WOX Grant Application Form
01/01/14

Please use this template for submission of your grant. Insert your cursor into the text box provided under each section and begin typing. The box will expand and there is no character limit.

The completed WOX Grant Application must be emailed to simonm2@xavier.edu and a paper copy with appropriate signatures mailed to Margie Simon, Alumni Building ML 5430 by March 1, 2014.

NOTE: Proposal assistance is available through the Office of Grant Services. Please contact Shari Howell at 513-745-1904 or email at howells3@xavier.edu.

PROPOSAL FOR WOX GRANT

Include the following info in the following order:

Title of Proposed Project:
Expressions of Gender: A Pilot Film Series about Understanding Media Representations of Gender through Intersectional and Interdisciplinary Dialogue

Name of Each Applicant and Their Associated Position:
Dr. Kristen Renzi, Assistant Professor, English
Dr. Wendy Maxian, Assistant Professor, Communication Arts

ALL appropriate signatures as outlined in the Guidelines for the WOX Grant Awards document. For each approval needed, please type the person’s name, title, email address, and then have them physically sign it.

Dr. Graley Herren, Professor and Chair, English, herren@xavier.edu
Dr. Gwyn Mellinger, Associate Professor and Chair, Communication Arts, mellinger@xavier.edu
Dr. Janice Walker, Dean, College of Arts and Sciences, walkerj@xavier.edu

ABSTRACT

Summarize your proposal request as indicated below:

HINT: The abstract may be the only part of the proposal the voter reads, so it is imperative that you sell your project in this section. As this is a summary of your project, please limit this section to no more than ½ page.

Title of the Proposed Project:
Expressions of Gender: A Pilot Film Series about Understanding Media Representations of Gender through Intersectional and Interdisciplinary Dialogue

Amount Requested:
$2472.00
Brief abstract that clearly and concisely states the aim of the project, anticipated value for XU students and/or faculty and the indicators of success:

We propose the implementation of a pilot academic program that explores gender roles and norms through film. The series will be interdisciplinary in organization and content, as a way to provide a regular, sustained forum for discussion surrounding the various ways in which media representations of gender draw from, impact, and create cultural gender stereotypes and ideologies, and vice-versa. The Expressions of Gender series will meet bi-weekly throughout the semester; each semester’s series will be organized around a particular theme or idea. Individual films in the series will be introduced by faculty members who have expertise in the form, style, and/or content of the film; after the screening of the film, the same faculty member, along with series organizers, will facilitate and moderate an analytical and reflective discussion on the positive, negative, and complicated messages about gender that the film contained. Discussion will also help series attendees to think through the ways in which these filmic messages relate to other cultural phenomena, theoretical concepts, content in other XU courses, and personal experiences.

In particular, films will be chosen that grapple with intersecting and interdisciplinary content. Although gender will be the primary lens through which the films are dissected, issues related to racism, heterosexism, ageism, classism, able-bodiedism, and sectarianism will be actively considered and included. Likewise, faculty from across the university and external speakers will participate as necessary and appropriate. Deconstructing gender in film can be accomplished through a variety of academic disciplines and using many real-world experiences. Facilitating student exposure and interaction with a variety of viewpoints about gender is the cornerstone of the proposed film series.

The overall goal of the film series is to increase attendees’ awareness of the prominent role that visual media play in constructing their understanding of gender. Students, faculty, staff and community members will be invited to attend as many or as few specific screenings as they can; however, a one-credit independent study option will be made available for interested students. It is hoped that by providing the course credit option, students will understand that the film series is a serious academic and intellectual activity and not just a movie night. To receive credit, regular attendance at all events, participation in post-screening discussion, and a short reflective paper about their experiences will be required.

This programming will not only benefit the Xavier community by providing a unique interdisciplinary space for full-length film screenings and sustained discussion over filmic representations of gender between students, faculty, and interested parties, but it will also complement a variety of academic programming, both discipline-specific and value-specific. Overall, we anticipate the series will succeed in helping students and other participants to become more critical consumers of visual media and more aware of the ways in which media messaging impacts their own understanding of gender.

**BUDGET**

What is the amount of funding requested?

Provide a detailed budget with justification/need for each itemized expense.

- For example, if your project requires a paid student coordinator, the role of that coordinator in the project must be specified.
- If more than 25% of a budget is allocated toward food and incentives, specific rationale for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete the project.
If a project’s total budget is greater than $10,000, per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
<th>Justification/Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public performance licensing for film screenings</td>
<td>$2,080.00 (licensing) $192.00 (S&amp;H)</td>
<td>Per copyright laws, screening films for a public audience requires a special, one-time license and additional cost. The licensing fee includes screening for educational purposes and promotional materials. Swank Motion Pictures has agreed to a flat rate of $260 per film. Shipping and handling (S&amp;H) is an additional $24 per film.</td>
</tr>
<tr>
<td>Food and beverages for each film</td>
<td>$200.00</td>
<td>Used to buy snacks and beverages for an anticipated 40 attendees per movie. We budgeted $25 per movie.</td>
</tr>
</tbody>
</table>

**TOTAL** $2,472.00

**NARRATIVE**

Please answer the following questions in the associated boxes. Please limit your answers in total to no more than two single-spaced, typed pages.

1. **How does this proposed project enhance the mission and purpose of Women of Excellence?**

As we understand it, the mission and purpose of Women of Excellence addresses the past, the present, and the future of women on Xavier and Edgecliff campuses. Your organization both honors the excellent work done by those women in the past and encourages professional, social, and philanthropic development of such women in the future. This project focuses on representations of women in film and media, and will have a similar historical, contemporary, and future-oriented approach. We propose to introduce, watch, analyze, and respond to a variety of representations of gender that have contributed to—and continue to fuel—prominent cultural ideas and stereotypes about women’s abilities, social importance and value, professional duties, relationship expectations, and emotional and intellectual norms. We hope that by exposing students to a variety of representations—some positive and liberatory, some negative and limiting, some complicated and vexed—we will enable a campus-wide, interdisciplinary conversation about the cultural values and ideas that attach to individual persons based on their gender. We anticipate that these discussions will be based in historical understandings of gender and will help participants relate to their current understanding of their own and others’ gender. We hope that participants will continue the discussions begun during the film series in the Xavier community and beyond. Ultimately, by prompting students to be more savvy and critical viewers of film and media representations of gender, we hope to provide new models or ideas for current and future Xavier students to think about their entry into the post-collegiate world and the many different avenues and roles of power and success that they can pursue.

2. **How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”**

A film series on gender will primarily further Xavier’s mission to engage and form students in the ways cited above by encouraging students to think more critically and reflectively about the way in which cultural representations of gender in the media affect their own lives, both explicitly and implicitly. We plan to do this through our overt modeling of critical practices, as we introduce each film to students prior to viewing, and through asking them to participate, post-viewing, in reflective analysis and critique about what they have seen. We do not want to provide students with any easy answers as to how media depicts gender; rather, we are
interested in helping students, through the film series viewings and discussions, to develop the skills to unpack these materials themselves. Enhanced media literacy and critical thinking skills will serve students not only in their college courses across disciplines, but—perhaps more importantly, given the mission's emphasis on preparing students for their future lives—these skills will also enable students to think more critically about the role that film and media play in cultural ideologies of gender that have not only empowering but also oppressive functions.

3. Why is this project important? Does it address a gap within existing University programs?

A film series on gender is important because, despite the prevalence of media consumption in our students' classroom and extracurricular lives, there is no regular, interdisciplinary critical forum on campus for discussing the many diverse ways in which films present messages about gender norms, stereotypes, and ideologies. Though discipline-specific courses and one-time events or programs address gender representations in film and media, we argue that developing the critical tools to analyze the implications of such gendered representations is crucial to all Xavier students, many of whom may not have an opportunity to take a discipline-specific course on these issues. And while students and faculty have sporadic opportunities to come together at special events, performances, and/or speakers to discuss the implications of gender representations in media, we believe that a regularized, sustained engagement with these questions would help students make the transition from being passive recipients of expert commentary in a one-time event to being active and critical readers of media they encounter, both during the film series and on their own. Finally, in keeping with Xavier University’s recent move toward more interdisciplinary student and faculty engagement, we see the Expressions of Gender film series as a unique opportunity to bring together interested students from a variety of academic backgrounds to discuss common concerns or questions they have about gender. Expressions in Gender is also designed to complement to a variety of cross-disciplinary programs, including but not limited to DCR and GDST flagged courses and initiatives. The minimal financial and logistical expenditure to facilitate this interdisciplinary work is an advantage of this film series.

4. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project?

Our expectation for the outcome of this project is that students and faculty who attend Expressions of Gender will become increasingly cognizant of the types of messaging concerning gender and embodiment that are contained in film and other visual media. In turn, we hope that by providing a forum for analysis and discussion of the messages (both positive and negative) contained within visual media regarding gender ideologies, we will provide attendees with a better understanding of the connections between media representations of gender and the cultural attitudes toward gender that such representations not only respond to but also help create and drive.

Regarding the numbers of individuals we might reach through such programming—we are not certain, but we hope to engage students and faculty and other interested members of the university community from a variety of disciplines and backgrounds. Indeed, the two of us (Dr. Maxian and Dr. Renzi) come from two different departments (Communications and English), and as such, we’d hope to involve faculty and students from these departments to begin; we also see clear theoretical and topical connections to students and faculty in Philosophy, History, Psychology, and Art, among other departments. Our goal for the first semester is to engage approximately forty people on a regular basis, which we will hope to build on in the Spring semester and, ideally if all goes well, in future years.
5. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

If funded, we will measure the success of the Expressions of Gender film series in both quantitative and qualitative ways. We plan to administer a short survey at the beginning and end of each semester’s series to ascertain attendees’ shifting familiarity with media messaging about gender, the analysis of film, and cultural ideologies surrounding gender as they attend one or more films in the series. More qualitatively, we also anticipate using our post-screening discussions as a means of gleaning feedback about the impressions, ideas, and insights our attendees are gaining about gender and media from the series. Finally, we will allow interested students to earn an independent study credit through regular attendance at and participation in all film series screenings/discussions held during a semester; for these students, we will require a concluding reflective essay on their experience as attendees of the film series and how they are applying what they’ve learned to their other coursework and their non-academic media experiences.

6. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

If our application is funded, the WOX Giving Circle will be clearly recognized by including your logo on all promotional materials for the series, including individual film posters and series lineup posters. We also anticipate designing a web presence on Xavier’s site for this film series, and we would happily both acknowledge our indebtedness to the WOX Giving Circle and its mission in more detail on that site and provide links to the WOX Giving Circle’s webpage. Finally, as each film is introduced by a faculty member, we will announce the WOX Giving Circle’s sponsorship of the program before each screening.

ADDITIONAL INFORMATION
Use this section to add additional information or supporting arguments not covered in the sections above.

To better illustrate what the film series will be, the following is a proposed schedule for fall 2014. The theme is “Under and Over 21.” We chose this theme to directly appeal to the students, to be a convenient way to demarcate life experiences, and as a means to include ageism issues. To keep with the theme, different milestone ages or life events were used to organize the film series. Please note that the theme will change each semester.

So that the grant committee can see where the pilot project can lead, a list of other possible themes is provided after the sample schedule. The list of future series’ themes should also demonstrate the wide variety of media sources that are available that engage with expressions of gender and that our students and other XU community members would benefit from unpacking.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Milestone</th>
<th>Possible Films</th>
<th>Possible Interdisciplinary Collaboration</th>
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</table>
| August 25     | Childhood  | Wadjda (2012)  
               | Whale Rider (2002)            | Islamic studies, 
               | environmental science         |
|--------------|---------|---------------------------------|------------|
| October 20   | Marriage | Guess Who's Coming to Dinner (1967) Blue Valentine (2010) | Africana studies, counseling |
| November 17  | Middle age | Thelma and Louise (1991) To Wong Foo Thanks for Everything, Julie Newmar (1995) | Gender and diversity studies |

Possible themes for future semesters:

- Gender Stereotypes: Upheld and Challenged
- Gender Representations: Past and Present
- Genre and Gender
- Gendered Spheres: Domestic and Public
- The Inner or Private Worlds of Women
- Mothers, Sisters, Daughters
- Gender Myths/ Gender Fantasies/ Gender Dreams
- Funny Women