



SALARY AND LEAVES COMMITTEE 2018-19

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant: BETSY MCCORMICK Date: 11/16/2018

Department: ELTD Division: HSS

Email: bmccormick@mtsa.edu ext.: 4631 Phone (cell/home):

Address:

City:

Zip:

Dates of Adjunct Employment at Mt. SAC: _____ Accumulated LHE: _____

Dates of Full Time Employment at Mt. SAC: 8/91-Present Dates of last sabbatical: From 2008 To 2009

Any Previous Sabbatical Leave(s)? No Yes If yes, dates: From 1999 To 2000

Previous Leave(s) of Absence or breaks in service in the past 10 years?

Yes No Dates: _____ Paid? Yes/No

Length of sabbatical leave requested:

10 Month: One semester Two semesters **11/12 Month:** Half Year Full Year

Effective dates for proposed sabbatical leave:

10 Month: Fall (year) 2018 Spring (year) 2020

11/12 Month: Start Date _____ End Date _____

Formal Study Independent Study Work Experience

Combination (specify) _____

I plan to use banked leave to supplement my sabbatical leave. No Yes*

(*If yes, you must submit a separate "Use Banked Leave" form to your Division office, be approved by your Dean, and received by Human Resources by the third week of the semester preceding your leave.)

ATTACHMENTS NEEDED

- A THREE TO FOUR SENTENCE ABSTRACT OF YOUR PLAN FOR PREPARATION OF THE BOARD OF TRUSTEES AGENDA.
- A COMPREHENSIVE, WRITTEN STATEMENT OF THE PROPOSED SABBATICAL ACTIVITY(IES) INCLUDING:
 - DESCRIPTION OF THE NATURE OF THE ACTIVITY(IES)
 - TIMELINE OF THE ACTIVITY(IES)
 - PROPOSED RESEARCH DESIGN AND METHOD(S) OF INVESTIGATION, IF APPLICABLE
- A STATEMENT OF THE ANTICIPATED VALUE AND BENEFIT OF THE PROPOSED SABBATICAL ACTIVITY(IES) TO THE APPLICANT, HIS/HER DEPARTMENT OR SERVICE AREA, AND THE COLLEGE.
- LETTERS OF RECOMMENDATION (ENCOURAGED).
- ACADEMIC REFERENCE LIST/ WORKS CITED/SELECTED BIBLIOGRAPHY

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted in writing to the committee for reconsideration.

Applicant's Signature: [Signature] Date: 11/16/2018

Vice President of Instruction

APPLICATION FOR SABBATICAL LEAVE – CONT'D

Applicant: _____

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

- The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement.
- Department chairs and appropriate administrators are required to submit a statement regarding the value of the sabbatical plan to the College, division/department, and individual, directly to the Office of Instruction.
- Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves committee.

Department Chairperson:

Name: Erin Danson Signature: [Signature] Date: 11/14/18

I certify that this leave will not be detrimental to the department. (16.K.7)

Division Dean:

Name: Kathryn Hoover Signature: [Signature] Date: 11/13/18

I certify that this leave will not be detrimental to the department. (16.K.7)

ACKNOWLEDGMENT OF THE APPROPRIATE VICE PRESIDENT (INSTRUCTION OR STUDENT SERVICES)

Signature: _____ Date: _____

Received in Instruction by: _____ Date: _____

APPLICATION FOR SABBATICAL LEAVE - CONT'D

Applicant: _____

For Salary and Leaves Committee use:

Received by Office of Instruction

Date: 11/14/18

By: Laura

Application - Complete/Incomplete? Complete Incomplete
(If Incomplete applicant is given 5 working days to resubmit)

Date returned to applicant: _____

Due date for resubmission: _____

Date resubmission received: _____

Complete application sent to individual Committee Members for review: _____ Date: _____ By: _____

Reviewed by Committee as a whole:

Action:

- Acceptable
- Conditionally Acceptable with Additional Information
 - Additional information requested. Due back by: _____
- Not acceptable - Not recommended to the Board of Trustees

Review of Conditionally Accepted Applications:

- Acceptable
- Not Acceptable - Not recommended to the Board of Trustees

Recommendation:

- Recommended to Board of Trustees
Ranked as # _____ of _____ (# of applications)

Notification:

- Applicant notified of Committee Action
- Applicant notified of Board of Trustees Action

Date: 12/11/18

By: Laura

2/28/19

Laura

Signature: Gregory Anderson
Chairperson, Salary and Leaves Committee

Date: 12/10/18

Understanding Misogyny: From the Middle Ages to the #MeToo Era
Dr. Betsy McCormick
Independent Study Sabbatical Proposal: Academic Year 2019-2020

Abstract

For my independent study project, I propose to investigate the continuing connections between classical and medieval representations of “Woman” in the Western tradition with more contemporary representations, like the #MeToo movement. that reflect the very same images and stereotypes. First, I will be co-editing as well as contributing an essay to a special issue of *The Chaucer Review*, published by Pennsylvania State University Press. Second, my research will provide a framework for creating a teaching module that would enable students to explore and understand the intellectual history of the debate, its long reach into the present, and its socio-cultural implications for gender and representation in today’s world. By exploring how such representations and stereotypes work both in the past and the present, we can begin to understand how misogyny functions and controls ideologies and behaviors. Such thinking and teaching is exactly the way we can provide exceptional educational opportunities for our students, unique to Mt SAC, encouraging a climate of respect and integrity for all.

Understanding Misogyny: From the Middle Ages to the #MeToo Era
Dr. Betsy McCormick
Independent Study Sabbatical Proposal: Academic Year 2019-2020
16 November 2018

Independent Study Project Description

For my independent study project, I propose to investigate the continuing connections between classical and medieval representations of “Woman” in the Western tradition with more contemporary representations. While at first glance, we might assume that there is no connection between the two, this is not the case. The classical and medieval “Debate about Woman,” also known in the late medieval period as the *querrelle des femmes*, functioned as a structured rhetorical game. It was an argumentative contest constructed on misogyny (anti-female blame) versus feminism (pro-female praise). A medieval “good” woman was one who was silent, chaste and obedient while the “bad” woman was one who reversed or challenged those rigid stereotypes. Unfortunately, such stereotypes of the “good woman” and the “bad” have not been left in that past, but live on in the present. These stereotypical categories are still operative, with surprisingly little variation. In popular culture we find television shows and movies like *The Good Wife* and *Mean Girls*. Broader social/cultural issues like the #MeToo movement reflect the very same stereotypes. The kind of rhetoric used in the 2016 U.S. Presidential campaign and the recent Kavanaugh hearings echoes the rhetoric found in medieval debate texts. While we cannot ignore important changes to women’s power and agency today, fundamental problem of conceptualization remains: the ways that contemporary culture thinks about and represents “Woman” have *not* changed in important ways.

Despite our modern tendency to think of history as progressive, and our own time as one of rupture and disconnection from the past, we are always connected to the past. Or as the American author William Faulkner famously observed, “The past is never dead. It’s not even the past.” As a medievalist, I consider the long reach of the past into the present, what the *Annaliste* historians of the twentieth century termed the *longue duree*. This long debate tradition dates all the way back to Aristotle’s biological definition of Woman as “deformed men.” The medieval version of the debate drew on multiple classical (Greek and Roman) and patristic (Early Christian) sources of both misogynistic and feminist examples, including Biblical stories of Eve and Mary; mythological figures like Medea; and fictional examples like Griselda and Lucretia. Both male and female writers participated in this debate during the Middle Ages, including Geoffrey Chaucer and Christine de Pizan. Indeed, Chaucer’s Wife of Bath is perhaps the most well-known example from Geoffrey Chaucer’s *The Canterbury Tales*, but many of its tales are also about the debate. de Pizan, one of the first female authors in print history and the first professional author in Europe, defended woman against the misogynistic charges of the debate in many of her works, particularly the *Book of the City of Ladies*.

By exploring how such representations and stereotypes work in the past and the present, we can begin to understand how misogyny functions and controls ideologies and behaviors. Recent developments in cognitive science and psychology have fundamentally changed our understanding of human cognition. Current research in cognitive science transforms our

understanding of what are termed “concepts” – that is how humans create categories and classification systems. This research reveals that the function of stereotypes as “concepts” is to construct and control behavior. People will indeed adjust their behavior to match the stereotypes imposed upon them. As cognitive linguist George Lakoff observes in his *Women, Fire and Dangerous Things*, “Without the ability to categorize, we could not function at all, either in the physical world or in our social and intellectual lives. An understanding of how we categorize is central to understanding how we think and how we function, and therefore central to an understanding of what makes us human.”¹ It would seem that the ability to categorize is not only how we think about being human, but how we *understand* being human. What this means is that the problem with the restrictive concepts inherent in the debate about “Woman” is not only how they limit articulating the actual lived experience of women, but how they deny human complexity for all.

I propose to explore these issues in two ways: pedagogy and research as the latter will help create new teaching modules and applications. My academic work focuses on how the structures of the debate reveal the larger belief systems underlying misogyny. While the debate was often viewed as performative game, many authors like Chaucer and Christine de Pisan asserted that the debate’s rhetoric had real life impact and implications. And this debate is central to my contribution to the special issue of *The Chaucer Review*, which I will co-edit and which explores these connections specifically between Chaucer and the debate in medieval Europe. In researching both the “Introduction” to the volume as well as an article which examines how Chaucer and Christine question the rhetorical structures and cultural implications of the debate, I will develop teaching strategies and materials that will focus on these issues.

This research indeed makes clear that this topic is also essential to our students: issues of gender and representation are not only important to the larger culture, but specifically to our students’ education and workplace development. They will enter one of the most diverse labor markets in history, in terms of race, class, and, especially gender. My research will provide a framework for creating a teaching module that would enable students to explore and understand the intellectual history of the debate, its long reach into the present, and its socio-cultural implications for gender and representation in today’s world. Such thinking and teaching is exactly the way we can provide exceptional general education opportunities for our students, unique to Mt SAC, encouraging a climate of respect and integrity for all.

¹ Lakoff, 1987, 6.

Independent Study Project

- Co-edit special issue of *The Chaucer Review* entitled “The Woman Question: Chaucer in his European Context” 55.1, currently scheduled for publication in April 2020
- Research and write “Introduction” for special issue of *The Chaucer Review*
- Research and write a peer-reviewed essay “Gaming Constancy, Constant Gaming: Chaucer, Christine and the Debate about Woman” for special issue of *The Chaucer Review*
- Attend the Forty-Sixth Annual Sewanee Medieval Colloquium, April 11-12, 2020
- Attend the Fifty-Fifth International Congress on Medieval Studies in Kalamazoo, MI May 7 to 10, 2020
- Research and write teaching module on connections between classical/medieval rhetorical debate about women and contemporary representations
- Research and write literature survey to accompany teaching module

First, I will be co-editing a special issue of *The Chaucer Review*, published by Pennsylvania State University Press. *The Chaucer Review* is the leading peer-reviewed scholarly journal for medieval studies related to Chaucer in the Americas and Europe:

Founded in 1966, *The Chaucer Review* publishes studies of language, sources, social and political contexts, aesthetics, and associated meanings of Chaucer’s poetry, as well as articles on medieval literature, philosophy, theology, and mythography relevant to study of the poet and his contemporaries, predecessors, and audiences. It acts as a forum for the presentation and discussion of research and concepts about Chaucer and the literature of the Middle Ages.

This special issue, entitled “The Woman Question: Chaucer in His European Context,” is currently scheduled to be published in April 2020. It is based on the conference panel, also entitled “The Woman Question: Chaucer in His European Context,” that I co-organized for the Twenty-First Biennial International Congress of the New Chaucer Society held in Toronto, Canada this past summer (July 10-15, 2018). This special issue has eight contributors from a range of institutions in the US and the UK. (See attached Table of Contents)

I will be researching and co-writing the “Introduction” to the volume with my co-editor, Wendy Matlock (Kansas State University).

I will also be contributing an essay to this volume. I will be researching and writing an essay entitled “Gaming Constancy, Constant Gaming: Chaucer, Christine and the Debate about Woman.”

I will be attending professional conferences to stay up to date with developments in my field of study as well as make the collegial connections that lead to future projects.

Ultimately, my research and writing in these venues will enable me to create a teaching module based on the long intellectual history of the “Debate about Woman.” *Canvas* allows for the kind of interactive textual, visual and digital content so cogent to this topic. Individual modules for the time periods (Medieval, Early Modern, Twentieth Century etc.) will allow for overviews and contextual information alongside art, hyperlinks to web content, on-line videos and lectures as well as more contemporary media like movies and music appropriate to the more modern modules. I will provide overviews of historical and cultural representations of women within those time periods, alongside overviews of the scholarship currently being used to assess such representations as well as the manipulations underlying them. I construct my critical thinking course on Bloom’s Taxonomy for critical thinking: analysis, synthesis and evaluation. These modules will follow the same format. Critical reading/assessment questions will enable the analysis of the various forms of text and media. Comparative group exercises will enable synthetic thinking to connect these concepts by students in new, critical ways. *Canvas* also allows for the creation of collaborative group activities and discussion boards to further such synthetic investigations. Finally, written arguments and other writing assignments will help students with their evaluative thinking and argumentation. Suggested classroom activities and assignments will supplement the kind of deep learning already encouraged by these pedagogical modes. Additionally, I will also include a literature survey and suggested reading list (or possibly a reader) to accompany the module.

As an example, one possible module could explore images of female power. While women have held positions of power since the beginnings of human history, how to represent that power has always been problematic. So representations of female rulers by such medieval authors Christine de Pisan, in her *The Book of the City of Ladies*, and Giovanni Boccaccio, in his *On Famous Women*, are typical of the binary structure of good female queen vs the queen as Virago (female monster). This same dynamic can be seen in historical figures like Queen Victoria and Queen Elizabeth I as well as the rhetoric used for contemporary figures like UK Prime Minister Teresa May, German Chancellor Angela Merkl and the campaign invective toward presidential candidate Hilary Clinton in the 2016 US Presidential election. Students can analyze these representations; synthesize to look for patterns of comparison-contrast; assess the scholarly approaches to such conceptual modes; and finally evaluate and argue their own position on these binary ideals. It is not enough for our students to see such binary thinking; it is vital for our students to learn new ways to think through, around or beyond such dialectic.

This module will serve as a teaching resource for fellow professors as well as a pedagogical tool for students. This module will be applicable to current ELJD courses in both composition and literature as well as new courses under consideration including English 1C-Critical Thinking and Literature. I have also discussed with ELJD Chair Gary Enke the possibility of offering a workshop as part of Communities of Practice upon completion of the sabbatical. Additionally, because of the interdisciplinary content, this module could also be applicable to other courses focused topically on gender issues, or on disciplinary issues in the humanities and the social sciences

Research Agenda/ Timeline

Fall Semester 2019

August 2019

Week of August 26-30:

15 hours researching for *ChR* Essay and Teaching Module; 15 hours writing *ChR* Essay for peer review

September 2019

Week of September 2-6:

10 hours researching for *ChR* Essay and Teaching Module; 10 hours writing *ChR* Essay for peer review; 10 hours editing *ChR* contributor essays for peer review

Week of September 9-13:

10 hours researching for *ChR* Essay and Teaching Module; 10 hours writing *ChR* Essay for peer review; 10 hours editing *ChR* contributor essays for peer review

Week of September 16-20:

10 hours researching for *ChR* Essay and Teaching Module; 10 hours writing *ChR* Essay for peer review; 10 hours editing *ChR* contributor essays for peer review

Week of September 23-27:

5 hours researching for *ChR* Essay and Teaching Module; 5 hours writing Sabbatical Report; 10 hours writing *ChR* Essay for peer review; 10 hours editing and submitting *ChR* contributor essays for peer review

October 2019

Week of September 30-October 4:

15 hours researching for Teaching Module; 15 hours editing and submitting *ChR* contributor essays for peer review

Week of October 14-18:

10 hours researching for Teaching Module; 20 hours researching and writing "Introduction" for *ChR* special issue

Week of October 21-25:

10 hours researching for Teaching Module; 20 hours researching and writing "Introduction" for *ChR* special issue

Week of October 28- November 1:

10 hours researching for Teaching Module; 10 hours revising and editing "Introduction" for *ChR* special issue; 5 hours writing Sabbatical Report

November 2019

Week of November 4-8:

10 hours researching for Teaching Module; 20 hours researching and writing revisions to *ChR* Essay based on peer review

Week of November 11-15:

10 hours researching for Teaching Module; 20 hours researching and writing revisions to *ChR* Essay based on peer review

Week of November 18-22:

10 hours researching for Teaching Module; 20 hours writing revisions to *ChR* Essay based on peer review

Week of November 25-29:

5 hours editing *ChR* Essay based on peer review; 20 hours editing *ChR* contributor essays for final submission; 5 hours writing Sabbatical Report

December 2019

Week of December 2-6:

30 hours Editing *ChR* contributor essays for final submission

Week of December 9-13:

25 hours Editing *ChR* contributor essays for final submission; 5 hours writing Sabbatical Report

Spring 2020

February 2020

Week of February 24-28:

10 hours researching for Teaching Module; 20 hours editing page proofs for *ChR* special issue

March 2020

Week of March 2-6:

5 hours researching for Teaching Module; 25 hours editing page proofs for *ChR* special issue

Week of March 9-13:

20 hours researching for Teaching Module; 10 hours creating Canvas Teaching Module

Week of March 16-20:

20 hours researching for Teaching Module; 10 hours creating Canvas Teaching Module

Week of March 23-27:

5 hours researching for Teaching Module; 15 hours creating Canvas Teaching Module; 5 hours writing Sabbatical Report

April 2020

Week of March 30-April 3:

5 hours researching for Teaching Module; 25 hours creating Canvas Teaching Module

Week of April 6-10:

30 hours attending Forty-Sixth Annual Sewanee Medieval Colloquium in Sewanee, Tennessee

Week of April 13-17:

5 hours researching for Teaching Module; 25 hours creating Canvas Teaching Module

Week of April 20-24:

5 hours researching for Teaching Module; 25 hours creating Canvas Teaching Module

Week of April 27-30:

10 hours creating Canvas Teaching Module; 10 hours writing lesson plans and assignments for Teaching Module; 10 hours writing Sabbatical Report

May 2020

Week of May 4-8:

10 hours creating Canvas Teaching Module; 20 hours writing lesson plans and assignments for Teaching Module

Week of May 11-15:

30 hours attending Fifty-Fifth International Congress on Medieval Studies in Kalamazoo, Michigan

Week of May 18-22:

15 hours writing lesson plans and assignments for Teaching Module; 15 hours writing literature survey for Teaching Module

Week of May 25-29:

10 hours writing lesson plans and assignments for Teaching Module; 15 hours writing literature survey for Teaching Module; 5 hours writing Sabbatical Report

June 2020

Week of June 1-5:

15 hours finalizing Teaching Module and literature survey for Teaching Module; 15 hours writing Sabbatical Report

Week of June 8-12:

15 hours finalizing Teaching Module and literature survey for Teaching Module; 15 hours writing Sabbatical Report

Statement of Value and Professional Growth

This project is ultimately quite valuable to the college. As an institution that both prepares students for workplace training and transfer to four-year institutions in the California higher education system, Mt. SAC serves a student population with a wide range of needs and outcomes. By linking my research to my teaching, I will be able to prepare students for research-intensive institutions in the California university system. In recent years, students from the English, Literature and Journalism Department have matriculated to places such as Berkeley, UCI and UCSB as well as the Cal State system and private colleges/universities. We want our transfer students to successfully articulate with these institutions in such a way that they will hit the ground running in highly competitive and privileged environments. To do so, they need not only knowledge, but literary critical skills sets. In order to fulfill this brief, Mt. SAC humanities professors need to have top-tier course materials and ways for students to participate in these kinds of prestigious research programs. In the humanities, this means not labs and science facilities, but the human capital of professors who are participating in the broader scholarly conversation via conferencing and creating new knowledge via scholarship. This leads not only effective advice and recommendations for the successful transfer of our students but also, by being scholars in their own right, to our own professors staying on the cutting edge of what happens in four-year literature classroom. Literary knowledge is no more static than scientific knowledge is. We simply cannot have students succeed in those environments without having literary scholars actively among us for students to learn from, and possibly *with*, in terms of research projects attempted together.

For students entering the workplace following Mt. SAC, training in diversity and gender studies is equally important. Regardless of gender, training and education in the history of gender for all students seems more necessary than ever. Nationally, and at the state level, higher education is recruiting and retaining higher numbers of female students. According to the State of California Employment Development Department, Los Angeles County has a majority of female residents, a number that only increases for the demographics of fulltime workers (18+). It is clear, then, that all students deserve the opportunity to learn about historical forms of gender and how they affect gender relations today in the state of California. Discussing these issues with materials from the past produces dividends—seemingly distant from the modern contexts surrounding students, these historical materials train students in how to have difficult and nuanced discussions concerning gender (including expectations and representation).

In terms of value to my own career, research might seem too far removed from my classroom responsibilities. However, my research informs *how* I teach these materials, as both Geoffrey Chaucer and Christine de Pizan are frequently anthologized and taught in institutions nationally. Moreover, one of the goals for my teaching is to produce students who can evaluate sources, construct arguments, and synthesize information, all of which is modeled for them by my own research method. Ultimately, it is clear that all students increasingly need to think about the structural and historical conditions underlying contemporary gender relations.

Special Issue: *The Woman Question: Chaucer in his European Context*
The Chaucer Review 55.1 (April 2020)

Co-Editors: Wendy Matlock (Kansas State University) and **Betsy McCormick (Mount San Antonio College)**

Table of Contents:

1. Wendy Matlock and **Betsy McCormick**, “Introduction”
2. Glenn Burger (Queens College and The Graduate Center, CUNY), “Who Could Tell the Joy That Is between a Husband and His Wife: Chaucer and French Conduct Literature for Women”
3. Lucy R. Hinnie (University of Edinburgh), “Negotiating the querelle des femmes in the Bannatyne MS c.1568”
4. Matthew W. Irvin (The University of the South), “‘The Temple of Clemency and Verray Wommanhede’”
5. Wendy A. Matlock, “Ventriloquizing Mothers: Chaucer’s Feminized Latin Sources”
6. **Betsy McCormick**, “Gaming Constancy, Constant Gaming: Chaucer, Christine and the Debate about Woman”
7. Will Rogers (University of Louisiana, Monroe), “Chaucer’s Woes and Women: Poetic Traumas, European and English”
8. Leah Schwebel (Texas State University), “#Notallwomen: The (In)imitable Griselda”
9. Lynn Shutters (Colorado State University), “Harry Bailey and the Fantasy of the Foreign Wife”

Selected Bibliography

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November 12, 2018

Sabbatical and Leaves Committee
Mount San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

LETTER OF SUPPORT FOR ELIZABETH MCCORMICK

It is a pleasure to write in support of Dr. Elizabeth McCormick's proposed sabbatical project, *The Debate about Woman*. Beginning with her doctoral dissertation on feminist themes in medieval and early modern literature, Dr. McCormick has established herself as a respected thinker in the larger community of literary scholars. Her research, writing, and presentations at scholarly panels both in the United States and abroad have made Dr. McCormick a core member of our literature faculty and an invaluable resource to our English majors. Few community college English departments can boast of a similar level of scholarly engagement on the part of a faculty member.

Dr. McCormick's work selecting and integrating textual, visual, and digital materials, writing teaching modules, and then housing them in Canvas will be valuable resources for our composition and literature faculty when completed and will support the efforts of the English Department as we reinvigorate our literature program and write new courses in gender and ethnic studies. Her materials will also be useful to faculty as we create and implement a literature-based version of English 1C "Argumentation through Literature" as part of our AA-T degree. The literature survey and suggested reading list that form the pedagogical framework of Dr. McCormick's project will be particularly valuable to adjunct and probationary faculty as models of the critical rigor the English Department expects of its faculty. At the same time, the multimedia aspect will demonstrate how digital content can engage students and support the development of critical analytical and writing skills.

As Chair, I am glad that Dr. McCormick is willing to offer a workshop when she returns from sabbatical leave to our faculty as part of our Communities of Practice so that her work will be widely known and reach as many students as possible.

During my several terms as Chair of the English Department, I have had the pleasure of recommending a number of sabbatical projects. I would have to say that this one impresses me most and will be the most useful to our program. As I result, I give my highest support to Dr. McCormick's sabbatical proposal. Please feel free to contact me at genke@mtsac.edu or (909) 274-4706 if you should have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary D. Enke".

Gary D. Enke
Chair,
English, Literature, and Journalism

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