

## CD Grant Application

**Name(s):** \_\_\_\_\_

**Department(s) or School(s):** \_\_\_\_\_

**Type of Grant Sought:**      Individual       Group\*

\*Please list additional member(s) here: \_\_\_\_\_

**Course(s):** \_\_\_\_\_

A) Have any of the applicants received funding from the Thorpe Center to develop the course?      Yes      No

B) Will the course use human beings as experimental subjects?      Yes\*      No

*\*If yes, please explain in narrative.*

If you have questions about whether IRB approval or exemption is required for your project, please visit on "Policies and Procedures" at <https://www.iwu.edu/institutional-review-board/irb-policy-procedure.pdf>.

C) Will the course use animals as experimental subjects?      Yes\*      No

*\*If yes, please explain in narrative.*

(See the IACUC link for protocol forms at <https://www.iwu.edu/associate-provost/>)

D) If your proposal is funded, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Handbook?      Yes      No

*Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Please note that incomplete applications will be returned to the applicant without further consideration.*

- 1. Summary of Prior CD Grants (if applicable)
- 2. Narrative (formatted as requested)
- 3. CD Budget Page
- 4. CD Grant Supervisor's Form(s)



\_\_\_\_\_  
Signature of applicant

1-3-25

\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Dept. Chair/Director  
(if different than applicant)

\_\_\_\_\_  
Date

Previous Grants: In 2018 I received a CD Grant to develop SOC 380 (Sex and Sexualities) and in 2019 I received another to develop SOC 225 (Methods of Social Research).

### **Background and Curricular Need**

I propose to design a new course that will help build out course offerings in my two programs – Sociology and Women’s, Gender, and Sexuality Studies (WGSS). Building upon the success of the criminology minor, the Department of Sociology recently developed a new major in Sociology-Criminology. Although we have included a range of courses from across campus in the new major, this development has also motivated our efforts to design new classes in Sociology. Simultaneously, as the director of WGSS I have been actively working to rebuild our curriculum after the loss of some of our key faculty. Given these dual needs, I propose to develop a new course on “Gender, Religion, and Incarceration” which would be cross-listed in Sociology and WGSS and serve as an elective at the 300-level.

I am excited to develop this course for several reasons that demonstrate both my expertise in the topics as well as student interest. First, this will be my first opportunity at IWU to teach in my primary area of expertise – religion and gender. Although I teach gender, sexuality, and families courses which are important sites of study, my own empirical research in these areas has always focused on religious groups and individuals. In fact, one of my most recent publications was a comparative study of Christian premarital counseling programs and religiously affiliated prisoner reentry ministries. Therefore, this course will allow me to finally teach in my longstanding research trajectory in religion and gender, as well as support my new efforts to deepen my knowledge about the criminal justice system. Second, there is a strong interest for more offerings in criminology, which this course can help fulfill. Todd Fuist and Mandy Vicary currently must teach their courses in this area annually, and this course will be a useful addition to the rotation, reducing curricular pressure on them. Third, this course will also meet a growing interest among our students in gender and sexuality. Although our numbers in WGSS remain low (likely because of limited awareness of WGSS offerings), I have seen a recent uptick in minors and steady enrollment in courses in gender and sexuality. Therefore, I have reason to believe that, given the growing interest in both fields, a new course that combines gender studies and criminology will be well-enrolled.

### **Course Content, Pedagogical Approach, and Assignments**

Due to policy changes and reduction in funding over recent decades, prisons—and the criminal justice system more broadly—have become increasingly dependent on religious volunteers to administer and support programming. For example, IWU alum Cesraéa Rumpf’s recent book *Recovering Identity: Criminalized Women’s Fight for Dignity and Freedom* documents the pervasive influence of religious groups which often run halfway homes and other reentry programs. Her use of photo-elicitation life interviews of formerly incarcerated women illustrates the ways that religion and gender structures shape everything from access to basic resources like toilet paper and opportunity to see their children, as well as how these systems impact their own self evaluations. Likewise, Rachel Ellis’ award-winning book *In This Place Called Prison: Women’s Religious Life in the Shadow of Punishment* reports on a yearlong ethnography of a women’s prison that showcases the complicated ways religion was used both to further marginalize as well as to uplift women. Although most of the course will be spent on monographs such as these that offer students an opportunity to deeply engage with empirical work, I will include supplemental articles and book chapters as context. Since most of these

resources will be available through our library (including online access to Rumpf's book), the course will be affordable and accessible. In addition to the stipend to design the class, I am requesting funds to purchase an extra copy of Ellis' book to place on course reserve.

In addition to readings, I have the unique ability to allow students to interact with the authors of these books and to learn from other community members. I have known both Ellis and Rumpf for over a decade and have even published multiple times with Rumpf. Both authors have expressed a willingness to either do a guest lecture by zoom or in-person (Rumpf is based in Chicago). In the past, when I have assigned authors conduct guest lectures in class, it not only gets students more excited about the material but helps them to recognize that research is done by real people. Since Rumpf is also an IWU alum, this may help students see graduate studies and research as something more attainable by connecting them to someone that was once in their position. Additionally, as we develop the criminology curriculum, Todd Fuist and I have been forging connections with local law enforcement and community groups. Inviting someone from the Bloomington Police Department or from a local non-profit can further forge connections between what we learn in class, students' professional futures, and the real-life impacts of the policies and practices surrounding incarceration.

As a 300-level course, I will run the class in a hybrid seminar-lecture model. For example, at the start of units when students read theoretical, historical, and contextual materials I will lecture. As we shift into reading each book, however, students will generate reading questions to help guide the in-class discussion to areas of interest and connection. Given the sensitivity of course topic, I will solicit these questions in advance and be the primary person leading class discussion. In addition to reading responses, discussion questions, and class engagement, the students will also complete in-class essay exams and one final paper.

### **Grant Support**

I am requesting the CD grant as a stipend to support my work in designing the “Gender, Religion, and Incarceration” course. I will need to spend considerable time reviewing resources and designing assignments for the class. Although gender and religion are my primary areas of expertise, this will be an entirely new prep for me. I have not taught a course in sociology of religion since I was a graduate student and never that focused on either gender or criminology. The stipend will thus fund the undertaking of designing a new course from scratch, including reviewing materials, writing lectures, constructing a syllabus, forging community connections, and designing assignments. For example, this will include reading each book in their entirety, along with other possible readings, and determining how to best to break them into a schedule for students. Once I've determined the structure of the course, I will need to locate new research and return to past studies to construct the necessary lectures and assignments. Ultimately, the stipend will support my development as a teacher by enabling me to translate my primary scholarly interests to the classroom, as well as extend them intellectually in ways that support campus initiatives. Given that the proposed course (1) meets student interest and (2) serves multiple programs, as noted, I believe this is a worthy investment.

## CD Grant Budget Page

1. **Estimated expenses** (make sure to include a description of each of the expenses in the narrative). If you are requesting books or DVDs, please provide titles and approximate costs.

**2. Stipend(s) requested (see grant description for specific requirements):**

3. Total amount requested: (Stipends Requested + Estimated Expenses): \$\_\_\_\_\_

*Please note:* Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://libguides.iwu.edu/copyright>, or contact the University Librarian or your department's liaison librarian.

## CD Grant Supervisor Form

*\*If preferred, your immediate chair/director can submit a formal letter of support in lieu of answering questions 3 & 4 on this document.*

Name of applicant(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please provide the information below and return this form to the applicant(s).

1. Is/are the course(s) proposed:

new to the IWU curriculum?  substantial revision of existing course(s)?

2. What part of the curriculum is served by the proposed course? (check all that apply)

major/minor  Gen. Ed.

interdisciplinary program(s)  elective

3. Why is this course a welcome addition to the curriculum? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How will a CD grant support this applicant(s)'s professional development as a teacher(s)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How frequently will the course be offered? \_\_\_\_\_  
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Signature of supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Fuist, Answer's to Supervisor's Questions for Irby CD Grant

Why is this course a welcome addition to the curriculum?

First, this course will be a welcome addition to the growing Sociology-Criminology major, as well as the Criminology minor. Given its focus on incarceration, it fits well in these courses. Further, it will help flesh out wider offerings in Sociology as its focus on gender and, especially, religion will expand our covered topics. We currently do not have a sociology of religion course, and this will thus be useful. Finally, it will also count as a WGSS course, helping to stretch across interdisciplinary curriculums, as well.

How will a CD grant support this applicant(s)'s professional development as a teacher(s)?

This course is a new prep, from scratch, that I am excited to see in our offerings and that I think students will appreciate. Thus, supporting the work of building that course will help both to solidify Irby's current areas of expertise (gender and religion) as well as stretch Irby into new directions in our curriculum, including criminology. This supports our university's larger agenda of training scholars who can serve broadly across a variety of fields to increase our ability to assist with a variety of programs.

How frequently will the course be offered?

As our new hire, Dr. Budhiraja, is able to teach some courses Irby has traditionally taught, she currently has room in her rotation to add this course in approximately every 2 years. We anticipate keeping it on that schedule for the foreseeable future.