

Cynthia M. Ganote
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EDUCATION

Ph.D. Sociology Vanderbilt University, Nashville, TN, 2004.
M.A. Sociology Vanderbilt University, Nashville, TN, 1996.
M.S. Education Indiana University, Bloomington, IN, 1992.
Higher Education-Student Affairs (HESA) Administration
& Counseling Psychology (dual degree)
B.A. Psychology Transylvania University, Lexington, KY, 1990.

AREAS OF SPECIALIZATION

Race, class, gender, and sexual inequalities
Diversity, equity & inclusion in higher education
Qualitative research methods, including grounded theory and feminist in-depth interviews
Sociological theory, including multicultural social theory
Community-based research theory and practice
Inclusive dialogue in the classroom
Critical and feminist pedagogies
Microresistance as a way to address microaggressions

PROFESSIONAL EXPERIENCE

CA. **Associate Professor**, Saint Mary's College of California, Department of Sociology, Moraga,
July 2011 - present.

CA. **Assistant Professor**, Saint Mary's College of California, Department of Sociology, Moraga,
July 2007 - June 2011.

KY. **Visiting Assistant Professor**, University of Louisville, Department of Sociology, Louisville,
August 2006 - May 2007.

2005 - **Adjunct Faculty**, University of Louisville, Department of Sociology, Louisville, KY. August
May 2006.

high **Faculty**, Kentucky Governor's Scholars Program (innovative program for gifted and talented
school students), Bellarmine University, Louisville, KY. Summers 2006, 2007, and
2008.

Service-Learning Research Fellow, University of Louisville, International Service Learning

2007. Program, Belize, Central America Project, Louisville, KY. September 2006 - May

Instructor, Vanderbilt University, Department of Sociology, Nashville, TN. January 1997 - August 2001. Taught Introduction to Sociology and Contemporary Social Problems over multiple semesters.

Service-Learning Program Coordinator, Vanderbilt University, Mayfield Living/Learning Lodges, Office of Residential and Judicial Affairs, August 1997 - May 2002. Directed and enhanced a residential, student-focused service-learning program. Coordinated faculty curriculum development with student service and community organizations.

RELATED PROFESSIONAL EXPERIENCE

Director of Faculty Development, Saint Mary's College of California, Moraga, CA. June 2014 - December 2015. Researched, developed, and implemented programming and services designed to support faculty across schools at Saint Mary's College. Collaborated with the Deans in all four schools to support faculty in pedagogical innovation and mentoring. Created a new Center for Teaching and Learning (now called the Center for Teaching, Learning, and Scholarship). Created and delivered a new (and ongoing) lunchtime Teaching and Learning Series. Planned and delivered New Faculty Orientation, which focused on creating an inclusive environment for all new faculty members, along with the development of an ongoing cohort of support.

Acting Assistant Director, Vanderbilt University, Center for Teaching, Nashville, TN. August 2003 - July 2004. Researched, developed, and implemented programming on inclusive teaching, critical and feminist pedagogies, facilitating difficult dialogues in the classroom, service-learning, and interdisciplinary teaching for the broader Vanderbilt faculty. Hired, trained, and supervised Graduate Teaching Fellows in the Center for Teaching. Responsible for all graduate student pedagogical training programs at the university.

Senior Master Teaching Fellow, Vanderbilt University, Center for Teaching, Nashville, TN. August 2000 - May 2001. Trained and mentored Master Teaching Fellows across all schools at Vanderbilt. Presented workshops on difficult dialogues in the classroom for graduate students. Planned and executed a teaching conference designed to meet the needs of graduate students across disciplines.

Master Teaching Fellow, Vanderbilt University, Center for Teaching, Nashville, TN. August 1999 - July 2000. Named one of ten outstanding teaching assistants across all schools at Vanderbilt. In this role, conducted small group instructional diagnosis (SGID) sessions, one-on-one teaching consultations, and teaching observations with graduate student instructors and teaching assistants. Trained all new social science-based teaching assistants. Created and led DELTA, the Diversity and Equity in Learning and Teaching Alliance, made up of faculty, staff, and graduate students across campus who were interested in issues of diversity and inclusion in teaching and learning.

SELECTED COURSES TAUGHT

In the Department of Sociology:

Race in the U.S. (lower division course); Race and Ethnicity (upper division course); Diversity and Inequality; Sociological Theory; Contemporary Social Problems; Gender Sociology (including a feminist qualitative methods unit); Wealth and Poverty; African Americans in the U.S.; Social Movements; Introduction to Sociology.

In the Interdisciplinary Seminar Program (Core Curriculum Great Books Program):

Global Voices in the 20th and 21st Centuries; Critical Strategies and Great Questions; Western Tradition II; Greek Thought.

In the January Term Program:

Pockets of Resistance: Protest in the Bay Area (on-campus course); Hearing Stories, Telling Stories (on-campus course); Community Engagement in Sri Lanka (travel course); Race, Class, and Gender in Post-Katrina New Orleans (travel course).

TEACHING AWARDS AND GRANTS: GIVEN BY PEERS

Faculty Teaching Excellence Award, Saint Mary's College of California, February 2013. Received the top campus-wide teaching award, accompanied by a \$5000 prize.

Engaged Teaching Award, Saint Mary's College of California, March 2012. Received the campus-wide teaching award in this arena (engaged pedagogies); awarded by the service-learning and community-based research center on campus.

Engaged Learning Faculty Fellow, Saint Mary's College of California CILSA (Catholic Institute for Lasallian Social Action), 2008-2009.

Service-Learning Fellow, University of Louisville, International Service Learning Program, Belize, Central America Project, Louisville, KY. September 2006 - May 2007.

American Association of Higher Education (AAHE) K. Patricia Cross Future Leader in Higher Education Award (national award), April 2000. (This award is now given at AAC&U, as AAHE was subsumed under it.) One of seven recipients in the U.S. Awards were given to educators whose teaching, research, and university service promote active citizenship and civic leadership.

Honorable Mention, Outstanding TA Award for the College of Arts and Sciences, Vanderbilt University, Fall 1999. Named one of the top three teaching assistants in the College of Arts and Sciences.

TEACHING AWARDS AND GRANTS: GIVEN BY STUDENTS

Outstanding Faculty Award, awarded at Black Student Graduation, Saint Mary's College of California, May 2016.

Outstanding Faculty Award, awarded at Lavender (LGBTQ) Student Graduation, Saint Mary's College of California, May 2015.

Outstanding Faculty Award, awarded at Black Student Graduation, Saint Mary's College of California, May 2011.

Outstanding Faculty Award, awarded at Lavender (LGBTQ) Student Graduation, Saint Mary's College of California, May 2010.

Faculty Favorite Award, University of Louisville Delphi Center for Teaching and Learning, 2006-2007. Named one of eight "faculty favorites" selected amongst all faculty across schools at U of L.

Professor of the Semester Award, Chi Omega Sorority, University of Louisville, December 2006.

BOOK IN PROGRESS

Ganote, Cynthia. *Women Resist!: Faculty Women, Microaggressions, and Resistance in the Academy*.

Contract with Policy Press, an imprint of Bristol University Press, Bristol, England.

This research project takes an intersectional look at women in the professoriate, focusing on

spaces of both penalty and privilege in the intersections between race, ethnicity, social class,

and sexualities in their professional lives. Existing research clearly documents structural barriers

for women faculty such as unequal opportunities and rewards when compared to their male colleagues; unequal wages; gendered racism; and greater service burdens. On top of these demonstrated structural barriers are microaggressions (stemming from macro-systems of oppression), which emerge through interpersonal interactions in verbal, nonverbal, and/or environmental forms. Collected through the grounded theory method, in-depth interviews explore the types of microaggressions women faculty have faced in the academy on their paths through

the professoriate, while highlighting their strategies for resistance and survival in the face of these difficulties.

PEER-REVIEWED PUBLICATIONS AND PROFESSIONAL REPORTS

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. 2016. "Responding to Microaggressions with

Microresistance: A Framework for Consideration." In A. T. Harrell (Ed). *POD Diversity Committee White Paper* at the 41st Annual POD Conference, Louisville, KY: pgs. 3-7.

<http://podnetwork.org/diversity-committee-white-paper/>

Cheung, Floyd, Cynthia Ganote, and Tasha Souza. 2016. "Microaggressions and

Microresistance: Supporting and Empowering Students.” *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom*. Madison, WI: Magna Publications: pgs. 15-17.
<http://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf>

Ganote, Cynthia and Patrizia Longo. 2015. “Education for Social Transformation: Infusing Feminist Ethics and Critical Pedagogy into Community-Based Research.” *Critical Sociology* 41(7-8):1065-1085.

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. 2015. “Don’t Remain Silent! Strategies for Supporting Yourself and Your Colleagues Via Microresistance and Ally Development.” In Roy, P., Harrell, A., Milano, J., & Bernhagen, L. (Eds). *POD Diversity Committee White Paper* at the 40th Annual POD Conference, San Francisco, CA: pgs. 4-5.
<http://www.pamelaroy.net/uploads/5/0/8/2/50825751/pod15dcwhitepaper.pdf>

Ganote, Cynthia and Sheila Katz. July 2014. “Evolving Oakland: Five Years Living in a Gentrified, Occupied, and Artified City.” *The American Sociological Association’s Footnotes* 47(6) July/August 2014: pgs. 7 and 14.
http://www.asanet.org/footnotes/julyaugust14/images_new/footnotes_julyaugust14.pdf

Ganote, Cynthia. 2013. “Feminist Standpoint Epistemology and the Occupy Movement.” In *Asking, We Walk: The South as Political Imaginary, Volume 4*, Corinne Kumar, Ed. Bangalore, India: Streelekha Publications.

Ganote, Cynthia. 2010. “Integrating Critical Pedagogy, Feminist Pedagogy, and Standpoint Theory: Connecting Classroom Learning with Democratic Citizenship.” *Conhecimeto e Diversidade* [Translation: *Knowledge & Diversity*] n. 3: 78-89 (January-June 2010).

Davidson, Heather, Scot Evans, Cynthia Ganote, Jorie Henrickson, Lynette Jacobs-Priebe, Diana Jones, Isaac Prilleltensky, and Manuel Riemer. 2006. “Power and Action in Critical Theory Across Disciplines: Implications for Critical Community Psychology.” *American Journal of Community Psychology*, v. 38(1-2): 35-49.

WORKING PAPERS

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. “Theorizing Microresistance.” In this paper, we offer an expanded definition of the term “microresistance” (coined by Irey in 2013), and pose it as an antidote to microaggressions. In addition, we offer concrete communication strategies that fall under the umbrella of microresistance.

Souza, Tasha, Floyd Cheung, and Cynthia Ganote. “Responding to Microaggressions with

Microresistance: A Framework for Consideration.” In this paper, we present a new framework contextualizing the choice to perform microresistance on the part of a target or observer of a microaggression.

NATIONAL WEBINAR

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. “Microaggression, Microresistance, and Ally

Development in the Academy.” Invited by Kerry Ann Rockquemore to give a talk for the National Center for Faculty Development and Diversity (NCFDD), April 7, 2016. (http://www.facultydiversity.org/events/event_details.asp?legacy=1&id=749467)

SELECTED CONFERENCE PRESENTATIONS

Ganote, Cynthia. “Listening to Alternative Faculty Voices: A Counter-Storytelling Approach.”

Presented at the ICED (International Consortium for Educational Development) Conference, June 2018, Atlanta, GA.

Souza, Tasha, Cynthia Ganote, and Floyd Cheung. “Microresistance and Ally Development: Powerful Antidotes to Microaggressions.” Presented at the POD (Professional and Organizational Development) Network National Conference, October 2017, Montreal, Quebec, Canada.

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. “Confronting Microaggressions with Microresistance and Ally Development.” Pre-conference session presented at the POD Network National Conference, November 2016, Louisville, KY.

Ganote, Cynthia, Floyd Cheung, and Tasha Souza. “Don’t Remain Silent! Strategies for Supporting Colleagues Via Microresistance and Ally Development.” Presented at the POD Network National Conference, November 2015, San Francisco, CA.

Ganote, Cynthia. “Evolving Oakland: Protesting Poverty, Fighting Inequality, Engaging the Community.” American Sociological Association Meetings, August 2014, San Francisco, CA.

Ganote, Cynthia. “A Grounded Theory Exploration of Community-Based Social Capital Meanings and Motives.” Presented at the American Sociological Association Meetings, August 2011, Las Vegas, CA.

Ganote, Cynthia. “Feminist In-Depth Interviewing as a Tool for Combating Colorblind Racism.” Presented at the National Association for Ethnic Studies meetings, April 2011, Claremont, CA.

Ganote, Cynthia. “Feminist Ethnography: Choices and Challenges.” Presented at the California Sociological Association Meetings, November 2009, Berkeley, CA.

Ganote, Cynthia. “Social Capital, Community Resilience, and Collective Efficacy: The Brookview Neighborhood Case.” Presented at the Assist Social Capital International

Research Conference, June 2009, New Lanark, Scotland, UK.

Ganote, Cynthia. "Race, Class, Gender, and Social Capital Use." Presented at the Pacific Sociological Association Meetings, April 2009, San Diego, CA.

Ganote, Cynthia. "Cultural Influences on Social Capital Use and Mobilization." Presented at the California Sociological Meetings, November 2007, Berkeley, CA.

Ganote, Cynthia. "American Global Privilege: Applying White Privilege to the International Stage." Presented at the Conference on the Scholarship of Teaching and Learning: Engaging Campus and Community, May 2007, Lexington, KY.

Ganote, Cynthia. "Social Capital Policy Implications: Lessons from a Mixed-Income Multicultural Community." Presented at the Anthropologists and Sociologists of KY Meetings, October 2005, B. Green, KY.

Ganote, Cynthia. "Hopeful Action: A Social Psychological Complex." Presented at the Southern Sociological Society Meetings, April 2003, New Orleans, LA.

Ganote, Cynthia. "Men's Gender Ideologies and Household Behaviors: An Examination of Links and Disjunctures." Presented at the Vanderbilt University Social Psychology Interdisciplinary Brownbag, February 2001.

Ganote, Cynthia. "An Examination of the Predictors of Men's Gender Ideologies." Presented as part of the Vanderbilt University Feminist Dialogue Series, February 2001.

Ganote, Cynthia. "Men Who Rape: Examining Motives for Acquaintance Rape from the Perpetrator's Perspective." Presented at the Southern Sociological Society Meetings, April 1998, Atlanta, GA.

Ganote, Cynthia. "Explaining Gender Inequality: Results from the 1996 General Social Survey," with Karen Campbell. Presented at the Southern Sociological Society Meetings, April 1998, Atlanta, GA.

Ganote, Cynthia. "What Makes a Man Egalitarian?: An Examination of the Predictors of Egalitarianism in Men." Presented at the American Sociological Association Meetings, August 1997, Toronto, Canada.

Ganote, Cynthia. "Men and Egalitarianism." Presented at the American Men's Studies Association Meetings, March 1997, Nashville, TN.

SELECTED UNIVERSITY-WIDE SERVICE

Bias Incident Response Team (BIRT), Saint Mary's College of California, Fall 2014-July 2016. Appointed by Provost Beth Dobkin to this team of faculty members and administrators. Reviewed bias incident reports across the university. As part of this work, educated team members on microaggressions that may occur in classroom environments and consulted with department and program chairs on ways to talk with faculty about these issues.

Committee on Teaching and Scholarship, Chair, Saint Mary's College of California, Fall 2014-December 2015. Led this board, comprised of an elected membership representing each school at the College.

Ethnic Studies Advisory Board, Saint Mary's College of California, Fall 2008-Spring 2015. Helped to re-form the Ethnic Studies minor at the College, with a particular contribution in devising assessment procedures for the minor, and for supporting Ethnic Studies students through the new curriculum.

Strategic Planning Task Force, Saint Mary's College of California, Fall 2014. Appointed by and served under Provost Beth Dobkin, Chair. Focus on my particular sub-task force was strengthening faculty supports and developing strategies for hiring and supporting faculty of color.

Grievance Committee, Saint Mary's College of California, Fall 2014-Spring 2016. [Elected position.]

Undergraduate Educational Policy Committee (UEPC), School of Liberal Arts representative, Saint Mary's College of California, January-May 2017. [Campus-wide governance; elected position.]

Core Curriculum Committee, Saint Mary's College of California, Fall 2011-Spring 2013. [Campus-wide governance; elected position.] Served as an inaugural members of this new committee, which was formed to govern the brand new Core Curriculum at SMC. Served as the Community Engagement and Common Good Committee Chair for this period. In this position, established all of the first Community Engagement and Common Good course designations, including delineating and carrying out faculty-led processes for course designation in the new Core.

Core Curriculum Implementation Committee (CCIC), Saint Mary's College of California, January 2009-Spring 2011. [Campus-wide governance; appointed position.]. As a pre-tenure faculty member, served with faculty members across all schools on the committee that planned and implemented the new Core Curriculum at Saint Mary's College (which launched in Fall 2011).

In addition to serving a general governance role, served as Assessment Processes Coordinator, Fall 2010-Spring 2013; Artistic Understanding Learning Goal Subcommittee Co-Facilitator, Fall 2010; and Global Perspective Learning Goal Subcommittee Co-Facilitator, Spring 2010.

Mission Leadership Team, "Lasallian Research in Action" Conference committee, Saint Mary's College of California, 2015-2016; Spring 2017. This committee planned and executed a conference in Spring 2016 and 2017, showcasing faculty research related to poverty and marginality.

Theology and Religious Studies Search Committee outside department member, Fall 2015, Fall 2012. Selected by colleagues in this department to serve in this role two

different times.

Sri Lanka Vandu Paar (Come and See) Project, Saint Mary's College of California, June 2011-June 2013. Re-launched this site after the Sri Lankan civil war ended, and taught in and coordinated this project. This faculty and staff internationalization project, encompassing both Saint Mary's College and other local Lasallian institutions, asks selected participants to come to Sri Lanka for three weeks at a time and teach English in low-income rural or urban schools.

Engaged Teaching Advisory Council (ETAC), Saint Mary's College of California, Fall 2008-Fall 2009. Reviewed syllabi in a peer-review process in order to offer "engaged learning" course designations for courses in the following categories: Social Justice Across the Curriculum; Service-Learning; Community-Based Research.

Social Justice Coordinating Committee, Saint Mary's College of California, 2010-11.

INVITED TALKS: SELECTED LIST

With and for student organizations

the "Microaggressions and Microresistance in the Classroom." Invited to lead this teach-in at

student End The Silence Walkout, April 2016.

"ARTivism: Combining Art and Activism for Social Justice Aims." Co-facilitated this interactive

workshop with a student leader in the Intercultural Center, Saint Mary's College of California, November 2015.

"Reflections on Vocation: Women and Leadership for Social Justice." Presented on a panel of

women activists in the Bay Area for the First Annual Student Leadership and Social Justice Conference, co-sponsored by Saint Mary's College of California CILSA (service-learning office) and UC-Berkeley. Students from SMC, UC Berkeley, USF, and other Bay Area schools attended, October 2009.

"Making Social and Ethical Decisions." Panelist for Resident Advisor training, Saint Mary's College of California, August 2009.

"Homosexuality and the Bible," facilitated conversation related to the film For the Bible Tells Me

So, Women's Resource Center, Saint Mary's College of California, Spring 2008.

Me, "Race, Gender, and Self-esteem," facilitated conversation related to the film A Girl Like

Intercultural Center, Saint Mary's College of California, Spring 2008.

Intercultural "Pursuing a Path with Heart." Talk given as part of the "Lost Lessons Series" at the

Center, Saint Mary's College of California, Spring 2008.

For colleagues/in colleagues' classrooms

"Feminist texts: Leading dialogue around Anzaldua, Lorde, and Daly." Co-facilitated this discussion

at the Texts and Teaching lunch series, Saint Mary's College of California, October 2015.

“Education and Inclusion Dialogue.” Facilitated this table discussion at the Lasallian Research in

Action Conference, Saint Mary’s College of California, April 2016.

day- “Navigating Difficult Dialogues in the Seminar Classroom. Co-developed and facilitated this long workshop for faculty across disciplines teaching in Collegiate Seminar (Core Curriculum Great Books Program).

“Student Life Meets Academic Life: The Nexus.” Talk given for top Student Life administrators

(e.g. Dean of Students, Chief of Public Safety), Saint Mary’s College of California, August 2009.

course, “Social Capital Research: A Qualitative Approach.” Guest speaker for Qualitative Methods Department of Communication, Saint Mary’s College of California, October 2010. \

“Feminist Interviews, Grounded Theory, and Social Capital Research: A Qualitative Researcher’s

Dilemma.” Guest speaker for Qualitative Methods course, Department of Communication, Saint Mary’s College of California, October 2010.

“Social Capital Research.” Guest speaker for Sociological Imagination course, Department of

Sociology, Saint Mary’s College of California, September 2009.

“Using Freewriting to Help Students Form a Thesis” workshop. Talk given for Collegiate Seminar

(Core Curriculum Great Books Program) faculty in the “Writing in Seminar” workshop, Saint Mary’s College of California, August 2009.

For communities connected to the university

“History of Social Protest in the Bay Area.” Presented a sample interactive course for Parent and

Family Weekend, Saint Mary’s College of California, October 2009.

“Communities in Crisis.” Talk given for the “Inspiring Wonder” Series for Saint Mary’s College of

California alumni, Scott’s Seafood Restaurant, Oakland, CA, September 2009.

SELECTED SERVICE TO COMMUNITY: EXAMPLES OF PUBLIC SOCIOLOGY

Invited Talks

“Social Capital, Community Resilience, and Collective Efficacy: The Brookview Neighborhood

Case.” Talk given for the Big Lottery Fund (the largest granting agency in Scotland), Glasgow, Scotland, June 2009.

“Gender, Class, Race, and Social Capital: An Examination of Social Capital Meanings and Motives.” Talk given for the Greenwood Neighborhood Association, Nashville, TN, August 2005.

“Community and Government Partnerships: The Role of Social Capital in Successful Collaboration.” Talk presented at the Criminal Justice Summit, Tennessee Department of Correction, Nashville, TN, November 2004.

Workshops and Partnerships

Women's Economic Agenda Project (WEAP), Facilitator Training Committee for the US Courts

on Women on Poverty, Western Region, Oakland, California, May 2012.

Theatre of the Oppressed (interactive theatre) workshop, co-facilitated with members of Women in

Transition (WIT), an organization for women either currently or formerly in poverty. Given at the Abolishing Poverty Conference, Louisville, KY, July 2009.

Theatre of the Oppressed (interactive theatre) workshop, facilitated for staff members at the

PEACC Center (Sexual Assault Crisis Center), University of Louisville, Louisville, KY, July 2009.

Invited Social Capital Consultant for Ruchill Community Center, Glasgow, Scotland, June 2009.

Dismantling Classism Conference, co-facilitated with members of Women in Transition (WIT),
Louisville, KY, April 2007.

DEPARTMENTAL SERVICE

Department of Sociology Assessment Coordinator, Saint Mary's College, Fall 2010-Spring 2013. Led the department in designing and implementing a sociological theory assessment project.

Department of Sociology Library Liaison, Saint Mary's College of California, Fall 2008-Spring 2013 and Fall 2014-Spring 2017.

Department of Sociology Events Calendar, Saint Mary's College of California, Fall 2007. Departmental program review process, research and writing role, Saint Mary's College of California, Spring 2017 and 2009-2010.

Department of Sociology Curriculum Committee, University of Louisville, 2006-2007.

DISCIPLINARY AND INTERDISCIPLINARY SERVICE

In Sociology

Academic journal reviews

Critical Sociology, January 2017 (critical pedagogy research) and June 2013 (community-based research).

Journal of Community and Applied Social Psychology, April 2009 (social capital research) and

December 2007 (social capital research).

Work and Occupations, 1996 (Race, class, and gender research). [Worked with Dan Cornfield, Editor For *Work and Occupations*.]

Academic press reviews

Policy Press, Fall 2012 (interdisciplinary community research).

Academic text reviews

Pine Forge Press, for *The Engaged Sociologist: Sociologists in Action*, August 2009 (public sociology).

McGraw-Hill, for *Sociology Matters*, 2002 (introductory sociology text).

Service to the Pacific Sociological Association

Pacific Sociological Association Social Conscience Committee, 2015-16.

Service to the American Sociological Association

Member, American Sociological Association's Local Arrangements Committee for 2014 ASA annual meetings in San Francisco. My contribution to this committee was to co-lead two sociologically-themed local tours, co-organize the "Evolving Oakland" panel session, and co-author an article for *Footnotes*, all with my colleague Sheila Katz, then of Sonoma State University (now University of Houston).

Discussant, "Violence Against Women Discourses," Section on Sociology of Sex and Gender Roundtables. American Sociological Association Meetings, August 1998, San Francisco, CA.

In Educational Development

POD (Professional and Organizational Development) Network, Diversity Committee member, 2014-present. Presented Diversity Committee-sponsored session at POD National Conference in 2015 with colleagues Tasha Souza and Floyd Cheung. Presented Diversity Committee-sponsored pre-conference session at POD National Conference in 2016.

MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS

American Sociological Association (ASA)

POD (Professional and Organizational Development) Network

Association of American Colleges and Universities (AAC&U)

REFERENCES

Letters have been sent directly to Dr. Jonetta Weber in the Department of Sociology.

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April 12, 2018

Dr. Jonetta Weber
Sociology Department
University of Louisville

Louisville, KY 40292

Dear Dr. Weber and members of the Search Committee:

As a Louisville, Kentucky native, I am delighted to apply for the open position in the Sociology Department at the University of Louisville. I believe that my ten years of experience as a broadly-trained sociology faculty member, with emphases in diversity and inequality (race, class, gender, and sexualities), multicultural sociological theory, and critical and inclusive pedagogies, would make me an ideal candidate for this position. Further, I previously served as a Visiting Assistant Professor at U of L, and I absolutely loved teaching U of L students. In fact, I am currently teaching the SOC 210: Race in the U.S. course (Honors section), and a SOC 210: Race in the U.S. course (Distance Ed). I find the students, and this course, absolutely delightful and energizing. After this positive experience, I would love to teach at U of L full-time, and in this letter, I will explicate my relevant experience while articulating my teaching philosophy.

For the last ten years, I have been a faculty member in the Department of Sociology at Saint Mary's College of California. At Saint Mary's, with its social justice-focused mission, I have been able to seamlessly enact my teaching philosophy, which is focused on educating students on issues of economic and social injustice within a structural framework. What I mean by a structural framework is this: most students (and most Americans in general) use an individual explanation for causes of social problems and stop there, without then examining ways in which our societal structures limit or allow access to resources to that person based on their social location (their place within the social structure based their configuration of race, ethnicity, class, gender, sexuality, nation of origin, religion, and other such categories). Within my classes (e.g. Race in the U.S.; Diversity & Inequality; Sociological Theory; Contemporary Social Problems; African Americans in the U.S.; Gender Sociology (with an intensive unit on feminist research methods); Wealth & Poverty; Social Movements; and Introduction to Sociology), I am able to teach students to use the sociological imagination to connect people's individual circumstances to broader social structures and trends in order to understand the social world, and their own lives, through new lenses.

In my role as a sociology professor, I am a practitioner of critical pedagogy (see for example Freire, *Pedagogy of the Oppressed*, 1970 and hooks, *Teaching to Transgress*, 1994). My teaching is focused on the liberation of the mind and on teaching students ways in which their own lives have been shaped by the social structures around them, while analyzing the inequalities inherent in these social structures. The discipline of sociology is particularly well-suited to this kind of teaching; the content easily lends itself to a co-intentional teaching process, which is one where students and teachers unveil reality and create new knowledge together (Freire, *Pedagogy of the Oppressed*, 1970). Through co-intentional educational processes in all of my classes, I attempt to raise students' (and my own) awareness of social and economic injustices, and then pose ethical questions about our own personal and social responsibilities for addressing these injustices. Asking students to examine their own privilege and responsibility for injustice can be painful and disquieting, but I believe that this kind of questioning can lead to transformative learning. I work extremely hard to guide students through the process of examining both privilege and penalty in their own lives and the lives of others in a way that preserves a space of respect and dignity for everyone, but allows them to expand their minds in ways that can be initially unsettling but eventually liberating.

Perhaps my ability to be successful in leading these types of conversations comes from my background. As a graduate student at Vanderbilt University (then the wealthiest study body in the U.S. when I first taught my own class in graduate school), I taught concepts such as white privilege and class privilege to a largely white, upper-class student population. (Many of my students had gone to boarding school together, leaving the other students in the classes, who were often there on scholarship and/or grants, out of that exclusive network.) As a first generation college student myself, I had been one of those students on scholarships and grants, and I found myself seeking multiple ways to introduce people to the idea that not everyone grew up with the multiple opportunities, resources, and supports that they had. My attempt to cultivate understanding, even empathy, started there.

Linked with my desire to cultivate empathy is my focus on creating an inclusive learning community filled with respect and dignity for all persons in my classroom. I do this by establishing on the first day of class that the respect and dignity of each person is the *most* important thing in this class. I talk about the fact that we may (and very likely will) disagree with each other's analyses and standpoints, and that this is both expected and a foundation for learning. I tell students, however, that name-calling, making assertions about someone's character, or making any other type of personal attack is not welcome in the class. Modeling for students ways to say, "I see this issue differently" when offering a unique analysis, without attacking someone's person, is very important to me. In this way, I hope that my students and I practice, on a regular basis, the skills necessary for a functioning democracy.

As a scholar, my research agenda focuses on ways in which higher education institutions can more fully support faculty members from a variety of backgrounds (based on race/ethnicity, gender, sexualities, and/or social class). By hearing and analyzing faculty narratives from diverse backgrounds, I believe that ideas for new policies and practices that allow us to become more inclusive institutions will emerge. To me, this issue is of utmost importance. In addition, my publisher, Policy Press (out of the University of Bristol), has a U.S. imprint at the University of Chicago. Therefore, my book will be coming out through the University of Chicago Press.

A second strain of my research centers on ways to address microaggressions with microresistance strategies, which is another path toward greater inclusion in our institutions. My colleagues Tasha Souza, Floyd Cheung and I facilitate dialogues on this topic around the country, and we have been told that our work has proven very fruitful in many different types of institutional environments. Whether in my teaching, scholarship, or service, the diversity, equity, and inclusion work continues and deepens over time. It is exciting and meaningful work, to be sure, and I am thankful to work with colleagues who share my commitment to diversity and inclusion.

In this letter, I have chosen to highlight just a few examples of my faculty experience and teaching philosophy, but I hope you will inquire further if you need more evidence of teaching effectiveness, writing samples, or other materials [cynthia.ganote@louisville.edu; (615) 294-0689]. I believe that I could assist the University of Louisville in by providing excellent teaching for our sociology majors, minors, just as I provide the same excellent teaching for students who only take one sociology course in their undergraduate careers. I strive to create a more inclusive climate for learning in *all* of my work, and I am excited to bring this work to the University of Louisville. Thank you for your consideration, and I look forward to hearing from you!

Sincerely,

Cynthia Ganote, Ph.D.