



Appendix 1  
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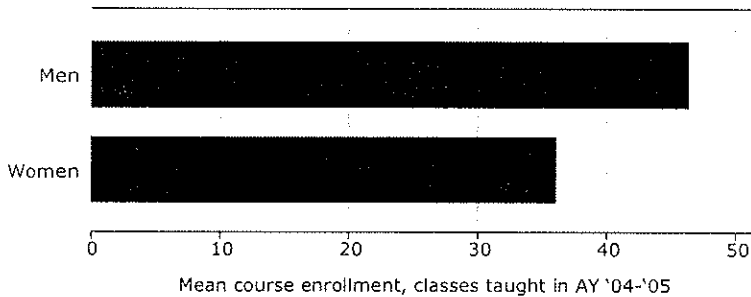
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### Teaching Load

Eighty-two percent of men and 83% of women faculty reported that they were teaching at least one course during the '04-'05 academic year. The mean number of courses taught was 2.17 among women and 2.00 among men (see Figure B-3), a marginally significant difference by gender ( $t=1.62$ ).

With responding faculty reporting an average of around two courses per respondent, there were 1884 courses taught in the '04-'05 academic year represented in the data. Across those 1884 courses, the mean course size was approximately 43 students, though the distribution was highly skewed with a small number of very large courses (with enrollments as high as 1,000) pulling the mean up. Indeed, half of all represented courses had twenty students or fewer enrolled; the modal course size was 15 students.

Figure B-2. Mean Course Enrollment, by Gender of Instructing Faculty



On average, courses taught by men were significantly larger than courses taught by women ( $t=2.97$ ). The mean enrollment for a course taught by a man was 46 students, (and the median 22) as compared to mean enrollment of 36 students (and a median of 19) for a course taught by a woman (see Figure B-2). Within gross disciplinary areas, the largest disparity in class sizes occurs in "professional" fields (including law and business), where courses taught by men had a median enrollment of 60, whereas those

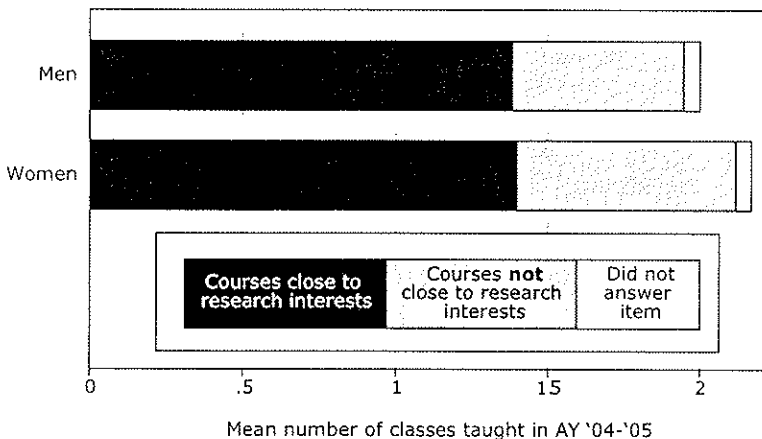
taught by women had a median enrollment of 42. The difference is reversed—though small—in psychology and the social sciences, where courses taught by women had a median enrollment of 22, and those taught by men had a median enrollment of 20.

Approximately 46% of the classes reported by respondents had one or more TAs. Among those courses *without* a TA, the mean class size was 23 for courses taught by both women and men. Among those courses *with* TAs, courses taught by men had an average of 39 students per TA and courses taught by women had an average of 37 students per TA, though this modest difference is not statistically significant.

Fifty-seven percent of represented courses were undergraduate courses, and this percentage was the same for courses taught by women and men.

Courses taught by women, however, were less likely than those taught by men to be clearly related to their area of research (see Figure B-3): overall, 34% of courses taught by women were not tied to their research interests, as compared to 29% of classes taught

Figure B-3. Mean Number of Courses Taught Close to Research Interests and Not Close to Research Interests, by Gender



by men ( $t=2.17$ ). An examination of the gendered patterns within gross disciplinary areas suggests that this gender difference is largest in the humanities and in the arts: 42% of humanities courses and 50% of courses in the fine and applied arts taught by women were not tied to their research interests, as compared to 29% of humanities courses and 23% of fine and applied arts courses taught by men. In engineering, on the other hand, courses taught by women were *less* likely to depart from their research interests than those taught by men: 24% of courses taught by women were not in the instructor's area of research, as compared to 34% of courses taught by men.

## Appendix 9

-- Posted by Dave Anderson,

Thoughtful plaudits from Judson for Wallace, who indeed deserves more credit than history has accorded him. But what about nitty old Jean-Baptiste Lamarck (1744-1829)? Although recognized by Darwin and others as a genius, even a theoretical mentor ... he was virtually ignored in his own time and died in poverty and obscurity.

-- Posted by Scott Wheeler

Think Again Do the humanities ennoble? And for that matter, is it the business of the humanities, or of any other area of academic study, to save us? The answer in both cases, I think, is no. The premise of secular humanism (or of just old-fashioned humanism) is that the examples of action and thought portrayed in the enduring works of literature, philosophy and history can create in readers the desire to emulate them. ...

It's a pretty idea, but there is no evidence to support it and a lot of evidence against it. If it were true, the most generous, patient, good-hearted and honest people on earth would be the members of literature and philosophy departments, who spend every waking hour with great books and great thoughts, and as someone who's been there (for 45 years) I can tell you it just isn't so.

Teachers and students of literature and philosophy don't learn how to be good and wise; they learn how to analyze literary effects and to distinguish between different accounts of the foundations of knowledge. ... Teachers of literature and philosophy are competent in a subject, not in a ministry. It is not the business of the humanities to save us, no more than it is their business to bring revenue to a state or a university.

-- Stanley Fish,

"Will the Humanities Save Us?"

Reader Comments:

Pretty easy to say when you're one of the people who never once had to ask this particular question in order to earn a living teaching humanities. I'm reading this after 2:30 a.m. because I just picked up four sections of temp-work civilization courses late, late last week. They start tomorrow afternoon. In another city. But, hey, thanks for high-fiving my task: after a dozen hours of trying to shovel Cicero et al. into four syllabi for approximately \$8 an hour with no benefits, or, in other words, half of what I earned in construction two decades ago, before I got my Ph.D., I needed a good laugh. And it would be self-centered to wish for more than that.

-- Posted by T. Trent

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[Illustration]

ILLUSTRATIONS (ILLUSTRATIONS BY STEPHEN SAVAGE)

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