors built around an interdisciplinary curriculum that is relevant to 21st century workplaces, communities, and life. We have already begun to map out the contours of a new LS core curriculum that focuses on promoting students’ ability to explore, analyze and produce knowledge in diverse ways (through writing, drawing, performance, individually and in collaboration with others), to engage with important social, cultural, historical, and scientific issues, and to integrate the various strands of their education in ways that are relevant to them.

Furthermore, we’ve nearly completed the work of identifying courses that will form a streamlined advising path, eventually a concentration, through the major for students who wish to acquire an ESM CSET waiver and eventually for those who seek an integrated four-year BA/Credential.

Our developing curriculum revisions also begin the process of identifying courses that can be shared by the Liberal Studies and the other programs in the School, particularly Humanities, but also American Studies and Comics Studies. Our new draft program includes more courses cross-listed between Humanities and Liberal Studies, and we are considering as well the possibility of developing future concentrations in Humanities and American Studies within the Liberal Studies major. We are not rushing these possibilities, however, as the differences among the goals and purviews of our various degree programs are still serious enough to present obstacles to moving forward with any dramatic merging of our curricula.

Our goal is to have a revised LS curriculum, including separate concentrations in teacher preparation and interdisciplinary studies, ready to submit by the end of Spring 2018. We expect, as well, to have our ESMR program approved by the CTCC by early Spring 2018. The ITEP program is hoping to have a proposal ready also by the end of next semester.

We believe that the importance of the current and future role played by the LS program warrants some increase in support, in the form of at least a course release for a LS faculty coordinator, and an additional future tenure-track hire of someone with expertise in elementary education, perhaps as a joint hire with the College of Education.
SECTION FIVE: APPENDICES
In completing this worksheet, consult a Liberal Studies advisor and the back of sheet for approved courses. Students must maintain an average 2.0 GPA in the major courses listed below. Two courses may be taken for a CR grade. TR = courses transferred to SFSU.

### CORE (31 upper division units) Prerequisites: completion of GE Segment I & ENG 214 or equivalent

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### BEYOND THE CORE (15 units; up to 6 units can be lower division)

Option 1: Minor ___________________ (Sign up for minor with advisor in that program; indicate artifacts chosen for two of minor courses below)

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Option 2: Emphasis + Elective (see LS website for 12-unit Emphasis pattern options)

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Menus of options for Core: Areas I and II (General LS major)

**Area I – Communication, Language, and Literature**

**Literature (3 units) – Select one (or upper division literature course on approval):**
- AAS 322: Chinese American Language and Lit (UD-C, AERM, SJ)
- AAS 332 Japanese American Art and Lit (UD-C, AERM, SJ)
- AAS 352 Filipino American Literature, Art and Culture (UD-C, AERM, SJ, GP)
- AAS 372 Vietnamese American Lit (UD-C, AERM)
- AAS 512 Asian American Children's Adolescent Lit (UD-C, AERM SJ)
- AFRS 645 Literature of Harlem Renaissance (UD-C, AERM, GP, SJ)
- CWL 440: "Typical American": Narratives of Multiculturalism in the Americas (UD-C, GP)
- CWL 450 Literary Crossings (UD-C, GP)
- ENG 451/JS451/CWL 451 Jewish Literature of the Americas (UD-C, AERM, GP)
- ENG 465 Post-Apocalyptic Science Fiction (UD-C, ES)
- ENG 526 Age of the American Renaissance: 1830-1860 (UD-C, AERM, SJ)
- ENG 533 Holocaust and Literature (UD-C, GP, SJ)
- ENG 535 Literature and Ecology (UD-C, ES)
- ENG 546 20th-Century Jewish Women Writers (UD-C, AERM, GP)
- ENG 601 Literature and Psychology (UD-C)
- ENG 602 Literature and Society (UD-C, AERM)
- HUM 325: Comics and Culture (no GE requirements satisfied)
- LTNS 560 Contemporary Latina/o Literature (UD-C, AERM, SJ, GP)
- WGS 541 Women Writers and Social Change (UD-C, AERM, SJ, GP)
- WGS 551 Queer Literatures and Media (E1, UD-C, AERM, SJ, GP)

**Communication Studies (4 units) – Select one:**
- COMM 551: Persuasion
- COMM 552: Women and Words
- COMM 553: Oral Interpretation of the First Person Voice
- **COMM 554: Oral Interpretation of Children’s Literature**
- COMM 559: Theory and Practice in Advanced Public Speaking
- **COMM 557/LS 403: Performance & Pedagogy of the Oppressed for Educators**

**Area II – Life Science, Physical Science, Mathematics**

**Life Science – Select one:**
- BIOL 300: Nature Study (UD-B, ES)
- **BIOL 310: Biology for Today’s World (recommended for future teachers) (UD-B, ES)**
- BIOL 313: Principles of Ecology
- BIOL 318: Our Endangered Planet (E1, UD-B, AERM, ES, GP)
- BIOL 326: Disease! (UD-B, GP, SJ)
- BIOL 327: AIDS—Biology of the Modern Epidemic (UD-B, GP)
- BIOL 330: Human Sexuality (E1, UD-B)
- LS 430: The Future of the Forests (UD-B, ES, GP)

**Physical Science – Select one:**
- LS 309: Physical Sciences for Elementary School Teachers (recommended for future teachers)
- **LS 310: Physics for Future Teachers (recommended for future teachers)**
- CHEM 380: Chemistry Behind Environmental Pollution (prereq: CHEM 115)
- ERTH 310: The Violent Earth (UD-B, ES)
- ERTH 325: Geology of the National Parks (UD-B, ES)
- ERTH 330: California Water (UD-B, ES)
- ERTH 335: Global Warming (UD-B, ES, GP)
- ERTH 360: California Weather Events (UD-B, ES, GP)
- ERTH 365: Extreme Weather in a Warming World (UD-B, ES, GP)
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**TEACHER PREP EMPHASIS (15 units)**

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<th>Artifact for Portfolium</th>
<th>TR</th>
<th>Term</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Math 165: Concepts of the Number System for Elem Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose three of the following (or approved alternative):

<table>
<thead>
<tr>
<th>Course</th>
<th>Artifact for Portfolium</th>
<th>TR</th>
<th>Term</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ EDUC 450 Art for Children (UD-C, SJ)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ E ED 603 Promoting Young Children’s Soc. And Emotional Dev.(UD-D, AERM, SJ; prereq PSY 330)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ HIST 114 World History to 1500 (D1, GP)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ KIN 401 Elem School Phys Ed, K-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ MUS 601 Music for Children</td>
<td></td>
<td></td>
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<tr>
<td>☐ THA 451 Storytelling and Folk Literature (UD-C, GP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ E ED 655 Hands on Science Education Experiences</td>
<td></td>
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</tr>
</tbody>
</table>
### Area I – Communication, Language, and Literature

**Literature (3 units) – Select one (or upper division literature course on approval):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 322</td>
<td>Chinese American Language and Lit (UD-C, AERM, SJ)</td>
</tr>
<tr>
<td>AAS 332</td>
<td>Japanese American Art and Lit (UD-C, AERM, SJ)</td>
</tr>
<tr>
<td>AAS 352</td>
<td>Filipino American Literature, Art and Culture (UD-C, AERM, SJ, GP)</td>
</tr>
<tr>
<td>AAS 372</td>
<td>Vietnamese American Lit (UD-C, AERM)</td>
</tr>
<tr>
<td>AAS 512</td>
<td>Asian American Children's Adolescent Lit (UD-C, AERM SJ)</td>
</tr>
<tr>
<td>AFRS 645</td>
<td>Literature of Harlem Renaissance (UD-C, AERM, GP, SJ)</td>
</tr>
<tr>
<td>CWL 440</td>
<td>&quot;Typical American&quot;: Narratives of Multiculturalism in the Americas (UD-C, GP)</td>
</tr>
<tr>
<td>CWL 450</td>
<td>Literary Crossings (UD-C, GP)</td>
</tr>
<tr>
<td>ENG 451/JS451/CWL 451</td>
<td>Jewish Literature of the Americas (UD-C, AERM, GP)</td>
</tr>
<tr>
<td>ENG 465</td>
<td>Post-Apocalyptic Science Fiction (UD-C, ES)</td>
</tr>
<tr>
<td>ENG 526</td>
<td>Age of the American Renaissance: 1830-1860 (UD-C, AERM, SJ)</td>
</tr>
<tr>
<td>ENG 533</td>
<td>Holocaust and Literature (UD-C, GP, SJ)</td>
</tr>
<tr>
<td>ENG 535</td>
<td>Literature and Ecology (UD-C, ES)</td>
</tr>
<tr>
<td>ENG 546</td>
<td>20th-Century Jewish Women Writers (UD-C, AERM, GP)</td>
</tr>
<tr>
<td>ENG 601</td>
<td>Literature and Psychology (UD-C)</td>
</tr>
<tr>
<td>ENG 602</td>
<td>Literature and Society (UD-C, AERM)</td>
</tr>
<tr>
<td>ENG 655</td>
<td>Literature and the Adolescent Reader (no GE requirements satisfied)</td>
</tr>
<tr>
<td>HUM 325</td>
<td>Comics and Culture (no GE requirements satisfied)</td>
</tr>
<tr>
<td>LTNS 560</td>
<td>Contemporary Latina/o Literature (UD-C, AERM, SJ, GP)</td>
</tr>
<tr>
<td>WGS 541</td>
<td>Women Writers and Social Change (UD-C, AERM, SJ, GP)</td>
</tr>
<tr>
<td>WGS 551</td>
<td>Queer Literatures and Media (E1, UD-C, AERM, SJ, GP)</td>
</tr>
</tbody>
</table>

**Communication Studies (4 units) – Select one:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 551</td>
<td>Persuasion</td>
</tr>
<tr>
<td>COMM 552</td>
<td>Women and Words</td>
</tr>
<tr>
<td>COMM 553</td>
<td>Oral Interpretation of the First Person Voice</td>
</tr>
<tr>
<td>COMM 554</td>
<td>Oral Interpretation of Children's Literature</td>
</tr>
<tr>
<td>COMM 555</td>
<td>Theory and Practice in Advanced Public Speaking</td>
</tr>
<tr>
<td>COMM 557</td>
<td>Performance &amp; Pedagogy of the Oppressed for Educators</td>
</tr>
</tbody>
</table>

### Area II – Life Science, Physical Science, Mathematics

**Life Science – Select one:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 300</td>
<td>Nature Study (UD-B, ES)</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Biology for Today's World (recommended for future teachers) (UD-B, ES)</td>
</tr>
<tr>
<td>BIOL 313</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>BIOL 318</td>
<td>Our Endangered Planet (E1, UD-B, AERM, ES, GP)</td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Disease! (UD-B, GP, SJ)</td>
</tr>
<tr>
<td>BIOL 327</td>
<td>AIDS—Biological Basis of the Modern Epidemic (UD-B, GP)</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Human Sexuality (E1, UD-B)</td>
</tr>
<tr>
<td>LS 430</td>
<td>The Future of the Forests (UD-B, ES, GP)</td>
</tr>
</tbody>
</table>

**Physical Science – Select one:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 380</td>
<td>Chemistry Behind Environmental Pollution (prereq: CHEM 115)</td>
</tr>
<tr>
<td>ERTH 310</td>
<td>The Violent Earth (UD-B, ES)</td>
</tr>
<tr>
<td>ERTH 325</td>
<td>Geology of the National Parks (UD-B, ES)</td>
</tr>
<tr>
<td>ERTH 330</td>
<td>California Water (UD-B, ES)</td>
</tr>
<tr>
<td>ERTH 335</td>
<td>Global Warming (UD-B, ES, GP)</td>
</tr>
<tr>
<td>ERTH 360</td>
<td>California Weather Events (UD-B, ES, GP)</td>
</tr>
<tr>
<td>ERTH 365</td>
<td>Extreme Weather in a Warming World (UD-B, ES, GP)</td>
</tr>
</tbody>
</table>

### Area III – Behavioral and Social Sciences

**Psychocultural/Family Studies/Human Development – Select One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 400</td>
<td>Social Science Core 1</td>
</tr>
<tr>
<td>AFRS 525</td>
<td>Black Child Development</td>
</tr>
<tr>
<td>AAS 323</td>
<td>Chinese American Identities (E1, UD-D, AERM, GP, SJ)</td>
</tr>
<tr>
<td>AAS 333</td>
<td>Japanese American Identities (UD-D, AERM)</td>
</tr>
<tr>
<td>AAS 353</td>
<td>Filipina/o American Identities (UD-D, AERM, SJ)</td>
</tr>
<tr>
<td>AAS 373</td>
<td>Vietnamese American Identities (E1, UD-D, AERM, GP, SJ)</td>
</tr>
<tr>
<td>CF 320</td>
<td>Children and Families</td>
</tr>
<tr>
<td>HIST 468</td>
<td>American Childhoods: Past and Present</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Child Development (UD-B, SJ)</td>
</tr>
<tr>
<td>RRS 625</td>
<td>Mixed Race Studies: A Comparative Focus (UD-D, AERM, SJ)</td>
</tr>
<tr>
<td>WGS 515</td>
<td>Gender, Race and Reproduction (UD-D, AERM, GP)</td>
</tr>
</tbody>
</table>

**History/Geography/California – Select One:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 401</td>
<td>Social Science Core II (UD-D, ES, GP)</td>
</tr>
<tr>
<td>AFRS 312</td>
<td>Kalifia: The Black Heritage in California</td>
</tr>
<tr>
<td>AIS 410</td>
<td>Perspectives of Native California Indians (AERM, ES)</td>
</tr>
<tr>
<td>AAS 510</td>
<td>Asian Americans in California (UD-D, AERM, SJ)</td>
</tr>
<tr>
<td>GEOG/ENV 600</td>
<td>Environmental Problems and Solutions (UD-D, ES, GP)</td>
</tr>
<tr>
<td>HIST 450</td>
<td>History of California (UD-D, Cal State Loc Govt)</td>
</tr>
<tr>
<td>LTNS 315</td>
<td>Latina/os in California (AERM, SJ)</td>
</tr>
</tbody>
</table>

*rev'd 07/17*
The requirements and criteria for retention, tenure, and promotion as set out in a series of policies adopted by the Academic Senate and approved by the President are divided into three areas: (1) Teaching Effectiveness, (2) Professional Achievement and Growth, and (3) Contributions to Campus and Community. As required by University Policy on Retention and Tenure (Policy #F11-241), all faculty members in the School of Humanities and Liberal Studies who are being considered for retention, tenure, and promotion will be evaluated in each of those categories.

The primary emphasis of the School is on teaching effectiveness; excellence in the classroom is essential. As the School is interdisciplinary, judgments about Professional Achievement and Growth will vary with differences in disciplines, professional expectations within a discipline, and School objectives and goals. Contributions to Campus and Community are also an important benchmark toward retention, tenure and promotion. The School allows for a range of activities to count toward service to the School, University, field, and community.

I. Documentation


The RTP committee and School director will be available to advise the candidate on the file’s contents and organization. Files should be clearly organized and as succinct as possible. Documentation should aim to be sufficient but not voluminous.

II. Professional Education and/or Equivalency

An appropriate doctoral degree. or, in the case of artists, MFA is necessary for tenure or promotion in the School of Humanities and Liberal Studies.

III. Teaching Effectiveness

The School of Humanities and Liberal Studies considers the primary mission of its faculty to be teaching. To be considered for tenure or promotion, Humanities and Liberal Studies faculty members must excel in teaching according to the criteria listed below. The School expects all faculty members to develop a style or styles of teaching appropriate to the needs manifested by the full range of SFSU students’ economic and cultural diversity and their varying levels of academic preparation. For probationary
faculty who lack experience in teaching and/or who are having difficulties with their teaching, the School will provide or recommend appropriate forms of assistance for improvement.

The following evidence will be used to evaluate teaching effectiveness:

1. **Range and Breadth of Courses.** Faculty members are expected to teach a variety of courses utilizing appropriate pedagogical modes. Candidates are expected to teach some combination of large introductory lecture courses, courses designed primarily for non-majors as well as courses for the major, core courses for the major, moderate-sized upper division lecture/discussion courses, undergraduate seminars and graduate seminars. The School expects faculty members to teach effectively within and beyond their area of specialized research.

2. **Course Materials.** As evidence of teaching effectiveness, candidates may include a variety of course materials in their WPAFs, including syllabi, bibliographies, reading lists, class projects and assignments, examinations, online resources and platforms, and other instructional materials as evidence of course and class organization, the level at which the course is taught, and the faculty member’s expectations for student learning.

3. **Peer Class Visits.** Visits to classes by fellow faculty members are important to a new faculty member’s development as a teacher. For candidates for retention, tenure and promotion to associate professor, the RTP Committee and/or Director will ensure that at least two class periods per year are visited and reviewed by faculty member at a higher rank and at least once by the director of the School. For associate professors seeking promotion to full professor, the RTP Committee and/or Director will ensure that at least one class period per year is visited and reviewed by faculty member at a higher rank. The visitor will write a report of each class visit, assessing the quality of the candidate’s presentation, class materials, expectations, and ability to engage students, to be given to the faculty member for placement in the WPAF.

4. **Student Evaluations.** Students evaluate all courses each semester. The School regards these surveys as important because they provide a large representative sample of student reactions, and include both quantitative and qualitative evaluation. Scores of 1.5 or below on the questions of the survey instrument suggest highly effective teaching. Scores of 2.0 or higher suggest a need for improvement. We generally expect candidates for tenure and promotion to receive mean scores between 1.0 and 2.0. The School values improvement over time and gives more weight to the final two years prior to tenure if the earlier teaching evaluations fall outside the recommended range. In assessing student scores and comments, the School considers the impact of course size, academic level, student population, and extraordinary circumstances.

5. **Student Letters.** The committee takes letters written by students about a candidates teaching seriously, but because they usually represent a small sample of student opinion, they are not regarded as highly as classroom surveys. The School gives higher value to letters that are signed, dated and addressed to the committee or school director than letters addressed to the candidate. Student letters addressed to the candidate may also be
included in the WPAF if they are signed and substantive. Brief, casual notes of thanks will not add value to the WPAF and are discouraged.

6. Curriculum Development and Innovation. The school expects candidates for tenure or promotion to associate or full professor to develop, when appropriate, new courses or new versions of existing courses, new disciplinary or pedagogical approaches, and/or new areas of instructional expertise and that all courses will reflect the faculty members’ familiarity with current scholarship in an appropriate field. Attendance and presentation at professional conferences and workshops devoted to instructional and curricular improvement shall be taken into account.

7. Master’s Theses and/or Culminating Experience Requirements Supervision. The school expects those candidates assigned to teaching in the MA program to demonstrate teaching effectiveness through the regular and proportionate supervision of MA theses and Culminating Experience examinations as first or second readers, depending on the relevance of their area of expertise.

8. Independent Study. Candidates may demonstrate teaching effectiveness in supervising graduate and undergraduate independent study courses.

9. Mentoring of Graduate Teaching Assistants (GTAs) and Graduate Assistants (GAs). School expects candidates to take their turn in the mentoring GTAs and GAs.

10. Advising. Candidates must be reliably available to students during regularly scheduled office hours and knowledgeable about program requirements and academic resources available to students.

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they should demonstrate leadership in developing teaching more broadly by contributing, when applicable, to:

- Mentoring junior faculty through classroom observation and sharing of teaching techniques;
- Leading program development and evaluation;
- Ongoing curriculum innovation and development.

IV. Professional Achievement and Growth

The School of Humanities and Liberal Studies maintain that faculty professional achievements and intellectual growth enhance the lives of students, the school, and the university itself. Our school evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone.

Our programs are interdisciplinary, and the terminal degrees of our faculty are in different disciplines that can vary widely in terms of opportunities and criteria for publication, forms of presenting one’s scholarship in professional venues, and
disciplinary conventions and practices. These differences need to be recognized and respected in evaluating a candidate’s scholarly activities. The School may thus include on RTP committees faculty from other departments or programs who share the candidate’s particular area of expertise beyond that offered by faculty members of the School.

Retention:
The school expects candidates for retention to exhibit a pattern of professional achievement and scholarly growth during their probationary period. Unless otherwise specified at the time of hiring, this means that probationary faculty members are expected to make a significant scholarly contribution to the field and to continue to grow intellectually within their given areas of expertise, demonstrating clear progress toward meeting the standards for tenure and promotion.

Tenure and Promotion to Associate Professor:
The school expects candidates to demonstrate professional achievement and growth by the publication of original research, either in the form of a monograph, or three articles in appropriate peer-reviewed journals, or chapters in peer-reviewed books or anthologies, or an equivalent combination of books, articles, and chapters.

Promotion to Full Professor:
The school expects candidates to have demonstrated a sustained record of scholarly achievement either in the form of a monograph, or three articles in appropriate peer-reviewed journals, or chapters in peer-reviewed books or anthologies, or an equivalent combination of books, articles, and chapters. In addition, the school expects candidates to be able to demonstrate significant impact of their scholarship. As the candidate will have developed into a mature scholar, value will be accorded both to published works of original research and those that synthesize and integrate knowledge, revealing new patterns of meaning and new relationships between the parts and the whole. A textbook offering original insights, a critical edition or annotated translation, or an edited anthology, would carry the same weight as a monograph.

1. The highest value is given to original work in the form of monographs, anthologies, journal articles or book chapters that have been published by university presses or other presses appropriate to the faculty member’s field, including scholarship on teaching and learning, that employ a rigorous peer-review process. The following peer-reviewed publications are deemed appropriate:

- Books including manuscripts that have been accepted for publication and are in production;
- Articles in peer-reviewed journals;
- Articles/chapters in peer-reviewed books, including conference proceedings;
- Chapters in peer-reviewed anthologies;
- Collaborative (co-authored) peer-reviewed books, articles and chapters (the relative contributions of the candidate must be clearly stated and significant);
- Creative work published, performed or exhibited in juried or peer-critiqued forms/venues that are recognized as significant in their respective fields;
• Textbooks that offer original insights and perspectives (as deemed by scholarly reviewers, pre- or post-publication);
• Critical editions and annotated translations of significant texts;

2. The following evidence of professional achievement and growth is appropriate when presented in combination with items above.

• Peer-reviewed manuscripts, articles and chapters under contract but not in production
• Work that has been published in the form of invited or editor-reviewed articles, book chapters, book reviews, encyclopedia entries;
• Articles for popular audiences linked to one’s area of expertise;
• Editing and/or introducing an anthology, a collection of essays, or a special issue of a professional journal;
• Serving as the chief editor of a professional journal (which we count primarily as “service” although it also underscores one’s professional reputation);
• Significant contributions to online sites that contribute to scholarly discourse, such as blogs, exhibits, or archival projects;
• Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts;
• Presentation of research at peer-reviewed professional meetings or other scholarly gatherings;
• Recognition of professional achievement through awards, fellowships, and appointments;
• Securing an external grant for federal or other funding for the individual’s scholarly research.

3. The following evidence of professional impact is deemed appropriate:

• Scholarly citations of one’s published work;
• Invitations to speak at conferences or other scholarly venues;
• Invitations to serve on editorial boards of peer-reviewed journals or university presses;
• Invitations to serve as external reviewer of faculty retention, tenure, or promotion reviews at other institutions;
• Invitations to review manuscripts for peer-reviewed journals or university presses.

*External Letters of Evaluation*
In order to fairly judge the significance of a candidate’s scholarly output, the School will refer to the prevailing standards and expectation of the candidates field(s), as demonstrated by the full range of evidence, including outside evaluations solicited by the Director, chosen in consultation with the RTP committee and the candidate.

Candidates may propose up to six outside reviewers. The RTP committee, in consultation with the school director, may add up to six additional outside reviewers. The RTP
committee, the candidate, and the school director will discuss the list of up to twelve possible reviewers to arrive at a final list of six potential reviewers. During this stage of the process all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. The RTP committee will select and rank reviewers from the final list with the goal of securing at least three reviews for inclusion in the candidate’s WPAF. The RTP committee will not reveal to the candidate the names of the final evaluators until their letters have been received.

- Reviewers shall not have been the candidate’s dissertation chair or committee member, or have a close, extensive collaborative relationship with the candidate;
- Reviewers shall not be SFSU faculty members nor relatives;
- Reviewers shall be from peer institutions, and hold a higher rank than the candidate being reviewed;
- Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest they might have in doing the review;
- Reviewers will be informed that candidates have access to their letters.

Candidates shall provide the RTP committee the following materials to be sent to reviewers by June 1 before the fall semester in which the candidate's file is due:

1. Personal statement
2. Current CV
3. All of candidate’s scholarly relevant work produced during the period under review

The RTP Chair will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and place letters in the candidate’s WPAF;

The RTP chair will add a biographical sketch of each outside reviewer to the WPAF.

V. Contributions to Campus and Community

The School expects all faculty members to offer service to the campus and community. Such service may involve some crossover from the Teaching category (in program advising, for example) or the Professional Achievement and Growth category (in giving public talks, for example), if the service activity relies on the faculty member’s pedagogical or scholarly expertise. For retention, tenure and promotion to Associate and Full Professor, the candidate is expected to demonstrate the ability to work well with colleagues and staff and a willingness to share the burden of administrative tasks. For
promotion to Full Professor, the candidate is expected to demonstrate the ability and willingness to take on leadership roles in the school in constructive and collegial ways.

A. School-related service can include:
   • Service on standing or ad-hoc committees;
   • Taking leadership roles (serving as school director, associate director or acting director, chairing RTP or other school committees, coordinating the Graduate Program, the American Studies program, etc.);
   • Sponsoring student organizations;
   • Program Advising;
   • Contributing to the School Website.

B. Campus Service can include:
   • Service on College committees;
   • Service on the Academic Senate and University committees;
   • Contributing to campus interdisciplinary programs;
   • Collaborating with other departments, programs, and administrative units;
   • Serving on HRTP Committees for other Departments;
   • Serving on MA Culminating Experience Committees (Exam or Thesis) for other Departments;
   • Participating in the creation and management of University Area Studies Programs and Minors;
   • Organizing and participating in informal faculty organizations.

C. Community Service can include:
   • Participating in professional organizations;
   • Organizing conferences, workshops, and conference sessions;
   • Serving on editorial, organizational, or executive boards;
   • Creating and/or helping to maintain a website or other form of online publishing in one’s field;
   • Creating and/or helping to moderate a listserv in one’s field;
   • Reading manuscripts for academic journals and presses;
   • Evaluating candidates for retention, tenure, and promotion at other institutions;
   • Serving as chair, moderator, or respondent to papers on a conference panel;
   • Serving as a program reviewer at another institution;
   • Consulting with and serving community colleges, high schools, community organizations, and/or other education-related organizations;
   • Consulting with and serving community organizations on subjects related to the faculty member’s field or to the university;
   • Contributing to media (newspapers, radio, television);
   • Other outreach activities, including: workshops and talks geared towards community groups, alumni groups or educational institutions;
   • Active participation in Community Service Learning Courses or supervising student internships
1 SF State University Questions

Please evaluate the teaching effectiveness of your instructor. Your responses are important and will play a significant role in performance evaluations and in retention, tenure, and promotion decisions and post-tenure reviews. Your responses are anonymous, and your instructor will receive this feedback only after course grades have been assigned. For items 1.1-1.5, rate the item on a scale ranging from the most positive response on the left (option 1) to the least positive response on the right (option 5).

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The instructor defined the course objectives, learning activities, requirements and grading policies clearly in the syllabus.</td>
<td>Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree</td>
</tr>
<tr>
<td>1.2</td>
<td>The course was organized in a way that helped my learning.</td>
<td>Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree</td>
</tr>
<tr>
<td>1.3</td>
<td>The instructor created experiences that stimulated my learning.</td>
<td>Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree</td>
</tr>
<tr>
<td>1.4</td>
<td>The instructor provided helpful and timely feedback on my performance and progress throughout the semester.</td>
<td>Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree</td>
</tr>
<tr>
<td>1.5</td>
<td>The instructor was open to a variety of points of view.</td>
<td>Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree</td>
</tr>
<tr>
<td>1.6</td>
<td>For item 1.6, please rate the overall effectiveness of your instructor on a scale ranging from the most positive response (highly effective) to the least positive response (ineffective). When I consider the contribution to my learning, this instructor's teaching was:</td>
<td>Highly Effective ○ ○ ○ ○ ○ Ineffective</td>
</tr>
</tbody>
</table>

2 Humanities & Liberal Studies Questions

2.1 What aspects of this class do you think worked well during the semester?

2.2 What changes do you think should be made to this class to make it more effective?

2.3 Please use this space to write any comments about this class that you feel are relevant.
Elementary Subject Matter Requirements: Course Scope
Liberal Studies Major at San Francisco State University

NOTE: Not all of courses listed here are required; some are alternatives. Total required units in each domain are given in parentheses.

CURRENT TOTAL: 84 units

**Reading, Language, and Literature (21 units)**

**CD 655: Dynamics of Communication Development.** Exploration of the acquisition patterns of normal speech, language, and pragmatic behaviors.

**E ED 681 Teaching Language and Literature with Elementary and Middle School Students.** Introduction to children’s literature from picture books to chapter books. Topics include history of children’s literature, use of children’s literature in the preschool to grade 8 classroom, multicultural and multilingual children’s literature, and author and genre study.

**ENG 114 First Year Composition.** Critical thinking skills in reading and writing.

**ENG 214 Second Year Written Composition:** English. Flexible reading and writing skills for academic inquiry and for engaging with social issues; varied composing and revising skills; critical analysis and self-reflection, with special attention to rhetorical variation; fine-tuning research.

**LS 690 Senior Seminar.** Interdisciplinary theory, research, and practice. Examination of key questions and complex problems from multiple perspectives through preparation of a substantial piece of work. (Can count toward depth of study: final project will be in one of the 7 areas.)

**COMM 150 Fundamentals of Oral Communication.** Introduction to communication in interpersonal relationships, group interactions, and formal speaking. Skill development in listening, speech preparation, and oral presentation.

**COMM 554 Oral Interpretation of Children’s Literature.** Focus on adults reading stories, poetry, and nonfiction to children ages 5 to 12 years old. Skills for translating the printed page into an oral performance. [Will be COMM 554]

**History and Social Science (12 units)**

**HIST 114 World History to 1500.** The world's civilizations from 4500 B.C.E. to 1500 C.E.
**HIST 115 World History since 1500** The world’s civilization from 1500 C.E. to present.

**HIST 120 History of the US through Reconstruction.** History of the U.S. from Colonial times to the end of Reconstruction and the beginnings of the Industrial Age. Political, constitutional, economic, and cultural aspects of American life as they developed both nationally and locally.

**HIST 450 History of California.** California through the Spanish and early American periods to the present.

**Mathematics (9 units):**

**MATH 165 Concepts of the Number System.** Understanding operations with whole numbers, fractions, and decimals. Problem solving strategies, numeration systems, and elementary number theory.

**MATH 365 Advanced Number Systems** Designed for prospective multiple subject credential candidates, continues work done in MATH 165 with decimals and percents. Introduces operations with negative numbers. Additional topics include problem solving and elementary number theory.

**MATH 565 Concepts of Geometry, Measurement, and Probability.** Designed for prospective multiple subjects credential candidates. Spatial relationships and inductive reasoning in geometry, measurement emphasizing the metric system, and elementary statistics and probability.

**Science (18 units):**

**LS 309 Physical Science for Teachers.** Understanding through inquiry the structure and property of matter and principles of motion and energy.

**BIOL 100 Human Biology.** Principles of human biology. Body structure and function, reproduction, development, heredity, and evolution. Aspects of modern biology impacting the human species.


**SCI 250 Physical Principles of Earth and Space Science with Lab** (proposed course) Interdisciplinary curriculum that integrates physics, astronomy, geology, oceanography, and atmospheric science for pre-service multiple subject teachers. Aligned with Next-Generation Science Standards (NGSS).
or

**ERTH 110 Our Dynamic Earth.** Investigating the geologic processes that are continually shaping our planet, emphasizing the connections between humans and nature and the process of scientific discovery.

and

**ERTH 365 Extreme Weather.** Atmosphere and ocean as agents of catastrophic change; fluctuations in atmospheric and oceanic circulations and their environmental impacts; implications of human modification of the ocean-atmosphere system; and weather variability as evidenced by recent floods, droughts, and severe weather.

**E ED 655 Hands on Undergraduate Science Education Experience** Application of knowledge of core science concepts to the teaching of elementary school children; design, implement, and analyze the effectiveness of inquire-based science learning activities to explore how children learn science.

**Visual and Performing Arts (15 units)**

**DANC 350 Dance Aesthetics: Cultural/Historical Perspectives.** Cultural and historical exploration of dance for the viewer, including dance theatre and folk forms and their place in arts and culture.

**MUS 601 Music for Children.** Musical materials, concepts, and skills appropriate for use in elementary classrooms. Music fundamentals applied through development of basic skills on an instrument: guitar, recorder, or piano.

**TH A 452 Theatre in Education.** Methods of integrating theatre techniques into K-12 classroom curriculum. Selected applications from the following: improvisation, storytelling, and creative dramatics.

**E ED 450 Art and Learning.** Principles and practices of curriculum planning and instruction for teaching art to k-5 children. Discussions of theory and practice coincide with hands-on art making and curriculum development.

**ART 201 Western Art History I.** Conceptual and technical relationship of visual culture to the social, political, and economic life of the Ancient Greek, Ancient Roman, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance, and Southern Baroque periods.

**Physical Ed (3 units)**

KIN 308 Instructional Analysis: Fitness Activities. An analysis of the fundamental skills and strategies needed to develop, implement and teach a variety of health related fitness (HRF) concepts and activities for the K-12 school settings.

KIN 487 Motor Development. Developmental perspective on the physical, psychological, and social factors which contribute to the acquisition of motor control and movement performance from the prenatal stage through old age.

KIN 536 Movement for Individuals with Mild Disabilities. Mild and moderate disabling conditions throughout the lifespan as they relate to the development and efficiency of movement with implications for design and conduct of movement programs, inclusion and evaluation of individual needs.

Human Development (6 units)

CAD 210 Introduction to Applied Child and Adolescent Development. Growth and development of children from prenatal stage through adolescence and its relevant application in work with children and families; physical, cognitive, linguistic, social, moral and emotional aspects of development.

CAD 410 Applied Child and Youth Development. Understanding of child and adolescent development based upon research and particularly its application to practice.


AFRS 200 Introduction to Black Psychology. Theories, characteristic methodologies, and applicability to the African American behavioral experiences and interface with other cultural communities.

Depth of Study (incorporated in 84 units)
RLL: CWL 255, ENG 423, EED 681, ENG 655
SCIENCE: BIO 100, BIO 310, LS 309, one of: SCI 250, ERTH 110, ERTH 365
VPA: DANC 350, MUS 601, EED 450, THA 452
Human Development: CAD 210, CAD 410, THA 452, KIN 401
Tanya Augsburg, Ph.D.

56 Shakespeare St.      School of Humanities and Liberal Studies
Daly City, CA  94014      San Francisco State University
Home:  (650) 488-0805     1600 Holloway Avenue, BH 255
Cellular: (602) 690-0984     San Francisco, CA 94132
E-mail: tanya@sfsu.edu     Office: (415) 405-2673

EDUCATION

Emory University

Ph.D. The Graduate Institute of Liberal Arts/Interdisciplinary Humanities, 1996
Dissertation: Private Theatres Onstage: Hysteria and the Female Medical Subject from Baroque
Theatricality to Contemporary Feminist Performance

M.A. The Graduate Institute of Liberal Arts/Interdisciplinary Humanities, 1993

New York University

B.A.: Dramatic Literature, 1987

PROFESSIONAL POSITIONS

San Francisco State University
2015-Present:  Associate Professor (tenured), School of Humanities and Liberal Studies
2013-2015:  Associate Professor (tenured), Liberal Studies Program
2007-2013:  Assistant Professor (tenure-track), Liberal Studies Program

Arizona State University
2002-2007:  Senior Lecturer, Interdisciplinary Studies
1998-2002:  Lecturer, Bachelor of Interdisciplinary Studies Program
1997-1998:  Visiting Lecturer in Performance Studies, Department of Communication

Arizona State University West
Spring 2005:  Faculty Associate, Interdisciplinary Arts and Performance
Fall 2001:  Faculty Associate, Interdisciplinary Arts and Performance

Georgia Institute of Technology
1996-1997:  Visiting Assistant Professor, School of Literature, Communication, and Culture
1995-1996;
1992-1994:  Marion L. Brittain Fellow in Writing/Instructor, School of Literature, Communication,
and Culture

Emory University
1988-1992:  Teaching Assistant, Program in Literature, Department of Liberal Studies
PROFESSIONAL ACHIEVEMENT AND GROWTH

BOOKS


*Review of 3rd Edition:*


*Review of 1st Edition:*


*Reviews*


ART EXHIBITIONS/CURATORIAL PROJECTS

*International Juried*

**Juror**, *Women + Body*, a collaborative exhibition with Korean women artists and artists from the Women’s Caucus for Art, Seoul and Gwangju, South Korea (October 13-November 6, 2012)

October-November 2012 Keptco Art Center Gallery, Seoul, South Korea and Gwangju Cultural Foundation Media Cube 338, Gwangju, South Korea (October 13-November 6, 2012)

*National Juried*

**Featured Artists Curator, Programming Chair, and Executive Exhibition Committee Member**, *F*ck *U! In the Most Loving Way*, a Northern California Women’s Caucus for Art (NCWCA) National Exhibition


**Juror and Curatorial Committee Member, Man as Object: Reversing the Gaze, a National Women’s Caucus for Arts (WCA) exhibition**
April-June 2012 The Kinsey Institute Gallery at Indiana University, Bloomington, IA (April 13-June 29, 2012)

November 2011 SOMARTS Cultural Center, San Francisco
*Man as Object: Reversing the Gaze* was one of four Curatorial Residency Award recipients during 2011-2012 at SOMARTS Cultural Center, San Francisco (November 4-26, 2011). I selected 90% of the work and conceptualized the content of the show. I also chose the majority of the featured artists and did the negotiations for their participation. The Curatorial Residency is valued at $20,000. Images and exhibition reviews available at <http://manasobject.weebly.com>. Selections from the SOMARTS exhibition subsequently travelled to The Kinsey Institute Gallery in 2012.


**ART EXHIBITION CATALOGUES**
*Editor, Man as Object: Reversing the Gaze*. NY: Women’s Caucus for the Arts, 2011.


**PEER-REVIEWED JOURNAL ARTICLES**


**CHAPTERS IN EDITED BOOKS**
*Tanya Augsburg*, “Ars Erotica of their Own Making: Explicit Sexual Imagery in American Feminist
Tanya Augsburg, Ph.D.


**CATALOGUE ESSAYS**

**Tanya Augsburg,** “Excosexuals Make Their Mov(i)e.” Exhibition catalogue essay. Santa Cruz: Santa Cruz Foundation, 2015. 42-44.


**PEER-REVIEWED WHITE PAPER**

EDITOR-REVIEWED JOURNAL ARTICLES


EDITOR-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS


PROFESSIONAL NEWSLETTER ARTICLES


CREATIVE ACTIVITY/PERFORMANCES


Tanya Augsburg, *People I May Know and Some Random Things About Me*, performance in progress parodying FaceBook relationality performed for the Annual Faculty Performance Showcase, San Francisco State University, April 2009. By invitation.


REVIEWS

BOOK REVIEWS

Tanya Augsburg, “Lady Dicks and Lesbian Brothers: Staging the Unimaginable at the WOW Café Theater” by Kate Davy.” TDR: The Drama Review T223 (Fall 2014): 181-183.


LITERATURE REVIEW


PERFORMANCE REVIEW


LETTERS TO THE EDITOR


WORK UNDER REVISION

Tanya Augsburg, “Towards Interdisciplinary Understanding(s) of Shakespeare’s The Tempest: A Humanities Approach to the Integrative Process.”

WORKS IN PROGRESS

Tanya Augsburg, “Contemporary Feminist Ars Erotica.” Book manuscript based on my publications and research in feminist art and performance.

Tanya Augsburg, “Interdisciplinary Art: A Theory of Contemporary Art and Performance.” Book manuscript based on my publications and research on contemporary interdisciplinary artists and their art.


UNPUBLISHED, PEER-REVIEWED CONFERENCE PRESENTATIONS

INTERNATIONAL


Tanya Augsburg, “Reversing the Gaze in Feminist Explicit Sexual Imagery,” annual conference of the Association for Interdisciplinary Studies, University of Ottawa, Ottawa, Canada, October 2016. Refereed.


NATIONAL


Tanya Augsburg, Back to the Void: Standing Strong, transformative participatory performance, annual conference of the National Communication Association (NCA), Chicago, IL, November 2014. Refereed.


Tanya Augsburg and Stuart Henry, “Interdisciplinary Responses to Budget Crisis in Higher
Education: Updating The Politics of Interdisciplinary Studies.” Annual Conference of the Association for Integrative Studies (AIS), Grand Rapids, MI, October 2011. **Refereed.**


Tanya Augsburg, “The University Interdisciplinary Council at San Francisco State University.” Annual Conference of the Association for Integrative Studies (AIS), San Diego, CA, October 2010. **Refereed.**


Panelist, “Roundtable: Interdisciplinary Arts Education.” Annual Conference of the Association for Integrative Studies, Tuscaloosa, AL, October 2009. **Refereed.**


Tanya Augsburg and Stuart Henry, “Discovering Ourselves, Embracing Our Realities: The State of the Faculty in Undergraduate Interdisciplinary Programs.” Annual Conference of the Association for Integrative Studies (AIS), Atlanta, GA, October 2006. **Refereed.**

Tanya Augsburg, “An Ode to Bumbling (and the ILA).” Annual Conference of the Association for Integrative Studies (AIS), Atlanta, GA, October 2006. **Refereed.**

Tanya Augsburg, “A Process-Oriented Approach to Teaching Integration in an Interdisciplinary Studies Introductory Course.” Annual Joint Conference of the Association for Integrative Studies (AIS) and the Association for General and Liberal Studies (AGLS), Fairfax, VA, October 2005. **Refereed.**

Tanya Augsburg, “The Currently Non-Existent and the Forthcoming: Introductory Textbooks for Interdisciplinary Studies Core Classes.” Annual Conference of the Association for Integrative


REGIONAL


INVITED CONFERENCE PRESENTATIONS

INTERNATIONAL


Tanya Augsburg, Presenter, and Acacio de Barros, “Integrating Different Modes of Inquiry for Pre-Service Teachers,” CHESS Interactions Conference, University of Saskatchewan, Saskatoon, Canada, August 2009. (Co-Author de Barros was unable to attend)

NATIONAL

Tanya Augsburg, “The Joys of Ecosex,” Environmentalism Outside the Box: An Ecosex Symposium, University of California at Santa Cruz, Santa Cruz, CA, May 2017.


Tanya Augsburg, Ph.D.

Integrative Studies (AIS), Atlanta, GA, October 2006.


**REGIONAL**


**Tanya Augsburg**, “eFolios: Student Success, Program Assessment, and Institutional Achievement.” “Reach More without Doing More” Conference, an inter-institutional day within the CSU of presentations, San Francisco State University, San Francisco, CA, April 2010.

**ACADEMIC CONFERENCE ADMINISTRATION**


Panel Organizer and Chair, “Multiplicities in Dialogue: From Political Caucus to Engaged Community,” session sponsored by the Women’s Caucus for Art (WCA) to the 2012 College Art Association Conference, Los Angeles, CA, February 2012. Refereed.

Roundtable Organizer and Chair, “Assessment,” Annual Conference of the Association for Integrative Studies (AIS), Grand Rapids, MI, October 2011. Refereed.

Panel Organizer and Chair, “Sustaining Interdisciplinary Education at San Francisco State University.” Annual Conference of the Association for Integrative Studies (AIS), San Diego, CA, October 2010. Refereed.

Roundtable Organizer and Chair, “Securing Positions in Interdisciplinary Studies.” Annual Conference of the Association for Integrative Studies (AIS), Tuscaloosa, AL, October 2009. Refereed.


Panel Organizer and Chair, “Interdisciplinary Lives and Education” [BIS Alumni Panel], Annual Conference of the Association for Integrative Studies (AIS), Tempe, AZ, September 2007. Refereed.

Panel Organizer and Chair, “Interdisciplinary Lives and Education” [ILA Alumni Panel], Annual Conference of the Association for Integrative Studies (AIS), Atlanta, GA, October 2006. Refereed.

Chair, "Disciplinary Hegemony Meets Interdisciplinary Ascendancy: Can Undergraduate Interdisciplinary Programs Survive at Public State Universities?," Annual Joint Conference of the Association for Integrative Studies (AIS) and the Association for General and Liberal Studies, Fairfax, VA, October 2005. By invitation.
Panel Organizer, “A Process-Oriented Approach to Teaching Integration in an Interdisciplinary Studies Introductory Course.” Annual Joint Conference of the Association for Integrative Studies (AIS) and the Association for General and Liberal Studies (AGLS), Fairfax, VA, October 2005. \textit{Refereed.}


Roundtable Organizer and Chair, “The Required and the Creative: The Teaching Portfolio in the BIS Program at Arizona State University.” Annual Conference of the Association for Integrative Studies (AIS), Charlotte, NC, October 2004. \textit{Refereed.}


Chair, Performance Studies Panel. Western Communication Association Annual Meeting, Denver, CO, February 1998. \textit{By invitation.}

Panel Organizer and Chair, “Rethinking the Medicalization of Gender in Contemporary Performance Art,” “Gendering the Medical Body” panel, First Annual Performance Studies Conference, New York, NY, March 1995. \textit{Refereed.} This historic panel introduced the French interdisciplinary artist ORLAN to American academia.

\textbf{SELECTED INVITED PRESENTATIONS/SYMPOSIA/MEDIA APPEARANCES SINCE 2007}


“Personal Encounters, Collaborations, and Provocations,” invited guest lecturer for the Northern California Women’s Caucus for Art (NCWCA) monthly meeting. Oakland, CA, July 2013.


Invited Panelist on “What We’re Up Against by Theresa Rebeck Panel” talkback, Magic Theatre, San Francisco, CA, February 2011.


**RESEARCH AWARDS/EXTERNAL FUNDING**

**FUNDED:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>SF State College of Liberal and Creative Arts Travel Grant, $900, Travel Award for lodging, PSI#23, Hamburg, CA.</td>
</tr>
<tr>
<td>2017</td>
<td>Universität Hamburg, PSI #23 Hamburg Travel Grant, $900, PSI #23 Conference, Hamburg, Germany.</td>
</tr>
<tr>
<td>2016</td>
<td>SF State Faculty Affairs $800 Travel Award to Ottawa, Canada AIS 2016 Conference.</td>
</tr>
<tr>
<td>2016</td>
<td>SF State College of Liberal Arts and Humanities $350 Travel Award to Transgressive Boundaries Conference at Emory University, Atlanta, CA.</td>
</tr>
<tr>
<td>2015</td>
<td>SF State Fall 2015 Sabbatical (release time with half year salary) San Francisco State University, $500 Honorarium for Catalogue Essay.</td>
</tr>
<tr>
<td>2015</td>
<td>Faculty Affairs Faculty $750 Travel Award for travel and lodging, AIS 2015 Conference.</td>
</tr>
<tr>
<td>2014</td>
<td>SF State Faculty Affairs and SF State College of Liberal Studies $1000 Travel Award for travel and lodging, National Communication Association Conference, Chicago, CA.</td>
</tr>
<tr>
<td>2013</td>
<td>San Diego State University and Aston University, $1200 for Travel and Lodging, Aston University, Birmingham, UK.</td>
</tr>
<tr>
<td>2013</td>
<td>SF State College of Liberal Arts and Humanities Technology Award, $400 for digital camcorder for teaching.</td>
</tr>
<tr>
<td>2012</td>
<td>Faculty Affairs Faculty Travel Award, Travel and Lodging to 2013 AIS Conference.</td>
</tr>
<tr>
<td>2012</td>
<td>SF State College of Liberal Arts and Humanities award, $880 for registration, lodging, and airfare to the 2012 CAA and WCA conferences.</td>
</tr>
<tr>
<td>2011</td>
<td>Faculty Affairs Faculty Travel Award, $778 for airfare to the 2011 AIS Conference and lodging.</td>
</tr>
<tr>
<td>2010</td>
<td>Faculty Affairs Faculty Travel Award, $510 for airfare to the 2010 AIS Conference and lodging.</td>
</tr>
<tr>
<td>2009</td>
<td>“Interdisciplinary Terminology and Methodology.” Vice President’s Assigned Time Award (.20 Assigned Time for Spring 2010).</td>
</tr>
</tbody>
</table>
2008: Co-Principal Investigator, American Association of Universities and Colleges (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) Initiative. $5000 total grant awarded to San Francisco State University to investigate the use of e-portfolios in the Liberal Studies Program. Personally received $1000. November 2008-January 2009. I was responsible for all academic aspects of the grant, including writing the IRB proposal and overseeing the research of four other faculty recipients.

2003: Recipient, $1500 Grant to travel and Schiller Tage Festival (Mannheim, Germany) (By Invitation)

TEACHING

COURSES TAUGHT

San Francisco State University

Spring 2017: HUM 390: Images of Eroticism
LS 690: Liberal Studies Senior Seminar

Fall 2016: HUM 376: Arts and Culture of San Francisco
LS 690: Liberal Studies Senior Seminar

Spring 2016: HUM 425: Thought and Image: The Humanities
LS 690: Liberal Studies Senior Seminar

2011-2015: LS 690: Liberal Studies Senior Seminar
LS 300-GWAR: Perspectives on Liberal Studies - Graduation Writing Assessment Requirement course (GWAR)

2009-2010: LS 300-GWAR: Perspectives on Liberal Studies - GWAR

Spring 2009: HUM 425: Thought and Image: The Humanities
COM 352: Women and Words

Fall 2008: LS 300: Perspectives on Liberal Studies
COM 363: Oral Interpretation of the First-Person Voice
HUM 425: Thought and Image: The Humanities

Spring 2008 HUM 425: Thought and Image: The Humanities
HUM 470: American Autobiography

Fall 2007: HUM 470: American Autobiography

Arizona State University West

Spring 2005: IAP 305: Avant-garde and Experimental Traditions II
Fall 2001: IAP 304: Avant-garde and Experimental Traditions I

Arizona State University

1998-2007:
BIS 402: Contemporary Autobiographical Practices
BIS 402: Interdisciplinary Approaches to Contemporary Art
BIS 402: Interdisciplinary Methods and Perspectives (taught also online versions of course)
BIS 402: Interdisciplinary Approaches to the Body
BIS 401: Applied Interdisciplinary Studies (online course)
BIS 302: Research Methods in Interdisciplinary Studies
BIS 301: Foundations of Interdisciplinary Studies (taught one section as a cable television course)

1997-1998:
COM 441: Introduction to Performance Studies
COM 241: Introduction to Oral Interpretation of Literature’
Georgia Institute of Technology
Spring 1997: LCC 2101: Introduction to Drama: Theatres of Revenge
Winter 1997; Fall 1996: LCC 1001: Introduction to Cultural Studies
Spring 1997; Spring 1996: LCC 2301: Introduction to Science, Technology and Culture
Winter 1996; Spring 1996: LCC 1002: Between Image and Identity
Fall 1995: LCC 1001: The Culture of Science
Spring 1994: LCC 1002: Introduction to Literature: Ways of Reading
Winter 1994: LCC 1002: Performance and the Modern Experience in Literature
Fall 1993: LCC 3058: Contemporary Drama
LCC 1001: Thinking Gender: Myth, Language and the University
Spring 1993: LCC 1002: Discourses of Love
Winter 1993: LCC 1002: Introduction to Modern Literature
Fall 1992: LCC 1001: Thinking Gender: Myth, Language, and Technology
Fall 1992- Fall 1996: LCC 3015: Technical (Public) Speaking (Ten quarters)

Emory University
Spring 1992: Introduction to Literature
Fall 1991: Introduction to Literary Studies
Teaching Assistant, Western European and American Jewish Fiction
Fall 1990: Teaching Assistant, Jewish Literature of Eastern Europe and Israel
Fall 1989 - Spring 1990: Introduction to Humanistic Inquiry
Fall 1988: Teaching Assistant, Liberal Studies

New York University
Fall 1987: Teaching Assistant for Required Freshman Seminar

AWARDS AND FORMAL RECOGNITION FOR TEACHING AND/OR ADVISING

2017 San Francisco State University Academic Technology Recognition Award for my work on Student Electronic Portfolios
2015-2016 SF State Learning Fellow
2011: Invited to 2010-2011 Scholar-Athlete Ice Cream Reception by SFSU Soccer Captain Andrea Carey “Celebrating Student-Athlete Academic Excellence”
2007: Designated Honors Disciplinary Faculty Member by the Barrett Honors College, Arizona State University
2005: Selected Exemplary Program Session Presenter by the Association of General and Liberal Studies (AGLS) at their Annual National Conference (Fairfax, VA)
2003: ASU Student Affairs Faculty Recognition Honoree
2003: Wakonse Arizona Teaching Fellow
2002: ASU Student Affairs Faculty Recognition Honoree
ASU Co-Curricular Programs Last Lecture Series Nominee
1999: ASU Student Affairs Faculty Recognition Honoree
1998: ASU Student Affairs Faculty Recognition Honoree
1997: Lambda Sigma Honor and Service Society Professor of the Month
1997: Georgia Tech Undergraduate Faculty Member of the Year
1995-96: Marion L. Brittain Fellow in Writing, The Georgia Institute of Technology
1993: Winner, Women in Theater Student Essay Competition in Theory
1992-94: Marion L. Brittain Fellow in Writing, The Georgia Institute of Technology

**DISSERTATION COMMITTEES SERVED**


**SERVICE TO CAMPUS AND COMMUNITY (INCLUDING PROFESSIONAL LEADERSHIP)**

**CAMPUS:**

San Francisco State University:

*Liberal Studies Program*

2017 Faculty mentor and sponsor for three Liberal Studies students participating in LCA’s First Annual Student Research and Creative Arts showcase

2015: Attendee and Liberal Studies Representative, Honors Convocation

2014-2016: Attendee, Liberal Studies Commencement

2009-2011 Attendee, Liberal Studies Commencement

2010-2012: Liberal Studies Commencement Reader

Summer 2010: Liberal Studies Transfer Students Orientation Speaker

2008-2011: Sneak Preview Speaker

2009: Attendee and Liberal Studies Representative, Honors Convocation

2007- present: Liberal Studies Program Advisor

Curriculum Committee Member, Liberal Studies Program (Chair Fall 2007)

2007-2011: Liberal Studies Council Member (LSC disbanded Fall 2011)

*School of Humanities and Liberal Studies*

2016-2017 Faculty Search Committee Member

**College-Wide**

2017 Faculty Mentor and Judge, LCA First Annual Undergraduate Research and Creative Arts Showcase

2017 Grade Grievance Committee Faculty Member

2016-2017: Area Coordinator, CSU Humanities Student Research Competition, Humanities & Letters

2015-2016 CSU Humanities Student Research Competition Judge, Humanities & Letters

2014: Wrote letter of support for promotion of a Communication Associate Professor

2008: Grade Grievance Committee Faculty Member

**University-Wide**

2014-2015: SF State Fellowship Committee Member

2009-2012: Chair, University Interdisciplinary Council
2010-2011: Faculty Marshall, Graduation
2010: Organizer, University Interdisciplinary Council Spring 2010 Symposium
Spring 2009: Facilitator, Interdisciplinary Teaching Learning Community, Center for Teaching and Faculty Development. UIC received $500 from the Center of Faculty Development and Teaching for its involvement in this learning community.
Fall 2008: UIC Fall Symposium Co-Organizer and Speaker
Fall 2008: University Interdisciplinary Council Executive Committee Member
2007-2008: University Interdisciplinary Council Member

COMMUNITY:
2017: Promotion File External Reviewer for an Associate Professor at Norfolk State University, Norfolk, VA
2016: External Program Reviewer, Division of Interdisciplinary Studies at the Center for Worker Education, City College of New York (CCNY), New York, New York
2016: Northern California Women’s Caucus for Art (NCWCA) Executive Exhibition Committee Member
2015: National Communication Association Theatre, Film, and New Media Division Conference Reviewer
2014-2015: National Communication Association Performance Studies Division Conference Planning Member
2014: Tenure and Promotion File External Reviewer for an Assistant Professor at University of Miami, Ohio
2013-present: Northern California Women’s Caucus for Art (NCWCA) Board Member
2013: Tenure and Promotion File External Reviewer for an Assistant Professor at University of Texas at Arlington
2013-present: Associate Editor, Text and Performance Quarterly Journal
2012: External Program Reviewer, Transformative Leadership MA and Transformative Studies PHD, Department of Transformative Inquiry, California Institute of Integral Studies, San Francisco, CA
2010-Present: Elected and Serving as Association for Integrative Studies VP, Relations
2009: International Content Expert/Consultant for IDST300: Introduction to Interdisciplinary Studies, Franklin University, Columbus, OH
2006-2009: Association for Integrative Studies At-Large Executive Board Member
2005-2007: AIS 2007 Conference Planning Team Member
2005-2007: Chair, AIS 2007 Conference Speaker Committee
2000: Conference Planning Committee Member, Performance Studies International Conference at Arizona State University (Tempe, AZ)
2000: Organized Sheree Rose’s Performance, Nailed Again (her first performance since the death of her husband, Bob Flanagan), at the Performance Studies International Conference at Arizona State University (Tempe, AZ)
1998: Organizer, First Annual Arizona Communication Association Storytelling Contest at Arizona State University West (Phoenix, AZ)
1997: Conference Planning Committee Member, The Third Annual Performance Studies Conference (Atlanta, GA)
1996: Conference Registration Assistant for the Annual Meeting of the Society of Literature and Science (SLS), Atlanta, GA
1992: Local Organizing Committee Member, ATHE annual conference, Atlanta, GA
<table>
<thead>
<tr>
<th>Year</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Rutgers University Press</td>
</tr>
<tr>
<td>2016</td>
<td>Grant Proposal Reviewer of a grant proposal regarding interdisciplinarity, Tertiary Research Fund (TRF), National Institute of Education, Singapore</td>
</tr>
<tr>
<td>2014</td>
<td>Palgrave MacMillan</td>
</tr>
<tr>
<td></td>
<td><em>Social Epistemology Journal</em></td>
</tr>
<tr>
<td></td>
<td>Conference Paper Submission Reviewer for National Communication Performance Studies Division</td>
</tr>
<tr>
<td></td>
<td><em>Issues in Interdisciplinary Studies Journal</em></td>
</tr>
<tr>
<td>2012-present</td>
<td><em>Text and Performance Quarterly Journal</em></td>
</tr>
<tr>
<td>2009</td>
<td>University of California Press</td>
</tr>
<tr>
<td></td>
<td>Grant Proposal Reviewer of a grant regarding interdisciplinarity, Standard Research Grants Program, Social Sciences and Humanities Council of Canada</td>
</tr>
<tr>
<td>2002</td>
<td>University of Nevada Press</td>
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<tr>
<td></td>
<td>University of Minnesota Press</td>
</tr>
</tbody>
</table>

**PROFESSIONAL MEMBERSHIPS**
- College Art Association (CAA); Women’s Caucus for Art (Northern California Chapter); Association for Interdisciplinary Studies (AIS); Modern Language Association (MLA); Performance Studies International (PSI); National Communication Association (NCA)
JOSÉ ACACIO DE BARROS
San Francisco State University
1600 Holloway Ave
San Francisco, CA 94132
BARROS@SFSU.EDU
(415) 405-2674

ACADEMIC POSITIONS

San Francisco State University, Associate Professor 2013-Present
School of Humanities and Liberal Studies

San Francisco State University, Assistant Professor 2007-2013
Liberal Studies Department

Stanford University, Visiting Associate Professor 2005-2007
Center for the Study of Language and Information (CSLI)

Stanford University, Visiting Associate Professor 1998-2000
Center for the Study of Language and Information (CSLI)

Federal University at Juiz de Fora, Associate Professor (tenured) 1997-2011
Physics Department

Brazilian Center for Research in Physics, Visiting Researcher 1996-1995
Laboratory for Experimental High Energy Physics (Lafex)

Federal University of Brazil at Juiz de Fora, Associate Professor 1995-1997
Physics Department

Stanford University, Physical Sciences Associate Researcher 1993-1994
Institute for Mathematical Studies in the Social Sciences (IMSSS)

Stanford University, Visiting Postdoctoral Scholar 1991-1993
Institute for Mathematical Studies in the Social Sciences (IMSSS)

EDUCATION

Ph.D., Physics 1991
Brazilian Center for Research in Physics (CBPF), Brazil

M.S., Physics 1989
Brazilian Center for Research in Physics (CBPF), Brazil

B.S., Physics 1988
Federal University at Rio de Janeiro (UFRJ), Brazil

AWARDS AND HONORS

Corresponding Member of the Brazilian Academy of Philosophy
Brazilian Academy of Philosophy, 2016-present.

Visiting Associate Professor at Stanford University

Postdoctoral Fellowship at Stanford University
Brazilian Federal Higher Education Sponsoring Bureau (Capes), 1991-1993
TEACHING EXPERIENCE

San Francisco State University 2007-Present
Liberal Studies Program
Taught/developed the following courses.
- Concepts of the Number System
- Concepts of Physics and Chemistry (GE)
- Physical Sciences for Elementary School Teachers
- Physics Sciences for Elementary School Teachers
- Perspectives on Liberal Studies (interdisciplinary research theory/epistemology)
- Liberal Studies Senior Seminars (interdisciplinary research methods)

Federal University at Juiz de Fora, Brazil 1995-2011
Physics Department, Institute for Exact Sciences
Taught/developed the following courses.
- Introductory Mechanics (calculus-based)
- Introductory Electricity and Magnetism (calculus-based)
- Special Relativity
- Analytical Mechanics
- Classical Mechanics
- Foundations of Quantum Mechanics
- General Relativity and Cosmology
- Impact of Research on Physics Education
- Physics of the Brain
- Quantum Mechanics
- Statistical Mechanics
- Advanced Classical Mechanics (graduate level)
- Advanced Quantum Mechanics (graduate level)
- Quantum Optics (graduate level)

Stanford University 1993–2011
Taught/co-taught/developed the following courses.
- Mechanics (calculus based)
- Electricity & Magnetism (calculus based)
- Philosophy of Physics: Probability and Relativity (graduate level)

Brazilian Center for Research in Physics (CBPF) 1990
Assisted/lectured as a Teaching Assistant the following graduate-level course.
- Analytical Mechanics
REFEREED PUBLICATIONS


1 Boldface indicates main contributing author(s), and asterisks mark undergraduate students.


**BOOKS**


**NON-REFEREED ARTICLES**


OTHER PUBLICATIONS


PUBLICATIONS SUBMITTED OR IN PREPARATION


74. J. Acacio de Barros, E. Dzhafarov, J. Kujala, G. Oas, “Contextual resources in bi-partite quantum systems,” to be submitted to Physical Review A.

75. J. Acacio de Barros, P. Suppes, A. Sant’Anna, & G. Oas, “Classical Fields, Bell's inequalities, and the quantum limit”, to be submitted to Physical Review A.


INVITED PRESENTATIONS


4. Inconsistências em Mecânica Quântica? Invited talk at the Philosophy Department, Universidade Federal de Santa Catarina (UFSC), Florianópolis, SC, Brazil, November 21, 2016.

5. Consciência e física quântica? Invited talk at the Physics Department, Universidade Federal de Juiz de Fora, November 18, 2016.

6. Contradições em Mecânica Quântica? Invited talk at the Physics Department, Universidade Federal Fluminense, Volta Redonda, Brazil, November 7th, 2016.


11. Quantum Cognition and Rationality. Invited presentation for the Special Symposium on Quantum Probability at the International Conference on Thinking. Brown University, Providence, RI, August 4-6, 2016.


15. Foundations of Quantum Mechanics. Invited lectures at the Fundamental Physics School, organized with the support of FAPESP. State University of São Paulo in São José dos Campos, November 18–21, 2014.


20. Quantum Cognition. Invited tutorial (four lectures) at the 4th World Congress and School on Universal Logic, Rio de Janeiro, Brazil, March 29–April, 2013.


CONFERENCE PRESENTATIONS


32. Can negative probabilities be useful? Poster presented at the AAPT Winter Conference, Ontario, California, February 2012.


38. Search for an Ideal Filter to Identify Words in the Laplacian of a 64 Channel EEG. Poster presented at the XXVII Encontro Nacional de Física da Matéria Condensada. Poços de Caldas, MG, Brazil, May 2004.


41. Identificação de palavras via Laplaciano de um EEG de 64 canais (Identifying Words via a 64 Channel EEG Laplacian). Poster presented at the XXVI Encontro Nacional de Física da Matéria Condensada. Caxambú, MG, Brazil, May 2003.

42. Usando Técnicas de Aprendizado Colaborativo com Alunos de Física, Química e Matemática” (Using Collaborative Learning Techniques with Students of Physics, Chemistry and Mathematics). Poster presented at the IV Encontro Regional da Sociedade Brasileira de Física em Minas Gerais, São João Del Rey, MG, Brazil, March 2003.


50. Aplicações da Interpretação de Bohm à Cosmologia Quântica (Applying Bohm's Interpretation to Quantum Cosmology). Poster presented at the XVII Encontro Nacional de Física de Partículas e Campos. Serra Negra, SP, September 1996.

**Theses Supervised**


**Grants and Scholarships**

5. Doctoral Scholarship at the Brazilian Center for Research in Physics, Brazilian National Science and Technology Council (CNPq), 1989-1991
6. Masters Scholarship at Brazilian Center for Research in Physics, Brazilian National Science and Technology Council (CNPq), 1988-1989
7. Scientific Initiation Undergraduate Scholarship, Brazilian National Science and Technology Council (CNPq), 1987-1988
UNIVERSITY, DEPARTMENT, AND COMMUNITY SERVICE

San Francisco State University

1. Lecturer Review Committee, School of Humanities and Liberal Studies, Member, 2017-present.
4. University Senate Fellowship Committee. Member, 2015-Present.

Federal University of Juiz de Fora

2. Physics and Physics Teaching Undergraduate Programs. Program Coordinator, 2001-2003
14. Masters Program UFJF/UFMG (joint). Coordinator and collegiate member,
Community

3. Co-organizer (with Emmanuel Haven) of the Special Session on Quantum-like models from cognition to economics and finances, FQMT, Växjö, Sweden, June 15, 2017.
4. Scientific Committee Member, Workshop: Quantum Contextuality in Quantum Mechanics and Beyond, Prague, Czech Republic, June 4-5, 2017.
5. General Chair, 10th International Quantum Interaction Conference, San Francisco State University, July 20–22, 2016.
6. Board Member, Center for Contextuality in Physics and the Social Sciences, Purdue University. 2015-Present.

Grant and Peer Review

1. The British Journal for the Philosophy of Science
2. Caderno Brasileiro de Ensino de Física
3. Entropy
4. Foundations of Physics
5. Frontiers in Psychology
6. Handbook on Reasoning-based Intelligent Systems
7. Information
8. International Journal of Theoretical Physics
10. Internet Encyclopedia of Philosophy
11. Journal of Biological Physics
12. Journal for General Philosophy of Science
13. Journal of Mathematical Psychology
14. Philosophical Transactions of the Royal Society A
15. Physica A
16. Physica Scripta
17. Physical Review ST Physics Education Research
18. Progress in Biophysics and Molecular Biology
19. Quantum Information Processing
20. Quantum Interactions
21. Research Foundation Flanders (FWO)
22. Synthese
LANGUAGES

English & Portuguese (fluent)
French & Spanish (basic reading and comprehension)

AFFILIATIONS

American Association of Physics Teachers (AAPT)
Brazilian Academy of Philosophy (ABP)
Brazilian Physical Society (SBF)
Center for Contextuality in Physics and the Social Sciences (Purdue University)
Institute for Quantum Social and Cognitive Science (IQSCS)
The Philosophy of Science Association (PSA)
CURRICULUM VITAE

Mariana Kawall Leal Ferreira

Business Address: San Francisco State University, Department of Anthropology
1600 Holloway Ave. San Francisco, CA 94132 - USA
Telephone: (415) 405 2467 (work); (510) 206-4526 (home)
E-mail: marianaf@sfsu.edu

Personal: Born February 16, 1959, São Paulo, Brazil

Education:
B.A., Social Sciences, Universidade de São Paulo, Brazil, 1988
M.A., Social Anthropology, Universidade de São Paulo, 1992
Ph.D., Medical Anthropology, University of California, Berkeley
& University of California, San Francisco (joint degree), 1996
Dissertation: “Sweet Tears and Bitter Pills. The Politics of Health Among the Yuroks of Northern California”
Post-Doctoral Fellow, Universidade de São Paulo, 1997-1999

Fields of Specialization:
Topical: Community-based participatory research; Bilingual education; Multicultural Mathematics; Ethnomathematics; Education Equity; visual and media arts; Pedagogy of the Oppressed: Theater of the Oppressed; International law and Indigenous Peoples’ rights; the politics of Indigenous identity in North & South America; Diabetes mellitus; public health and human rights; the social origins of illness; violence and poverty; sexual and reproductive rights.
Ethnographic: Central and Southern Brazil; the Amazon; California.

Academic Positions:
Fall 2015-date Professor, School of Humanities & Liberal Studies
Jan. 2014-2015 Professor, Liberal Studies Program, SFSU
Aug. 2013-2014 Professor, Dept. Anthropology, SFSU
Aug. 2012-2013 Co-Acting Chair, Dept. Anthropology, SFSU
Aug. 2007-date Associate Professor (with tenure), Dept. Anthropology, SFSU
Aug. 2008-2011 Graduate Coordinator, Dept. Anthropology, SFSU
Jan. 2009-2010 Associate Faculty, Center for Teaching and Faculty Development, SFSU
June 2006-2010 Outreach Coordinator, REDUCE Cancer Disparities Program, SFSU-UCSF
Sept. 2005-2009 Affiliated Faculty, Public Research Institute, SFSU
Sept. 2005-2009 Outreach Coordinator, Biobehavioral Research Center, SFSU
Aug. 2003-2007 Assistant Professor, Dept. Anthropology, SFSU
Aug. 2002-2003 Visiting Assistant Professor, Dept. Anthropology, UC Berkeley
Aug. 1999-2003 Assistant Professor, Dept. Anthropology, U Tennessee at Knoxville
Feb. 1997-1999 Assistant Professor & Post-Doctoral Fellow, Dept. Anthropology, U São Paulo

Graduate and undergraduate courses taught (a selection): Forms of Social Inequality; The Cultural Construction of Race; The Mathematics of Peace and Solidarity; Ethnomathematics in North and South America; Multicultural Mathematics in the Classroom; Map-Making in the 21st Century; Ethnohistory in the Americas, Ethnographic Research Methods; Pedagogy and Theater of the Oppressed; The Visual and Performing Arts: A Latin America Retrospective; Indigenous Mathematics in the Brazilian Amazon; Critical Medical Anthropology; Global Health and Human Rights; Where there is no Doctor; International Health and Ethnic Minorities; The Politics of American Indian Education; A History of Anthropological Thought; Anthropology of Numbers; Anthropology and Human Rights; Anthropology of Children; Shamanism in South America.
Work in Progress:

1. **Health Literacy at the Mission Neighborhood Health Center (MNHC) in San Francisco.** The main goal of this Community Based Participatory Research (CBPR) project between the MNHC and Mariana Ferreira is to develop educational resources that allow patients at the MNHC to obtain, process and understand basic health information and services needed to make informed decisions. We produce brochures, flyers, and zines in Spanish and English, including our recent storytelling cookbook: *Historias de Vida y Recetas Divinas* (2014), and our forthcoming pressure-cooking recipe book totally in Spanish (2016), supported by Fagor Pressure Cookers, Inc.

2. **Enchanted Animals and Magical Human Beings in the Brazilian Amazon.** This young adult book series brings human beings and Amazonian animals together – wild cats, big snakes, monkeys, birds, and insects – in an interdisciplinary voyage throughout the Brazilian Northwest. While spotted jaguars, spider monkeys, humming birds, anacondas, and giant tarantulas take human form, becoming savvy political and corporate entrepreneurs, human beings adapt to a magical cosmos and transform into shamanic healers and enchanted creatures that fight against the destruction of the rainforest and toward the protection of Indigenous Peoples’ rights. The series is based on real-life experiences by the author as a mathematics teacher, practical nurse, and mother of four-and-two-legged children whose life trajectories have increasingly become symbolic of a distinct, but more and more hyper-natural Amazonian universe. It reaches out to high-school and college students interested in transnational and multicultural human interactions.

University Service:

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<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Role/Position</th>
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<tr>
<td>2015 to date</td>
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<td>Associate Director, School of Humanities &amp; Liberal Studies, SFSU</td>
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<td>2015 to date</td>
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<td>Co-Chair, Hiring Committee, School of Humanities &amp; Liberal Studies</td>
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<tr>
<td>2006 to date</td>
<td></td>
<td>Director, Right to Know at SFSU [<a href="mailto:righttoknow@sfsu.edu">righttoknow@sfsu.edu</a>]</td>
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<tr>
<td>2005 to date</td>
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<td>Co-Director, Global Peace, Human Rights &amp; Justice Studies, SFSU</td>
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<td>2005 to 2010</td>
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<td>Member, Health Equity Initiatives Advisory Committee, SFSU</td>
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<td>2005 to 2010</td>
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<td>Outreach Coordinator, REDUCE CANCER Disparities Program (U56 NCI Training Grant), SFSU – UCSF</td>
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<td>2007 to 2010</td>
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<td>Chair, Retention, Tenure &amp; Promotion Committee, Anthro. SFSU</td>
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<td>2007 to 2009</td>
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<td>Member, NAGPRA Advisory Board, SFSU</td>
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<td>2003 to 2010</td>
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<td>Member, Treganza Museum Committee, Anthropology, SFSU</td>
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<td>2008 to 2009</td>
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<td>Chair, Hiring Committee for Head of Dept. of Anthropology, SFSU</td>
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<td>2004 to 2008</td>
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<td>Member, Academic Senate Affirmative Action Committee, SFSU</td>
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<td>2001 to 2002</td>
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<td>Member, Executive Committee, Global Studies Center, U Tennessee</td>
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<td>2000 to 2002</td>
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<td>Member, Advisory Board, Latin American Studies Program U Tennessee</td>
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<tr>
<td>2000 to 2002</td>
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<td>Faculty Sponsor, Amnesty International, U Tennessee</td>
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</tbody>
</table>
Publications

Books, Edited Volumes


2004  Co-Editor, with Mona Suhrbier & Ulrike Prinz. *Art and Music in a Globalizing Latin America.* Special Issue of the journal *Indiana* [Ibero-American Institute, Berlin]


1994  
*Histórias do Xingu. Coletânea de depoimentos dos índios Suyá, Kayabi, Juruna, Trumai, Txucarramãe e Txicão.* São Paulo: Núcleo de História Indigena e do Indigenismo- USP/FAPESP. (Used as supporting evidence in the “Perícia Histórico-Antropológica no Parque Indígena do Xingu (MT),” by V. R. Lea, court case No. 00.0003594-7, Brazilian District Court, Brasília, Nov. 1994)

1994  

### Scholarly Articles

2015  

2012  

2011  

2011  

2008  

2005  

2004  

2003  
2003  “The 2 of us together. Xavante mathematics in central Brazil.”  
*Proceedings of the Intl Seminar on Aryabhateeyam.* Trivandrum, India:  
Center for Mathematical Sciences, 16-33.

2003  “Diabetes Tipo 2 e povos indígenas no Brasil e nos Estados  
Unidos”. *Cultura, Saúde e Doença.* [U Estadual de Londrina] 1:  
21-42

*Journal of Latin American Anthropology.* 7(1):128-169

2002  (with Mona Suhrbier) “The Poetics of Tupi-Guarani Art in the  
[Frobenius-Institut, Frankfurt am Main]

2001  (with Mona Suhrbier) “A Poética da Fome na Arte Guarani”  
*Revista do Museu de Arqueologia e Etnologia* 10:211-229 [University of São Paulo]

2001  “People of my side, people of the other side. Socionumerical  
systems in central Brazil. *ZDM - International Reviews on  

2001  “Shamanic knowledge and power in Brazilian court cases, 1985-2000.”  
*Proceedings of the 7th International Conference of Ethnobiology*, Athens,  
GA: The University of Georgia Press.

2000  “Atravesando Agujeros Celestiales: Cuerpo y historia del pueblo  
Yurok.” Monica Weisner, ed. *Antropologia y Salud: Desafíos para el Tercer Milenio.* Temuco, Chile: Colegio de Antropólogos de Chile A. G.


1999  “Silver Fragments of Broken Mirrors.” *Terrain.*  
http://www.terrain.org/Issue_5/Essays/Ferreira

1999  “Fragmentos de corpo: o espelho partido. A trajetória de Sabino  
Kaiabi no Parque Indígena do Xingu.” *Sexta Feira. Antropologia,  
Artes e Humanidades,* Universidade de São Paulo(04):31-42

1998  “When I draw my name, I see beyond the white men’s world”  
*Adult Education and Development* Bonn: Institute for International  
Cooperation of the German Educational Association. Fall. 51:38- 82. (Published in French and Spanish editions of the journal)

1998  “Ciência e Tecnologia no Século XXI: A Responsabilidade Teórica  
do Antropólogo” *Cadernos de Campo* Ano VII n° 4:26-37. São  
Paulo: Editora da Universidade de São Paulo

1998  “Silver Fragments of Broken Mirrors.” *Terra Nova. Nature and  


1993 “Práticas matemáticas no Parque Indígena do Xingu” *Cadernos de Campo* Ano III no. 3:30-46 São Paulo: [U de São Paulo]

1993 What is a true indigenous school? Indigenous societies of Brazil and their schools. (with L. Grupioni) *Adult Education and Development.* N.41:7-18 Bonn: Institute for International Cooperation of the German Educational Association  (Also published in French and Spanish)

1992 “Escrita e oralidade no Parque Indígena do Xingu: inserção na vida social e a percepção dos índios” *Revista de Antropologia* v. 35:91-112 [Universidade de São Paulo]


Chapters in Books


2001 (w/ Mona Suhrbier & Eva Raabe) ”Neue Objekwelten.” In: Menschen und ihre Gegenstände. Amazonien -- Ozeanien. Frankfurt am Main: Museum der Weltkulturen.


1998 “Matemática na vida cotidiana e na escola indígena” (with Jaqueline Mendes). In: Referencial Curricular Nacional para as Escolas Indígenas (RCNEIs). Brasília: Ministerio do Desporto e da Cultura


Textbooks and Manuals in Portuguese and Indigenous Languages:


2002 Livro de Mapas da Associacao Xavante Warã. (Book of Maps of the Warã Xavante Assoc.) Brasilia: Ministério Meio-Ambiente


1983 Livro de Mapas e Calendário do Xingu (Book of Maps and Calendar) Diauarum: Xingu Indian Park, 34 pp.

1982  
*Wöra Porö Gota* (The Book of Animals, in Kayabi) 
Volumes I and II. Diauurum: Xingu Indian Park, 50 pp.

1982  
*Manual do Professor Indígena* (Indian Teachers’ Manual) 
Diauurum: Xingu Indian Park, 88 pp.

1981  
*Ka’aran ae ye muyap* (First Reader, in Kayabi) Diauurum: 
Xingu Indian Park, 52 pp.

1981  
*Cartilha de Alfabetização em Português* (First Reader) 

**Writing for the Public**

2002  
Traumatic experience is also a risk factor for type 2 diabetes among the 
Health Services*. Vol. 25, 1:3-4.

2001  
Health and Education among the Xavante of Central Brazil. *The Acorn 

2000  
Indigenous health agents in Brazil seek formal education. *The Acorn 
Basket. Newsletter of United Indian Health Services* Vol. 19, 2:4-5.

1999  
Poverty triggers diabetes mellitus in Indians. *Parabólicas* 

1999  
Guarani children eat off garbage dumps in São Paulo. 

1998  
Hunger threatens indigenous peoples in São Paulo. 

1998  
Diabetes Mellitus Type II: An Ailment of the Heart. 
*The AcornBasket. Newsletter of United Indian Health 
Services*. Vol. 17, 9:2-3

1998  
Indian Education in the Year 2000. *Família Cristã* 32:63-67, September

1996  
Medical Anthropology in Brasil. *Folha de São Paulo*, 

1995  
Newsletter of United Indian Health*. Vol. 13, 4:1

1994  
Suicide and World View on Indian Reservations. *O Estado 
de São Paulo*, July 15, p. 8

**Journal editor**

1980-1984  
*Memória do Xingu* (Produced monthly by the Kayabi, Suyá, 
Juruna, Trumáí and Panará tribes), Diauurum, Mato Grosso: 
Parque Indígena do Xingu, central Brazil
Book Reviews:


Theater Plays *(all plays are published collectively in Acting for the Human Rights of Indigenous Peoples. UMN School of Law Human Rights Center, Human Rights Education Series, Topic book # 7, 2013)*


http://www.terrain.org/Issue_5/Essays/Ferreira


2007, 2011 Madness of Hunger. (Berkeley Repertory School of Theater.) Stage-read at the 105th AAA Annual Meeting on the Panel “On the Margins of the Everyday. Papers in Honor of Nancy Scheper-Hughes. San Jose, CA,


Videos


2009 (in collaboration with the Klamath River Early College of the Redwoods) Between the River and Our Future. See http://www.youtube.com/watch?v=1vZc_myfSTI

Major Reports (most recent)

2008 Breast Cancer Services in the SF Bay for Ethnic Minorities. Survey of community health centers in the SF Bay offering free clinical services. US4-56 SFSU/UCSF Reduce Cancer Disparities Partnership, NCI.


2002 A Place of Our Own. Cultural Integrity, Social Inequality, and Community Health. Potawot Health Village, United Indian Health Services, Arcata, CA. Documentation, Evaluation, and Dissemination. Funded by the California Endowment Grant # 1998/233.01.

1998 Judicial and Anthropological Expert on Indigenous Territories in Central Brazil. Perícia Histórico-Antropológica na Terra Indígena Wawi, Estado do Mato Grosso. Judicial Court of Mato Grosso; Court Case # 95.00013967-7

Ethnographic Field Research Projects (a selection)

Fall 2010 Mural Art in the San Francisco Bay Area. Community-based ethnographic research aimed at painting a health equity mural at the Mission Neighborhood Health Center in San Francisco, CA.

January 2009 Rice paddies in Kerala, southern India. Rice Economy of Gift Exchange to End World Hunger. San Francisco State University


June-July 2003 Sangradouro Indigenous Land, central Brazil. Flores e Frutas do Cerrado na Vida Diária e na Cozinha Xavante. Programa para o Desenvolvimento das Nações Unidas (PNUD). International travel provided by SFSU.


July 2001 Sangradouro Indigenous Land, central Brazil. The Xavante Socionumerical System; Diabetes and Emotional Experience. Associação Xavante Warã, Mato Grosso. (Professional Development Award, University of Tennessee).


Jan. 2000 Kerala, Southern India. Mathematical ideas of isolated tribal populations and school performance. Center for Mathematical Sciences, Thiruvanthapuram, Kerala, India. (SARIF Travel Grant, College of Arts and Sciences at UT, and Government of Kerala, India)

1999-current Yurok Indian Reservation, northern California. Promoting social well-being among traumatized and socio-economically disadvantaged populations. United Indian Health Services. (Research Award, UT)


1998-1999 Guarani Indian Reservations in Parelheiros, Ubatuba, Ipoeira, Mongaguá and Itanhaem. Diabetes on Indian reservations in the state of São Paulo. Sexuality and the Guarani social body (CNPq, Grant # 301499/96-9)

1998 (July) Yurok country, Northern California. Child abuse and neglect. Yurok women’s health. United Indian Health Service’s Diabetes Program. Del Norte and Humboldt Counties, California (FAPESP,Grant # 98/06553-0)


1994-1996 Yurok Indian Reservation; Del Norte and Humboldt Counties, California The politics of health among the Yurok population of Northern California. Social causes of diabetes (CNPq, Grant # 201359/92-8)

1990 (Feb.-July) Xingu Indian Park, Central-Brazil. The Xingu Education Project and the Rain Forest Foundation. Indigenous critiques of anthropology in the Amazon. Suyá body imagery (CAPES, Grant # 89/5684-7)

1980-1984 Xingu Indian Park, Central-Brazil. The Kayabi, Suyá and Juruna education projects. Critical uses of literacy. The Suyá medical system and the body. Employee of the National Indian Foundation (Funai)

1983 (Oct-Dec.) Cateté Indian Reservation, Northern-Brazil The Xikrin education project, the Fundação Nacional do Índio (FUNAI) . Employee of the National Indian Foundation (Funai)

1978-1979 Kuluene Indian Reservation, Central-Brazil. Orality. Missionary schooling. Literacy and the Brazilian State. The Xavante language and Xavante mathematics. Employee of the National Indian Foundation

Scholarly Papers:


2011 In Epistemic Cultures: Engaged Anthropology and The Occupy Movement. 110th AAA Meeting in Montreal, Canada, Nov. 20.
2010 (with D. Devine) “Theater of the Oppressed and Human Rights in the Classroom and out in the Streets” The 17th International Creative Drama in Education Seminar & Congress. Sept. 3, 2010 - Istanbul, Turkey


2002 “Mathematical Knowledge in the Brazilian Savanna.” II International Conference on Ethnomathematics, Ouro Preto, Brazil, August 6.
2001 The philosophy of mathematics of dialectic societies in central Brazil. Latin American Studies Program, Northwestern University, IL, Oct. 18.
2001 The use and abuse of psychotropics on indigenous reservations in southern Brazil. Latin American Studies Program, Northwestern University, Oct. 19.
2001 Slavery, poverty and antidepressants: Chemically engineered Indianess in southern Brazil. Southern Anthropological Association Meetings, Nashville, April 14-18
2001 The negative effects of genetic theories on indigenous peoples’ self-knowledge. Women and Power Conference. Middle Tennessee State University, March 8-10
2000 Look inside my heart: Applying a Modern Conception of Culture to the Study of Type 2 Diabetes. 5th International Conference on Diabetes and Indigenous Peoples, Christchurch, New Zealand, Oct. 2 – 6.

1998 Welcome Pain! Social Suffering and Mental Health in Central-Brazil. Annual Meeting of the Brazilian Psychiatric Association College of Medicine, Universidade de São Paulo, Sept. 15.

1998 De Bêbados, Doentes e Criminosos: Corpo e História do Povo Yurok. III Congreso Chileno de Antropologia in Temuco, Chile, Nov. 10.


1994 “Guns, Whips and Diseases: Sustained Development in Central-Brazil” 93rd American Anthropological Association Annual Meeting in Atlanta, Georgia. Nov. 3.


1985 A Santa Trindade e a Guerra no Xingu (with Vanessa Lea). Graduate Association for Research in the Social Sciences (ANPOCS), São Paulo, Oct. 25.

Workshops attended (a selection)


Symposia, Panels and Workshops organized (a selection)

2004-2013  ANNUAL HUMAN RIGHTS AT SFSU. Main Organizer of First (May 2004), Second (May 2005), Third (May 2006), Fourth (May 2007), Fifth (May 2008), Sixth (April 2009), Seventh (May 2010), Eighth (May 2011). 8th Summit funded by the Department of Health and Human Services, National Center for Minority Health and Health Disparities of the National Institutes of Health (NIH Scientific Conference Grant number 1R13 MD005792-01), Ninth (April 2012) and Tenth (forthcoming April 23-26, 2013).
2003  Art and Music in a Globalizing Latin America. Co-organized with Ulrike Prinz (U of Munich) and Mona Suhrbier (Museum of Folklore, Frankfurt am Main). Symposium (four panels) organized for the 51st Congress of Americanists, Santiago, Chile, July 2003.
1999  Cultural Mathematics in the Classroom. II Workshop for Indigenous teachers of the State of S. Paulo. Instituto Cajamar, S.Paulo, March 1-5.


1994  *Cultural Construction of Health and Disease*. International Area Studies, University of California at Berkeley. Sonoma, CA-Dec. 4-7

1990  *Curricula and Indigenous Schools*. MARI - Grupo de Educação Indígena. Universidade de São Paulo, SP, May 8-10


**Recent Honors and Awards (a selection; no travel grants):**

*April 2009*  Bay Area Jefferson Award for Public Service

*Jan 2009*  Center for Teaching and Faculty Development Award, SFSU

*2008-2010*  Research Infra-Structure for Minority Institutions Fellowship, NIH

*Jan 2008*  Senior Research Award. College of Behavioral and Social Sciences, SFSU.

*Dec 2005*  Student Recognition of Excellent General Education Teaching. Undergraduate Advising Center at SFSU.

*(2006)*  National Endowment for the Humanities (NEH) Summer Stipend 2006. Topic: Community-based partnership between SFSU and United Indian Health Services, CA.

*Summer 2005*  California State University Mini-Grant Award. Ethnographic Fieldwork in northern California and in southern Brazil in preparation for writing community-based participatory grant proposals on Indigenous Youth and mental health, geared towards building Centers of Excellence in Child Development for American Indian Youth. SFSU, Office of the Provost and Vice-President for Academic Affairs.

*2005*  Public Research Institute Research Fellow, 2004-2005

*2004*  Excellence in Advising at SFSU. Undergraduate Advising Center, César Chávez Institute Faculty Development Award at SFSU for the Spring 2004 to elaborate grant proposal on health disparities. *M-RISP Proposal Development Group (PDG).*

*2003*  “17th Annual Achievement Celebration Award”, for providing “Exceptional academic support for Honoring Graduating Seniors and Continuing Students, UC Berkeley, June.

*2002*  “Professional Development Committee Award”, Graduate School, University of Tennessee. Funded to conduct research among the Xavante, central Brazil, for the project “Fruit and Flowers of the Brazilian Savanna” June-July.

*2001*  “Professional Development Committee Award”, Graduate School, University of Tennessee. Recipient of seed money to conduct research among the Xavante of the Sangradouro Indigenous Land, central Brazil,
for the projects “Socionumerical systems in central-Brazil” and “Biodiversity and the Xavante population of Mato Grosso”. July.


1999 “Certificate of Appreciation for services rendered to United Indian Health Services in the provision of health care to American Indian Community.” United Indian Health Services, Trinidad, CA

1996 Featured Speaker, 25th Anniversary and Annual Meeting of United Indian Health Services, Eureka Inn, Eureka, California. November. Title: “Social and Political Determinants of Diabetes Mellitus”

1996 Recommendation for the publication of the doctoral dissertation *Sweet Tears and Bitter Pills. The Politics of Health among the Yuroks of Northern California*. November. Letter from the Board of Directors, and the Research and Publication Committee of United Indian Health Services

1996 “Phoebe Hearst Bannister Fund Award,” in recognition of “distinguished academic records,” for graduate study in Medical Anthropology. March. Dean of the Graduate Division, University of California at Berkeley

1995 “Vice Chancellor for Research Fund Award,” in recognition of “distinguished research in Sociocultural Anthropology.” April. Vice Chancellor for Research, University of California at Berkeley

1995 “Departamental Block Grant Award,” reflecting a “distinguished academic record and promise for continued noteworthy achievement.” November. Graduate Fellowship Office, University of California at Berkeley

**Invited Lectures (a selection):**


2010 *Maternal Childcare in Central Brazil using Community-Based Participatory Research*. UC Berkeley School of Public Health. UCB, Sept. 23.

2010 *Diabetes prevention in minority populations*. UC Berkeley School of Public Health. UCB, April 23.

2009 *Diabetes prevention in Indigenous populations*. UC Berkeley School of Public Health. UCB, April 27.


2007 Conducting CBPR in Indian Country on Health Disparities. University of Rochester Medical School, April 27.

2006 *The Mathematics of Gift Exchange in the Brazilian Amazon*. Graduate Program in Education, Portland State University, June 8

1997  From pure-blood to half-breed and white trash: Reservation Boarding Schools and the penal system in the United States of America. MARI - Grupo de Educação Indígena, University of São Paulo, June 19.
1995  Health and Disease in the Xingu Indian Park, Central-Brazil: an Overview. United Indian Health Services in Trinidad, California. September 24.
1995  Health and Disease in the Xingu Indian Park, Central-Brazil: an Overview. United Indian Health Services in Weitchpec, California. August 15.
1995  Indian Reservations of Central-Brazil: from child to adulthood. United Indian Health Services in Weitchpec, California. April 2.
1994  Indian Peoples of Central-Brazil and Human Rights. United Indian Health Services in Trinidad, California. September 28.
1992  Health and Disease among Central-Brazilian Indigenous Populations. Medical Anthropology Program at the University of California, San Francisco. October 12.


1989  The Indigenous Peoples and the Brazilian Culture. College of Arts and Communication. Universidade de São Paulo, São Paulo. April 4


1983  Education for Minority Societies. Lecture at the University of Campinas, Institute of Linguistics, Campinas. April 12.

Consultancies:

2006 to 2011  Diabetes and Obesity Prevention in Yurok Country, Northern California. A CBPR project between the “Klamath River Early College of the Redwoods” charter school and M. Ferreira at SFSU.

2010 to 2011  Project Evaluator for the CBPR project between the Stanford Dept. of Pediatrics and The Circle of Care, East Bay Agency for Children.

2005 to 2009  LOVE OUR CHILDREN! Center of Excellence for Indigenous Youth in Northern California. CBPR project between United Indian Health Services (UIHS) and the Public Research Institute (PRI) at SFSU.


1997-1998  Office of Education of São Gabriel da Cachoeira (supports 185 indigenous schools in Northwestern Brazil), cross-cultural mathematics and anthropology of education, Amazonas

1997-1998  University of Campinas and the MacArthur Foundation “The Health Status of Indian Women in the Rio Negro Region,” medical anthropology, the Amazon

1997-1999  Open Society Foundation and University of California at Berkeley, “The Bellagio Task Force on Transplantation, Bodily Integrity, and
the International Traffic in Organs,” medical anthropology, Southern Brazil
1985-1992 Coordenação das Organizações Indígenas do Amazonas Brasileiro (Coordination of the Indian Organizations of the Brazilian Amazon (COIAB), anthropology of education, Manaus, Amazonas
1989-1991 Consultant and Charter Member, Rain Forest Foundation, anthropology of education, Brasília (District Capital)
1988-1989 Education Committee of the Pro-Indian Comission of São Paulo, anthropology of education, São Paulo
1982-1986 Centro Ecumênico de Documentação e Informação (CEDI, now “Instituto Socioambiental”) “Levantamento da Situação Atual dos Povos Indígenas no Brasil,” social anthropology, S.Paulo
1984 União das Nações Indígenas, “Nosso Chão,” (publication on Indian policies and land issues), social anthropology, São Paulo
1980-1985 Comissão Pró-Índio de São Paulo, anthropology of education, S. Paulo

Professional Service

1980-1984 Co-Founder, Program Coordinator, Portuguese and Mathematics teacher. Diauarum Indian School, Xingu Indian Park, Central-Brazil
1983 Cateté Indian Reservation, Northern-Brazil. First draft of the “Xikrin Education Project,” Fundação Nacional do Índio and the World Bank
1978-1979 Elementary School Teacher and Adult Educator among the Xavante Indians. Kuluene Indian Reservation, central Brazil

Fellowships and Grants:

2010 NIH R13 Scientific Conference Support for Annual Human Rights Summits at SFSU. Department of Health and Human Services, National Center for Minority Health and Health Disparities of the National Institutes of Health (NIH Scientific Conference Grant number 1R13 MD005792-01).
2008 Mapping Environmental Hazards in the SF Bay. Grant provided by the U56 SFSU-UCSF (planning grant for U54) to involve SFSU students in community-based participatory research.
2008 Public Research Institute (PRI – SFSU) RIMI fellowship, 2008-2010 to develop a CBPR grant with the Klamath River Early College of the Redwoods on the Yurok Indian Reservation to prevent obesity and diabetes
2006 Proud to be American Indian! Youth Summits in
Northern California. Partnership between the Public Research Institute at SFSU and United Indian health Services in northern California. The Tommy Hilfiger Foundation.

2006 (with Dr. Rene Salazar, UCSF) Mount Zion Hospital Cancer Center. Mini-Grant (50K) to increase the visibility of MZH in the underserved SF community.

2004 Public Research Institute (PRI – SFSU) RIMI fellowship for the 04-05 year to develop a transnational research project on Indigenous youth and mental health in Brazil and in the United States.

Summer 2004 California State University Summer Stipend Award. Preparation of Mental Health Directory and edited volume on Indigenous Peoples and Diabetes (see above). SFSU, Office of the Provost and Vice-President for Academic Affairs.

Spring 2004 Faculty Development Award, César Chávez Institute (CCI), SFSU. Development of Grant Proposal on Indigenous Youth and Suicide in North and South America, to be submitted to the National Institute of Mental Health

Sept. 2003 Xavante Experimental Kitchen in the Brazilian Savanna. Ferreira is PI.
Oct. 2001- Ministry of the Environment, Brazil. Environmental Health and Social Sept. 2003 Justice among the Xavante Indians of the Sangradouro Indian Reservation, Mato Grosso. M. Ferreira was Co-PI.


Aug.-Oct. 1999 Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP, Fellowship # 99/05689-8). Additional field research to finish Post-Doctoral Project, and to prepare photographic exhibit “Indians of São Paulo” (see above).

Nov.1998 Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq, Grant # 452712/98-0) Invited lecturer and Paper presentation at the III Congreso de Antropologia Chilena, in Temuco, Chile, Nov. 9-13.

Aug, 1998 Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP, Fellowship # 98/09100-6) Post-doctoral Fellowship, Universidade de São Paulo.

July 1998 Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP, Grant # 98/06553-0) Lecture and Fieldwork at United Indian Health Services in Trinidad, CA (July 14-26), and participate in the International Congress on Anthropological and Ethnological Sciences (ICAES) in Williamsburg, VA (July .27-Aug. 2).
Feb.1997  Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNpq-Brasil; Fellowship # 301499/96-9 NV), Research and Teaching Fellowship at the Department of Anthropology, USP.
July 1998  Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNpq-Brasil; Fellowship # 201359/92-8 NV), Doctoral Fellowship at the University of California at Berkeley
1992-1996  Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNpq-Brasil; Fellowship # 301499/96-9 NV), Research and Teaching Fellowship at the Department of Anthropology, USP.
1992-1996  Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNpq-Brasil; Fellowship # 201359/92-8 NV), Doctoral Fellowship at the University of California at Berkeley
1991-1992  Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP; Fellowship # 91/1503-5) Master’s Fellowship at the Universidade de São Paulo
1989-1991  Coordenadoria de Aperfeiçoamento de Pessoal do Ensino Superior (CAPES; Nº 89/5684-7) Master’s Fieldwork Fellowship, U São Paulo
1988  Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP; Fellowship # 87/3151-3) Scientific Initiation Fellowship, U São Paulo

Interviews on public radio and television (a selection):
2009  “Gift Exchange in the Brazilian Amazon.” KAWL Public Radio, March 29
2008  “Environmental Justice and Human Rights in the SF Bay.” KQED April 30
1999  “Comemorating 500 years of genocide of Native Brazilians?” TV Cultura (Channel 2). São Paulo, April 19, 1999
1995  “Indigenous populations of the Brazilian Amazon.” Native News, WHSU; Humboldt State University, Arcata, California, March 21.
1990  “O Dia do Índio” Jornal Hoje, TV Bandeirantes, channel 13, April 19.

Professional Societies:
American Anthropological Association; American Ethnological Society; Society for Medical Anthropology; Society for Latin American Anthropology; Society for Research in Child Development; Brazilian Anthropological Association; Amnesty International; Human Rights Watch; International Study Group on Ethnomathematics; National Council of Teachers of Mathematics.

Position

CURRENT
2017 - ASSISTANT PROFESSOR
School of Humanities and Liberal Studies
San Francisco State University – San Francisco, CA,

PREVIOUS
2016-2017 HECHT-LEVI POSTDOCTORAL RESEARCH FELLOW
Berman Institute of Bioethics
Johns Hopkins University - Baltimore, MD

2015-2016 POSTDOCTORAL RESEARCH FELLOW
Centre for Evolutionary Ecology and Conservation Ethics
Laurentian University - Sudbury, ON, Canada

2014-2015 ANDREW MELLON TEACHING FELLOW
Department of Humanities
Dillard University – New Orleans, LA

Educational Background

2015 Ph.D., Philosophy. Emory University
Dissertation: “The Rational Turn in Continental Philosophy: Bachelard, Canguilhem, and Foucault”
Mentors: Dr. Cynthia Willett (Emory), Dr. Michael Sullivan (Emory) and Dr. Mary Beth Mader (University of Memphis)

2012 M.A., Philosophy. Emory University

2009 B.A., Philosophy/Women’s Studies. University of Nevada, Reno

Languages

FULL FLUENCY (native or native-level mastery)
English and Spanish

RESEARCH PROFICIENCY (ability to read original manuscripts)
French, Catalan, Italian and Portuguese
Publications

PEER-REVIEWED ARTICLES

“The Philosophical Personality” (with Rebekah Spera), *Hypatia* 32.5 (forthcoming 2017)


ARTICLES UNDER REVIEW


BOOK CHAPTERS


TRANSLATIONS

“What is Psychology?” Translation of Georges Canguilhem’s 1958 essay “Qu'est-ce que la psychologie?” *Foucault Studies* (2016)

BOOK REVIEWS


SHORT PIECES IN PEER-REVIEWED JOURNALS


“On The Use And Abuse Of Phenomenological Methodology in Neuroscience and Bioethics.” American Journal of Bioethics Neuroscience (2016)


ONGOING PROJECTS

“The Ethics of Chimera Research” (with Andrew Fenton, Leticia Meynell, and Gillian Crozier). To be submitted to the American Journal of Bioethics.


Honors, Grants, Achievements

FELLOWSHIPS


2015 - 16 Postdoctoral Research Fellowship. The Center for Evolutionary Ecology and Ethical Conservation. Laurentian University

2014 - 15 Dissertation Completion Fellowship, Andrew Mellon Foundation. Dillard University

2014 - 15 Dean’s Teaching Fellowship, Emory University (Declined)

2014 - 15 Emory-Tibet Science Initiative Fellowship (E.T.S.I.), Gaden University (India)

2011 - 12 On Recent Discoveries by Emory Researchers Fellowship (O.R.D.E.R.), Emory University

2012 - 13 Piedmont Sustainability Fellowship, Emory University

AWARDS


2012 M.C. Dillon Award for Best Graduate Student Essay. International Merleau-Ponty Circle.

2011 Howard Hughes Medical Institute Teacher-Scholar Award. Emory University.

GRANTS


2016 Diversity Institute Alumni Fund Grant. American Philosophical Association. ($500)

2015 Research Development Grant. Emory University ($2,500)

2014 Graduate Student Travel Grant. American Philosophical Association ($500).

2012 Conference Travel Grant. National Science Foundation ($750)

2012 Course Development Grant. Center for Faculty Development and Excellence. Emory University ($1000)

ACADEMIC INSTITUTES


2016 Workshop on “Exploitation and Coercion” at the Center for Ethics & Policy at Carnegie Mellon University.

2016 Second annual workshop on ‘Historical Epistemology’ at the Université Paris-Sorbonne. Paris, France.

2016 Workshop on “Diversity and Mentorship” at the 2016 Eastern APA, organized by the APA’s Diversity Institute Advisory Committee.

2015 “Critical Theory Workshop” (Atelier de Théorie Critique) at the Université Paris-Sorbonne, France.

2014 Summer Symposium on Contemporary Philosophy (“Formalism and the Real: Ontology, Politics, and the Subject”) at Duquesne University.

Conference Presentations

REFEREED CONFERENCE PRESENTATIONS


“Merleau-Ponty’s Material Apriori.” 2018 annual meeting of The American Philosophical Association (A.P.A.) in Savannah, Georgia. January 6-9, 2018


2016

“Bad foundations and poor (regulatory) construction” (with Dr. Andrew Fenton, Dalhousie University). Annual meeting of the American Society of Bioethics and the Humanities (ASBH) in Washington, DC. October 6-9, 2016.

“Feminism, Existentialism, and the Philosophy of Science.” 2016 annual meeting of Society for Phenomenology and Existential Philosophy (S.P.E.P.) in Salt Lake City, Utah in September 22-14, 2016


2015

“The Zoo and the City: Reflections On A New Bio-political Paradigm.” *Philosophy of the City* Conference, held at UNAM (Universidad Nacional Autónoma de México). Mexico City, MX. December 3-4.

“Phenomenology and Neuroscience in Pieces: A Speculative Reductionist Manifesto.” *Society for Phenomenology and Existential Philosophy*. Atlanta, GA. October 8-12, 2015.


“Philosophy, Feminism and Science.” Philosophy Department at Michigan Technological University. March 11, 2015.

2014

“Synthesis Without Subjectivity: A Phenomenological Reading of French Historical Epistemology.”


2013


“What is the Historical *A Priori*?” *First Annual Philosophers’ Cocoon Philosophy Conference*, held at the University of Tampa. Tampa, FL. October 18-20, 2013.


“A History of the Concept ‘Environment.’” *American Society for Environmental History (ASEH)*, held at the University of Toronto. Toronto, ON, Canada. April 2-4, 2013.

2012


2011


“Living on the Brink of a Thousand Plateaus: Deleuze and Guattari on Ethics, Uncertainty and Capitalism.” *Society for Phenomenology and Existential Philosophy* (SPEP), held at Penn State University. Philadelphia, PA. October 4-6, 2011.


**INVITED TALKS / COLLOQUIUM PRESENTATIONS**

2017

Invited panelist to luncheon for alumni of undergraduate diversity institutes in philosophy. American Philosophical Association, annual meeting. Savannah, Georgia. January 4-7
2016

“Phenomenology and Environmentalism”
  - Invited to Utah Valley University. Orem, Utah. February 17, 2016.
  - Invited to The Cooper Union in New York, March, 2016.


2015


“Philosophy, Feminism and Science.” Philosophy Department at Michigan Technological University. March 11, 2015.

2013

“Feminism’s ‘Fourth Wave’ and the Possibility of Social Critique.” Delivered to the Philosophy Department at Western Carolina University. October 23, 2013.

Teaching Experience

SOLE INSTRUCTOR
- History of Science since the Scientific Revolution -San Francisco State University, 2017
- Form and Culture -San Francisco State University, 2017
- Grad Seminar: Sex, Drugs, and Bioethics -Johns Hopkins University, 2017
- Grad Seminar: Master’s Thesis Workshop -Johns Hopkins University, 2017
- Grad Seminar: Foundations of Bioethics -Johns Hopkins University, 2016
- Radical Ethics -Dillard University, Spring 2015
- Introduction to Symbolic Logic -Dillard University, Fall 2014
- Philosophy Goes to the Movies -Emory University, Summer 2014
- Social and Political Philosophy -Emory University, Spring 2013
- Philosophy of Law -Emory University, Fall 2012
- Contemporary Moral Issues -Emory University, Spring 2012
- Philosophy of the Social Sciences -Emory University, Fall 2011

CO-TAUGHT
- Philosophy of Science (India) -Gaden University, 2014-2017
With Dr. David Henderson, University of Nebraska  
With Dr. Jessica Locke, Loyola University Maryland  
• 19th and 20th Century Philosophies of Subjectivity -Emory University, Fall 2010  
With Dr. Andrew Mitchell, Emory University  
• Introduction to the Philosophy of Law -Emory University, Spring 2011  
With Dr. Michael Sullivan, Emory University  
• Human Experience: Social and Biological -Emory University, Spring 2012  
With instructors from Neuroscience, Molecular Biology, and Women’s Studies.  
• Human Experience: Social and Biological -Emory University, Fall 2011  
With instructors from Neuroscience, Molecular Biology, and Women’s Studies.  

TEACHING DEVELOPMENT  
• (2010) Completed Emory University’s “Teaching Assistant Training and Teaching Opportunity (TATTO)” Program.  
• (2010) Completed “PHIL 777: Philosophy and Pedagogy,” a Department-run course designed to improve teaching skills.

Academic Service

TO THE DEPARTMENT  
2017 Scholarship Selection Committee. Humanities and Liberal Studies, San Francisco State University  
2013-2014 Graduate Student Representative to the Faculty. Philosophy Department, Emory University.  
2012-2014 Certificate Student Representative. Women’s, Gender and Sexuality Studies Department. Emory University.  
2011-2012 Department Representative to the Emory Graduate Student Council.  

TO THE PROFESSION  
2017 Executive Committee At-Large Member, PhiloSOPHIA: A Feminist Society.  
2017 Helped organize, and participated in, an expert working group on “The Necessity of the Use of Non-Human Primate Models in Research” at Johns Hopkins University. April 18-19, 2017  
2013 Treasurer. Graduate Student Conference. Emory University.  

TO THE UNIVERSITY
2015 – 2016  Steering Committee Member, *International Center for Interdisciplinary Research in the Human Sciences*. Laurentian University, Canada.

- The aim of ICIRHS is to facilitate and nurture interdisciplinary research on human beings from a socio-cultural dimension. The Centre promotes dialogue and research among specialists working in the fields of social sciences and humanities throughout Ontario, elsewhere in Canada and around the world.

2012  Member, Dean of Undergraduate Education’s *Education Assessment Committee*. Emory University.

- Committee was in charge of assessing undergraduate achievement and writing skills across the curriculum. My function was to provide feedback and recommendations for improving the writing of undergraduates and re-structuring the core curriculum program.

2011  Member, University President’s *Commission for Sexuality, Gender Diversity, and Queer Equality*. Emory University.

- Commission was responsible for acting as a liaison between the GLBTQI community and the President’s Office and for making direct policy recommendations designed to make Emory a safe space for sexual minorities.

**Editing Experience**

**CO-EDITOR**

*Symposia on Race, Gender and Philosophy* (electronic journal, MIT); with Cynthia Willet (2012).

**RESEARCH ASSISTANT**

Dr. Cynthia Willett, Emory University. (2010-2012). In this function, I served as the lead editor of Dr. Willett’s *Interspecies Ethics* (Columbia University Press, 2014).

**Affiliations**

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>APA</td>
<td>American Philosophical Association</td>
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<tr>
<td>SPEP</td>
<td>Society for Phenomenology and Existential Philosophy</td>
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<tr>
<td>ASBH</td>
<td>American Society for Bioethics &amp; Humanities</td>
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<tr>
<td>RNHE</td>
<td>Research Network on Historical Epistemology</td>
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<tr>
<td>PPN</td>
<td>Public Philosophy Network</td>
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<tr>
<td>FEMMSS</td>
<td>Association for Feminist Epistemologies, Methodologies, Metaphysics and Science Studies</td>
</tr>
<tr>
<td>PhiloSOPHIA</td>
<td>PhiloSOPHIA: A Society for Continental Feminism</td>
</tr>
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**References**

Gillian Crozier  
Canada Research Chair (Tier 2) in Environment, Culture and Values  
Associate Professor of Philosophy, Laurentian University  
935 Ramsey Lk. Rd., Sudbury, ON, Canada, P3E 2C6  
gcrozier@laurentian.ca, (613) 986-6636

Cynthia Willett
Professor of Philosophy, Emory University  
214 Bowden Hall, 561 S. Kilgo Circle, Atlanta, GA 30322  
cynthia.willett@emory.edu, (404) 727-2241

Michael Sullivan  
Associate Professor of Philosophy, Emory University  
214 Bowden Hall, 561 S. Kilgo Circle, Atlanta, GA 30322  
michael.sullivan@emory.edu, (404) 727-7966

David Lynn  
Asa Griggs Candler Professor of Chemistry & Biology, Emory University  
407 Emerson, Atlanta, GA 30322  
dlynn2@emory.edu, (404) 727-9348

Mary Beth Mader  
Professor of Philosophy, University of Memphis  
121 Clement Hall, Memphis, TN 38152  
mmader@memphis.edu, (901) 678-4526

Lynne Huffer  
Professor of Women’s, Gender and Sexuality Studies, Emory University  
550 Asbury Circle, Candler Library, Suite 128, Atlanta, GA 30322  
lhuffer@emory.edu, (404) 727-0096

David Henderson  
Robert R Chambers Distinguished Professor of Philosophy, University of Nebraska-Lincoln  
Department of Philosophy, 1015 Old Father Hall  
dhenderson2@unl.edu, (402) 472-8831
Cristina L. Ruotolo
Professor and Director, School of Humanities and Liberal Studies
San Francisco State University
1600 Holloway Avenue, San Francisco, CA 94132
Email: ruotolo@sfsu.edu

Education
1997 Ph.D., English, Yale University
1993 M.Phil., Yale University
1989 M.M., Violin Performance, New England Conservatory of Music
1985 A.B., English (with distinction), Stanford University

Professional Experience
2014-present Professor and Director, School of Humanities and Liberal Studies, San Francisco State University
2012 Visiting Associate Professor, University of Bergen (Norway)
2003-2014 Associate Professor of Humanities, San Francisco State University
1997-2003 Assistant Professor of Humanities, San Francisco State University
1996-97 Lecturer in American Studies, Yale University
1989-90 Assistant Principal Second Violin, San Jose Symphony; First Violin, Pepsico Summerfare Opera Orchestra

Publications
Book:
2013 Sounding Real: American Musicality at the Turn of the Twentieth Century, Series in American Realism and Naturalism, University of Alabama Press

In progress Democratizing Music: Émigré European Modernists and American musical literacy

Refereed Articles:

*American Literature* 72.2 (June 2000)

**Book chapters, reviews and other publications:**


2007  “From Evolution to Expression: a History of Human Skin,” review essay of Nina  
Jablonski’s *Skin: A Natural History, Museums and Social Issues* 2:1 (Spring 2007)

2006  Reviews of Glimmerglass opera season (Gilbert and Sullivan’s *Pirates of Penzance*,  
Rossini’s *Barber of Seville*, Janacek’s *Jenufa*, Hartke’s *The Greater Good*) and  
Cooperstown Chamber Music festival, *The Freeman’s Journal*, Cooperstown


Thomson Gale, 2005

2000  "Delivering Gertrude Stein: the 1934 Premiere of *Four Saints in Three Acts*,”  
*Humanities Magazine* (Spring 2000)

2004  "James Weldon Johnson’s *Autobiography of an Ex-Colored Man*, Encyclopedia of the  
Harlem Renaissance, Routledge, 2004


2003  Review of Brad Bucknell’s *Literary Modernism and Musical Aesthetics: Pater, Pound,  
Joyce, and Stein*, *Woolf Studies Annual* (Vol. 9, 2003)

1996  "Reimagining Shakespeare’s Sister: A Look at William Black’s *Judith Shakespeare*,"  
*Virginia Woolf Miscellany* (Spring 1996)

**Conferences and Talks**

2015  “Hanns Eisler’s American modernism,” *Modernist Musics and Political Aesthetics*,  
University of Nottingham, April 2015

2014  “Rescoring *Grapes of Wrath*: Hanns Eisler’s Film Music Project,” Literature and Film  
Association Conference, University of Montana, October 2014

2013  “Cultivating ‘a serious and living relationship with music’: Theodor Adorno’s  
WNYC radio project,” Nordic Association for American Studies, May 2013

2012  “Exiled in Albuquerque: Trans-Atlantic Musical Encounters and the Project of  
Modernism,” American Studies Association of Norway, October 2012

Studies Association, April 2010
2009 “Émigré Musician as American Pedagogue,” position paper for “Musical Languages, Musical Cultures” seminar, Modernist Studies Association Annual Conference onference, November 2009


2006 “Music and Nation in Willa Cather’s Song of the Lark,” American Literature Association Conference, June 2006

2002 “What are we talking about when we talk about music,” Faculty Colloquium, SFSU, 2002


2000 "Willa Cather, Kate Chopin and the Musical Woman," invited speaker for The Hughes Lecture Series, Southern Methodist University, March, 2000


1999 "Performing Race, Performing Brahms: Figuring the Black Classical Musician in 1934," New Modernisms Conference, Penn State University, October, 1999


1997 “Bringing Music into the Literature Classroom,” invited speaker for Oregon State University’s Department of English, February 1997

1996 "Singing the Commodity': Dreiser, Tin Pan Alley and Sister Carrie," Interdisciplinary Nineteenth-Century Studies Eleventh Annual Conference, Yale University, April 1996


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Service

University Service:

2012-2014 Member, University Fellowships Committee
2003-present  Coordinator, American Studies Program
2011-12  Chair, GE Area C Subcommittee
2009-2012  Director, Liberal Studies Program
2011  Acting Chair, Department of Humanities
2011  University Senate, Academic Policies Committee
2008-9  Chair, Liberal Studies Council
2007-8  Member, Liberal Studies Council
2001-2003  Chair, Liberal Studies Council

Service beyond SFSU:

2014, 2016  Director, German American Studies Fulbright Institute at SFSU
2014  External Reviewer, CSU Northridge Humanities MA program
2012-present  Editorial Board, *Pop Music, Culture and Identity* series (Palgrave)
2012-present  Manuscript reader, University of Alabama Press
2006  Concert Reviewer, *The Freeman’s Journal, Cooperstown*
2002-05  Grant writer and program notes for Worn Chamber Ensemble (Modern music group)

Courses Taught

HUM 301  Form and Culture
HUM 303  Cultural Periods and Styles (“Romantic Love”)
HUM 320  Music, Ideas and Culture (“Musical Modernisms”)
HUM 375  Biography of a City: New Orleans
HUM 425  Thought and Image (“Images of Self and Other in the African Diaspora”)
HUM 470  American Autobiography
HUM 485  Arts and American Culture
HUM 690  Senior Seminar
HUM 700  Introduction to Integrative Study
HUM 701  Fine Arts and the Humanities
HUM 702  Literature and the Humanities
HUM 711  American Form and Culture

ENGMAU 642  Ways of Reading (University of Bergen, Norway)
Nick Sousanis
230 N. Lake Merced Hills #4B | San Francisco, CA 94132
C: (415) 745-0194 | E: nsousanis@gmail.com
www.spinweaveandcut.com

EDUCATION

Teachers College, Columbia University, NYC
Doctorate of Education, Interdisciplinary Studies, May 2014
Dissertation: Unflattening: A Visual-Verbal Inquiry into Learning in Many Dimensions
Advisors: Dr. Ruth Vinz, Dr. Robbie McClintock, Dr. Maxine Greene

Wayne State University, Detroit, MI
Master of Arts (Painting), Dec 2002
Master of Interdisciplinary Studies (Mathematics & Art), May 2002

Western Michigan University, Kalamazoo, MI
Bachelor of Science (Mathematics), May 1995

PROFESSIONAL EXPERIENCE

San Francisco State University, San Francisco, CA
Assistant Professor of Humanities & Liberal Studies, 2016-present

University of Calgary, Calgary, AB
Eyes High Postdoctoral Fellow in Comics Studies (Department of English), Dec 2014-June 2016
Instructor: Comics as a Way of Thinking, Fall 2015
Co-Instructor: Comics and Graphic Novels, Winter 2016

Parsons | The New School for Design, NYC
Adjunct Faculty: Reading Graphic Novels, 2013-14

Teachers College, Columbia University, NYC
Instructor (course creator): Comics in Teaching & Learning, 2011-2014

University of Michigan School of Art & Design, Work:Detroit, MI
Director of Exhibitions, 2006-2008

thetdetroiter.com [arts-culture web-magazine], Detroit, MI
Co-founder/Editor-in-Chief/Primary Arts Writer, 2002-2008

The Metro Times & Real Detroit Magazine, Detroit, MI
Contributing Arts Writer, 2004-2008

Wayne State University, Detroit, MI
Adjunct Faculty: Intro to Public Speaking/Intro to Writing, 2004-2007

PUBLICATIONS

Book
Neel Mukherjee, Review Beyond the Frame, New Statesman (UK) (Oct 3, 2015); Jan Gardner, Book Discovery, The Boston Globe (May 23, 2015); Stephen Asma, “Imagining Unflattening,” The LA Review of Books (May 6, 2016); Ian Daffern, Review, Quill & Quire (Jun 2015); Peter Wilkins & Damon Herd, Review: “Unpacking...


Unflattening translated editions:


Unflattening has been selected as a Common Read:

- **College for Creative Studies** (Detroit) 2016, 2017
- **University of California Santa Cruz**, Cowell Residential College, 2017
- **College of the Atlantic** (Maine) 2017
- **Wellesley High School** (MA), Evolutions Program, 2017

Articles/Chapters


“Reconsidering Scholarship through a Dissertation in Comics Form.” (Dec 30, 2014). Media Commons.


Cover for Association of American Colleges and Universities special issue on Diversity & Democracy, Winter 2015.


INVITED TALKS

Upcoming

The International Comics Arts Forum (ICAF) *Comics Studies Society*
“Pedagogy Roundtable featuring Professor Nick Sousanis”

University of Michigan Colloquium “Humility in the Age of Self-Promotion,” workshop

College for Creative Studies workshop & class visits as part of *Unflattening* as Common Read

Prior

University of California Santa Cruz Cowell Residential College,
Plenary Session for *Unflattening* as Summer Common Read

Making and Materiality Conference (keynote) hosted by Penn Visual Studies, 2017

Temple University Graphic Thinking, Philadelphia, 2017, 3 Events:

- Comics as a Way of Thinking undergraduate workshop
- Exploring Diverse Forms of the Dissertation graduate student lecture
- Comics in the Classroom faculty workshop

4as Jornadas Internacionais de Histórias em Quadrinhos Conference
(4th Annual International Comics Conference), (keynote), São Paulo, Brazil, 2017

Istituto Europeo de Design (IDE), book launch, São Paulo, Brazil, 2017

Instituto Singularidades (teachers college), São Paulo, Brazil, 2017

ReGenring Academic Writing & Assessment Conference (keynote),
Nottingham, UK, 2017

Oxford University, Critical Visualization Lecture, UK, 2017

Arts One “Seeing & Knowing” Lecture & workshop, University of British Columbia, Canada, 2017

metaLAB @ Harvard, Cambridge, MA, 2017

Diablo Valley College author series, Pleasant Hill, CA, 2017

Journal of Language & Literacy Education (JoLLE) (keynote),
University of Georgia, GA, 2017

European School of Visual Arts, Angoulême, France, 2017

Annenberg School of Communication, Penn, PA, 2016

Davidson College, Davidson, NC, 2016

NextGen PhD Series, University of Iowa, IA, 2016

Image Lab @ University of Wisconsin-Madison, 2016

The Battery, San Francisco, CA, 2016
Lynd Ward Prize Talk, Penn State University, PA, 2016
Jaipur Lit Fest Boulder, CO, 2016
San Francisco Art Institute, 2016
National Gallery of Art, Washington, D.C., 2016
Sketching in Practice Symposium (keynote), Simon Fraser University, Vancouver, BC, 2016
College for Creative Studies: Toyota Lecture, Detroit, MI, 2016
Franklin Humanities StoryLab @ Duke, Raleigh, NC, 2016
Tapestry: Data Storytelling Conference (Keynote), Denver, CO, 2016
Miami University: McComb Conference on Creative Writing (Keynote), Miami, OH, 2016
Kent State University, OH, 2016
University of Illinois Urbana–Champaign, 2016
WHERE NEXT?: Creative Writing, Narrative, Film and Contemporary Art (Panelist), Alberta College of Art & Design, Calgary, 2016
Centre for Contemporary Arts (virtual), Glasgow, 2016
NYC Department of Education: Comics in the Classroom Conference (speaker/panelist/workshop), NYC, 2016
Vanderbilt Film Theory & Visual Culture Seminar, Nashville, TN, 2015
Moscow International High-Quality Fiction and Non-Fiction Book Fair (Virtual), Moscow, Russia, 2015
University of Oregon, Eugene, OR, 2015
Notre Dame, South Bend, IN, 2015
Texas Book Festival (invited author), Austin, TX (2015)
Science Meets Comics/Anthropocene Kitchen Symposium, Humboldt University, Berlin, Germany, 2015
Harvard Graduate School of Education, Cambridge, MA, 2015
Microsoft Research Cambridge, MA, 2015
College Unbound, Providence, RI, 2015
Teachers College, Columbia University, NYC, 2015
Brooklyn Book Festival (invited author), NYC (2015)
University of Washington Simpson Center for the Humanities, Seattle, 2015
Rochester Institute of Technology, New York, 2015
Princeton University Department of English, NJ, 2014

Toledo Museum of Art, OH, International Visual Literacy Association Conference (Keynote), 2014

CUNY Graduate Center, NYC, (Panelist), What Is a Dissertation? New Models, New Methods, New Media, 2014

UCLA – Charles E. Young Research Library, Los Angeles, CA, 2014


Visitors Studies Association Conference (Keynote) Conference, Milwaukee, WI, 2013

Microsoft Research Redmond, WA (alongside solo exhibition), 2013

Stanford University: Graphic Narrative Project, CA, 2013

Oakland University, MI, 2012. “Comics and education”


Panelist, Museum of Contemporary Art Detroit (MoCAD), MI, 2007: “State of the Art: Arts writing in Detroit.”


Guest Speaker (in-person & virtual) 2010-Present. Select locations: Wellesley High School, University of British Columbia, USC – Henry Jenkins’s grad seminar; Teachers College; NYU Steinhardt; Marymount Manhattan College, NY; UPenn; Northern Illinois University; Penn State; University of Washington; Providence College; Charles Darwin University (Australia); Glenbard School District (IL); University of Calgary; Adelphi University, NY; Kutztown University, PA; YouthWrite Camp, Calgary; CLmooc education network.

SERVICE

Mid-Term Department Chair (HUM-LS) Review Committee (2017)

HUM-LS Lecturer Review Committee (2017)

Coordinator, Comics Studies Minor (in development)

Advisor, Liberal Studies Student Organization (LSSO), (2017-2018)

MA Thesis Advisor for Cathy Vo – Humanities (2017)

Faculty Commencement Speaker, Liberal Studies Graduation (2017)

ACADEMIC CONFERENCES

Organizer

Creativity, Play, and the Imagination across the Disciplines 2011 Teachers College, Columbia University, NYC
Awarded $20,000 *Provost Investment Fund*, competitive grant by the Office of the Provost, Teachers College; $10,000 sponsorship from *Microsoft Research*

Conference wiki: [http://createplayimagine.wikispaces.com](http://createplayimagine.wikispaces.com)

**Game Show NYC** (Concurrent art exhibition)
Co-organizer, co-curator
Exhibition website: [www.gameshownyc.com](http://www.gameshownyc.com)

**American Education Research Association (AERA)**

**2017** San Antonio, TX  
Symposium, *Novel Approaches to ABER* (“Unanticipated Journeys: Comics as Arts-Based Research”)  
Workshop, *How to Draw Comics the Scholarly Way* (“Comics-Based Research: Affordances & Process”)  
Workshop/Performance: *Visual Thinking in Action through Drawing & Comics* (“Thinking in Comics”)  
Roundtable Chair, *Drawing upon Arts-Based Educational Research*

**2015** Chicago, IL  
Symposium, *Aesthetics and Analysis as Self-Collaboration in Comics*  
Workshop, *Idea Generation through Improvisational Drawing*  
Invited talk, *Tribute to Maxine Greene: “Seeing Possibilities with Maxine”*

**2014** Philadelphia, PA  
Symposium, *Comics as Research: Toward an Imaginative Methodology*  
Demonstration/Performance, *Aesthetics and Analysis: Method in the Practice of Arts-Based Educational Research* (Beyond Illustration: Shaping Thought Through Comics)

**2013** San Francisco, CA  
Group, *Unflattening: Reimagining research through a visual-verbal dissertation*  
Group, *Blurring the boundaries: Emerging literacies research methods*  
Roundtable, *Comics as a tool for inquiry*  
Presentation, *Reenvisioning scholarly inquiry: A dissertation in comics form unites visual and verbal*

**2012** Vancouver, BC  
Presentation, *Reuniting visual and verbal: Integrating comics for expansive thinking across the curriculum*

**2011** New Orleans, LA  
Presentation, *Comic Books as Narrative Research Representation Method*

**Modern Language Association (MLA)**

**2017** Philadelphia, PA  
Panel, *“Leap Tall Buildings in a Single Bound”: Psychoanalysis,*
Comics, and Architecture, (“Power in Flat Surfaces: Drawing & Meta-Drawing in Comics”)

2016  Austin, TX
Panel, Developments in Comics Pedagogy

2014  Chicago, IL
Panel, Beyond the Protomonograph: New Models for the Dissertation

**National Art Education Association (NAEA)**

2016  Chicago
Workshop, Making Comics: Pedagogical Possibilities for Visual Literacy
Panel, Graphic Transpositions: Traversing Race, Gender, and Social Justice Through Comics

2015  New Orleans
Presentation, Research Works-in-Progress: Questioning the Answers
Presentation, Emergent Aesthetics: Image and Text in Arts-Based Research

2013  Fort Worth, TX
Presentation, Drawing Together: A Discussion on Graphic Novels in Art Education

**Association for Interdisciplinary Studies (AIS)**

2016  University of Ottawa, Canada
Virtual Workshop: Making the Complex Visible: Drawing Interdisciplinary Concepts

2014  Michigan State University
Workshop/presentation: Integrating the Visual into Interdisciplinary Inquiry through a Comics Dissertation

2013  Miami University, OH
Presentation, Interdisciplinarity meets Multimodality: A Comics Dissertation Reinvents Inquiry

2012  Oakland University, MI
Presentation, Integrating visual and verbal: A dissertation in comic book form re-visions inquiry

2011  Grand Valley State University, MI
Presentation, Unflattening: A visual-verbal dissertation reimagines research

**HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory)**

2015  Michigan State University, East Lansing, MI
Symposium, Remix the Diss: Transforming the Dissertation
Symposium/Workshop, The Future of Text

2013  Toronto, CA
Presentation, Unflattening: A visual-verbal inquiry into learning in many dimensions
2011 University of Michigan, MI
Presentation, Rethinking (through) comics

Imagining America (IA)
2013 Syracuse, NY
Group, Incorporating Visual Thinking into Research Methodology and Representation

2012 New York City
Group, (Session organizer w. Anastasia Salter & members of Hack the Dissertation): Expanding forms of inquiry

2011 Minneapolis, MN
Poster, Unflattening: Reinventing research through a visual-verbal dissertation

Genres of Scholarly Knowledge Production
2014 HUMlab, Umeå University, Sweden
Invited talk, Unflattening: A Comics Dissertation Imagines Scholarship

Thinking through Drawing Conference
2013 Teachers College, NYC
Presentation, Comics as a Way of Thinking

Graduate Research Arts Education (GRAE)
2012 Ohio State University, OH
Presentation, Unflattening: A visual-verbal inquiry into learning in many dimensions

Rocky Mountain Comics Conference
2012 Denver, CO
Presentation, Comics as a tool for inquiry: A dissertation in comic book form reimagines scholarship

Sequential Smart Conference
2012 Juniata College, PA
Presentation, Comics as a tool for inquiry

Creativity, Play & the Imagination across the Disciplines Conference
2011 Teachers College, Columbia University, NYC
Presentation (w. Michele Root-Bernstein), Haiku and Comics: A conversation about Constraints and the Creative Process

1st Annual International Conference on Fine and Performing Arts
2010 Athens, Greece
Presentation, Unflattening Education: Creating Possibilities

European Affective Education Network (EAEN) 10th International Conference
2009 University of the West of Scotland, UK
Presentation, Creativity Reconsidered: Incorporating Care

GRANTS
Development of Research and Creativity (DRC) Grant, San Francisco State University, 2017
$7,791
Social Science and Humanities Research Council (SSHRC) Insight Development Grant, for *What Were Comics* (as co-applicant with Bart Beaty and Benjamin Woo), 2015
$280,879 (CAD)

Office of the Provost, Teachers College Provost Investment Fund, for *Creativity, Play, and the Imagination across the Disciplines* conference (co-applicant with Suzanne Choo), 2011
$20,000

Microsoft Research sponsorship for *Creativity, Play, and the Imagination across the Disciplines* conference, 2011
$10,000

HONORS/AWARDS

2016 American Publishers Awards for Professional and Scholarly Excellence (PROSE Award) in Humanities

2016 American Publishers Awards for Professional and Scholarly Excellence (PROSE Award) in Media & Cultural Studies

2016 Lynd Ward Prize for Graphic Novel of the Year

2016 Eisner Award Nomination for Best Academic/Scholarly Work

2016 New England Book Show Best Graphic Novel

University of Calgary
2015-16 Students’ Union Teaching Excellence Award

National Art Education Association
Elliot Eisner Doctoral Research Award, Runner-Up, 2015

Teachers College, Columbia University
Provost Doctoral Dissertation Grant, 2014

HASTAC Scholar, 2011-12

Imagining America
Publicly Active Graduate Education (PAGE) Fellow, 2011-12

Crain’s Detroit Business
“40 Under 40” Class of 2006

Almont High School
Commencement Speaker, 2005

Western Michigan University
Grover C. Bartoo Scholarship for excellence in mathematics, 1995

ASSOCIATION MEMBERSHIPS

American Education Research Association (AERA), 2011-Present
National Art Education Association (NAEA), 2012-Present
Association for Interdisciplinary Studies (AIS), 2010-Present
Modern Language Association (MLA), 2012-Present
The Comics Studies Society, 2016-Present

EDITORIAL/CONSULTING

External Dissertation Advisor for Doctoral Candidate Rachel Kaminski-Sanders, University of Georgia (2016-Present)

External Dissertation Advisor for Doctoral Candidate Aimee Jo Valentine, Western Michigan University (2016-2017)

External Dissertation Advisor for Doctoral Candidate Michele Mercer Lee, California Institute of Integral Studies (2015-2016)

Manuscript Proposal Review for Duke University Press

Manuscript Proposal Reviews for Routledge Press

Peer Review for Authorship – academic journal

ethnoGRAPHIC: Ethnography in Graphic Form, University of Toronto Press Series Advisor (2015-Present)

SOLO EXHIBITIONS

Moscow Polytechnic Museum [two-person exhibition], Russia, 2016

Davidson College, Davidson, NC, 2016

University of Amsterdam, the Netherlands, 2016

Educating Interdisciplinarians: The Unflattening Exhibition

Moscow International High-Quality Fiction and Non-Fiction Book Fair, Russia, 2015

Utrecht University, the Netherlands, 2015

Educating Interdisciplinarians: The Unflattening Exhibition

Microsoft Research, Redmond, WA, 2013

Detroit Public Art Billboard, Ferndale, MI

“Free-Way” Public Art Billboard, 2005

GROUP EXHIBITIONS

Envisioning Pedagogical Inquiry, The Making of Arts-Based Educational Research, Teachers College, Columbia University, NYC, 2017

Greater Denton Arts Council, Heroes in the Making, 2016, Denton, Texas

Society of Illustrators: Comics & Cartoon Art Annual, NYC, 2016

Graphic Design Festival, Breda, The Netherlands, 2015

Detroit Artists Market, Detroit, MI


Gallery Project, Ann Arbor, MI


The Ladybug Gallery, *EXIT Detroit*, Detroit, MI, 2010


Detroit Artists Market, *That DAM Box Show*, MI, 2006

Detroit Opera House, *Bravo, Bravo*, MI, 2005

Zeitgeist Gallery, *Restoring the Tree of Liberty*, Detroit, MI, 2004

**ADDITIONAL EXPERIENCE**

Contemporary Art Institute of Detroit (CAID), Detroit, MI  
Board Chairman, 2005-2007 (Board member, 2004-2007)

Manhattan Plaza Racket Club, NYC/Peachtree & Port Huron Tennis Clubs, MI  
Professional Tennis Instructor, 2008-2014/1997-2008
Work Experience

1997-present  Lecturer, English Department  
College of Liberal and Creative Arts, San Francisco State University, San Francisco, CA

- Teach English composition courses, ranging from developmental writing courses to upper division composition courses.
- Teach METRO English composition courses, specifically designed to support first generation college students with an emphasis in social justice.
- Teach first year experiences courses, collaborating with lecturers from the various departments and academic counselors to provide academic support for first year college students.
- Develop original course materials, including sentence level exercises, reading and writing activities, discussion questions, and essay prompts.
- Design and update course curriculum to include current reading/writing pedagogies.
- Mentor graduate students in the Composition Program, providing materials, feedback, and teaching instruction.
- Mentor writing tutors in the Learning Assistance Center, providing guidance with individual and group tutoring sessions as well as in-class observation and experiences.

2007-present Lecturer, Liberal Studies Program  
College of Liberal and Creative Arts, San Francisco State University, San Francisco, CA

- Teach Core Introductory Course in the Liberal Studies Program—Perspectives on Liberal Studies and the Graduation Writing Assessment Requirement at SFSU.
- Teach Senior Capstone Course in the Liberal Studies Program

1995-1997 Graduate Teaching Associate, English Department  
College of Humanities, San Francisco State University, San Francisco, CA

- Taught English composition courses, ranging from developmental writing courses to upper division writing courses.
- Created and implemented curriculum for basic writing, first year composition, and second year composition courses.
- Worked with the English department faculty holistically scoring the university-wide English Proficiency Essay Test.
1995-1997  **Instructional Assistant, English Department**  
*De Anza Community College, Cupertino, CA*
- Worked in the writing lab, teaching basic reading and writing skills to developmental writers.
- Prepared basic writing students for the Writing Assessment Test—the prerequisite for the freshman composition course.
- Designed course materials and evaluated student writing.
- Worked with a team of instructors to holistically score the Writing Assessment Test.

1994-95  **Writing Tutor, English Tutoring Center**  
*College of Humanities, San Francisco State University, San Francisco, CA*
- Tutored students in first year and second year composition courses.
- Worked with instructors to provide students with effective feedback.
- Designed sentence and essay level exercises to assist students in developing their writing skills.

1993-94  **Student Teacher, English Department**  
*Martin Luther King Middle School, San Francisco, CA*
- Assisted teachers in eighth and sixth grade English courses.
- Worked with teachers in designing and implementing activities.
- Worked with small groups of students, providing additional reading and writing support.

1992-1993  **Teaching Assistant, English Department**  
*School of the Arts, San Francisco, CA*
- Assisted high school English teacher in World Literature, American Literature, British Literature, and Creating Writing Courses.
- Tutored at risk students in reading and writing.

**Related Academic Experience**

*San Francisco State University*

Holistic Reader for Graduate Essay Test  
*San Francisco State University*

Holistic Reader for Writing Assessment Test  
*De Anza Community College, Cupertino, CA*

Holistic Reader for Junior/Senior Essay Test  
*Mercy High School, San Francisco, CA*
**Professional Development**

2005-present

- Community Service Discussion Group **Fall 2016**
  *English Department, San Francisco State University*
- eFolio/Portfolium Workshops **Spring 2007-present**
  *Academic Technology Department, San Francisco State University*
- Academic Technology Summer Institute **Summer 2015/16**
  *Academic Technology Department, San Francisco State University*
- METRO Program Professional Development **Fall/Spring 15/16**
  *Meetings and Workshops, METRO Program, San Francisco State University*

**Education**

- **Master of Arts, Concentration in English Composition** 1997
  *San Francisco State University, San Francisco, CA*

- **Bachelor of Arts, International Political Economy of Industrialized Societies/Development Studies:**
  Emphasis in Latin America Studies and Natural Resources 1987
  *University of California, Berkeley, Berkeley, CA*
Shawn D. Taylor
2312 Mono Avenue, El Cerrito, CA 94530
Phone: (510) 759-9361 E-Mail: shawntca@earthlink.net

Education
M.A. Humanities, San Francisco State University, San Francisco, December 2010.

Mental Health Rehabilitation Specialist (MHRS)

Core Competencies
- Designed, developed, and implemented a transition aged youth/independent living skills program for Seneca Family of Agencies’ Oak Grove School. This program was adopted by the Mount Diablo Unified School district.
- Fundraising.
- Budget management.
- Public Speaking and presentation.
- Curriculum design, development, and implementation.
- Grant writing.
- Supervision of personnel, staff development and training.
- Competent and capable on both PC and Mac platforms, as well as all attendant business and multimedia software.
- Building partnerships and mutual stakes between varying stakeholders.
- Community outreach and alliance building.
- Developed a diversity and inclusion continuing education series for clinicians and juvenile justice staff.
- Developed and implemented a diversity and inclusion training module for new hires.
- Core member of Seneca Family of Agencies Diversity and Inclusion task force.
- Cofounder of the Black Comix Arts Festival which was chosen by USA Today as one of the ’10 Best Festivals in the United States: http://www.10best.com/awards/travel/best-art-festival/. This entailed managing a $500,000 budget, securing material donations, booking talent, coordinating with city and county agencies (BART, the SF Public Library), DC and Marvel comics, the NORCal MLK Foundation, and developing press kits and other advertising.
- Educational and mental/behavioral health assessment.
- Classroom and online instruction.
- Workflow (systems) development.
- Data-tracking.

Experience
Director Gateway to College at Laney College 2015-Present
- Manage the day-to-day operations of an alternative high school program that serves high school students in a concurrent enrollment (high school/community college) environment.
Act as lead professional development trainer for instructors, academic counselors, and tutors.

- Collect and disseminate data on student outcomes, retention, persistence, and standardized testing.
- Work with multiple agencies: mental health, juvenile justice, social services to develop educational programming to best serve under resourced and students who have stopped out of traditional education.
- Manage a yearly operational budget of $500,000+.
- Develop quarterly reports for Oakland Unified School District, Gateway National Network, and the California Department of Education.

**Lecturer. San Francisco State University 2010-Present**

- Currently teaching Perspectives on Liberal Studies (LS300GW). This course introduces and prepares undergraduates for interdisciplinary study and writing.
- Have taught Values and Culture (HUM 220). This course interrogates the intersections of artistic and creative disruption, cultural and creative aesthetics, and how they influence human value (axiological) patterns.
- Have taught Values in American Life (HUM 225). This course explores the shift from multiculturalism to transculturalism, and how this change influences American thought, art, culture, media, and propaganda.


- Responsible for designing and implementing strengths-based behavioral interventions for youth involved in both the juvenile justice and adolescent mental health systems.
- Supervision of 3 reentry clinicians and one dual-diagnosis clinician. Responsible for coaching, case/client review and consultation, and professional development.
- Teaching independent living and transition age skills to youth.
- Responsible for supporting justice involved youth, with reintegrating into their home communities. This support consists of addressing the life domains of education, vocation, and recreation and developing prosocial systems with the youth and their families as a way to reduce recidivism and wean them off professional supportive services.

**Teaching Artist/Author. Independent Contractor 1996-Present**

- Introduced digital memoir practices to middle school students as a tool for social and community engagement.
- Developed global social justice awareness curriculum for Newark Memorial High School.
- Published author.
- Writer of the “Father/Hood” column for [www.ebony.com](http://www.ebony.com)
Skills

Proficient in Mac OS and PC platforms. Skilled public speaker. Skilled video and audio producer. Workshop facilitator and curriculum designer. Strong history working with diverse populations.

On the Seneca Family of Agencies Diversity and Inclusion Task Force.

REFERENCES

1. Janet Stickmon, MA, Professor of Humanities at Napa Valley College (707) 256-7511 jstickmon@napavalley.edu or jstickmon@msn.com
2. Dr. Saul Steier, Department Chair, Humanities at San Francisco State University (415) 338-3129 sauls@sfsu.edu
3. Michelle Thomas, ASW AllM Higher/Seneca Family of Agencies (415) 264-1470 michelle.thomas@senecacenter.org
4. Dr. Sandra Luft, B.A. & M.A. Advisor at San Francisco State University (415) 338-1830 srluft@sfsu.edu
5. Dr. Seth Jacobowitz, Assistant Professor of East Asian Languages and Literatures at Yale University (646) 673-0307 seth.jacobowitz@yale.edu
6. Warnell Brooks, BA. Program Director Olivera School/Seneca Family of Agencies (925) 603-1900 warnell_brooks@senecacenter.org
Teaching and Research Interests

- Digital Humanities
- Equity in Education
- Mythology and Folklore
- Critical Race and Gender Studies
- Media Literacy
- Propaganda
- Pop Culture Studies
- Hip-Hop Criticism
- Sub-cultures and Society
- Psychogeography
- Transculturalism
- Political Dimensions of Science Fiction
- Rhetoric
- Political Street Performance

Thesis


Publications

Taylor, Shawn (2007) *People’s Instinctive Travels and the Paths of Rhythms* (part of the 331/3 series published by Continuum)


Taylor Shawn (2011) “A Day at the Park” in Tomas Moniz and Jeremy Adam Smith’s (Eds.) *Rad Dad: Dispatches from the Frontiers of Fatherhood*


Taylor, Shawn (2013) “For Octavia” in Kwan Booth’s (Ed.) *Black Futurists Speak*


Teaching Experience (aside from my current position)

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<tr>
<th>Location</th>
<th>City, State</th>
<th>Year(s)</th>
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<tr>
<td>Napa Valley College</td>
<td>Napa, CA</td>
<td>Present</td>
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<td></td>
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<td>Guest lecturer on global interconnectivity, social justice, and how play as meditative practice</td>
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<td>Aragon High School</td>
<td>San Mateo, CA</td>
<td>2008</td>
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<td>Cultural Diversity and Justice</td>
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<td>Omega Boy’s and Girl’s Club</td>
<td>Richmond, CA</td>
<td>2002-2004</td>
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</tbody>
</table>
➢ Job Skills and basic academics

Enola Maxwell Middle School    San Francisco, CA    2002-2004
➢ Spoken word and theater, English Basics

Golden Gate Academy    San Francisco, CA    2002
➢ Theater and storytelling in conjunction with visual art

Salesian High School    Richmond, CA    1999-2005
➢ Basic acting techniques, story and character development, spoken word

San Francisco Mime Troupe    San Francisco, CA    2003
➢ Created a 45-minute theatrical performance in 8 weeks. Finished project performed at the Diego Rivera Theater at City College

Intersection for the Arts    San Francisco, CA    2002
➢ Ritual Theater, based on my on curriculum

S.O.T.A. (School of the Arts)    San Francisco, CA    2002
➢ Acting, public speaking, writing, and movement techniques. Classes culminated in a public performance at the Intersection for the Arts focusing on trans-cultural awareness

Newark Memorial High School    Newark, CA    2000-2001
➢ Developed a Mythology and Poetry curriculum. Performance and writing skills

St. Joseph’s Home for Children    Minneapolis, MN    1994-1996
➢ Spoken word and storytelling performance based on my curriculum

Performance/Public Speaking Experience

Jazz Café    London, England
Souls of Black Folks Café    London, England
Nuyorican Poet’s Café    NY, NY
Brooklyn Moon    NY, NY
Chicago Theater    Chicago, IL
Subterranean Theater    Chicago, IL
Guild Complex    Chicago, IL
First Avenue    Minneapolis, MN
World Stage    LA, CA
Henry Miller Library    Big Sur, CA
La Pena Cultural Center    Berkeley, CA
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<th>Location</th>
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<tr>
<td>Berkeley, CA</td>
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<td>Capoeira Arts Café</td>
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<td>Jahva House</td>
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<td>Victor’s Café</td>
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<td>2310 Gallery</td>
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<td>San Jose Museum of Art</td>
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