Instructional Development Grants

Fall 9-20-2019

The National Women’s Studies Association Annual Conference

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### The National Women's Studies Association Annual Conference

#### Atlanta, November 8-11, 2018

Shu Yang, Department of World Languages and Literatures

Instructional Development Project/Travel Grant Award 2018-2019

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<td>- The Instructional Development Travel Grant enabled my trip to “The National Women’s Studies Association Annual Conference” in November 8-11, 2018, in Atlanta, Georgia.</td>
<td>- In the Fall semester 2018, I was teaching a cross-listed course (LANG 3800/GWS 3700), titled “Gender and Sexuality in Modern Chinese Literature and Culture.” This course is cross-listed between the department of World Languages and Literatures and Gender and Women’s Studies.</td>
<td>- Improve my knowledge of Gender and Women’s Studies, as well as its teaching protocols</td>
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<td>The theme of this conference is “Just Imagine. Imagining Justice: Feminist visions of freedom, dream making and the radical politics of futures.”</td>
<td>- It is the first time that issues on gender/sexuality through Chinese literary and cultural texts are taught on the WMU campus. I, as the course instructor, appreciate this opportunity to improve the quality of the course via attending and presenting at such a high-profile, prestigious, national conference on gender and women’s studies.</td>
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<td>I presented my paper titled “Who/What Defines a Good/Bad Woman: Jiang Qing Negotiating Identity, Scandal, and Justice” in the session “Revolution Incomplete: Entanglements of Body, Gender, Race in Republican China” on November 10. It benefited both my research and my teaching.</td>
<td>- There were multiple benefits to my course.</td>
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<td>- Feedback to my paper/presentation/course material</td>
<td>- Other papers in our session that can be learned from and used in class</td>
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<td>- The paper I presented was also included in this course when we discussed gender roles and gendered values of Republican and Socialist China. In presenting on the material and receiving questions or comments from the conference audience, it gave me a chance to reflect on the effect of instructing on it in the classroom. Like the students of this course, many in the conference audience found Republican and Socialist Chinese gendered constructions new to them too. Due to the fact that the conference presentation resembled a classroom teaching in many ways (such as the organization of slides, clarity regarding material introduction and explanation, and the handling of questions), it definitely provided useful feedback on how I should present my materials, orally, textually, and visually; and how to better engage the audience with the historical period, the ideology, and the specific texts in hand.</td>
<td>- Other papers in our session all address gender or women related issues in Republican China. Hearing their papers updated me with current research trends in the field, informed me with possible topics or texts suitable for the classroom, and enriched my knowledge of this period which will positively result in a more comprehensive and confident instruction for my own course.</td>
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