

**Departmental Self-Study  
Women's and Gender Studies Department  
Sonoma State University**

**2022-23 Program Review**

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**2023**

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## **Executive Summary: WGS Department (Fall 2015 – Fall 2022)**

Women's and Gender Studies at Sonoma State University is effectively meeting its mission and learning objectives. Since our last review, we have stream-lined our learning objectives, recertified nine GE courses, and innovated an array of collaborative, intersectional feminist community building opportunities.

Despite our strong performance and campus leadership, WGS still faces many of the same structural challenges identified in our last department review. WGS TT faculty are teaching a disproportionately high percentage of GE classes (WGS TT teach 64% of students in all WGS GE courses), which means large numbers of students (WGS TT are teaching over 200 students per year and the Department Chair is teaching over 150 students each year) and less opportunities to teach advanced courses in our direct areas of expertise. WGS SFR is above the school average and we continue to have very low FTEF. Our required internship and 1-unit "Careers in WGS" class are high-impact practices that build networks of support and propel WGS majors into graduate programs and community-based jobs. However, WGS faculty are teaching internships and the "Careers" class on top of our 3/3 teaching loads. Most importantly, WGS continues to face a chronic, no-growth faculty situation—it has been 15 years since WGS had a hire—there are no junior or mid-career faculty in WGS. Without the necessary latticing of junior faculty, the future stability of WGS at SSU is being compromised.

While working hard to address the structural challenges facing our department, WGS has been able to make more progress at the department level. In this self-study, the WGS department has assessed 3 major components of our program: 1) the required internship for the WGS major, 2) students' experiences of finding and joining the WGS major, and 3) our stream-lined department learning objectives. What most stands out from these assessments is the critical role WGS plays in student retention—especially for students facing multiple forms of oppression and obstacles to graduation.

On the curricular level, the significant changes to the WGS program ushered in by our last self-study have had positive results. These changes included creating WGS 200: "Introduction to WGS," a single intro class for the major, designing a pathways model through the major, introducing a "Careers in WGS" course WGS 398, and re-structuring the major around two key conceptual frameworks in our field: intersectionality and transnational feminisms. We have built on these changes while responding to CSU system mandates during this review by expanding the breadth of WGS GE offerings (now in categories A, C, D, E, F). We are also in our second year of transitioning to an E-Portfolio capstone project for the WGS Senior Seminar.

Given all the changes to GE, particularly the shift to all 3-unit GE, WGS is revising the unit totals for our major, minor and Queer Studies minor. As our campus contracts in enrollments, we will be even more proactive in ensuring that all our non-GE WGS classes are fully enrolled. WGS continues to lead our campus towards meaningful realizations of the core values in Strategic Plan 2025: diversity and social justice, connectivity and community engagement, and adaptability and responsiveness.

## **PROGRAM CONTEXT AND CURRICULUM**

### **WGS Department Innovations and Highlights**

Innovation, feminist ethics of care, and community building for justice have been animating themes cultivated by the WGS faculty and imbued into our department and the wider SSU community. The WGS faculty have made conscious commitments to support each other as teacher-scholar-activists and put feminist principles of ending interlocking oppressions and building communities rooted in gender-racial justice into everything we do. We want to highlight a few of our department's recent feminist innovations—ways that WGS is leading our campus towards its core values of “diversity and social justice.”

- **Pay Equity** After five years of continuous advocacy, the WGS Department successfully rectified the pay inequality in our department. This department-level win then spurred adjustments to pay inequality in departments across campus. The pay inequity occurred in our department when the two junior members of the faculty were promoted to full and surpassed the salary of the most senior member of our department. As a feminist department, we are transparent about our salaries and all worked together (from 2016-2021) to address this structural inequity when it appeared in our department and also advocated for senior female faculty of color in other departments. Over five years, we wrote memos and submitted our paystubs to three different Deans, two Provosts, the Director of Diversity, Equity, and Inclusion, and the University President. In 2021, the pay of the senior member of our department was adjusted to match the pay of the highest paid junior member in our department. We should note that true pay equity, in the WGS case, would have elevated the pay of the senior member to the highest in our department (due to this member's extensive 20+ year of service). Overall, WGS is proud of our collaborative feminist work to enact structural change for pay equity at SSU.
  
- **Intersectional Feminist Community Building** WGS has continued in our tradition of providing campus service through creating community building events and holding community space to respond to hate and oppression. Some recent WGS-lead events with co-sponsorship from multiple campus depts and programs:
  - **Black Feminist Brilliance**, Black History Month 2021. A celebration of Black History Month where participants read out loud and listened to quotes and passages from our favorite Black Feminist thinkers. The wider SSU community was invited to share the words of a Black feminist thinker/activist/artist or just show up and listen as a way to pay respect to the depth and complexity of Black Feminist Brilliance. Co-sponsored with AMCS, HUB Umoja Queens, HUB/CAPS Women of Color Collective, and Black Faculty and Staff Association.
  - **Honoring bell hooks** 2021. A SSU community memorial service to honor the life-work of Black Feminist bell hooks (1952-2021). Co-sponsored with AMCS, HUB, and Office of Diversity Equity and Inclusion.
  - **In/Visible: Asian American Feminism at SSU**, API Heritage Month 2022. Panel discussion on the history and current impacts of Asian American feminism on our campus (a first for our campus, as far as we have been able to gather). This event

featured campus leaders who have brought the insights and strengths of Asian American feminisms to classrooms, advising, and campus organizing. Speakers included Dr. Charlene Tung, WGS; Amber Vang, WGS alumni and Victim Advocate at Lao Family Community Development; Khou Yang-Vigil, EOP and Puerta Interim Director; Dr. Leilani Nishime, former SSU AMCS professor; and Dr. Soo-Yeon Yoon, Sociology. Co-sponsored with Asian Pacific Islander American Faculty & Staff Association.

- Reproductive Justice Fall Series, 2022. Co-sponsored with the HUB, this 4 event series featured: 1) an introductory learning workshop “Reproductive Justice 101” co-facilitated by WGS faculty Charlene Tung and Lena McQuade, 2) a teach-in and documentary screening about Las Libres a Mexican feminist collective that has been organizing for over 2 decades to provide access to abortion even when it has been illegal in Mexico, 3) a film showing of “Jane: An Abortion Service” chronicling the history of the Jane collective that provided abortions in the U.S. before *Roe v Wade* followed by a discussion with students from “Intro to WGS” and the senior level “Feminist Theory” class, and 4) a talk by WGS alumni and current Planned Parenthood Reproductive Specialist Gaby Davila about careers in reproductive health and abortion health care.

➤ **Growth Attempts** WGS has not had a new hire in 15 years. We remain a 3 TT department despite numerous attempts to grow our faculty in ways that align with the stated mission and priorities of SSU. Some our attempts to grow WGS faculty at SSU have included:

- Applying for Provost’s November 2021 call for proposals for the SSU AB 1460 funding for hires to teach in Ethnic Studies. Proposal: TT position in Women of Color Feminisms. Rational: WGS has led our campus towards deeper realizations and meaningful implementation of diversity, equity, and inclusion practices. Our department has a proven track record of crosslisting classes and collaborating with Ethnic Studies on innovative pedagogy and campus programing that has consistently centered the intersections of gender, race, and sexuality. WGS is known campus-wide as a place where students of color and/or queer students will be supported and encouraged to develop their potential as campus leaders and future innovators equipped to address gender and racial inequities at the local and national level. These proven results justify further investment in WGS. Our department is uniquely poised to build on the promise of AB 1460 and contribute robust and transformational Ethnic Studies instruction on our campus. Status: still in progress.
- Over the past 10 years, WGS has worked with at least four different SSU faculty members who wanted to transfer their lines into the WGS department. In one of these instances, WGS received approval from two different Deans for a faculty member to join the WGS department, but a former Provost rejected this possibility. In other instances, faculty who were blocked from transferring into WGS have left our university, which has been a net loss to our whole campus.
- Each year during our CDC hiring discussions, WGS has put forward TT proposals in transnational feminisms, Chicana/Latina feminisms, and/or Intersectional Feminisms. These proposals and POA announcements have been for a hire and/or a joint hire.

- **Teagle Grant Recipient** Spring 2021-Spring 2022 “Women’s and Gender Studies Pathways of Success: Reviewing, Strengthening, and Sharing Curricular Redesign for Intersectional Feminisms”
  - WGS was able to focus on three projects with our Teagle Grant: 1) Update our department mission statement and learning objectives, 2) Expand and recertify WGS GE courses, 3) Develop an E-Portfolio capstone assignment for seniors in WGS.
  - The Teagle Grant enabled our department to sustain a two-year intensive focus on our department curriculum, mission, and learning objectives. In our numerous meetings, the WGS faculty had the time to reflect on: where the field of WGS is heading, how our department can reflect the best practices in our discipline, and ways to meaningfully engage this historical moment. We also discussed ways to deepen our commitment to centering intersectional feminisms in all aspects of our department—from our mission, to our learning goals, to our curriculum, and to our interpersonal relationships as department members and members of the SSU community.
  
- **K-12 Education** In the years since the last program review, Professors Tung and Romesburg have done focused policy, advocacy, and curriculum work in K-12 education. This represents an area of growth potential for WGS, which could develop a deeper relationship with the School of Education, providing undergraduate and graduate preparation for K-12 teaching in gender and sexual diversity. Examples of this include:
  - Existing courses, such as WGS 325: Gender: Youth Perspectives, an elective course developed by Professor Tung on diversity in young adult literature; and WGS 305: LGBTQ U.S. History, which includes a signature assignment and is structured across the course toward developing a K-12 history lesson plan.
  - Professor Tung’s community service has revolved around working with students on diverse intersectional feminist book projects in the West Contra Costa Unified School District. She has also served as a consultant to two WCCUSD schools and for Magnolia Academy, a proposed diversity and social justice-focused charter school in Petaluma.
  - Professor Romesburg was the lead scholar working on the 2011 FAIR Education Act and its implementation, including bringing LGBT content into California's 2016 K-12 History-Social Science Framework and subsequent textbooks. He now trains educators on implementation, including working with the SSU School of Education in their Preservice Residency Program and in their Multiple Subject Credential courses. His related forthcoming book is tentatively entitled *Contested Curriculum: LGBTQ History Goes to School* (Q+Public Series, Rutgers University Press).

## **WGS Mission Statement:**

The Women's and Gender Studies Department at Sonoma State University centers the vision of feminism as articulated by bell hooks, as a movement to end sexism, sexist exploitation, and oppression.<sup>1</sup> Our department enables students to explore the social, political, and cultural dimensions of gender and inequity. Our field empowers students to use an intersectional feminist analysis to engage in building a more equitable world. It compels us to envision and commit to transformative action.

WGS studies how gender structures everything from our innermost self to transnational circuits of society and economy. Feminist theory and practice involve a critical exploration of power, difference, and the production of knowledge. Feminist pedagogy is committed to knowledge as co-constructed and collaborative between professors and students with an emphasis on equity and empathy.

Our department utilizes an intersectional perspective, which means that we understand gender to be co-constituted with race, ethnicity, sexuality, nation, ability, and other forms of social power. We use an interdisciplinary approach that examines gendered identities, relationships, structures, institutions, and ideologies through social, historical, political, legal, and cultural lenses.

Our department fosters critical awareness and builds community. The WGS Department's general education courses, lecture series, and major courses produce campus-wide transformative consciousness. Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through internships, service learning, cultural production, and research. This empowers students with the knowledge and fortitude required to exact meaningful individual, interpersonal, workplace and systemic changes toward a more just and equitable world. WGS extends its legacy as a change agent through its faculty, students, scholarship, curriculum, service, and alumni.

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<sup>1</sup> bell hooks, *Feminism Is For Everybody* (Cambridge: South End Press, 2000), 1.

## Core Values:

The WGS Department mission statement explicitly reflects the following SSU Core Values in the Strategic Plan 2025.

- 1) Diversity and Social Justice: The Women's and Gender Studies Department at Sonoma State University centers the vision of feminism as articulated by bell hooks, as a "movement to end sexism, sexist exploitation, and oppression."<sup>2</sup> Our department utilizes an intersectional perspective, which means that we understand gender to be co-constituted with race, ethnicity, sexuality, nation, ability, and other forms of social power.
- 2) Connectivity and Community Engagement. Our field empowers students to use an intersectional feminist analysis to engage in building a more equitable world. It compels us to envision and commit to transformative action. Our department fosters critical awareness and builds community. The WGS Department's general education courses, lecture series, and major courses produce campus-wide transformative consciousness.
- 3) Adaptability and Responsiveness: Women's and Gender Studies encourages applied learning through internships, service learning, cultural production, and research. This empowers students with the knowledge and fortitude required to exact meaningful individual, interpersonal, workplace and systemic changes toward a more just and equitable world. WGS extends its legacy as a change agent through its faculty, students, scholarship, curriculum, service, and alumni.

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<sup>2</sup> hooks, *Feminism Is for Everybody*, 1.



## Program Learning Outcomes:

The Women's & Gender Studies Department, through its Women's & Gender Studies major, minor, and Queer Studies minor has the following program learning outcomes:

- 1) Intersectionality: Critically examine and articulate how gender intersectionally structures identities, interactions, structures, and systems in relation to race, class, sexuality, ability, nation, and other forms of power and difference.  
[WASC core competencies: Written and Oral Communication, Critical Thinking]
- 2) Institutionalization of Gender: Identify how and why gender is embedded in and influences culture and major social institutions and systems such as: family, health care, law, education, religion, the workplace, the media, settler colonialism, carceral systems, white supremacy, the nation-state, transnational capitalism.  
[WASC core competency: Critical Thinking]
- 3) Power and Justice: Demonstrate how people have critiqued, navigated, resisted, and sought to transcend dominant formations of social constructions of gender in different historical and cultural contexts– from the level of the personal to the transnational.  
[WASC core competency: Critical Thinking]
- 4) Feminist Thought and Communication: Engage in feminist oral, written, and digital communication skills to speak and act collaboratively across social difference, appreciate complex phenomena through multiple lenses, and effectively facilitate challenging conversations. Evaluate feminist research, knowledge production, and theory–then design and complete feminist research and analysis projects.  
[WASC core competencies: Written and Oral Communication, Information Literacy]
- 5) Feminist Praxis: Participate in feminist praxis that joins theory, research, and experience. Through a required internship, students apply themes and categories of analysis from Women's and Gender Studies to their lives and the world.  
[WASC core competencies: Written and Oral Communication, Critical Thinking, Information Literacy]

## Curricular Map Core WGS Classes:

<b>Program Learning Outcomes</b> ⇒ <b>WGS Courses</b> ↓	Intersectionality	Institutionalization of Gender	Power and Justice	Feminist Thought and Communication	Feminist Praxis
WGS 200 “Intro to WGS”	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>
WGS 201 “Gen, Race, Justice Lect.” –or– WGS 202 “QS Lecture”	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>	<b>Introduced</b>
WGS 375 “Gender, Power and Freedom in US History”	<b>Introduced</b> Reinforced and Opportunity to Practice	<b>Introduced</b> Reinforced and Opportunity to Practice	<b>Introduced</b> Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice
WGS 385 “Transnational Feminisms”	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice
WGS 398 “Careers in WGS”	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice
WGS 425 “Feminist Research Methods”	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished
WGS 474 “Foundations Feminist Thought” --or-- WGS 475 “Contemp. Fem Thoery”	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished
WGS 485 “Senior Seminar”	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished	Proficient/ Accomplished
WGS 499 “Internship”	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Reinforced and Opportunity to Practice	Proficient/ Accomplished

## Learning Experiences: Internships

### Highlights of the WGS Internships

- All WGS majors complete three units of internship before graduation. These high-impact learning experiences have enhanced student's understanding of feminist praxis, enriched classroom conversations, and have led to student jobs, careers, and acceptances to graduate programs.
- **702 units** of WGS 499 "Internship" have been completed by WGS students since Fall 2015.
- **31,590 hours** of WGS student time contributed to local social justice-oriented organizations since Fall 2015.
- The top sites for WGS internships off campus have been: Verity (a 24-hour Rape Crisis hotline and education/prevention program), The Center for Domestic Peace (domestic violence prevention), and The Living Room (drop-in center for homeless women/children).
- WGS students have consistently served on campus as interns with the HUB, the Black Student Union, CAPS, Associate Students, JUMP, and doing WGS outreach.
- As of yet, there is still no direct way that WGS TT faculty labor overseeing internships is factored into our WTU target negotiations. This means that on top of teaching three courses, WGS TT faculty additionally mentor students about internship placements, process all internship forms, interface with community organizations about internship opportunities, oversee student learning at internships sites, and grade all final papers. Over the years, WGS has innovated a number of ways to try to address the overload of internship work, but a structural solution has not yet been identified.

### History and Context:

Since the origins of the WGS major at SSU in 1998, internships have been a required part of the major. WGS has envisioned internships as a way to teach and engage students in feminist praxis, a cornerstone of WGS programs nationally and internationally. Women's Studies as a discipline comes directly out of feminist activism/theory in the 1960s and 1970s. Like the related departments in Ethnic Studies, WGS has always had activist-scholar roots and a drive to build knowledge and pedagogy that challenged the existing male and white-centric norms of the academy and beyond. WGS and Ethnic Studies—as fields, as faculty, and as students—have pushed and led our campuses to become the institutions that today claim “diversity and social justice” as core values. Feminist praxis, to take the ideas of feminist theory, apply them in community, and let community experiences filter back and inform feminist thought and knowledge building, is core to the mission of WGS.

Current WGS majors are required to complete a minimum of 135 hours, or 3 units, of internship for graduation. WGS students have provided valuable assistance to organizations in and around Sonoma County and the larger Bay Area. Students may complete their required three internship units at different organizations (e.g. two units at one organization, one unit at another).

Requirements for the internship include maintaining a log of hours completed, a supervisor letter, a mid-semester faculty meeting, and a final paper. WGS majors are encouraged to start their internship in their junior year while taking the 1-unit WGS 398 course “Careers in WGS.” In this class, students learn about the procedure for finding and enrolling in an internship (this information is also listed on the WGS website:

<https://wgs.sonoma.edu/internships/how-enroll-wgs-499-internship>). The class also has assignments and facilitated discussions where students can draw connections between their major course material and their experiences at their internships.

During COVID, the WGS Department developed a Pandemic Internship Policy that allowed students to continue doing internships in remote and virtual formats (following all campus protocols) and also give students the expanded option to engage with feminist content online—engaging with feminist online communities, participating in digital mutual aid projects, and learning from the vast feminist content online. Starting in Spring 2023, we no longer allow students to do an internship solely by engaging with online feminist content. While this was an important and necessary pivot during the lockdown, internships are intended to be at a specific site or in direct community with others.

For the most part, WGS students intern at local community organizations as well as on-campus. A listing of potential internship sites is provided on the WGS website.<sup>3</sup> The listings simply provide a starting point. Students are welcome to find other organizations that suit their interests, but must check-in with a faculty advisor for applicability. Historically, WGS has had a longstanding practice of encouraging students to engage in internship in their home communities or when studying abroad. This has been especially important for some students who want to maintain ties to racial, ethnic, and queer communities from their places of origin—Rohnert Park is a predominantly white community with few queer spaces. Given the campus shift to more internship risk management policies, it is unclear if this practice of long-distance internships can continue. The vast majority of local off-campus internships are with non-profit organizations, government agencies, health care facilities, small businesses, and in education fields—working with any number of populations. WGS recognizes that all organizations dealing with social problems and inequities (homelessness, substance abuse, poverty, LGBTQ rights, sexual assault) inherently involve gender, race, class and sexuality concerns. This point is integral to all 5 of the WGS major learning objectives. WGS values these local community linkages where its students intern. The benefits are two-way. WGS students have, over the years, built up a strong and positive reputation among local nonprofits. Thus, internships have often parlayed directly into paid employment or graduate school acceptance post-graduation. An analysis of WGS internships will follow in the assessment section.

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<sup>3</sup> <https://wgs.sonoma.edu/internships>.

## Learning Experiences: Lecture Series

The Gender Studies Program Series, funded through the competitive SSU Instructionally Related Activities (IRA) grant, has 2 main components: The Fall WGS 201 “Gender, Race and Justice Lecture Series” (GE F) and the Spring WGS 202 “Queer Studies Lecture Series” (GE C2). Annually, the WGS lecture series brings 20 different scholars, advocates, artists, and activists to SSU. The lecture series are both a course any student can enroll in to earn GE credit and are open to the public, with students from across campus encouraged to attend. The WGS lecture series have been popular ways for students to learn about dynamic queer and feminist networks and possibilities for social transformation towards gender, sexual, and racial justice. The WGS lecture series has a long history on our campus. In 1998, former WGS professor, Dr. Cindy Sterns, inaugurated the Women’s Health Lecture Series, which then became the Feminist Lecture Series in 2008. The Queer Studies Lecture Series began in 2003 and is recognized nationally as an incubator for queer theory and activism. Speaker line-ups from current and past years are available at the WGS website, <http://www.sonoma.edu/wgs/lectures/>

### IRA Grant Funding

Year	Amount of Award	Programs Supported
2022-2023	\$14,875	WGS 201- 8 speakers. WGS 202 – 12 speakers. WGS 398 – 8 WGS Alumni speakers.
2021-2022	\$12,800	WGS 201- 8 speakers. WGS 202 – 12 speakers.
2020-2021	\$6,400 (pandemic “bare bones”)	WGS 201- 8 speakers. WGS 202 – 12 speakers.
2019-2020	\$12,950	WGS 201- 8 speakers. WGS 302 – 12 speakers.

### Updates and Changes to the Gender Studies Program Series

The Gender Studies Program Series has always focused on bringing new and emerging ideas, collaborations, and real-world examples at the intersections of gender, LGBTQAI+ identity, race and ethnicity, social class, and ability from local and national perspectives. As such, the series is always evolving and adapting to the cutting-edge of thought and activism in the fields of WGS and Queer Studies. Dynamic changes in the fields coupled with the GE changes and enrollment shifts on our campus has meant that the WGS faculty have had to re-envision the format of the lecture series. The lecture series have changed their titles, unit totals, and GE categories since our last review. The WGS faculty anticipate that the carefully tracking and adapting around enrollments will ensure the series’ continuing viability and mission-driven purpose.

Changes to the lecture series since last review:

- New for Fall 2023: WGS 201 “Gender, Race and Justice Lecture Series” (3 units, GE F). Formerly this class was titled “Feminist Lecture Series,” was non-GE and offered at 1 unit. From 2011-2017 this class enrolled over 100 students each semester. Starting in

2018, we noticed a persistent decline in student enrollment, which we can now see in retrospect, tracked declining enrollments at SSU more broadly.

- The “Queer Studies Lecture Series” (formerly WGS 302) became a 1-unit, upper division GE C course in 2015 and was a very popular consistently enrolling around 200 students. Then in 2021, in response to campus wide GE changes (EO 1100), the class was revised to a 3-unit, lower division, GE C2 course, with a 50 seat cap.
- What the data comparison between the two WGS Lecture Series—one that was not GE and one that was—illustrates is that, in a low campus-wide enrollment period, GE courses fill more than electives. Once WGS saw the declining enrollments in our “Feminist Lecture Series,” we tried several strategies to respond: 1) Change the class number from 301 to 201 effective in Fall 2020. Through this change we hoped to indicate to students that this class was appropriate for lower and upper division students. 2) Researched when other depts were scheduling 1-unit lecture series and tried to schedule on less busy days/time. 3) Changed the class from elective to GE F, to reflect the intersectional feminism (gender-race) always at the center of this course. We will see in Fall 2023 how this change may impact enrollments.

#### **Enrollment Data for WGS 201 “Feminist Lecture Series”**

<b>Sem/Year</b>	<b>Filled seats</b>	<b>Available Seats</b>	<b>Notes</b>
F 2023	?	50	Change from elective to GE F (3 units) starting in Fall 2023. New title: “Gender, Race and Justice Lecture Series.”
F 2022	31	31	Changed to 3-unit class, synchronous online
F 2021	36	75	Synchronous online
F 2020	76	212	Changed class number from 301 to 201. Offered fully online (COVID).
F 2019	70	128	1 unit
F 2018	68	128	1 unit
F 2017	128	128	1 unit
F 2016	124	128	1 unit

#### **Enrollment Data for WGS 202 “Queer Studies Lecture Series”**

<b>Sem/Year</b>	<b>Filled seats</b>	<b>Available Seats</b>	<b>Notes</b>
S 2023	53	50	Waitlist for this class.
S 2022	50	50	Changed class number from 302 to 202. Changed from 1 to 3 units. Moved from upper division GE C to lower division GE C2
S 2021	170	212	Synchronous online (COVID). Last semester offered as a 1 unit, upper division GE C2.
S 2020	206	212	1 unit C2
S 2019	211	212	1 unit C2
S 2018	206	212	1 unit C2
S 2017	211	212	1 unit C2
S 2016	212	212	1 unit C2

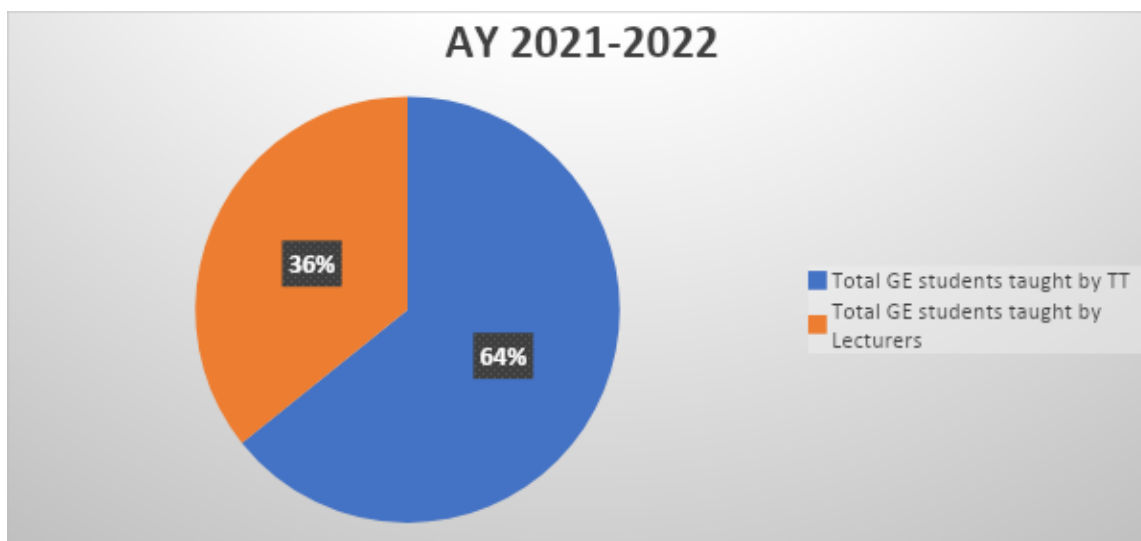
## General Education

As our campus considers our academic master plan, the Provost described that some departments contribute to our campus as “GE powerhouses.” WGS is a GE powerhouse, providing enriching academic experiences in the study of gender, race and sexuality to thousands of students on our campus. GE is central to the mission of WGS: “to foster intersectional feminist critical awareness, build community, and produce campus-wide transformative consciousness through teaching general education classes that can reach students across our campus.”

GE comprises approximately 2/3 of the WGS target—last year was a representative example:

Year	GE Target	Non-GE Target – including required and elective classes
2021-2022	108 FTEs	60 FTEs

All WGS Tenure Track faculty teach 3-4 GE classes per year and the Chair teaches 2-3 GE classes per year. All tenure track faculty equally share the workload of GE teaching. WGS tenured faculty, not lecturers, consistently teach the majority of the GE students and classes in our department. This means all WGS faculty are teaching heavy loads of GE and high numbers of students. For example in the graph below, in academic year 2021-2022, 64% of all the students taking a WGS GE class were taught by a tenured WGS faculty member:



In the seven years since our last review (F15-S22) the 3 tenured members of WGS combined (not counting teaching by lecturers) have taught 2,957 students in GE classes.<sup>4</sup> This has been an average of 140 GE students taught by each of the 3 tenured WGS professors each year (this does not count the additional students WGS faculty are teaching in core non-GE WGS classes). For further perspective, WGS tenured faculty have taught a grand total of 4,484 students in the past seven years—66% of which have been GE students.<sup>5</sup> WGS is truly a GE powerhouse.

<sup>4</sup> Data from FADs Fall 2015 – Spring 2022.

<sup>5</sup> WGS TT taught a total of 4,484 individual students from F15-S22. Of these 2,957 were students in GE classes.

WGS currently has 9 different GE classes, all of which have been vetted through the most recent GE recertification process. Reflecting the interdisciplinary field of WGS and faculty expertise in our department, we offer classes in GE categories A, C, D, E, and F. In addition, we have GE overlay classes in American Institutions-History and in Critical Race Studies. The following charts document the WGS GE course catalog offerings and the extensive changes the WGS Department has innovated and overseen to bring our curriculum into compliance with EO 1100, AB 1460, and campus curricular policies.

### Current WGS GE Classes in the Catalog 2023-2024

Class Number	Class Name	GE Category	Role in Major	Offered/ Seats
WGS 150	“Current Conversations: Gender, Race and Sexuality	LD A1	Elective	Every semester, 2 sections, 25 seats (capped)
WGS 200	“Introduction to WGS”	LD E	Required	Every semester, 1-4 sections, 50 seats.
WGS 201	“Gender, Race, Justice Lecture Series”	LD F	Must take either 201 or 202	Fall only, 1 section, 50 seats
WGS 202	“Queer Studies Lecture Series”	LD C2	Must take either 201 or 202	Spring only, 1 section, 50 seats
WGS 255	“Introduction to Queer Studies”	LD C1	Elective/ Required for QSM	Fall only, 1 section, 50 seats
WGS 285	“Men and Masculinities”	LD E	Elective	Rarely offered
WGS 300	“Gender, Race and Representation”	UD C CRS	Elective	Every semester, 1-2 sections, 50 seats
WGS 305	“LGBTQ US History”	UD D AI-Hist	Elective/ Required for QSM	Fall only, 1 section, 50 seats
WGS 375	“Gender, Power and Freedom in US History”	UD D CRS AI-Hist	Required	Every semester, 2-3 sections, 50 seats

### WGS GE Changes in the Past 3 Years

(EO 1100 and AB 1460 have had major impacts on our dept.)

Class Number	Changes
WGS 150	Created new class to meet campus GE A1 needs. Certified GE A1.
WGS 200	Revised from 4 to 3 units. Developed Signature Assignment. Recertified GE E.



WGS 201	Fully redesigned class, went from 1 to 3 units. Renamed “Gender, Race, Justice Lecture Series.” Moved from upper division to lower division. Changed from elective course to GE F. Completely revised syllabus and developed Signature Assignment. Established crosslisting with AMCS. Certified GE F.
WGS 202	Fully redesigned class, went from 1 to 3 units. Moved from upper division GE C to lower division C2. Completely revised syllabus and developed Signature Assignment. Certified GE C2.
WGS 255	Fully revised course from historical to arts/cultural content and developed Signature Assignment. Moved from D1 to C1. Revised from 4 to 3 units. Certified GE C1.
WGS 285	Revised from 4 to 3 units. Developed Signature Assignment. Recertified GE E.
WGS 300	Recertified GE C. Waiting for campus decision about Critical Race Studies Overlay, this class is currently CRS and we will apply to have it recertified if this overlay continues to exist.
WGS 305	Recertified as upper division GE D. Recertified as AI-History Overlay. Developed Signature Assignment.
WGS 375	Fully revised syllabus and developed Signature Assignment. Renamed “Gender, Power and Freedom in US History” (formerly “Gender, Race and Class”). Recertified as upper division GE D. Certified as new AI-History Overlay. Retains CRS status.

GE presents both positives and challenges for the WGS department. On the plus side, GE is the central way we attract majors to our program. It is also a way our faculty, and especially our tenure track faculty, serve the university through designing and teaching courses on women, gender, race, and sexuality to students from across campus. GE also comprises approximately 2/3 of the WGS target.

On the challenging side, are more structural concerns. First, any campus or CSU-wide changes to GE, such as EO 1100 and AB 1460, have enormous impacts on our department. In the past 2-3 years, WGS has had to recertify 9 courses through faculty governance, 5 of which had to be fully redesigned to meet the new 3-unit requirement and/or move into different GE categories. This was a very large workload for a small department. Secondly, historically all WGS GE classes were 4 or 1 units, which all had to be revised to meet the new 3-unit-only requirement for GE. This has had an impact on the overall WTU WGS faculty are teaching. Even with the high numbers of students all WGS TT faculty are teaching, during target negotiations each semester, TT initial WTUs appear to be “under” 12 units (and sometimes are closer to 10 units, if we are, as usual, teaching two GEs plus one 4-unit core WGS class). On the FAD, WGS faculty have been reaching (and often exceeding) the 24 annual WTUs contractually required through a combination of 3-unit GEs, 4-unit core major classes, plus internships. At the moment, WGS has been proactively tracking our FAD WTUs closely and sharing this information with the Dean’s

office during scheduling. Finally, the heavy deployment of WGS faculty in GE teaching means that we all have less opportunities to teach advanced classes, smaller seminars, and courses more directly connected to our research. WGS GE classes have been filling seats—even in this tighter enrollment phase.

Going forward, WGS wants to rebalance our curriculum so that our tenured faculty teach less GE and have more opportunities to teach advanced courses in our areas of expertise.

## **Curricular Changes in Response to previous program review (2014-2015)**

Based on key findings from our previous Dept Review (F14-S15) and 2 subsequent years of research and planning, the WGS Department fully revitalized our program and course offerings to reflect best practices in the discipline. Changes instituted since last department review:

### Specific course changes:

- Created a uniform introductory class, WGS 200 “Intro to WGS” (GE E), required for all WGS majors and minors. Phased out: WGS 280 “Women’s Bodies: Health and Image” and WGS 350 “Gender, Sexuality and Family.”
- Redesigned WGS 385 “Transnational Feminisms” (from the former class WGS 390 “Gender and Globalization”) and required this class for the WGS major.
- In response to student and alumni feedback requesting more career guidance, we created a new, 1-unit, course WGS 398 “Careers in WGS.”
- Expanded feminist theory offerings from 1 course per year to one course each semester. We developed 2 alternating feminist theory classes: WGS 474 “Foundations of Feminist Thought” (Spring) and WGS 475 “Contemporary Feminist Theory” (Fall). Students (major and minor) choose one class to fulfill the theory required.
- Based on faculty expertise and student feedback requesting more classes centering women of color and health/reproduction, WGS developed 2 new elective courses: WGS 335 “Reproductive Justice” and WGS 450 “Woman of Color Feminisms.”

### Program changes to major and minor:

- Reduced the number of minors our department offers from 3 to 2. We ended the Minor in Women’s Health while retaining our WGS minor and Queer Studies Minor.
- New WGS major (43 units) consisting of 27 units of Core Requirements + 12 units Pathway + 4 units Elective.
- Eliminated 15-unit Disciplinary Concentration replacing it with the “Pathways” model.
  - Path #1: “Community/ Clinical” designed for students interested in community organizing, social work, health care, education, and/or counseling. Courses emphasize community and identity development, social transformation and justice movements, institutions and organizations, bodies and health, and service learning.
  - Path #2: “Cultural/ Critical” designed for students interested in arts and art activism, cultural work and activism, education, and/or advanced degrees in humanities, critical social sciences, or law. Courses emphasize critical theories, pedagogies, ideologies and structures, and cultural production, representation, and activism.
- New required major core courses include one of the WGS lecture series: either WGS 201 “Gender, Race, Justice Lecture Series” or WGS 202 “Queer Studies Lecture Series.” The

former elective, WGS 385 “Transnational Feminisms,” is now a required class for all WGS majors and the new WGS 398 “Careers in WGS” is required to be taken concurrently with enrollment in WGS 499 “Internship.”

- The 16 unit WGS Minor now consists of 10 core units - WGS 200 + WGS 375 + WGS 474 or 475 and 6 Supporting Courses from a revised list of options.
- In the 18 unit Queer Studies minor, students will now take WGS 305 instead of WGS 350 (eliminated course).

We have been tracking the numbers of students in all our WGS classes. One problem we addressed after our last department review was the growing size of our feminist theory classes, which are designed to be advanced seminars. Data below documents how we have adjusted our core WGS major classes to meet student demand:

### Students Enrolled in Core WGS Major classes<sup>6</sup>:

Sem/Y ear	WGS 425 Feminist Research Methods (WIC- capped at 25) (changed to major only) Fall only class.	WGS 475 Contemporary Feminist Theory (475 or 474 is now required for majors and minors) Fall only class.	WGS 474 Foundations of Feminist Thought (new class in 2019) Spring only class.	WGS 485 Senior Seminar (majors only)
S 23			22	16
F 22	16	22		
S 22			26	17
F 21	21	16		
S 21			28	23
F 20	24	23		
S 20			25 / 6 waitlisted	22 / 3 waiting
F 19	25	23		
S 19			17	24
F 18	24	20		
S 18		22		26
F 17	25	19		
S 17		15		21
F 16	22	31		
S 16				22
F 15	21	31		
S 15				26
F 14	27	32		

Yellow = problem where seminar class got too large, we adjusted by creating WGS 474. This also meant a shift in TT bandwidth to offer required elective classes, since now TT were teaching 2 theory classes—one in fall and one in spring.

<sup>6</sup> Data from My SSU, Curriculum Management, Class Roster

## **ASSESSMENT**

Overall assessment of learning objectives and outcomes for WGS majors comes through two main tools: the Senior Seminar assignment “Intellectual Autobiography” (direct assessment) and Exit Surveys (indirect assessment). The Intellectual Autobiography is a capstone assignment that requires WGS majors to reflect on their progress across all courses taken for the major, including core courses, disciplinary concentrations, internships, and electives. The Exit Survey is distributed to graduating WGS students in Senior Seminar and at the WGS graduation ceremony. More recently we have digitized the Exit Survey and email links to all graduating WGS students. Based on robust qualitative and quantitative data, the overwhelming message from these essays and surveys, year after year, is that the major has been positively transformative for our students, personally, intellectually, critically, and professionally. Time and again majors applaud the program’s interdisciplinarity and intersectionality in pedagogy and curricula, the passion, rigor, and approachability of the faculty, and the quality of association and collaboration with fellow students. After evaluating essays and surveys since our last review, it is clear that our department’s learning objectives and outcomes are deeply embraced by most of our majors, and internalized as core ways of analyzing and interpreting themselves and the world around them, and as tools for creating meaningful social change post-graduation.

There are 3 specific areas/questions WGS assessed in this Department Review:

- 1) Internship program and its connection to our Learning Objectives.
- 2) What brings students to the WGS major?
- 3) What the WGS major means to graduating WGS seniors and how this aligns with our Learning Objectives.

**1) Assessment of the WGS Internship Program:**

How effective are internships in teaching students feminist praxis? We have 2 data points to evaluate this question:

- 1) Quantitative: the WGS graduation exit survey has five Likert Scale questions about the internship experience (1-7 strongly disagree – strongly agree).
- 2) Qualitative: student written reflections about their internship experiences in the internship final papers and in their senior seminar papers. We choose to review data from 2017 (before the Careers in WGS class was launched in 2018), 2020 (after the Careers class but before the pandemic), and 2022 (most recent data and also during the pandemic) to capture experiences.

**Quantitative Data About Student’s Internships**

<b>Internship experience quantitative questions for students<sup>7</sup></b>	<b>2017</b>	<b>2020</b>	<b>2022</b>
	Avg. student ratings (n=14, 58% response rate)	Avg. student ratings (n=12, 60% response rate)	Avg. student ratings (n=17, 81% response rate)
1) My internship experience helped me connect feminist theory with practice?	6.26	6.08	5.52
2) My internship experience increased my ability to critically understand the connections between social, political, and econ. institutions locally and globally?	6.20	6.25	5.47
3) My internship experience was a worthwhile learning experience?	6.40	6.66	6.23
4) My internship experience allowed me to evaluate possible careers?	6.26	6.25	6.29
5) My internship experience resulted in my being better able to understand and participate in social change.	6.60	6.58	6.11
<b>Overall ratings</b>	<b>6.34</b>	<b>6.36</b>	<b>5.92</b>

<sup>7</sup> 1-7 Likert Scale. 1 = strongly disagree- 7 = strongly agree.

Analysis on students’ quantitative responses about internship experiences: Overall, it is clear that WGS students agree or strongly agree that their internships are meaningful educational experiences. There are only slight statistical differences between the different questions and between the years surveyed. It appears that student’s perceptions about their internships in 2022 were slightly less positive than in 2017 and 2020—this may be due to the interruptions to normal in-person internships during the pandemic. As the WGS faculty predicted, responses to the question “my internship experience helped me connect feminist theory with practice?” were among the lowest in this evaluation (2017 = 6.26 compared to 6.34 overall; 2020 = 6.08 compared to 6.36 overall and; 2022 = 5.52 compared to 5.92 overall). While these data points are slight, and overall are still very positive, this does indicate an area for more focused attention.

Using this quantitative data to answer our assessment question: How effective are internships in teaching students feminist praxis? One answer is that students agree to strongly agree that their internships helped them connect feminist theory to practice. However, overall, students indicated that their ability to connect feminist theory and practices was less strong than the other measures we were assessing (such as understanding social change or evaluating different careers).

To more deeply understand students’ experiences of learning through their internships we can turn to the qualitative data found in student comments in the exit surveys, in their internship papers, and in their senior seminar portfolios. Five major themes emerged from the student written reflections on their internship experience:

**Qualitative Data About Student’s Internships (2017, 2020, 2022):**

<b>Major Themes in Student Internship Experience</b>	<b>Student Direct Quotes</b>
<p style="text-align: center;"><b>Draw Connections and Deepen Knowledge about WGS and Lived Experiences.</b></p> <p><u>Connects to WGS LOs:</u></p> <ul style="list-style-type: none"> <li>- Intersectionality.</li> <li>- Power and Justice.</li> <li>- Praxis.</li> </ul>	<p><i>“Would not have understood the importance of this space without WGS.”</i></p> <p><i>“I believe that these [internship] experiences combined with the knowledge I gained in my WGS classes really helped to give me a broader understanding of the challenges that my clients faced.”</i></p> <p><i>“Drew on WGS background.”</i></p> <p><i>“I consistently applied knowledge from my WGS courses to my meeting, decision-making, and speaking with students.”</i></p> <p><i>“Pursued jobs [internships] where I could connect what I had learned in my classes to real life experiences.”</i></p> <p><i>“Apply WGS concepts to real life situations.”</i></p> <p><i>“First step toward developing my praxis, for the first time being able to use the intersectional feminist theoretical framework.”</i></p> <p><i>“Able to connect classwork with people at internship site.”</i></p> <p><i>“The knowledge that I gained from my WGS course has helped make my arguments stronger. My knowledge aided me in advocating for gender-neutral bathrooms to be incorporated into the design of the new Stevenson building.”</i></p>

	<p><i>I also understand the significance of adding a land acknowledgment to campus to our indigenous students.”</i>  <i>“Analyze stories clients were willing to share.”</i>  <i>“Deepen my knowledge.”</i>  <i>“Gave me a broader understanding.”</i></p>
<p><b>Activism in Community</b></p> <p><u>Connects to WGS LOs:</u></p> <ul style="list-style-type: none"> <li>- Praxis.</li> <li>- Institutionalization of Gender.</li> <li>- Intersectionality.</li> </ul>	<p><i>“Awoke passion – actively working to change something that has affected many women.”</i>  <i>“Collaborating, coming up with solutions.”</i>  <i>“Able to rely on the community of The HUB for comfort and solidarity.”</i>  <i>“Hands on activism.”</i>  <i>“Out in the community.”</i>  <i>“Hands on experience was really valuable and gave me a realistic view.”</i>  <i>“Found community.”</i>  <i>“Felt right at home at the HUB.”</i></p>
<p><b>Build Confidence and Leadership</b></p> <p><u>Connects to WGS LOs:</u></p> <ul style="list-style-type: none"> <li>- Feminist Thought and Communication.</li> <li>- Praxis.</li> </ul>	<p><i>“What I realized is I really do have more power than I realize... As I gain more experience, I can gain more confidence moving forward in my career and know that I really do have a specific set of skills that I bring to the table.”</i>  <i>“Gain experience, gain confidence.”</i>  <i>“So affirming for me.”</i>  <i>“Prepared me.”</i></p>
<p><b>Career Development</b></p> <p><u>Connects to WGS LOs:</u></p> <ul style="list-style-type: none"> <li>- Feminist Thought and Communication.</li> <li>- Praxis</li> </ul>	<p><i>“Helped me decide on career post-graduation.”</i>  <i>“Not only did I use this opportunity to see if the career that I want to go in is the right fit for me, but I also got to see how my WGS is always going to be used in my everyday life which I think is very valuable.”</i>  <i>“Before this internship, I had very little understanding of professionalism and ‘office culture.’”</i>  <i>“Without the internship, I would not be doing what I am for work now, which is more on the path that I want to be on for an initial career.”</i>  <i>“This experience can help me get into a graduate program for counseling.”</i>  <i>“Been helpful in choosing a path in advocacy work. I plan to go to graduate school and earn a degree in public policy, public administration, or social work.”</i></p>
<p><b>Facing Challenges: Missed Opportunities, Racism/Sexism at Internship Sites, and Overwork.</b></p>	<p><i>“As I look back now, I realized that I missed an opportunity here at Sonoma State because I decided to do an internship my last semester of school. I wish I could have started doing my internship my junior year because now that I'm graduating I could have had more experience and</i></p>

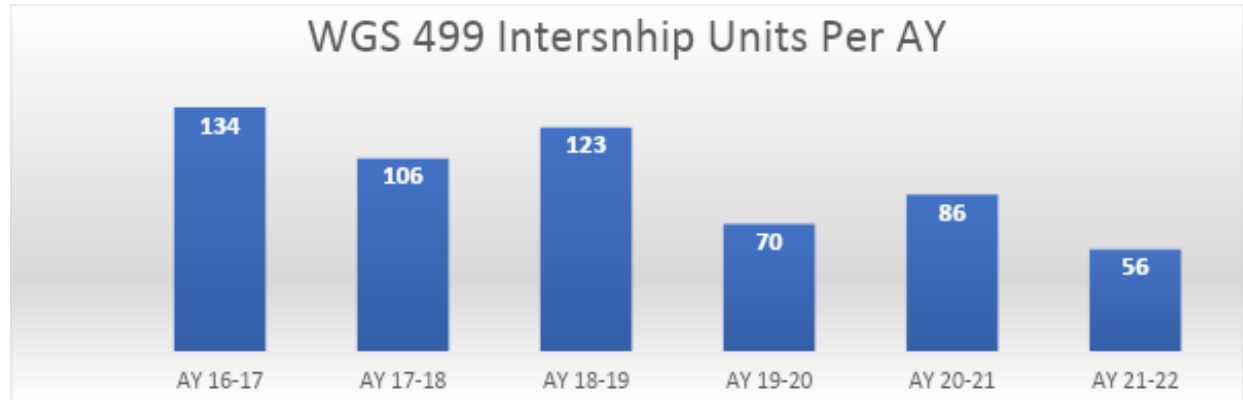


<p><u>Connects to WGS LOs:</u> - Intersectionality</p>	<p><i>opportunities from doing a variety of internships earlier in the school year.”</i>  <i>“Casual racism my supervisor shared with me.”</i>  <i>“Subtle racism and overt sexism.”</i>  <i>“Supervisor did not have patience with the girls and would make comments that came off as ignorant or judgmental.”</i></p>
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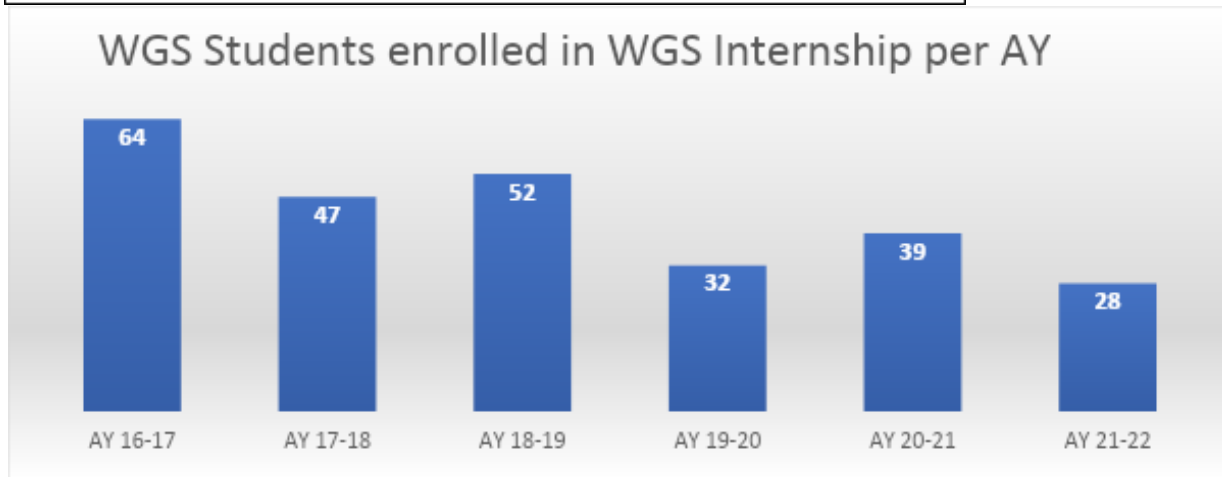
Analysis: From the quantitative and qualitative data, it is clear that WGS internships are a “high impact” learning experience for our majors. Through internships, students have deepened their understanding of class material, discovered their own power and connection to community through feminist praxis, professionalized and gained clarity about post-graduation directions. The internship program is clearly linked to all five of the WGS Learning Objectives. There are still areas for improvement that the WGS faculty will consider going forward: how to foreground feminist praxis more explicitly in coursework, how to facilitate deeper student connections between learning at internship sites and WGS course work, how to build more opportunities for students to share what they are learning with each other.

- 1) The second line of inquiry into our internship program is: How is the internship program currently functioning, administratively, for our department? What structural changes, new policies, innovations could help address the faculty internship workload.

Total WGS 499 “Internship” units, spread out among the 3 WGS TT faculty members each year in addition to our 3/3 teaching load.



Total numbers of WGS students at internship sites.



Main challenges with the administrative side of the WGS Internship Program:

- 1) Workload. In a given academic year, WGS is managing 50-120 units of student internship. Last academic year, WGS faculty oversaw 24 students at 29 internship sites (sometimes there is more than one student at a site, but each instance requires its own internship paperwork), which has been a lighter load than most years. Importantly, WGS faculty have been doing all the work associated with internships on top of our 3/3 teaching load. WGS does not have an “internship class” or a way to make internship work more “visible” during target negotiations. WGS Internships are contract classes and do not show up as faculty workload until Census, which is well past target negotiations (although we have been making some headway as we have been more closely tracking our FAD WTU and communicating this with the Dean’s Office). WGS TT faculty all had at or above 24 WTUs on the past FAD.
- 2) Internship Forms. During the pandemic, as all forms moved to digital formats, the labor associated with completing these forms has not decreased. WGS works with IT each semester to address the ever-evolving obstacles we face in getting all the signatures required on these forms. There has not been enough technical and staff support for the WGS internship form process, which has meant that the Chair is spending lots of time during the first 2 weeks of classes formatting and troubleshooting internship forms. Recently, the Faculty Associate Dean has helped streamline the submission process for internship forms.
- 3) Oversight. Students do a mid-semester check-in with their internship faculty advisor and write a final paper about their experiences. Without a dedicated class for students and faculty to come together on a regular basis to discuss internships the full potential of this program is not being realized.
- 4) Unsuccessful Attempts at Change. The WGS Department has been proactive in seeking solutions, particularly to our workload concerns. Our department has negotiated with all past and current Deans to get our labor recognized to the best of our ability. But so far, we have only found partial and temporary solutions that change each time we have a new administrator. Most recently, WGS brought our internship workload data to a meeting with the Dean and Provost. Following this meeting, WGS created a new 4-unit class

“Careers and Internships in WGS” in the hopes that as a 4-unit class, the labor associated with internships would be more clearly recognized during target negotiations. We proposed this class as CS code #2, to try to address the complications we have been having with the internship structure as it currently exists in our department. As anticipated, the course was rejected by ECP because it did not adhere to CS code #36, the code for internships. At this point, WGS is pausing to assess our internship program and see if any new ideas about how to handle the faculty workload issue arise.

- 5) Internship Restrictions. The internship program at SSU has come under increased CSU system scrutiny and risk management practices. These policies have impacts on our department and our internship program. Historically, a few WGS majors completed internships during the summer and winter breaks—often when they went back to their home communities or when they participated in summer professional development opportunities. Students are no longer allowed to do internship hours outside of the academic year, without paying for Extended Ed. This has restricted some important community connections and summer opportunities for our students. Relatedly, some students do internships through direct action, activism, or grass-roots community building, which our field encourages. This type of engagement is not easy to square with risk management policies. Finally, some WGS students do study abroad or want to teach student-led classes. In both cases, it is logistically challenging (and newly prohibited in the case of student teaching) for our department to guide students through the administrative process of getting credit for work that the department recognizes as internships. It is distressing that SSU is prioritizing some aspects of risk management above the potential learning and professional opportunities in a diverse, robust, and flexible internship program.
- Going forward, WGS will continue to closely track our faculty workload on the FAD. At present, internship WTUs are bolstering some faculty WTUs that have been impacted by the shift of all WGS GE classes from 4 to 3 units. Since WGS faculty teach 3+ GE per year, the shift from 4 to 3 units has impacted our overall WTU (although it has not really amounted to a reduction in workload). Ultimately, we will wait for a larger campus, or CSU-wide, decision (if any) about how internships will be structured. We will continue to advocate for more technical and administrative support for processing internship forms and work. On a departmental level, the WGS faculty will review the data in this report and consider what if any changes should be made going forward.

## **2) Assessment: What Pathways Bring Students to Major in WGS?:**

How students become WGS majors is an important data point for our department. WGS is not taught as an academic subject in high school and, when coming to college, most students do not know that this major exists. Additionally, WGS is a politicized major. Feminism is a politicized topic. Unfortunately, both still have negative connotations in popular culture, politics, and in the homes of many of our students. It is not a straightforward process for students to decide to become a WGS major. All of our majors report having at least some negative experiences when sharing their major with others ranging from incredulity (“*What* are you going to do with *that* major?) to more serious forms of ostracism from family and acquaintances (“I can’t tell my parents I want to be a WGS major.” “My parents do not understand/support this major.” “I’m scared to have a Queer Studies minor on my transcripts”). WGS faculty, ourselves, also regularly experience a specific type of labor—a whole process of explanation and justification—when we identify as Women’s and Gender Studies professors in the world around us. Becoming a WGS major requires courage and a willingness to confront systems of oppression head-on. Students become WGS majors—not because they fell into an expected academic path to follow—but because in WGS classes they find an analysis and academic experience that resonates so deeply that they were willing to take a “path less followed” in college. Our faculty (as well as current majors and alumni) must do recruitment work all the time—against the anti-feminist, sexist, and racist forces in our society. WGS advising includes how to fill out forms and the sequence of classes, but also necessitates the much more labor-intensive process of guiding students to see how a WGS major could be a possibility for their college experience and open unique doors for their futures. WGS major recruitment and advising can take multiple semesters of building relationships with students and cannot easily be delegated to lecturers.

To understand how students come to declare a major in WGS we have analyzed qualitative data from student’s Senior Seminar Intellectual Autobiography papers (from 2016, 2019, and 2021). The assignment prompt asks students to reflect on the question: “how did you first come to WGS.” What follow are some student’s direct responses and our analysis:

## **Theme #1) Lost at SSU - Finding an Academic Home in WGS.**

Before finding WGS, students reported feeling: lost, lacking purpose, pressure, overwhelmed, confused, struggling, unconnected, and adrift in college and at SSU.

*"When I first came to Sonoma State University, I was **completely lost**. I didn't have the GPA to get into [PSY]. Each day I went to WGS 301, every speaker **amazed** me."*

*"I have had a **long and complicated journey** at SSU. Freshman cohort was in a FYE with WGS 280. Once I got to college and started the course it was my favorite class. But I **tried 5 other majors** before WGS. WGS has been the **highlight of my college career**, more than worth the extra semester spent in school."*

*"I felt **lost and alone** in college thinking I was going to be a business major, then a psychology major, then a science major, and then finally going to **quit college in general**. WGS made me feel at **home**."*

*"I felt a great amount of **pressure** and was **very overwhelmed** as a freshman. I didn't have as much **guidance** in exploring majors. My parents were very set on me being a pre-nursing major or a Biology major; however, I knew science wasn't very ideal for me." [WGS 375] "through this class where I was able to **interpret life in a different lens** and perspective as well as learn about those who are marginalized and oppressed within our society."*

*"I started SSU with different major. I had **lost a real drive** or sense of what I cared about. I was really **searching for something that got me excited**. WGS had a real **community** sense both inside and outside the classroom."*

Once in WGS (GE) classes, students used the following terms to describe their academic experience: "amazed," "huge step into a new world of thinking," "loved," "favorite class," "different lens," "eye opening," "personally connect," "home," "actualize myself," "radical and powerful," "enjoying," and "excited."

WGS is a **retention solution** for some students who are struggling to find a major, blocked from impacted majors, not finding that they are the right fit for a major their families expected them to pursue, or are searching for a passionate, social-justice minded academic community. WGS is an especially good match for students who are interested in making a difference in their communities, helping people, understanding more about the world, and learning about themselves. It is important to have multiple vehicles for exposing students to WGS classrooms (GE classes, lecture series, FYE, orientation/EOP/career advisors).

## Theme #2: Student Barriers – WGS as an Unknown & Feminist Stigma

There are many barriers students report facing to joining the WGS major. These include not knowing what WGS is, having a negative perception of this field, struggling/avoiding explaining WGS to skeptical parents or to officially declaring the major. Once students get in WGS classes, they have transformational experiences—both learning the content in the classes and applying this knowledge in their lives.

"I recall seeing "WGS" on the "E" section of the GE pattern worksheet. I had no clue what "WGS" stood for, and was compelled to search it up, using Seawolf scheduler"

"I was automatically enrolled into WGS 280. I had no idea what Women and Gender Studies was when coming to Sonoma. Ever since taking 280 [GE E] I knew that I wanted WGS to be my major but my parents kept asking me too many questions about what that was. I wasn't quite sure what I could do with a WGS degree either, so I thought it would be easier to stay undeclared for as long as possible and avoid those types of questions."

"If you would have told me four years ago that I would be graduating with a WGS degree, you probably wouldn't have been able to pay me enough money to believe you. This is merely the case of not understanding WGS so much so that I thought no one like me who was barely escaping their circumstances would choose to put themselves in. Little did I know, the majority of people who major/minor in WGS are actually those who have been through and witnessed more than the average human. These are the people who the university tells in most all other disciplines that they cannot tell their stories in their voices through theoretical lenses. WGS pushes students to do so."

"I came from a very traditional family and a culture rooted in machismo. I started a college career based on what I believed would make my parents the proudest. Despite not genuinely enjoying my incoming major, biology. My first time in a WGS course, I was able to understand the many things that could be improved in my life and society. I no longer accepted racist or ignorant comments from family members and instead decided to teach them."

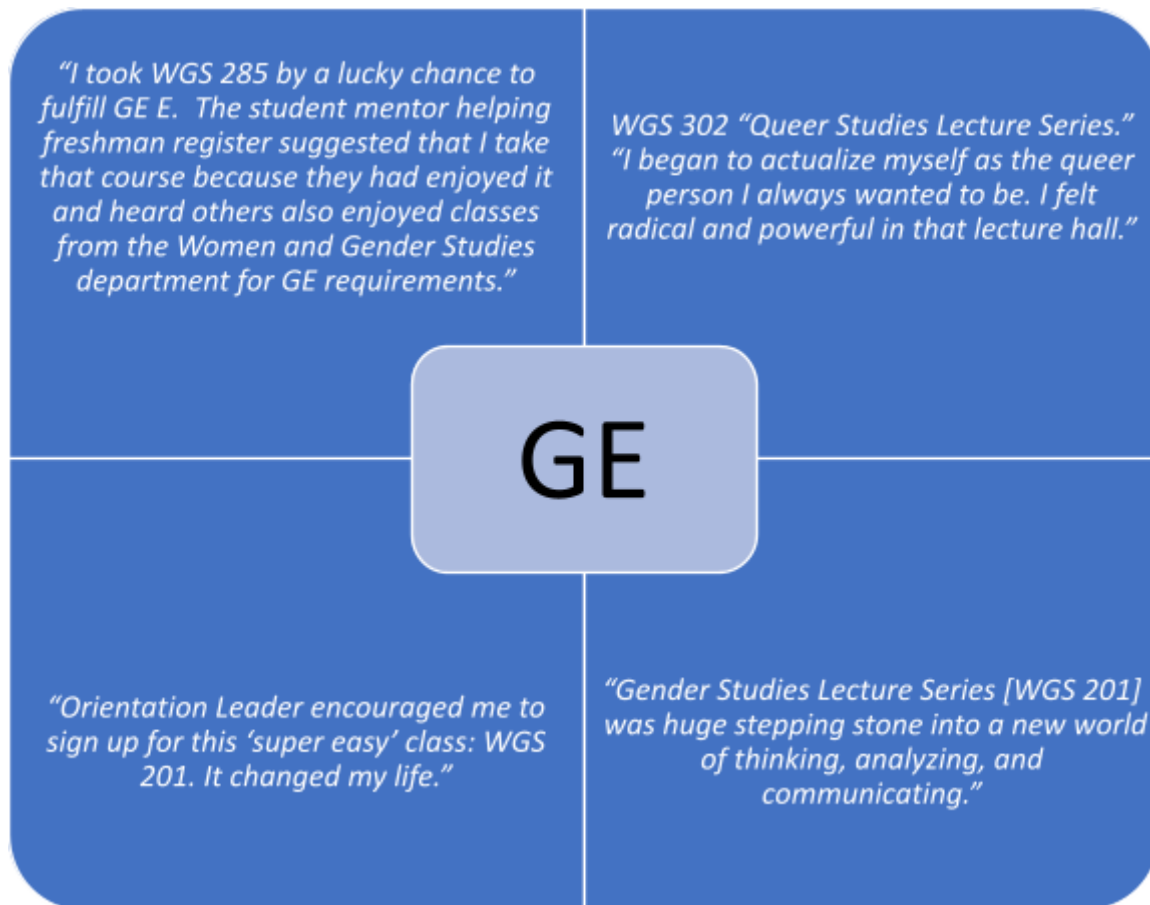
"One of the biggest difficulties that I had to cope with when I became a Women and Gender Studies major was my family. I am a first generation college student in my family; my parents expect a lot from me. My mother is still struggling to grasp on these concepts because she says she's 'old school' about family traditions in our culture."

"Explaining my college path to my family was not the easiest thing to do, not because they did not support my decision, but rather because like me, they were unaware of WGS, what jobs one could acquire. But I do want to emphasize, my family is not clueless to the concepts we learn in WGS, if anything I'd argue they are more knowledgeable of them due to them living them."

WGS needs more support and tools to design outreach for prospective students and materials to help students communicate with their families about WGS and how it leads to careers. WGS is currently working on a publicity card to hand out at tabling events. As an HSI, we also need this material in Spanish featuring first gen students/ alumni with impactful community-based research/ internships/ careers. It would be great to have grants to pay students to produce Spanish-language outreach material. There is room for much growth around this theme.

### **Theme #3) GE and Lecture Series - A Critical First Point of Contact**

Enrolling in a WGS class because of a GE requirement is how almost all majors described discovering WGS. Our lower division GE and lecture series (now also lower division GE) have been the central pathways for students to learn about the WGS major. Institutionally, SSU can support smaller, lesser known depts like WGS through programs like FYE that automatically enrolled students in WGS classes. Ensuring that all mentors of incoming students know about the success of WGS GE classes and recommend these classes. Programs like FYE, summer orientation, EOP have helped steer students towards WGS who otherwise would not have considered this major. A program that worked particularly well in the past was having cohorts of 20-25 EOP students in WGS intro GE classes.





#### **Theme #4) The Critical Role of WGS Faculty Advising**

**Office Hours:** Conversations with WGS faculty during office hours—especially about possible career paths and how to talk with other people about joining this major—was an important factor that led students to ultimately declare a WGS major.

**Written comments:** Faculty written comments on student papers encouraging students to consider a WGS degree are a relatively easy ways to encourage students to join the WGS major. What is clear from the feedback is that students are identifying with the course material—it is personally relevant and meaningful to their lives. Then, when they hear or read faculty member comments reinforcing these connections and laying out how a WGS major could be a way to continue making meaningful connections that will lead to fulfilling careers, students are more able to envision a WGS major as a possibility.

Here is what students had to say:



*"Came to office hours to minor, WGS professor suggested double major."*



*In office hours "We discussed how I would be able to apply everything that I have learned so far in my WGS classes to the real world and in my future career."*



*"Dr. Charlene Tung's note on the bottom of a paper saying to "consider a WGS double major/minor!"*



### **Theme 5) Retention and Academic Community Building**

WGS plays a critical role in student retention—especially for students who are facing multiple forms of marginalization. WGS builds feminist academic community through our pedagogy, course materials, internships, lecture series, alumni connections, office hours, and faculty mentorship. WGS faculty are experts in crafting learning environments that makes students feel seen in their full complexity, sparks intellectual curiosity and self-reflection, gives them the tools to identify and transform oppression, and fosters academically rigorous conversations across difference. Here are a few examples of students thriving through WGS community:

*“Women's and Gender Studies (WGS) has offered me more support and comfort than I can put into words or express through emotion. I believe it is the supportive atmosphere and open brave space WGS creates that allows for such crucial conversations to happen between such different, diverse backgrounds and demographics. WGS has given me the power to speak up, the language to articulate my politics and the knowledge of the feminine fearlessness that has lived inside me all along.”*

*“Hearing the word ‘intersectionality’ was a similar feeling to all my prayers being answered. Finding out that there is a word for what I have been feeling blew my mind.”*

*“This was one of the first times I had really heard people talk so openly about rape, I was ecstatic to find out there was a place like this and graduating with a BA in Women's and Gender Studies could get you there.”*

*“I am able to get an education in such topics as racism, classism, sexism and carry them out into literally every aspect of life. I am beyond grateful for this department for enlightening me on the struggles I and those around me may face in the future and empower me to change them with the tools they have given me.”*

*WGS made me feel like I belonged and what I had in me was valuable, pushing me to stay at SSU and stay with WGS.*

*“Growing up I felt like, I was the only girl with a Machista dad and I did not understand why it was that my dad was like this when it came to talking about women. It got to the point where it made me angry and I felt bad about myself but, once I started to take these WGS classes I felt like I was not the only one and I even learned to have patience with my dad's attitude towards women and little by little he understands and is changing his way of thinking. I even felt that the readings we have done for some of these classes have helped me with advice. I also feel that I am now having more feminist conversations with my parents and even my whole family and friends.”*

*“I think Women's and Gender Studies has done a lot for my personal and academic growth. I feel ashamed and embarrassed to admit that when I first started college, I that believed reverse racism was a real and pressing issue. I felt that having more male friends than female friends was admirable and I wondered why some people always talked about race. I had so much internalized hatred for myself and projected a lot of negativity toward others because of it.”*

### 3) Student Learning Objectives

The data for this section comes from questions in our Exit Survey. The Exit Survey is given to all graduating WGS majors and minors who will be walking in the commencement ceremony for that year. There are 7 qualitative questions on our Exit Survey; for this review we are focusing on responses to 2 key questions: “What did you gain from majoring /minoring in this department?” and “What is /are the most important skills /understandings that you are taking with you from your WGS major?” Starting in 2021, the WGS Department fully digitized our exit surveys, using google surveys, prior to that WGS distributed paper surveys in our Senior Seminar class. In this section of the assessment, we are focusing on data from our digitized surveys from the past 2 years (Spring 2021 n=10; Spring 2022 n=17). The charts below capture student responses, which are coded and linked to each of the 5 WGS Learning Objectives. Analysis follows.

<b>WGS Exit Survey 2022</b>  <b>What did you gain from majoring /minoring in this department?</b>  <b>What is /are the most important skills /understandings that you are taking with you from your WGS major?</b>	<b>WGS LO</b> 1) Intersectionality. 2) Institutionalization of Gender. 3) Power and Justice. 4) Feminist Thought and Communication. 5) Feminist Praxis.
<p>Life skills that I never knew. In other departments I think I would not have felt as prepared as I feel now to enter life after college.</p> <p>The most important skills that I am taking with me from my WGS major are being able to listen and empathize with others, understanding the different forms of discrimination that people can face, how to advocate for equality and justice, and how to use my voice to stand up for what I believe in.</p>	2,3,4,5
<p>I think WGS is one of the only majors where you can learn about intersectionality, oppressions/privilege based on our multiple identities. I really gained a better understanding about our society. I also think WGS is so accepting of everybody and it felt like a safe place to learn in.</p> <p>Empathy and understanding of other people and difference. Being able to call injustice out. Understanding when to speak up.</p>	1,2,4,5
<p>A better understanding of the world and how it works.</p> <p>Improved critical thinking skills.</p>	2,5
<p>I gained skills that may seem "basic" but skills that I will use throughout my everyday life and the ability to stand my ground with all the background knowledge to do so.</p> <p>Healthy communication, overall being an understanding human, critical thinking</p>	5
<p>Interpersonal skills and critical thinking skills. I think my ability to think conceptually, and apply said concepts to the world is invaluable. I don't think I would've had the confidence to lead class discussions or speak with authority on topics if I had not been in WGS. I think I gained greater compassion, empathy, and understanding of people and for people who were different than me.</p> <p>Communication skills, understanding of intersectionality, a great understanding of how history has gotten us to the place we're in, written work like Care work/colonize this!/Grown Woman Theology/Strangers in Our Own Land/ What she say it be law - all truly made HUGE impacts on me and were invaluable in my education</p>	1,2,3,4,5

<p>A thorough understanding of power dynamics and power structures, and how those affect every aspect of our lives, from our interpersonal relationships, to our class structures, to our systems of government. A thorough cultural training, critical race theory, a focus on black female authors and thinkers. I have gained an ability to consider and dissect complex social issues, like sexual harassment and assault, micro aggressions, gender expectations and how they negatively affect all genders, binary thinking, many of the power dynamics brought to light by the MeToo movement, as well as a considered history of the formation of the USA, how it was built at the expense of native and black peoples, and how those foundations continue to adversely affect people of color today. I think the ability to eloquently address complex issues as discussed above has been the main skill I have gained. I have started to be consulted by various people in my life who are encountering difficult issues in work circumstances, etc, and have been able to have conversations that either mediate, or help them to articulate exactly what is happening in order to write a formal complaint and correctly see it through a process that is transparent, and in which they are properly heard and considered. The ability to identify and dissect power dynamics, what social and historical factors are at play, and how they are affecting a conflict has been incredibly valuable. The in-depth discussion, reading, and writing we have done in WGS has helped me to become very good at clearly explaining what is happening, in a way that can be understood and digested by people who are unfamiliar with WGS or the intricacies of these kinds of issues.</p>	1,2,3,4,5
<p>I've gained so much from majoring in WGS, a strong sense of community &amp; purpose, outstanding academic support and scaffolding for intellectual &amp; personal growth, a more complex and nuanced understanding of the world and my place in it. I am taking with me a deeper understanding of the importance of coalitional work, the importance of recognizing, valuing and working across difference, the specific and broad definitions of intersectionality, a strong desire to act in concert with others as a force of positive transformation in the world, and the sense of myself as a member of a diverse and supportive community.</p>	1,2,3,5
<p>I learned who I am and what I what out of life. never give up and always stand up for what is right.</p>	3,5
<p>I learned about gender that I never realized or paid attention to. I have learned so much about feminism that I didn't really know about before.</p>	1,2,3
<p>I believe I got an extremely dimensional and unique education that led to a major shift in the way I view the world and how gender, masculinity/femininity, race, class, etc. literally shape EVERYTHING around us. It's truly a wild thought, but a lens I am so proud to obtain. Basic skills like communication, analysis, writing, etc. I have always had difficulties as a student, but getting to actually develop these skills through feminist theory have been amazing. Also, the interpersonal skills, such as knowledge about power structures and how that relates to how people are treated in our society, understanding of diverse intersections (gender, race, ethnicity, class, etc.), and also the, simple yet challenging at times, ability to be able to listen to those who might have different opinions/beliefs than yours. This has been an extremely difficult thing for me over the last few years that I feel like I have been better at doing since majoring in WGS.</p>	1,2,3,4,5
<p>Understanding of what is going on in society and history that has been erased from the historical narrative</p>	2,3,4,5

Understanding to listen to what others have to say and being able to agree/disagree and trying to help others learn to do better from historical issues. How we can better our community.	
Learning about different topics focused on intersections of race and gender. Transnational feminism was an important understanding I'm taking away from WGS major.	1
Sense of community, engagement in current issues and events surrounding our general community, developing my own feminist stance and views. Every single WGS course I have taken has tied into my daily life/ career, These are topics I will continue to refer to and expand on forever.	4,5
Personal healing, empathy and understanding. Critical thinking, not to be afraid to share my feelings, and open myself for who I am.	4,5
The best professors and compassionate based communication and education. Intersectionality, critical thinking.	1,4
Real life experience. Time management, devotion to community change.	5
Intersectionality, LGBTQ+ history. Having a better understanding of oppression and restorative justice.	1,2,3,5

<b>WGS Exit Survey 2021</b>	<b>WGS LO</b>
<b>What did you gain from majoring /minoring in this department?</b>	1) Intersectionality. 2) Institutionalization of Gender.
<b>What is /are the most important skills /understandings that you are taking with you from your WGS major?</b>	3) Power and Justice. 4) Feminist Thought and Communication. 5) Feminist Praxis.
I gained the mindset of a feminist and WGS has completely changed the ways I perceive the world. It has led me to be more opinionated and vocal about what I stand for. I believe I've come to understand compassion and kindness on another level, especially with it being implemented in school. I'm also very thankful to have learned about intersectionality and how I can use that in my daily life to help others.	1,2,3,4,5
I gained knowledge from learning about different types of cultures, patriarchy, social justice issues all from a feminist standpoint. Research methods and theory.	1,2,3,4
It gave me a broader understanding of the impacts of gender and social structures with looking into economic and global impacts. The important skill that I will be taking is the insights of why the things the way they are and it helped me question everything from different perspectives.	2,3
I gained knowledge and understanding of the world from a intersectional lens, that is something other majors would not understand until taking multiple courses. Giving it my all in everything I do regardless of how bad things are in the present moment. I learned the importance of getting out of my comfort zone to reach out for help.	1,5
I truly believe that all that I have learned in my WGS classes I can apply to all aspects of my life, especially my career. I don't think I could've done the	2,3,4,5

<p>same with other classes. I also think that this department made it possible for me to finally gain leadership roles and serve the community. I think the most important skills/understandings I'm taking from WGS is the importance of collective work, how our identities influence our experiences, and how to always work on the best version on myself in order to serve my own community and fight for those who are oppressed.</p>	
<p>While there are other courses/majors that discuss political, economic, and social issues, WGS does it in a way that helps you fully analyze how people are affected by all 3. All the texts we read are super unique and really help you understand people's experiences. Overall I think the major has made me more empathetic, confident, and knowledgeable on issues happening within the country and in others. I also feel like I have the skills to take everything I've learned and apply it to the real world to help those in need. Some skills would be writing, ability to analyze readings, public speaking, facilitating groups. What I take away from this major is that we will never know what it's like to live in someone else's shoes. It's important for us to remain open-minded, listen to people, and see how we can help.</p>	1,2,4,5
<p>So much. I gained a better understanding of how the world operates and how social, cultural, political forces impact lived experiences. Also how and why people experience inequity. Analytical/ critical, speaking, and writing skills for sure which will help me change careers. Also I have learned the feminist, queer, intersectional theory to fight for change and inequality in any space.</p>	1,2,3,4,5
<p>I gained an understanding of the world around me, I gained skills I will use towards the career/careers I'm interested in, I got to think much deeper about concepts I have always been interested in, and I got to connect with incredible people who also had fundamental understanding of the ways our society is structured. Critical thinking from a gendered lens, an understanding of what I want to do with my degree.</p>	2,4,5
<p>emotional intelligence. The history of feminist ideology, understanding feminist concepts, intersectional feminism, public speaking, written communication, critical analysis, research methods.</p>	1,2,5

What is abundantly clear is that students are reporting learning across all 5 of our department Learning Objectives. While this assessment only captures responses from 2 of the 7 qualitative questions on the Exit Survey, the majority of students report learning that is aligned with more than one WGS Learning Objective.

- Going forward, there are at least three areas for further consideration. First, WGS is evaluating our new Learning Objectives for the first time in this assessment. Given this initial pass at coding student feedback above, our department can now further reflect and refine our Learning Objectives. For example, how will our new re-designed courses—WGS 375, “Gender, Power and Freedom in US History” (previously “Gender, Race and Class”) and WGS 201 “Gender, Race and Justice Lecture Series” (previously “Feminist Lecture Series”)—impact the key categories of learning we are assessing? Secondly, as WGS reflects on these findings, we can also reach out beyond our campus to see how other CSU WGS Departments and the National Women’s Studies Association may be defining learning objectives for our field. Finally, for assessment purposes going forward, it might be more effective to reduce and focus the number of qualitative questions on the Exit Survey. Additionally, WGS should consider how to more fully integrate our new department Learning Objectives into our Exit Survey.



## **FACULTY**

### **Faculty Specializations:**

**Dr. Charlene Tung** - Ph.D. UC Irvine, Social Ecology with a Graduate Emphasis in Feminist Studies and Asian American Studies. Dr. Tung joined the WGS Department in 2001, earned tenure in 2005, and was promoted to full professor in 2011. Dr. Tung's areas of specialization are in gender and globalization, Asian American women's history/contemporary (im)migration, and gender and race-ethnicity in popular culture. Her publications focus on Filipina migrant domestic workers employed as live-in eldercare workers in California.

Dr. Tung served as Department Chair from 2005-2013 during a critical period in the history of WGS at SSU. In 2007, Dr. Tung became the sole member of the WGS department and chaired two successful TT searches (which brought in WGS faculty members Drs. Romesburg and McQuade). As the only tenured member of the WGS department, Dr. Tung (with support from faculty in AMCS and CALS) chaired the RTP processes and mentored both junior WGS candidates through their RTP processes. Dr. Tung's leadership, mentorship, and advocacy, often "behind the scenes," continues to be sought out by people all across our campus community. Her legacy of service work—building the high-functioning, intersectional feminist, collaborative interdisciplinary program that WGS is today—has benefited a generation of students, faculty, and our institution as a whole.

Dr. Tung has developed and revitalized courses across the WGS curriculum including among others: "Intro to WGS," "Transnational Feminisms," "Careers in WGS," "Youth Gender Perspectives: Gender & Race in Young Adult Literature," "Gender, Power and Freedom in US History," and "Senior Seminar." She has taught the only consistently offered Asian American Studies class on our campus "Gender in Asian America" (cross-listed with AMCS) since 2001. Dr. Tung has played a leading role in managing student internships and building out the feminist praxis and student professionalization elements of our major. Since our last department review, Dr. Tung created the 1-unit "Careers in WGS" course which combines internship reflections, professionalization activities, and alumni networking. Dr. Tung has been an "early adopter" and innovator of online feminist teaching. She earned a CSU Excellence in Online and Blended Teaching certificate in 2017 to develop the online GE course- WGS 375 "Gender, Power, and Freedom in US History." Most recently, Dr. Tung worked through our department Teagle Grant to develop the senior E-Portfolio assignment for all seniors in the WGS "Senior Seminar" course. In addition, she has consulted with elementary and middle schools in the West Costa Costa County Unified School District on issues of gender, race, and sexuality.

With additional FTEF, the department could offer courses on Gender, Race, & Sexuality in Popular Culture; Asian American literature; assist in the development of an Asian American Studies minor; as well as bringing back Gender and Work courses.

**Dr. Don Romesburg** - Ph.D. UC Berkeley, History with an interdisciplinary Designated Emphasis in Women, Gender and Sexuality. Dr. Romesburg joined the WGS department in 2008, earned tenure in 2012, and was promoted to full professor in 2016. He served as Interim Chair in 2009 and Department Chair from 2013-2017. Dr. Romesburg created the Queer Studies minor

(the fourth in the CSU) in 2010. His interests include sexuality and gender in U.S. history, childhood and adolescence, transgender studies, race and sexuality, and queer performance and popular culture. He is editor of the *Routledge History of Queer America* (2018) and has published queer takes on public history as well as histories of adolescence, sex work, transracial adoption, and queer/trans performers. Dr. Romesburg is also a co-founder of the GLBT Historical Society Museum in San Francisco. He was the lead scholar working to bring LGBT content into California's 2016 K-12 History-Social Science Framework and subsequent textbooks. He now trains educators on implementation, including working with the SSU School of Education in their Preservice Residency Program. His related forthcoming book is tentatively entitled *Contested Curriculum: LGBTQ History Goes to School* (Q+Public Series, Rutgers University Press). For these efforts, he is the namesake of the Committee on LGBT History's Don Romesburg Prize for K-12 Curriculum. He also was awarded with the 2018 SSU President's Award for Excellence in Scholarship.

In the department, Dr. Romesburg is the faculty advisor for the Queer Studies Minor. Since the last review, the minor has been more fully articulated, with WGS 202: Queer Studies Lecture Series (3-unit GE C2); WGS 255: Intro to Queer Studies (3-unit GE C1); WGS 305: LGBTQ U.S. History (3-unit GE D/American Institutions); WGS 455: Queer and Trans Theories and Lives (4 unit). He is the principal IRA grant author currently bringing in \$14,850 per year to run the two WGS lecture series and guest alumni speakers in the Careers in WGS course.

His service teaching the Queer Studies minor and core WGS major classes means that he is currently never able to offer an elective course, such as Gender and Sexual Diversity in K-12 Schools, which could be cross-listed with the School of Education, or LGBTQ Public History, which could be cross-listed with History and the M.A. in Cultural Resources Management. With more FTEF in WGS, our department would also be able to offer existing catalog courses that used to be routinely offered but in the current environment cannot, such as WGS 285: Men and Masculinity (currently GE E, but could become Area F).

**Dr. Lena McQuade** – Ph.D. University of New Mexico, American Studies with a graduate certificate in Women's and Gender Studies. Dr. McQuade was hired in 2008, earned tenure in 2014, and became a full professor in 2018. She has served as Department Chair since 2017. Her areas of scholarly expertise are in reproductive justice and gender and race in histories of public health. She has published on histories of parteras (Spanish-speaking midwives), birth control, health activism, and infant mortality in New Mexico and along the US-Mexico border. She teaches classes across the WGS curriculum from introductory GE to advanced feminist theory and feminist research methodologies. Dr. McQuade was awarded the SSU Excellence in Teaching Award (2016-2017).

As department chair for much of the period under review in this report, Dr. McQuade's major contributions to the department and wider SSU community have been in service along three major tracks. First, drawing on her strengths as an interdisciplinary scholar, Dr. McQuade recertified 9 WGS GE classes through the faculty governance process. This included co-designing (with WGS faculty) a new GE A1 course, a GE F course crosslisted with AMCS, and a new AI-History certification. Dr. McQuade also co-organized a campus wide effort to retain the Critical Race Studies overlay. Secondly, Dr. McQuade has increased her focus on

co-creating campus community building events at the intersections of gender, race, and sexuality. Along with WGS faculty, the HUB, the Center for DEI, and Ethnic Studies she has co-facilitated community events including: Black Feminist Brilliance, honoring bell hooks, In/Visible Asian American Feminism at SSU, and the Reproductive Justice Series. Finally, with support from a Teagle Grant, Dr. McQuade has been working with the WGS faculty on developing a Senior Seminar E-Portfolio assignment, updating our department learning objectives, and addressing our WTU and internship workload imbalances.

Dr. McQuade designed the WGS elective course WGS 335 “Reproductive Justice” shortly after our last department review, but had been unable to teach the course until Fall 2022 due to high GE and service loads. Given that this topic is Dr. McQuade’s direct area of expertise, she hopes to teach this class at least once every 2 years. With more FTEF in WGS, she would also like to develop courses on “Feminist Health & Healing” and “Gender and Race in Public Health.”



## Faculty Teaching Across the WGS Curriculum

There are 3 Full Professors in the Women's and Gender Studies Department. The make-up of the WGS faculty has remained unchanged (no new hires) since 2008. We are an interdisciplinary department where all 3 faculty members can teach (and have taught) almost all the courses across our major.

### WGS Faculty typical teaching range:

Courses	McQuade	Romesburg	Tung	Lecturers
WGS 150 "Current Conversations: Gender, Race and Sexuality" (GE A1)				X
WGS 200 "Intro to WGS" (GE E)	X		X	X
WGS 201 "Gender, Race and Justice Lecture Series" (GE F)	X		X	
WGS 202 "Queer Studies Lecture Series" (GE C2)		X		
WGS 255 "Intro to Queer Studies" (GE C 1)		X		
WGS 285 "Men and Masculinity" (GE E)		X		
WGS 300 "Gender, Race and Representation" (GE C, CRS)	X			X
WGS 305 "LGBTQ US History" (GE D, AI-History)		X		
WGS 325 "Youth: Gender Perspectives"		X	X	
WGS 335 "Reproductive Justice"	X			
WGS 370 "Gender In Asian America"			X	
WGS 375 "Gender, Power and Freedom in US Hist" (GE D, AI-Hist, CRS)	X	X	X	X
WGS 385 "Transnational Feminism"			X	X
WGS 390 "Gender and Work"			X	
WGS 398 "Careers in WGS"			X	
WGS 425 "Feminist Research Methods"	X			
WGS 450 "Woman of Color Feminism"				X
WGS 455 "Queer & Trans Theory & Lives"		X		
WGS 474 "Foundations of Feminist Thought"	X	X	X	
WGS 475 "Contemporary Feminist Thought"	X	X	X	
WGS 485 "Senior Seminar"	X	X	X	

Grey = courses not regularly taught, but could be with more FTEF in WGS.

## **Relevant Department Statistics:**

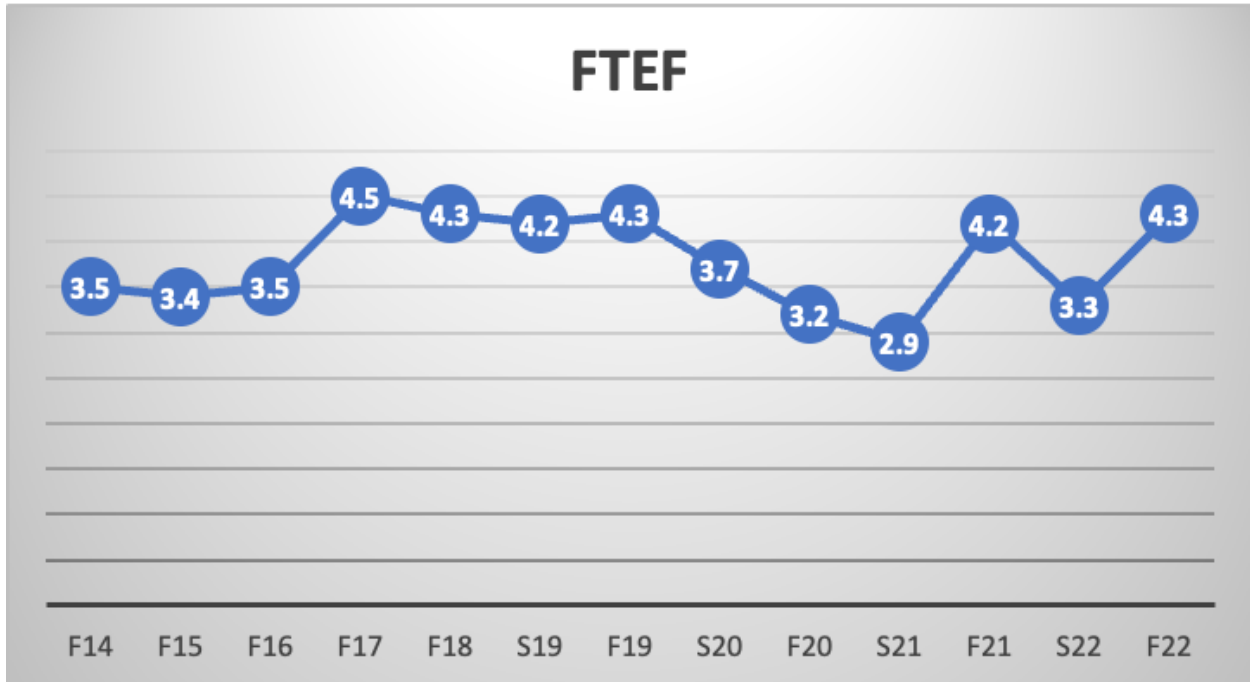
The three tables in this section (FTEF, FTES, SFR) illustrate the ongoing mismatch between our Student Faculty Ratio (SFR) and our Full Time Equivalent Faculty (FTEF). WGS SFR has increased much faster than our FTEF. The SFR in WGS is higher than the average for the School of Social Sciences. WGS needs lower SFR and higher FTEF.

The increasing SFR is a particular challenge in WGS where all class content—from introductory GE to senior level courses—centers on challenging social issues such as structural sexism and racism. As SRF has increased, students have had less opportunity for the critical practice of academic dialogue that is so important to shifting often deeply entrenched biases and norms. WGS classes introduce students to historical and theoretical perspectives on oppression and resistance and enable students to engage in self-reflexivity, hearing/sharing lived experience, and developing the skills of feminist communication and collaboration to address problems. As a result, while some WGS content can be delivered through large lectures, WGS pedagogy requires class sizes where all students can engage in class discussions and feminist pedagogical activities.

Proposed solutions: new TT line and/or increased FTEF. Lowering class cap sizes in some WGS GE courses from 50/48 to 32 (except for WGS Lecture Series GE). Lower class cap sizes would bring WGS GE classes more in alignment with our closer peer departments in Ethnic Studies.

### Table 1. Full-Time Equivalent Faculty (FTEF)

Over the past twenty years, WGS FTEF has increased by only half of a percentage point.

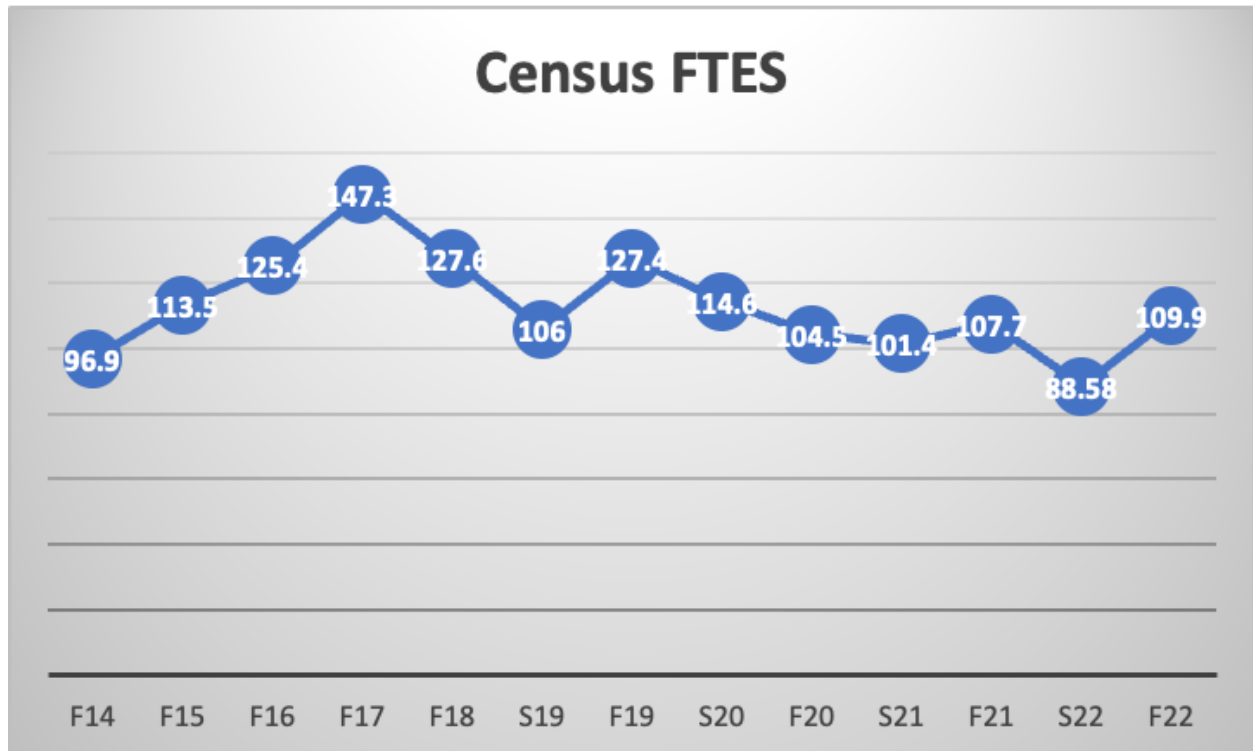


**Total Full Time Equivalent Faculty.** Data from Institutional Effectiveness (note, they only had Spring semester data from Spring 2019 forward, however they did have Fall semester data going back to Fall 2014).

- The average WGS FTEF 2014-2022 (the main period of this review) was 3.79. This is an increase 0.7 from our previous review period (2008-2014) when our FTEF was particularly low post recession at 3.09. However, our average FTEF from 2001-2007 was 3.23, so, over 20 years there has been very little overall gain in FTEF.
- Over 20 years, the WGS FTEF has only increased .56 or 17.3%. During this same time period, our SFR has almost doubled to 31.5%.
- WGS only has 3 tenure track members so these FTEF numbers are already close to “bare bones,” with few lecturers.
- Since Spring 2021, our Fall and Spring FTES have gotten out of alignment—with notably fewer FTES in Spring than in Fall. WGS will review this inconsistency and see if we need to shift a class or more from Fall to Spring semester or add to our Spring classes.

## Table 2. Full-Time Equivalent Students (FTES)

WGS FTES have increased at almost double the rate of our FTEF over the past 20 years.



**Total Full Time Equivalent Students.** Data from Institutional Effectiveness (note, they only had Spring semester data from Spring 2019 forward, however they did have Fall semester data going back to Fall 2014).

Tracking FTES over our previous 2 program reviews, it is clear that FTES have been going up:

83.38 FTES average from 2001-2007.

97.08 FTES average from 2008-2014.

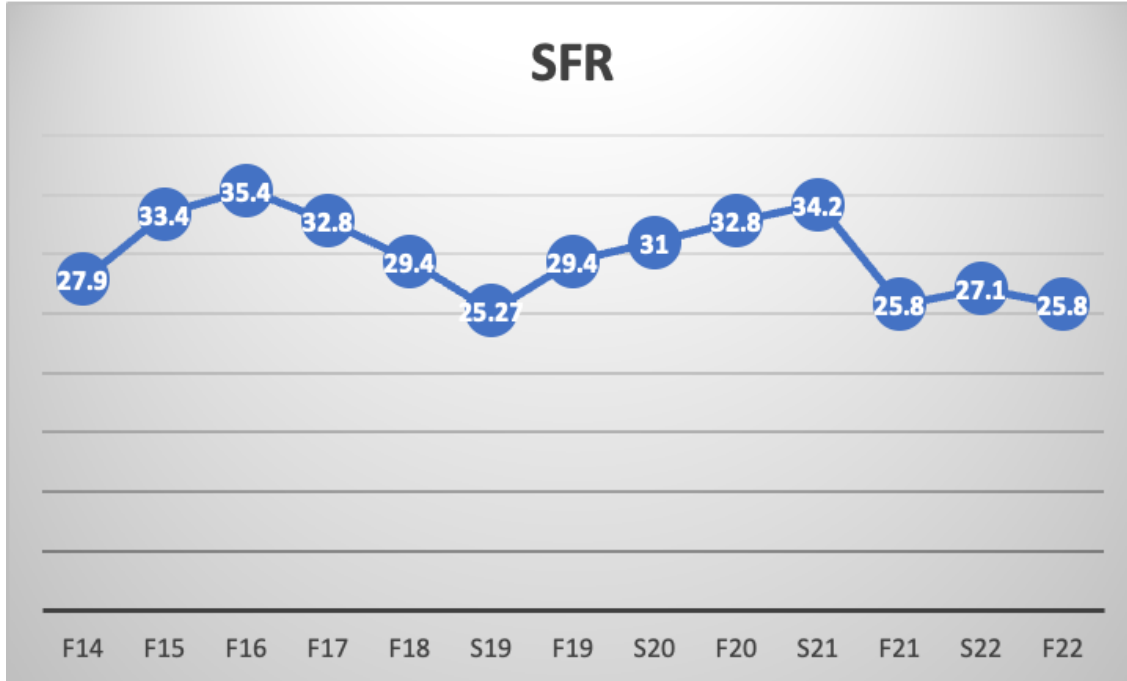
109.7 FTES average from 2018-2022.

This is an increase of 12.62 FTES or 13% since our last department review. Over the past 2 decades, WGS FTES have increased 26.32 or 31.5%.

During this period of review (2014-2022) there have been some trends in a positive direction. Going forward, WGS would like to see our FTEF continue to increase. This would be necessary to bring our department SFR more in alignment with the average for the School (currently WGS SRF is higher than school average- see next page).

### Table 3. Student Faculty Ratio (SFR)

WGS SFR has decreased very slightly during this period of review but has remained consistently higher than the School of Social Sciences SFR average.

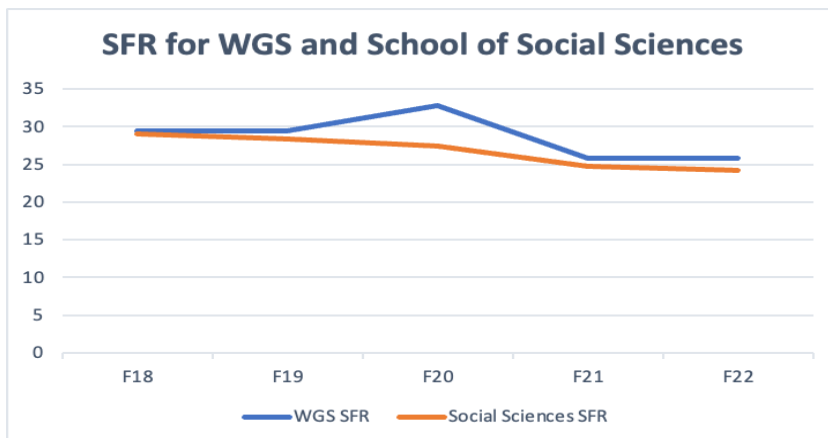


**Student Faculty Ratio.** Data from Institutional Effectiveness (note, they only had Spring semester data from Sp 2019 forward, however they did have Fall semester data back to F14).

The average WGS SFR from 2014-2022 (the main period of this review) was 30. This is a 5% (1.61) decrease from our 2008-2014 SFR of 31.61.

The WGS SFR has remained higher than the average for the School of Social Sciences. Between F18 and F22, WGS SFR average (28.64) was 7% higher than the school average (26.74).

### WGS and School of Social Sciences SFR



## **Faculty Trends Going Forward**

WGS has no junior or mid-career faculty, which is critical for our department's short and long term success. Since our last review, all three members of our department have advanced to full professors and have ascended into our roles as experienced educators, scholars, and community leaders. It has now been 14 years since WGS had a new hire. Dr. Tung is in year 22 at SSU and Drs. Romesburg and McQuade are in year 15. To secure the future of WGS at SSU, it is critical to bring in new faculty to ensure that they can be fully mentored through the RTP process and into their roles as future department chairs and campus leaders before our existing faculty retire. Continuing any longer on the current track of no hires in WGS will only make recruitment and retention of outstanding junior faculty more challenging. Sonoma State cannot afford to repeat Dr. Tung's ordeal of being the sole, recently-tenured member, who then had to rebuild a whole department.

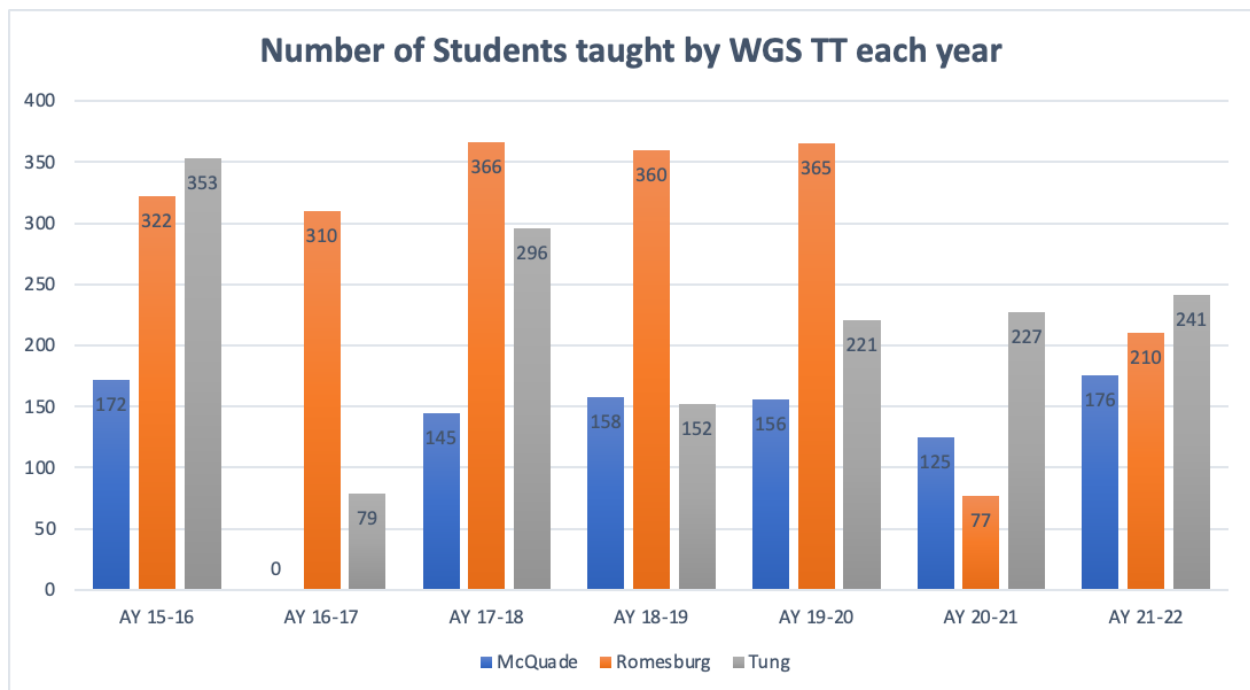
None of the current WGS faculty have a Ph.D. in Women's and Gender Studies. Within the past 25 years, since all of the WGS faculty started graduate school, the field of WGS has grown exponentially. When we began graduate training, there were less than five stand-alone WGS Ph.D. programs in the country—now there are 22 Ph.D. granting programs in this field. Diversity, social justice, and interdisciplinarity—cornerstones of the WGS Ph.D.—are also woven throughout our campus strategic plan and public positioning. WGS has an exceptional record of leading our campus towards the realization of these goals. It is time for the university to invest in WGS.

## PROGRAM RESOURCES

### **Faculty Workload - Teaching:**

The WGS tenured faculty teach hundreds of students each year. We are a GE, teaching-heavy department. Each tenured member teaches at least 3 and up to 4 general education classes per academic year (GE classes are typically 50 students each). Having WGS faculty teach GE is crucial for recruitment into our major. However, with only 3 faculty who are heavily deployed in GE teaching, there is less bandwidth for WGS faculty members to teach core WGS major classes and electives.

The following data illustrates the high numbers of students taught each year by all WGS tenured faculty members.



McQuade Notes: Department Chair since 2017. Spring 2021 – 20% FICRA COVID Leave. Spring 2017 Sabbatical. Fall 2016 Family Leave

Romesburg Notes: Department Chair, 2013-2017. Spring 2021 – 20% FICRA COVID Leave. Fall 2020 Sabbatical.

Tung Notes: Spring 2021 – 25% FICRA COVID Leave. Fall 2016 DIP Full Leave.

### **Faculty Workload - Advising:**

All WGS faculty do a high level of intensive advising involving recruitment and retention as well as diversity, equity, and trauma-informed advising. The WGS majors and minors are divided into thirds and spread equally among the 3 tenure track faculty. Dr. Romesburg advises all the Queer Studies Minors. Dr. Tung has advised the bulk of WGS students during their required internships. As the data in our Internship Assessment section details, Dr. Tung has routinely been advising 15+ students each semester on top of a full teaching load. WGS has been proactively working to address the internship overload—but a larger campus structural fix is required.

**Recruitment:** Unlike many majors, WGS is not a field that incoming students are usually familiar with or have a positive or even neutral perspective about. Thus, WGS advising includes the added work of helping students understand what a WGS major is and how it could provide an exceptional college experience that leads to rewarding careers. Recruitment is something that all WGS faculty do on a constant basis. WGS advising also includes all the typical work of helping students pick classes, internships, do research, stay on track for graduation, deal with academic probation, and prepare for graduate school/post college employment.

**Diversity, Equity, and Trauma-Informed Approach:** WGS classrooms are often the first spaces on campus where students encounter academic feminist and anti-racist content and faculty directly addressing topics like: sexism, sexual violence, racism, colorism, LGBTQAI+ identities, class divisions, immigration, ablism, prison abolition, indigenous feminisms, transnational migration, care work, domestic violence, childhood abuse, medicalization/ objectification, to name a few. WGS faculty run “difficult dialogues” in almost every single class session we teach—we are exceptional at facilitating conversations about social power in ways that make students feel heard and challenged to think in new and deeper ways. As a result, many students come to WGS faculty each semester seeking advice about the systems of oppression that they (and their families) face. Each semester, all WGS faculty advise many students in crisis and going through major life transformations. This has included: students disclosing about recent sexual violence, childhood sexual abuse, domestic violence, stalking, racist/ sexist/ homophobic/transphobic hate/violence, surviving in a primarily white institution, mental health crises, suicide, self-harm, eating disorders, homelessness, workplace abuse, and state violence such as anti-immigrant policies, police abuse, and family incarceration. Students also turn to WGS faculty when they are in life-transitions: coming out, considering gender transition, developing racial consciousness, becoming feminist all while navigating complex emotions, family dynamics, roommate situations, employers, and more. WGS faculty do an incredible amount of advising/mentorship because we are experts in these fields and because it is part of the feminist community building that we are all committed to and we feel incredible pride when we see WGS students step into their power.

**Retention:** Students come to WGS faculty when they feel unsupported and discriminated against in their other classes and interactions on campus. The advising work WGS faculty do—not only for our own majors, but for students across campus—is often, time/soul consuming, behind the scenes, hard to quantify, and often “unrecognizable” as service work. WGS faculty, and especially the Chair, spend time interfacing with the entities on campus that can support students.



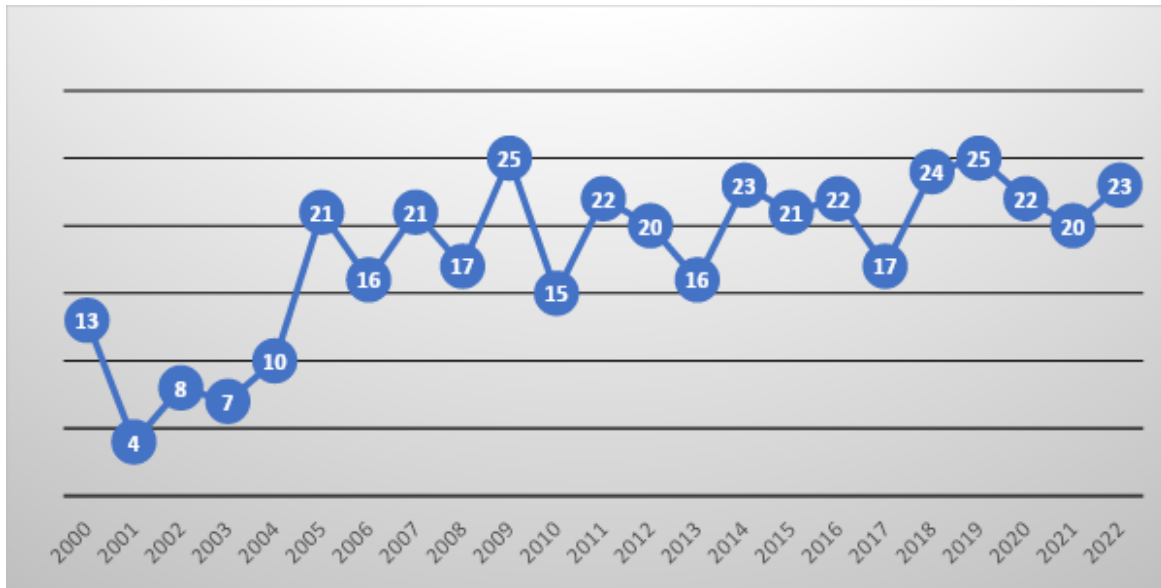
WGS faculty work closely with: the SSU Confidential Advocate, Verity, Title IX, The Office of Diversity, Equity and Inclusion, the HUB, Student of Concern, CAPS, EOP, McNair, Chrysalis Community (feminist) Counseling Services, the Dream Center, and various local health organizations. We also work extensively with the Office of the Registrar– especially the Graduation Specialists and the Coordinator for Reinstatement and Returning Students. One impact of the pandemic, we have observed, is more campus-wide awareness about the needs for trauma informed teaching and the impacts of poor mental health on academic performance. The impacts of trauma on student performance is something that WGS faculty have seen for as long as we have been teaching. We applaud campus efforts to build more crisis-informed pedagogy and teaching community such as workshops hosted by CTET and faculty exchanges. The work of the HUB in hosting campus events and support groups along with the Confidential Advisor have been extremely helpful for the students we work with.

## 5) STUDENT SUCCESS

By many measurements, the WGS department is diverse and students are achieving academic and professional success. This section contains data about: enrollment trends in the WGS major, minor, and Queer Studies minor, student demographics, and alumni careers. Our department has graduated an average of 22 students each year since 2015. There has been an increase in WGS minors and Queer Studies minors over this review period. In terms of demographics, WGS is more racially diverse than the campus as a whole (in terms of numbers of students self-identifying as Black, Latinx, and multiracial). WGS continues to enroll a large percentage of women students as well as students who identify as queer, transgender, and gender non-binary. The alumni data documents the rich interdisciplinary career trajectories our majors follow. Notably, many WGS graduates are currently serving as Diversity Equity & Inclusion professionals, licensed counselors and social workers, in the non-profit and public policy realm, management, human resource, public relations, and education.

### WGS Graduate Numbers:

WGS has been tracking all of our graduates since the department was established in 2000. Since 2015, WGS has graduated an average of 22 students each year.

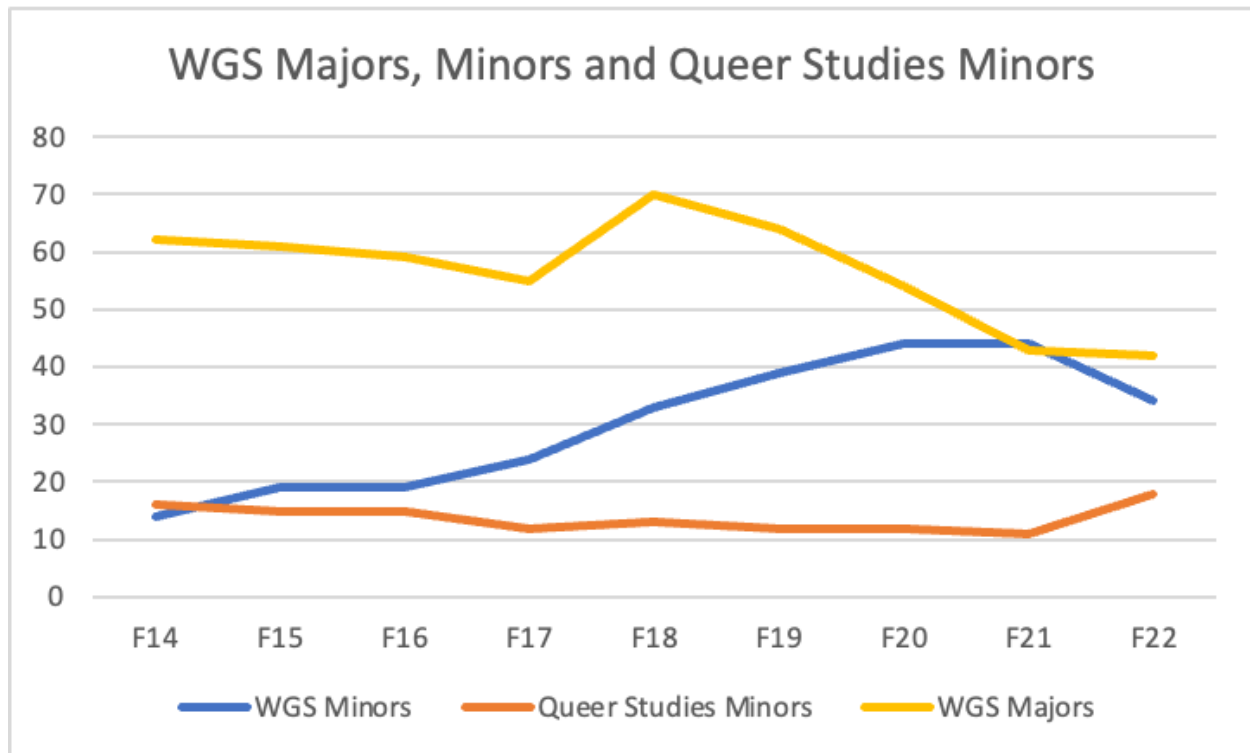


Degrees Awarded (including second majors)

SCHOOL from Acad Org	Acad Plan Degr	AY Completion									
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		
SOCIAL SCIENCES	WGS-BA	21	22	17	24	25	22	20	23		

## Trends: WGS Major, Minor, and Queer Studies Minor

During this review period WGS has seen its majors increase to a peak of 70 in Fall 2018. Then, following the declining enrollment trends at SSU since 2018, WGS majors declined to 40 in Fall 2021. As of today (3/28/23) there are 48 WGS majors. Both the Queer Studies and WGS minors have increased over this review period.



Notably, this graph shows an increase of WGS minors even as majors began to decline after Fall 2018 (when campus wide enrollments began to decline). In Fall 2021 there were equal numbers of WGS majors and minors. It is difficult from the data available to understand what might be driving this trend. But given the increasing numbers of minors, here are suggestions for going forward:

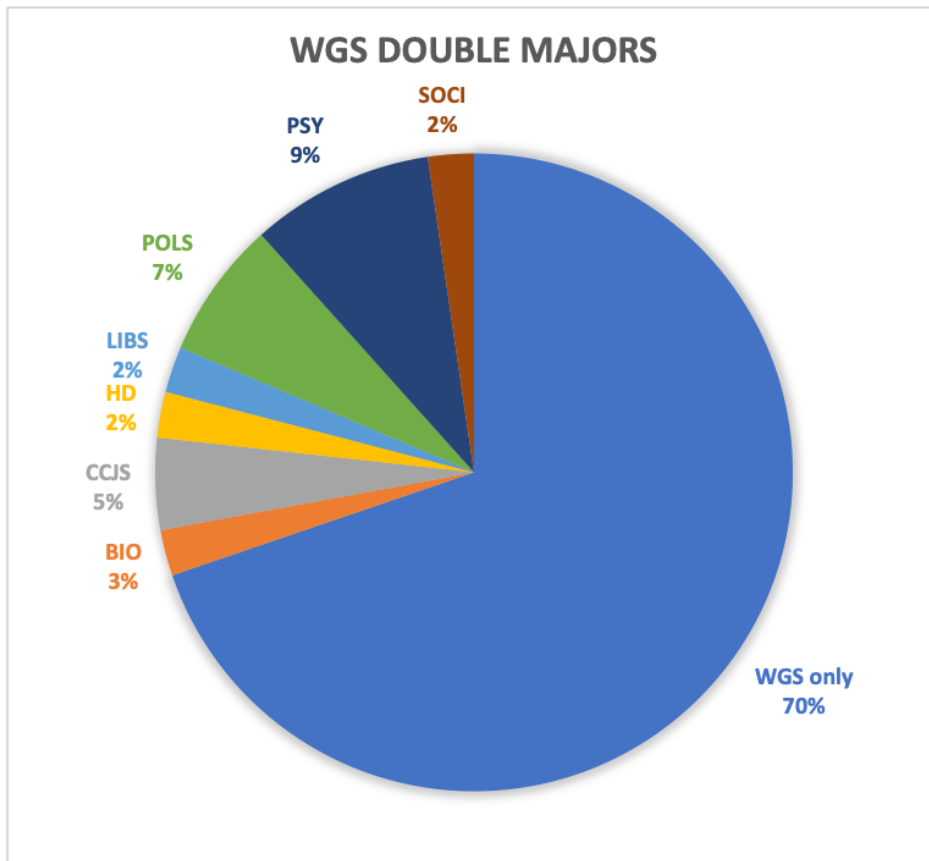
- Going forward, the WGS department could tailor the exit survey for WGS minors to find out more about their decisions to minor (instead of major) and their experiences in the minor.
- Structurally for the WGS major, this data shows the continuing importance of offering at least one section of Feminist Theory in both the Fall and Spring semesters, since this is a requirement for both the major and minor.
- As the number of minors increases, the WGS department can re-evaluate the 6 units of elective in the WGS minor. Requiring that 3-4 of these elective units must be completed with a WGS elective “depth” course would help ensure that WGS minors are achieving more in-depth WGS expertise.

## WGS as a Double Major

Historically, many WGS majors have been double majors with WGS added as a second major. We wanted to see if this trend has been continuing. However, we do not have robust data on this question. What we do have is information about double majors for Spring 2023.

### 43 WGS majors in Spring 2023

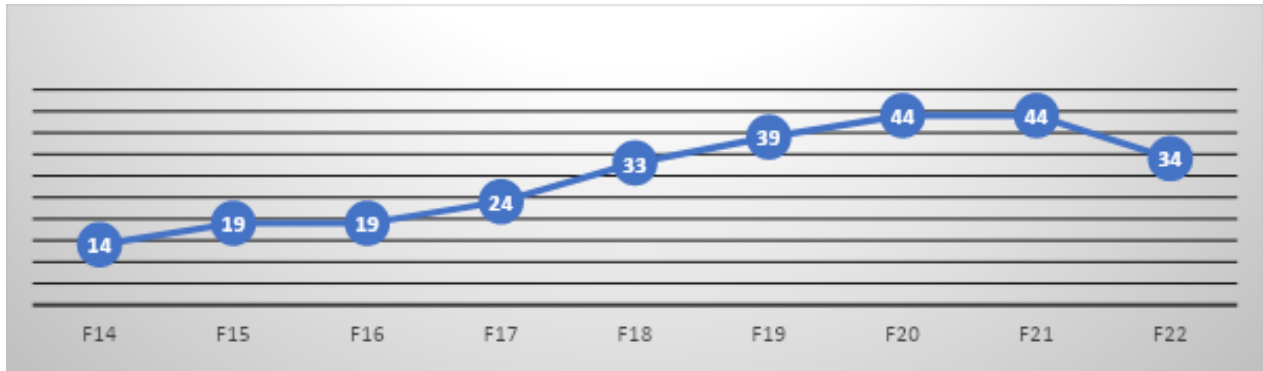
- 30 WGS only
- 1 WGS first, Psy second major
- 12 other majors first, WGS second major



What this single semester slice of data shows is that a large percentage (70%) of WGS majors are not currently double majors. The most common double majors from this data set are: Psychology (4), Political Science (3), Criminal Justice (2), Biology (1), Human Development (1), Liberal Studies (1), and Sociology (1). Based on this snapshot, we should continue to recruit for WGS as a second major, particularly across the social sciences. Our primary efforts should be on recruiting WGS (first) majors generally through outreach to first-year, second-year, and transfer students.

## WGS Minor

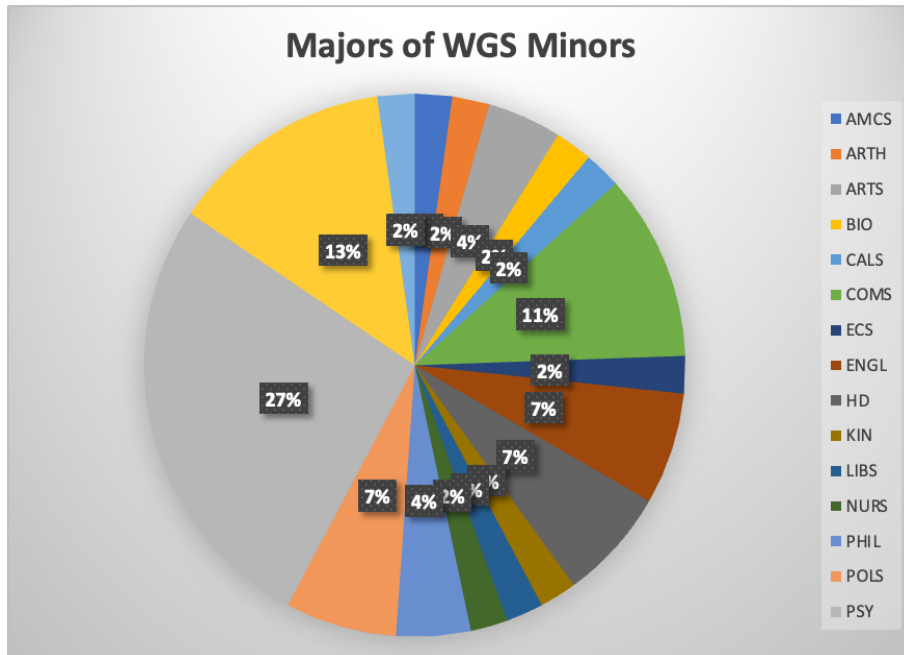
WGS minors have been on an upward trajectory until the last year (2022) as campus enrollments overall have declined. The WGS minor consists of 16 units: 10 units of core requirements (WGS 200, WGS 375, and one Feminist Theory class - either WGS 474 or WGS 475) and 6 units of elective classes on women’s and gender studies topics.



Minors in WGS by Plan

Department	Plan	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Womens and Gender Studies	QUEER-MIN	16	15	15	12	13	12	12	11	18
	WGS-MIN	14	19	19	24	33	39	44	44	34
	WHLT-MIN	19	21	24	14	13	3			
Grand Total		49	55	58	50	59	54	56	55	52

The following chart illustrates the interdisciplinarity of WGS through the wide range of primary majors for WGS minors—17 different majors are represented (for Spring 2023). WGS minors develop their critical thinking about gender, which enhances the study of their primary major. WGS minors bring feminist analysis to majors across campus.

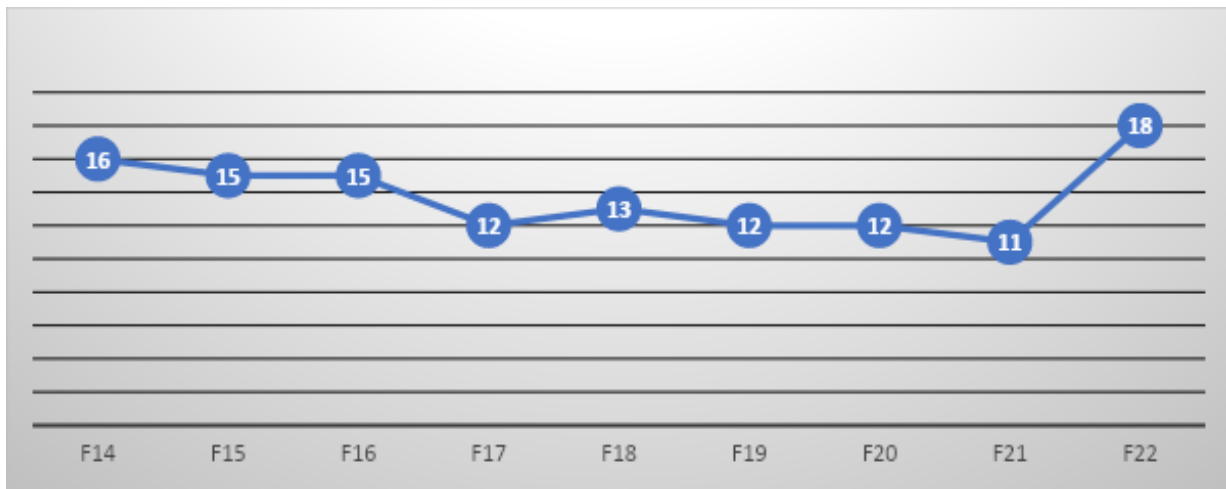


## Queer Studies Minor

The Queer Studies minor gives students' competency within a dynamic field of interdisciplinary scholarship related to lesbian, gay, bisexual, and transgender lives as well as gender and sexual structures and identities. It provides coursework in queer theory, politics, history, sociology, psychology, cultural criticism, and methodology. The Queer Studies minor is composed of 12 units of core courses and at least 6 units of supporting courses for a minimum total of 18 units.

### Core Requirements – 12 (soon to become 13 in alignment with GE reform) units

- WGS 202 Queer Studies Lecture Series (GE C2) (3 units) (Spring Only)
- WGS 255 Intro. to Queer Studies (GE C1) (3 units) (Fall Only)
- WGS 305 LGBTQ US History (GE D) (3 units) (Fall Only)
- WGS 455 Queer and Trans Theories and Lives (4 units) (Spring Only)

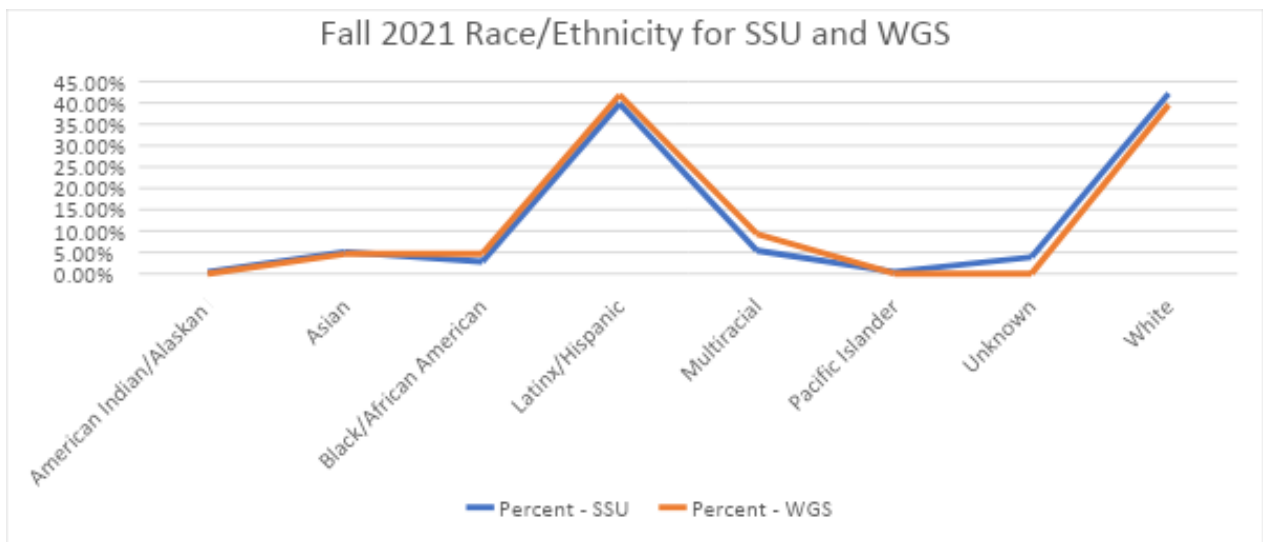
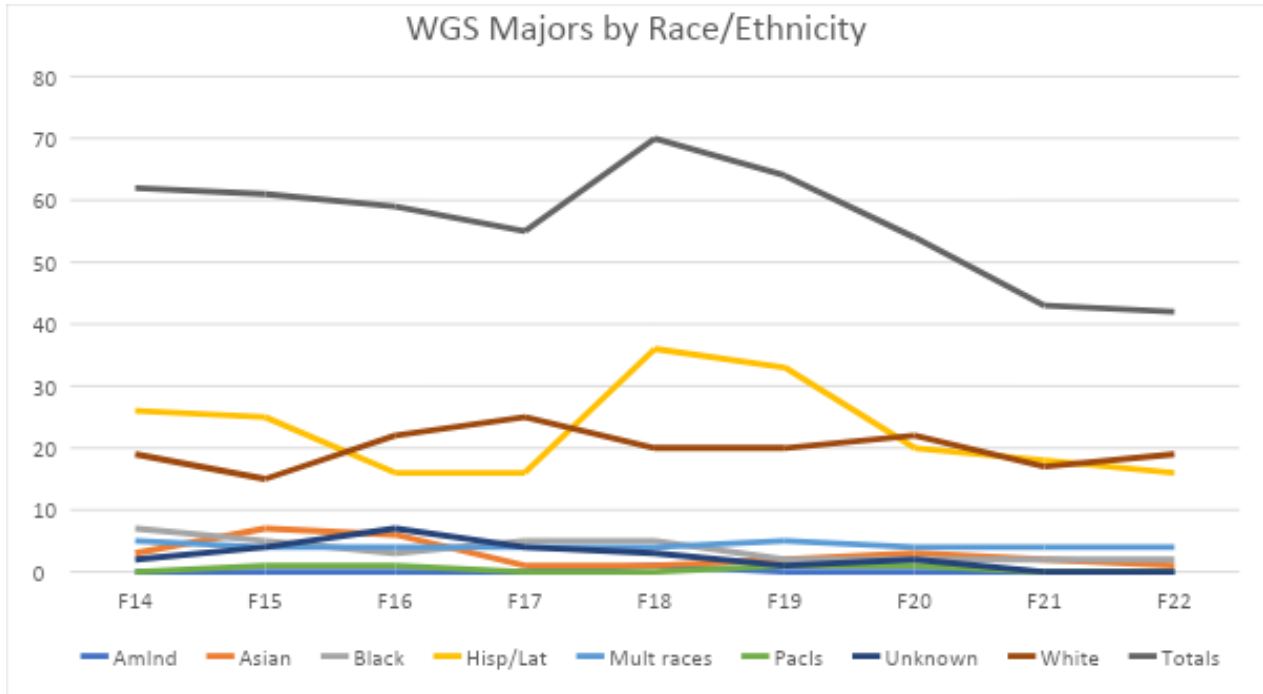


It is noteworthy that even in this time when overall SSU enrollment is at a historic low, Queer Studies minors are at a historic high. This suggests that this minor has increasing importance in terms of retention, equity and inclusion, and diverse cultural competencies for SSU's student population.

WGS encourages the administration to count minors, especially stand alone minors for which there is no larger major, in its metrics of determining departmental campus value, service, and hiring.

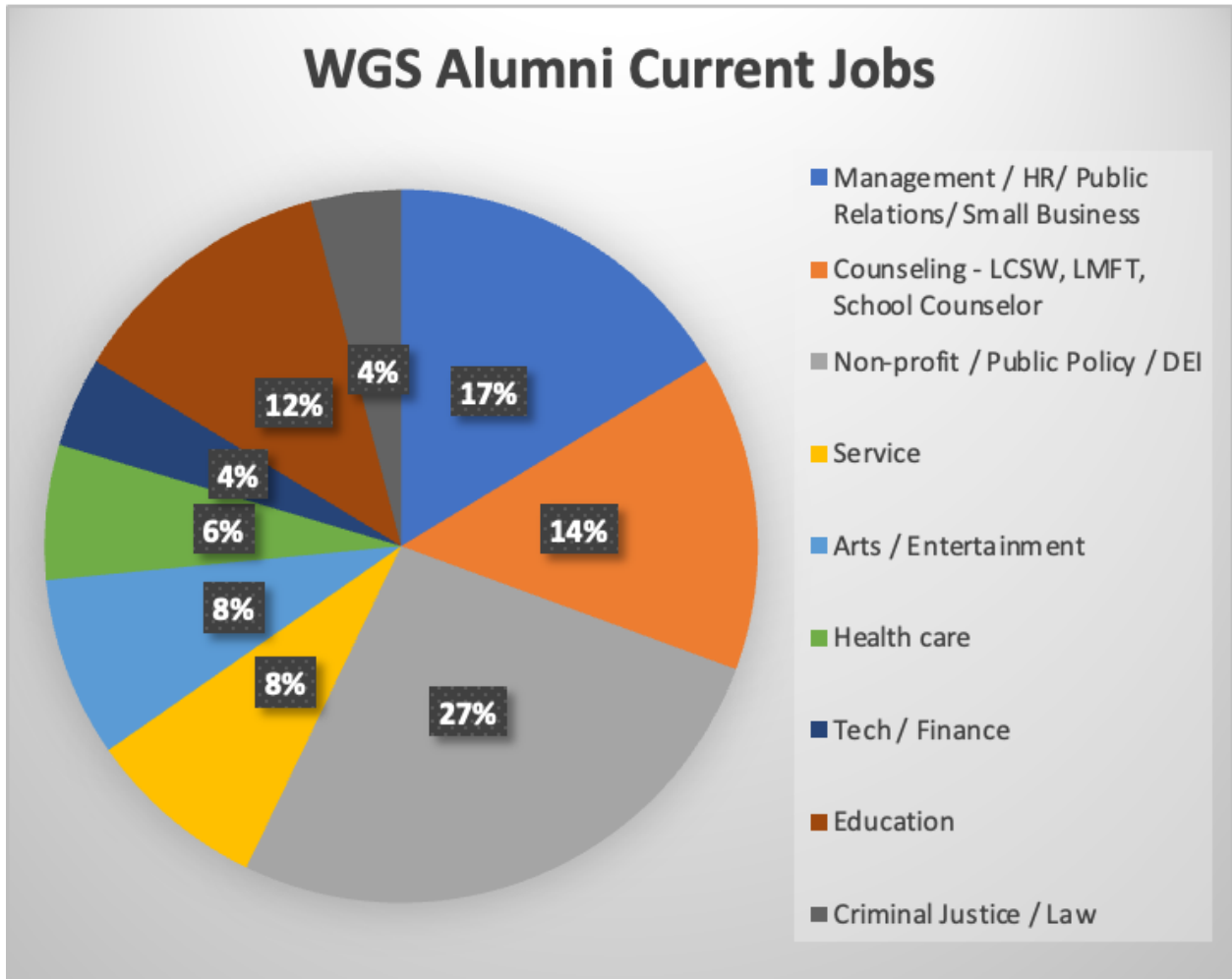
## Student Demographics:

In our last review, it was clear that WGS was a campus leader in enrolling students of color. The data from this review shows that the university has caught up. WGS continues to enroll a higher percentage of Black, Latinx, and multiracial identifying students than the campus population as a whole.



## WGS Alumni

A WGS degree prepares students to be leaders in meaningful professions across multiple sectors. WGS coursework enables students to develop critical thinking skills, ask productive questions, conduct research, think analytically, and communicate their ideas in writing, verbally, and online. What sets WGS majors apart is their expertise in gender from the micro- interpersonal levels to the macro- transnational level. These are skill sets that are in demand in our modern workforce and are evidenced in the wide range of workplaces where WGS alumni are currently contributing.



Data from WGS 485 “Senior Seminar” students (n=49) from Spring 2019, 2017, 2015.



## **WGS Grads Spring 2019**

<b>Student</b>	<b>Job Title</b>	<b>Sector</b>
Alexander Payton	Training Specialist, Continuing Ed. at The Larkin Company	HR Disability and Leave Management
Kendall Andrews	UC Davis - California Teaching Credential Candidate 2020	Graduate School - Teaching
Giovanna Castellanos	Community Partnerships Manager with City Year Sacramento.	Education, DEI
Anthony Gangi	Residential counselor at Victor Treatment Centers	Counseling
Eric Hardy	Emergency Dept RN, ambulance driver	Healthcare
Alisha Hernandez	Children's Hunger Relief Fund, Administrative Assistant	Non-Profit - International hunger prevention
Ma-kayla Hunter	Universal Orlando Entertainment (actor) and self employed - not sure if current	Entertainment
Kiara Jones	Executive/HR Assistant One Planet Ops	Finance
Elena Kudryavstseva	SSU MPA	Graduate School - MPA SSU
Megan Monroe	Art Adviser at Pro-stage Education in Wuhan, Hubei province	Education, International (China)
Alejandra Pacheco	Job Coach with Hope Services	Counseling, Disability Services
Quinn Prado Diaz	MA Higher Education and Student Affairs (20-22). Masters of Education from Iowa State Univ (22-24).	Student Affairs, DEI
Kailey Priest	Marketing and Public Relations Manager, Kivelstadt Cellars	Marketing and Public Relations
Carly Solberg	Senior Program Associate with Summer Search Bay Area	Education
Keanu Thompson	UCLA Urban and Regional Planning?	Grad School - Urban Planning
Aliza Ugarte	Contracting Coordinator, Go West Tours	Travel
Anna Valentine	Housing Manager, The Living Room	Non-Profit - Homelessness

Kailani Walker	Program Associate at Equality Federation	Non-Profit - LGBTQ Policy
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### **WGS Grads Spring 2017**

<b>Name</b>	<b>Job title</b>	<b>Sector</b>
Selene Arciga	Office Coordinator at Century 21	Real Estate
Jacqueline Brezinski	Special Education Paraeducator	Education
Chely Canas (Crespo)	County of Marin's Adult and Aging Services	Social Services
Nemneet Dhoother	Patient Care Technician and Certified Medical Assistant, Kaiser	Health Care
Karlie Eacock	Social Work Master's Student   CalSWEC Title IV-E Child Welfare Program Participant & Student Representative	Graduate School -MSW
Tumua Faasua	Student Support in SFUSD	Education
Leann Gill	Photographer also a Server at Ecliptic Brewing	Photographer / Service
Kris Hanks	Petco and wire wrapping artist	Artist/ Service
Amanda Klein (White)	Title IX Investigator & Prevention Specialist	JD (2021) Title IX Investigator
Alexandra Lauron	Tester in Employee Health Services at John Muir Health	Health Care
Iris Olvera	Sonoma County Probation	Criminal Justice
Anna-Marie Ross	Preschool Teacher at Merryhill Preschool	Education
Karina Sumano	Program Support Coordinator at Massachusetts Law Reform Institute	Graduate School - MA/MPP Gender/Cultural Studies & Public Policy
Ivey Utter-Bel	Vehicle Registration Auditor at CDK Global	Tech

Teresa Vallejo	Board Certified Behavior Analyst at Kyo	Graduate School - M.Ed, BCBA
Amber Vang	Housing Case Manager - Sacramento Family Justice Center	Domestic Violence Prevention

### **WGS Grads Spring 2015**

<b>Name</b>	<b>Job title</b>	<b>Sector</b>
Cheyenne Aldridge	Professional Hairstylist Specializing in Locs and Natural Hair	Small Business - Management
Daniela Alvarado	Studied Masters in School Counseling at New York University	MA School Counseling
Claudia Anthony	Property Senior Claims Representative	Insurance - Service
Alexandra Breslin	Director of Social Services - Villa Fairmont Mental Health Rehabilitation Center	LMFT
Lindy Noel Cena	Happy-Go-Lucky Dog Training, CPDT-KA	Dog Trainer - Service
Meghan Francis Cowan	Director Of Administrative Services, United Boys & Girls Clubs of Santa Barbara County	Non-Profit
Emily Rose Ferguson	Admin Assistant, Waterworks Aquatics	Service
Ginette M Gagen	Senior Assistant Manager at Kirkland's	Management
Elisia Kari Hoffman	Masters of Public Policy - UCB. Legislative Analyst for the Department of Resources Recycling and Recovery (CalRecycle)	Grad school - public policy. Policy Consultant - energy equity

Amy Kistner	Retail Manager at Lawrence Hall of Science, UC Berkeley	Management
Asella Katherine Medina-Smith	Stylist, artist	Grad school - MFA / Artist
Nicholas Oran Moore	Marketing Manager - Openhouse	LGBTQ Affordable Housing - Marketing
Sarah Pieters	Child Protective Services Social Worker at Contra Costa County	MSW, PPSC
Mari Sanders (Terminello)	EPMO Operations Project Manager	Project Management
Tamaiah Thompson	Social Worker at Kaiser Permanente- Outpatient Health Clinic	LCSW
Heather Michel	Executive Assistant, Graton Resort & Casion	Management
Bianca Tonantzin Zamora	Associate Director DEI, Stanford University	DEI

## **6) REFLECTION and PLAN of ACTION**

### **Reflection:**

Since our last review, the WGS Department has increased our feminist anti-racist pedagogical strategies benefiting our majors and the university as a whole. WGS remains a high-impact, high-functioning department consistently graduating an average of 22 majors per year. WGS offers:

- 9 different GE courses, including new GE offerings in categories A1, F, and AI-History
- 2 grant-funded lecture series “Gender, Race and Justice” (fall) and “Queer Studies” (spring)
- A required 3-unit internship program for majors
- A new Senior Seminar E-Portfolio assignment.
- Our assessment illustrates how the WGS major program facilitates scaffolded student development in all 5 of our department Learning Objectives.
- Our robust minor offerings reach classrooms and majors across the campus, bringing intersectional, interdisciplinary feminist and queer analysis to many disciplines.
- WGS innovations towards campus-wide gender and racial justice have brought more pay equality to campus, have built intersectional feminist community, and are expanding into partnerships with the School of Education providing K-12 teacher training in gender and sexual diversity.

While WGS has been increasing our campus impact, *the resources coming into our department have not grown.*

- WGS has not had a hire in 15 years.
- We remain a 3-member department with no assistant or associate level members.
- The WGS student faculty ratio has remained higher than the School average each year since our last review—and much higher than our peer departments in other schools.
- Over the past 20 years, our SFR has grown at double the rate of our FTEF. Our FTEF has only increased by 0.7 during this review period.

## Plan of Action:

During the next review cycle, WGS will focus on the following 3 areas: programmatic adjustments, assessment tools, and feminist community building.

### Programmatic Adjustments:

The WGS major, minor, and Queer Studies minor will need to be adjusted slightly to account for unit changes in the GE program (all GE must be 3 units, WGS no longer has 1-unit or 4-unit GE classes). The following tables illustrate the current program courses and proposed changes:

### **WGS Major:**

Proposed changes: 1) Remove 4-unit elective class. 2) Readjust major unit totals to reflect current class units (based on making all GE 3 units) = change Core Requirements unit totals from 43 to current correct total of 41 units.

<b>Current WGS Major (43 units total)</b>	<b>Proposed changes to WGS Major (41 units total)</b>
<b>Core Requirements (27 units)</b> *the catalog currently says 27 units, but with GE changes the core is really 29 units.	<b>Core Requirements (29 units)</b>
WGS 200 (3)	WGS 200 (3)
WGS 201 or WGS 202 (3)	WGS 201 or WGS 202 (3)
WGS 375 (3)	WGS 375 (3)
WGS 385 (4)	WGS 385 (4)
WGS 398 (1)	WGS 398 (1)
WGS 425 (4)	WGS 425 (4)
WGS 474 or WGS 475 (4)	WGS 474 or WGS 475 (4)
WGS 485 (4)	WGS 485 (4)
WGS 499 (3)	WGS 499 (3)
<b>Pathway (12 units)</b>	<b>Pathway (12 units)</b>
<b>Elective (4 units)</b>	<b>Elective (4 units)</b>

**WGS Minor:**

Proposed changes: Add 7-units of WGS Depth Courses.

<b>Current WGS Minor (16 units total)</b>	<b>Proposed changes to WGS Minor (17 units total)</b>
<b>Core requirements (10 units)</b>	<b>Core requirements (10 units)</b>
WGS 200 “Intro to WGS” (3)	WGS 200 “Intro to WGS” (3)
WGS 375 “Gender, Power and Freedom in US History” (3)	WGS 375 “Gender, Power and Freedom in US History” (3)
Feminist Theory course - either WGS 474 or WGS 475 (4)	Feminist Theory course - either WGS 474 or WGS 475 (4)
<b>Electives (6 units)</b> Electives could be any classes throughout the university on gender topics.	<b>Depth (7)</b> WGS Depth Courses (7 units). All classes must be in WGS or crosslisted with WGS. One class must be upper-division WGS.

**Queer Studies Minor:**

Proposed changes:

<b>Current Queer Studies Minor (18 units total)</b>	<b>Proposed Queer Studies Minor (16 units)</b>
<b>Core Requirements</b> (12 units) *the catalog currently says 12 units, but with GE changes the core is really 13 units.	Core Requirements (13 units)
WGS 255 (3)	WGS 255 (3)
WGS 202 (3)	WGS 202 (3)
WGS 305 (3)	WGS 305 (3)
WGS 455 (4)	WGS 455 (4)
<b>Electives (6)</b>	<b>Elective (3 units)</b>



### Assessment Tools:

- 1) Develop a rotating process for annually reviewing WGS LOs between department review cycles. This could look like reviewing one of the five WGS LOs each year during our department retreat or faculty meeting.
- 2) Review and update our Exit Survey. Start regularly counting student gender identity and sexual orientation for all majors and minors.
- 3) E-Portfolios - Review and adapt current assignment description to ensure this student artifact is anchored to department LOs. Develop a plan for assessment.
- 4) Continue to review assessment and structure for WGS internship and “Careers Class.”
- 5) Work on creating a 2-year schedule.

### Feminist Community Building:

- 1) WGS would like to continue to partner with campus groups and departments to keep co-hosting intersectional feminist programming. We look forward to doing more co-curricular programming with the HUB.
- 2) For several years, WGS has wanted to build out our Affiliated Faculty program and website. We would also like to review the cross-listing possibilities on campus. Having a small grant, to build interdisciplinarity on campus, would facilitate this additional work.
- 3) Based on student feedback, it is clear that WGS needs outreach material about our major in Spanish. This could include material such as a Spanish language brochure/card and short video that describes the WGS major and highlights Spanish-speaking alumni in community-based careers. We have WGS majors with these skills—it would be great to have a small grant to pay Spanish-speaking WGS students to help produce these important outreach materials.

## **Appendices**

Curriculum Map

Syllabus from previous academic year: Fall 2022 - Spring 2023

**Sonoma State University**  
**Women's and Gender Studies BA Roadmap – 120 Total Units Required**  
**Number of units in the WGS major = 41**

1 <sup>st</sup> Semester Requirements – Fall, Year 1			
Requirements	Recommended Courses	Units	Sem Total
A1 Oral Communication	WGS 150 “Current Conversations”	3	<b>15 units</b>
A2 Written Communication		3	
B1 Physical Sciences		3	
B4 Quantitative Reasoning		3	
Elective		3	
2 <sup>nd</sup> Semester Requirements – Spring, Year 1			
A3 Critical Thinking		3	<b>15 units</b>
B2 Life Sciences		3	
B3 Lab - (may be in Life or Physical Sciences)		3	
GE E – Life Long Learning. Core WGS	WGS 200 “Intro to WGS”	3	
C1 or C2 Additional Arts or Humanities		3	
3 <sup>rd</sup> Semester Requirements – Fall, Year 2			
Requirement	Recommended Courses	Units	Sem Total
C1 Arts	WGS 255 “Intro to Queer Studies”	3	<b>15-17 units</b>
GE D – Constitution State and Local Gov	POLS 200	3	
GE F	WGS 201 “Gender, Race, Justice, Lecture”	3	
WGS Pathway (12 units total)		3-4	
Elective or minor/double major		3-4	
4 <sup>th</sup> Semester Requirements – Spring, Year 2			
C2 Humanities	WGS 202 “Queer Studies Lecture”	3	<b>15-17 units</b>
One Additional Arts or Humanities		3	
GE D - any		3	
WGS Pathway (12 units total)		3-4	
Elective or minor/double major		3-4	
5 <sup>th</sup> Semester Requirements – Fall, Year 3			
Requirement	Recommended Courses	Units	Sem Totals
GE C – Upper Division	WGS 300 “Gender, Race & Rep”	3	<b>13-15 units</b>
WGS Core Major Requirement	WGS 385 “Transnational Feminisms”	4	
WGS Pathway (12 units total)		3-4	
Elective or minor/double major		3-4	
6 <sup>th</sup> Semester Requirements – Spring, Year 3			
GE D – Upper Division, AI, CRS	WGS 375 “Gen, Power in US History”	3	<b>15 units</b>
WGS Core Major Requirement	WGS 398 “Careers in WGS”	1	
WGS Core Major Requirement	WGS 499 “Internship”	1	
WGS Core Major Requirement	WGS 474 (or take WGS 475 in Fall)	4	
Elective or minor/double major		6	
7 <sup>th</sup> Semester Requirements – Fall, Year 4			
Requirement	Recommended Courses	Units	Sem Totals
GE B – Upper Division	ANTH 318	3	<b>15 units</b>
WGS Core Major Requirement - GVAR	WGS 425 “Feminist Research Methods”	4	
WGS Pathway (12 units total)		3-4	
Elective or minor/double major		4	
8 <sup>th</sup> Semester Requirements – Spring, Year 4			
WGS Core Major Requirement	WGS 485 “Senior Seminar”	4	<b>15 units</b>
WGS Core Major Requirement	WGS 499 “Internship”	2	
Elective or minor/double major		9	

**WGS 150 - "Current Conversations: Gender, Race and Sexuality"**

**3 units, GE A1**

**Fall 2022, Mondays 1-3:40 pm, Room Salazar Hall 2022**

**Paula L. Argentieri, PhD**

**argentieri@sonoma.edu**

**415.601.1450(text is good and preferred for immediate response)**

**Please schedule time with me after class or a text during the week to set up another time.**

**In person – WE will meet mostly in person in the above classroom on campus. We may have some classes online as needed.**

**“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one’s voices, in recognizing one another’s presence.”**

***–bell hooks, Teaching To Transgress***

**Course Description:**

Introduction to oral communication on the topics of gender, race, and sexuality from intersectional, feminist, queer, and critical race perspectives. Students will develop their verbal and non-verbal skills as well as their active listening and critical thinking capacities through research and oral presentations.

**GE Learning Outcomes for WGS 150:**

1. Communication – Students will develop and deliver several different written and oral presentations over the course of the semester using scholarship and analytic frameworks from the field of Women’s and Gender Studies. Students will also learn and practice active listening and ethical witnessing across social differences.

2. Information Literacy – Students will read and research scholarship from the field of Women’s and Gender Studies. Students will then use scholarship, key concepts, and frameworks to analyze relevant current events and develop oral presentations.

3. Diverse Cultural Competencies – This class will center intersectional, feminist, queer, and critical race studies approaches to understanding gender, race, and sexuality in contemporary society.

### **Prerequisites and Policies:**

- No prerequisites. This class is open to all students.
- GE Mission Statement:  
<https://senate.sonoma.edu/resolutions/statement-mission-goals-Objectives-general-education-sonoma-state-university>
- Signature Assignments will be collected and submitted to the campus for GE assessment.
- There are important University policies that guide this course such as the add/drop policy, cheating and plagiarism policy, and grade appeal procedures:  
<https://www.sonoma.edu/policies>
- If you need accommodations for this course, please register with the Disability Services for Students <http://web.sonoma.edu/dss/>
- Late work is not accepted, except with documented excused absences.
- Digital devices must only be used for class purposes (no “multitasking”).
- Attendance for the entire class time is required. Missing more than 2 class periods can result in a substantially lowered grade or failure.

### **Course Assignments:**

#### **Attendance/Participation 25%**

Active reading, attendance, discussion, and listening are crucial. The course has significant student participation elements, so everyone is expected to complete the weekly readings and show up prepared for all class meetings (unless you are medically excused). Please calendar and plan to attend all class meetings – as the semester gets going its easy to get overwhelmed and begin to miss assignments, classes, etc. – lets stay in touch so that you are supported in everything you are facing – we can do this together – plan your work and then work your plan.

Class discussions and activities constitute a vital part of what you learn in this course; your presence and active participation is essential and thus mandatory. Please plan to attend every class, be on time, and remain in class for the entire session. There will be intermittent breaks to use the restroom and take care of personal necessities. Please also plan to leave electronic devices aside during class time. See below for more about COVID policies -

***Community of Learners: Throughout the course we will learn from each other. It is my intention to create a class culture that encourages dialogue, multiple perspectives, and student generated learning experiences that extend beyond the classroom. The syllabus is a guide that I will add to as the class develops and as we realize the collective knowledge and experiences the community brings. I am open to your ideas and suggestions.***

***Building a community is an essential part of this seminar. Toward that end your attendance is expected at all class sessions (see policy below), in fact your attendance and full participation is the number one key to our success. We will get to know each other beyond surface interactions and will create a brave/authentic space to share and***

***learn together. During Zoom meetings as well as in the classroom we will participate personally. Again, please be mindful and respectful of the space and leave use of personal electronic devices aside from breaks during class time.***

### **Reading Notes 15%**

Reading notes based on the assigned readings for each section of this class. Students will take notes about the main points, key concepts, and examples introduced in the readings.

### **“Where I’m From” Poetry Activity 10%**

As a way to introduce ourselves and practice the feminist skill of self-reflexivity introduced in our textbook *It’s Time to Talk and Listen*, students will work in class to develop a “Where I’m From” poem. Students will practice and refine their poems in small groups. Then students will present their poems orally to the class. Students will be graded on their written poem and their oral presentation. Full details on Canvas.

### **Reading Facilitator 10%**

Once during the semester, pairs of students will be responsible for facilitating the class for 15 minutes based on the “Your Turn” exercises in the textbook *It’s Time to Talk and Listen*. First, student presenters will identify and present one key concept and two related key quotes from the week’s readings. Then the student presenters will lead the class in journal writing based on the “Your Turn” exercises in the reading. Finally, the student presenters will facilitate a whole class discussion based on the readings and students’ responses. Students must submit a 2-page “lesson-plan” for their presentation that includes: 1) a description of the key concept, 2) their analysis of 2 quotes and how they relate to the key concept, 3) a description of the “Your Turn” exercise they will guide the class in, and 4) 3 discussion prompting questions to help facilitate a class discussion into the important themes in the reading. Full details on Canvas.

### **Signature Assignment Current Conversations: Talking about Gender, Race, and Sexuality in Popular Culture 25%**

Students will start by brainstorming interesting/compelling examples of popular culture related to gender, race and/or sexuality. Then, students will work as a class and with the professor to identify a WGS and/or Critical Ethnic Studies concept or topic related to their popular culture example. (For example, a student might choose to recent Netflix show “Selena” and a related concept could be “Latina representation in popular culture” or the transnational feminist concept of “woman as nation”). The class will receive a library research tutorial and students will be responsible for finding 2 scholarly sources from the fields of WGS and Critical Ethnic Studies related to their concepts. Students will synthesize evidence from the scholarship and develop a feminist and/or critical ethnic studies analysis of their pop culture example. Students deliver a 5-8-minute extemporaneous (or without notes) presentation to the class. The week following their presentation, students will

submit a 5-page paper that includes their reflection on this assignment. See Signature Assignment description for more details.

### **Final Written and Oral Presentation 15%**

In a 3-5 page paper, students will trace their intellectual development throughout this class citing at least 5 different readings/chapters from the syllabus. Students will give a 3-minute presentation about their central take-away from this class. Full details on Canvas.

**Portfolios: Please keep a portfolio ( a 3 ring binder) for all course material.**

### **Sections:**

1. Attendance and Participation - a chart of our weekly attendance, quick-writes, personal reflections, current events, check-outs.
2. Readings – all notes and reading reflections plus handouts and reading facilitation lesson plan
3. Where I'm From Poetry drafts and final draft plus self-assessment
4. Signature Assignment
5. Final Paper

### **Required Texts:**

The first book, *Its Time to Talk and Listen* will be provided in pdf format, but I encourage you to purchase this books if you work better with a hard copy of the text. Please purchase the seond book, *So You Want to Talk About Race*. Both texts are well written and useful for the future. Books are available at the SSU Bookstore.

Kim, Anatasia S. and Alicia del Prado. *It's Time to Talk and Listen: How to Have Constructive Conversations About Race, Class, Sexuality, Ability, & Gender in a Polarized World*. (New Harbinger Publications) 2019.

Excerpts from: Oluo, Ijeoma. *So You Want to Talk About Race* (Seal Press) 2019.

More readings will be given in PDF format on Canvas. I will also choose new material based on the collective knowledge, interest and experiences the community brings once I get to know you.

### **Class Outline Segment 1:**

#### **Segment 1: Introductions and Key Concepts in WGS**

#### **Online Week 1, August 22nd: Introductions and Expectations**

- WE will meet each other and begin to build our conscious feminist and democrtic learning community

- We will review course expectations and guidelines
- Introduce *I Am From Poetry*
- Review Canvas and reading for next time Adrienne Rich “Claiming An Education,” Pema Chodron “The Places That Scare You”, Alison Cook-Sather “Creating Brave Spaces” (PDFs located on Canvas in the Module for Aug 22nd)

Homework: In addition to reading for next class, write a Reading and Personal Reflection based on readings and your own ideas/experiences. Print your typed reflection for portfolio and for sharing at our next class. Take notes while reading – these should be typed as well and then place in the reading section of your portfolio. Bring the answers to the quickwrite prompts given during the first class (online) in your portfolio.

- Brainstorm and Begin Writing *I Am From Poetry* – Resources on Canvas
- Read through the syllabus in its entirety; highlight and bring questions for next time.

**Week 2, August 29th: What is WGS? How will we learn and communicate in this class?**

- Review course guideline and practice authentic listening
- Share written reflections
- Continue Building A Conscious (Feminist/Democratic) Community
- Outdoor Education
- *Its Time To Talk and Listen*, “Foreward” (Read out loud)
- *I Am From Poetry* Workshop
- Sign-ups Community Building, Current Events, Reading Facilitation, Attendance, Communication, Equal Voices

Homework: Read and take notes *Its Time To Talk and Listen*, Preface; *So You Want To Talk About Race*, Preface. Watch the Ted Talk – *We Should All Be Feminists* and review the link on the *History of Feminism* in Canvas. Take typed notes on every piece of material and place in your portfolio.

Reading and Personal Reflection for texts: How do you relate to the authors’ voices? If you don’t relate – state this and hypothesize why. How much experience do you currently have in this arena? Using the examples given in the text, which emotions are prevalent for you in this arena? Just like the authors, what examples can you bring from your own life? Place printed copy in portfolio and bring to class. I will also post the assignment on Canvas in the module.

Ted Talk: Take notes while you watch and after. What is important to glean from this talk? What stands out and why? How can you relate?



History of Feminism: Type a timeline of the four waves of feminism. Include overarching themes, actions and people.

Revise and finalize *I Am From* Poetry. Bring 2 hard copies to class in your portfolio and be ready to share.

### **Week 3, September 12: Key Concepts: Gender, Feminism, and Intersectionality and “Where I’m From,” Feminist Standpoint Epistemology**

- Review Course Guidelines
- *I Am From* Poetry sharing
- What is Feminism? / History of Feminism
- Looking closer at our texts
- Outdoor Education /Our Community Ethos
- Review lesson planning for student facilitation

Homework: Student Facilitation Group 1, 2 and 3 prepares lesson plans

Reading: *So You Want to Talk About Race* “Introduction”  
Audre Lorde “The Transformation of Silence into Language and Action” (PDF on Canvas)  
bell hooks “Feminism Is For Everybody” - Take typed notes and write a reflection

Write ideas toward our collaboration – *Community Ethos*

Bring *I Am From* Poetry / 2 copies if you haven’t already

### **Week 4, September 19: “Where I’m From,” Feminist Standpoint Epistemology and Intersectionality, Voice**

- *I Am From* Poetry sharing
- What is racism?
- Student Facilitation
- Community Ethos Writing

Homework: Student Facilitation Groups 4 and 5 prepare

Reading: Pharr “Homophobia Is A Weapon of Sexism”, *So You Want to Talk About Race* “Why am I always being told to ‘check my privilege?’” and “What is Intersectionality and why do I need it?” – Take typed notes and write a reflection

Review and add to our Ethos

Personal Reflection – What is an area of life you would like to go to work on transforming?

### **Week 5, September 26: Intersectionality and Voice**

- Student Facilitation
- Community Building/Finalize Ethos
- Introduce Signature Project and Brainstorm

Homework: Typed Reading Notes Segment 1 Due, Student Facilitation Groups 6 and 7, Brainstorm Ideas for Signature Project, Midterm Reflection

Reading: *Its Time To Talk and Listen*, Introduction and Step 1 – Take typed notes and complete all exercises

Personal Reflection – Collage

**The Schedule for Segment 2 and 3 of the course will be posted and handed out in class. After we get to know each other, build community and realize the collective knowledge, experiences and commitments everyone brings we will move together toward our goals.**

#### Library Support and Subject Librarian

The University Library can help you find information and conduct research. You can make an appointment with your subject librarian, get help online, or drop by the library during open [Research Help Hours](#). Check out the [Research Guides](#). Contact our [Subject Librarians](#), and learn about applicable [Information for Distance Learners](#).

#### Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Canvas course use your SSU Seawolf ID and password to log into [SSU's Online Services portal](#). Click on the **Canvas** link. When you get to the Canvas Dashboard, click on the course title you would like to access.

Visit the [SSU Canvas Support Center](#) to review frequently asked questions about using Canvas and also to view a list of technical recommendations.

#### **Canvas Help and Student Computing Resources:**

*Canvas and General IT Help Desk*

Contact [Information Technology \(IT\)](#) if you need assistance accessing Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: [helpdesk@sonoma.edu](mailto:helpdesk@sonoma.edu)
- Visit Location: Schulz 1000

## About Canvas:

- [Getting Started with Canvas](#)
- [Student FAQs](#)
- [Canvas Student Overview Video](#)
- [How to Get Started with Canvas](#) (Students)
- [Canvas Community Student Video Guides](#)
- [Canvas Student Written Guides](#)

### *Plugins*

[Download plugins](#) that may be needed to access some content on or linked from SSU websites and Canvas.

### *Canvas Community*

Visit the [Canvas Community](#) to view written [Instructor Guides](#), written [Student Guides](#), and/or [Video Guides](#).

### *General Student Computing*

Review the information posted at [IT Get Started, Students](#). There you will find computer use guidelines and a list of available computer labs.

### [Course Format and Instructional Methods](#)

This course will be delivered online through Zoom, the learning management system, Canvas and in person. You will use your SSU Seawolf ID and password to log in to the Canvas course from [SSU's Online Services Portal](#).

In Canvas, you will access course materials and resources. At designated times throughout the semester, we will participate in a blend of Zoom web-conferencing and in person meetings. Activities will consist of online assignments, discussion forums on Canvas, journaling, and peer collaboration. Most student work is submitted/posted online in Canvas, and some will be submitted when we meet in person. **Please plan to create a portfolio (binder) for all assignments to be gathered and handed in at the end of the semester.** Use plastic cover sheets for all assignments.

## Classroom Protocol

Communicating with faculty is an important component of your studies at Sonoma State University. Any student who needs to meet with me is welcome by appointment.

Remember, I am here to foster your learning and support your efforts to successfully complete this course.

### *I expect that you will:*

1. Find a quiet space for you to work through what we will be learning each week, to work through assignments slowly and with focus and to collaborate with your peers as much as possible. I am available for support always.
2. "Arrive" to each class on time and stay the entire time having completed the reading and assignments due for that day; be prepared to share your knowledge and personal experiences. **As your professor, and for the benefit of your fellow students, students are asked to participate in Zoom class sessions with cameras on – if you are having trouble with this please talk to me and hopefully we will be in person for 2/3 of the sessions.**

3. Practice Netiquette – be positive and present with body language, don't multi-task on non-class related items, engage as a participant not an observer.
4. Share your insights! Do not be shy about posting to the chat during our Zoom Meetings. This is a way to gather the rich interactions that would normally occur in the classroom. If I don't see chat comments please alert me.
5. Engage with each other. Imagine that the walls of the classroom are extending to the space you are in at home on Zoom. Reach out to each other. Create study groups. Be a resource for one another.
6. The most important thing you can bring to class is your attention, interest, and willingness to participate. Pay close attention to your classmates' personal sharing and presentations and engage in class activities and discussions. Contribute to the discourse of the class. Discussions and activities constitute a vital part of what you learn in this course. Our community will thrive when we each bring our best.
7. Be prepared to be challenged in your existing knowledge and ideas- take on a *beginner's mind*- support your peers with *listening for the gold* and *stepping into the unknown*.
8. Your voice and experience matters as does the voice and experience of your community members as does my voice as the professor- We will work together to co-create knowledge and hopefully longlasting lessons.
9. Be willing to be with and in the inquiry of what you "don't know, you don't know."

**"One does not discover new lands without consenting to lose sight of the shore for a very long time." -Andre Gide**

### Additional Resources

#### **Writing Support**

The SSU Learning and Academic Resource Center (LARC), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARC\) Homepage](#) for more information on how to schedule time with a Writing Center tutor.

#### **Counseling and Psychological Services (CAPS)**

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The [CAPS website](#) provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

#### **Basic Needs**

We learn as whole people. To learn effectively, you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you are having trouble with any of those things, please visit [Student Affairs' Basic Needs webpage](#) for resources to support your well-being both inside and outside the classroom.

## Hyperlink URL's

1. Syllabus Policy - <http://www.sonoma.edu/policies/syllabus-policy>
2. GE/SSU Studies Categories:  
<http://www.sonoma.edu/academics/schools-departments>
3. Catalog: <http://www.sonoma.edu/academics/catalog>
4. Research Help Hours: <http://library.sonoma.edu/about/hours/detailed>
5. Research Guides: <http://libguides.sonoma.edu/?b=s>
6. Subject Librarians: <http://library.sonoma.edu/research/subjectlibrarians>
7. Information for Distance Learners:  
<http://library.sonoma.edu/services/distancelearners>
8. SSU's Online Services Portal: <https://login.sonoma.edu/>
9. Sonoma State University Homepage: <https://www.sonoma.edu/>
10. SSU Canvas Support Center: <https://lms.sonoma.edu/>
11. Information Technology (IT): <http://it.sonoma.edu/get-started>
12. Getting Started with Canvas: <https://lms.sonoma.edu/get-started-canvas?>
13. Student FAQs: <https://lms.sonoma.edu/canvas-students/student-faqs>
14. Canvas Student Overview Video:  
<https://community.canvaslms.com/videos/1124-canvas-overview-students>
15. How to Get Started with Canvas (Students):  
[https://docs.google.com/document/d/1N5J\\_tGKhLabVNtbNznzImMjfbTTibZreTaoxqicloXU/edit](https://docs.google.com/document/d/1N5J_tGKhLabVNtbNznzImMjfbTTibZreTaoxqicloXU/edit)
16. Canvas Community Student Video Guides:  
[https://community.canvaslms.com/community/answers/guides/video-guide#jive\\_content\\_id\\_Students](https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students)
17. Canvas Student Written Guides:  
<https://community.canvaslms.com/docs/DOC-10701>
18. Download Plugins: <http://accessibility.sonoma.edu/plugins>

19. Canvas Community: <https://community.canvaslms.com/community/answers/guides>
20. Instructor Guides: <https://community.canvaslms.com/docs/DOC-10460>
21. Student Guides: <https://community.canvaslms.com/docs/DOC-10701>
22. Video Guides: <https://community.canvaslms.com/community/answers/guides/video-guide>
23. IT Get Started, Students: <http://it.sonoma.edu/get-started/students>
24. Important Policies and Procedures for Students: <http://www.sonoma.edu/policies>
25. How to Add a Class: <http://web.sonoma.edu/registration/addclasses>
26. Registration Information: <http://web.sonoma.edu/registration/>
27. Disability Access for Students: <http://www.sonoma.edu/policies/disability-access-students>
28. Cheating and Plagiarism Policy: <http://www.sonoma.edu/policies/cheating-and-plagiarism>
29. Learning and Academic Resource Center: <http://web.sonoma.edu/writingcenter/>
- 30 Counseling and Psychological Services: <http://web.sonoma.edu/counselingctr/>
- 31

### **Pandemic Policies:**

We all breathe the same air—we are connected to each other. This is both a precious gift, a source of great strength, and a site of our vulnerability. WGS classrooms are spaces of community and world building. I invite us all to build the kind of classroom that prioritizes our learning and our fullness as human beings.

Please carefully read all sections of the [Sonoma State Covid-19 information page. Links to an external site.](#) Before leaving your residence or coming to campus, you are required to complete the [daily wellness screening. Links to an external site.](#) Please complete this screening and receive your green indicator before coming to campus/class.

When we are in class, we are required to wear masks fully covering our nose and mouth at all times. If you forget to bring a mask you may obtain one at Seawolf Services, the University Library, or the Student Center.

If you feel sick or have been recently exposed to someone with COVID, please do not come to class and stay at home. No one will be penalized in this class for staying home because of COVID concerns. Please communicate with me with as much advance notice as possible,

and do the Make-Up Assignment below in lieu of class time, in addition to the regular work assigned. You can do this assignment for more than one week if you need to be out for COVID concerns.

***Make-up Assignment*** (may be repeated for any missed classes due to COVID concerns)

Students may watch 1 of the selected WGS-related documentaries from the list posted below (films must be on this list to count). Write a 2-page analysis essay drawing connections between the documentary and at least 1 reading from class on the day you miss. On the top of your paper, please list the date you were absent, the title of the documentary, and the class reading you will be writing about. This paper will be graded on clarity of writing and grasp of central arguments in the readings and documentary. Submit to Canvas within 1 week of the week(s) you miss due to COVID concerns.

Documentary Choices:

These films are available for viewing through Kanopy Streaming an online service through the SSU library (you will have to log-in, if you are off campus). New films are posted all the time (and sometimes films licenses expire—please let me know if something listed is no longer showing up). If you see a film related to the field of WGS that you want to watch that is not on this list, feel free to email me. <https://sonoma.kanopystreaming.com/> (Links to an external site.)

“bell hooks: Cultural Criticism & Transformation”

“Brand New You: Makeover Television and the American Dream”

“Class Dismissed: How TV Frames the Working Class”

“Constructing the Terrorist Threat: Islamophobia, the Media, and the War on Terror”

“Edward Said on Orientalism: The Orient Represented in Mass Media”

“Game Over: Gender, Race and Violence in Video Games”

“Hip Hop – Beyond Beats and Rhymes”

“How Racism Harms White Americans – A Lecture by John Bracey”

“I Am A Man: Black Masculinity in America”

“I Am Not Your Negro: James Baldwin and Race in America”

“Killing Us Softly 4: Advertising’s Image of Women”

“Latinos Beyond Real: Challenging a Media Stereotype”

“More Than a Word: Native American-Based Sports Mascots”

“Nana: The Lives of Live-In Nannies”

“Playing Unfair: The Media Image of the Female Athlete”

“Precious Knowledge: Fighting for Mexican American Studies in Arizona Schools”

“Pride Denied: Homonationalism and the Future of Queer Politics”

“Race: the Power of an Illusion”

“Race, Power and American Sports”

“Rape Myths on Trial”

“Reel Bad Arabs: How Hollywood Vilifies a People”

“Sexual Assault: Naming the Unnamed Conspirator”

“The Bystander Moment – Transforming Rape Culture at its Roots”

“The Codes of Gender: Identity and Performance in Popular Culture”

“The Illusionists: The Globalization of Beauty”

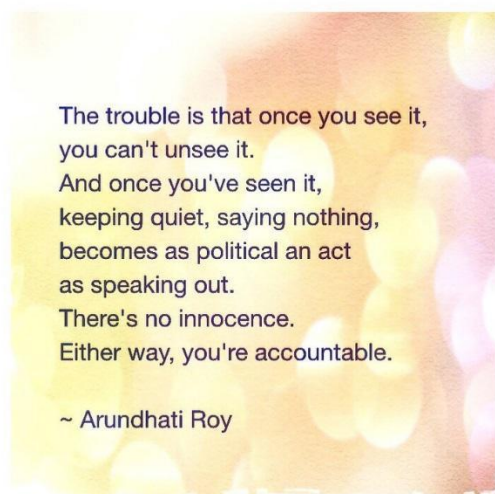
“The Souls of Black Girls: The Image of Women of Color in the Media”

“Tough Guise 2: Violence, Manhood & American Culture”

“White Like Me: Race, Racism & White Privilege in America”



## **Women's & Gender Studies 150: Current Conversations: Gender, Race & Sexuality**



3 units, GE A1  
Fall 2022 (Aug 22 – Dec 12)  
Mondays 9:00 – 11:40 am  
Salazar, Room 1034

Instructor Information  
Jocelyn Arild  
Phone: 707.583.1594  
Email: [ArildJ@sonoma.edu](mailto:ArildJ@sonoma.edu)

Office Hours: Mondays 11:45 – 12:45  
Location: TBD with each student

### **Course Description**

Introduction to oral communication on the topics of gender, race, and sexuality from intersectional, feminist, queer, and critical race perspectives. Students will develop their verbal and non-verbal skills as well as their active listening and critical thinking capacities through research and oral presentations.

### **GE Learning Outcomes for WGS 150**

1. Communication – Students will develop and deliver several different written and oral presentations over the course of the semester using scholarship and analytic frameworks from the field of Women's and Gender Studies. Students will also learn and practice active listening and ethical witnessing across social differences.
2. Information Literacy – Students will read and research scholarship from the field of Women's and Gender Studies. Students will then use scholarship, key concepts, and frameworks to analyze relevant current events and develop oral presentations.
3. Diverse Cultural Competencies – This class will center intersectional, feminist, queer, and critical race studies approaches to understanding gender, race, and sexuality in contemporary society.

### **Prerequisites and Policies**

- No prerequisites: This class is open to all students.
- GE Mission Statement:  
<https://senate.sonoma.edu/resolutions/statement-mission-goals-Objectives-general-education-sonoma-state-university>
- Signature Assignments will be collected and submitted to the campus for GE assessment.
- There are important University policies that guide this course such as the add/drop policy, cheating and plagiarism policy, and grade appeal procedures:  
<https://www.sonoma.edu/policies>
- Access and Accommodations: If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement, please notify the instructor as soon as possible. Students are also welcome to contact Disability Services for Students <http://web.sonoma.edu/dss/> which is a resource for students that provides authorization for academic accommodations and support for academic success.
- Late work is not accepted, except with documented excused absences.
- Digital devices must only be used for class purposes (no "multitasking").

- Attendance for the entire class time is required. Missing more than 2 class periods can result in a substantially lowered grade or failure.

## **Course Assignments**

### **Attendance 10%**

Active reading, attendance, discussion, and listening are crucial. The course has significant student participation elements, so everyone is expected to complete the weekly readings and show up prepared for all class meetings.

### **Reading Quizzes 20%**

Canvas reading quizzes based on the assigned readings for each unit of this class. To prepare for these quizzes, students are highly encouraged to take notes about the main points, key concepts, and examples introduced in the readings.

### **“Where I’m From” Poetry Activity 10%**

As a way to introduce ourselves and practice the feminist skill of self-reflexivity introduced in our textbook *It’s Time to Talk and Listen*, students will work in class to develop a “Where I’m From” poem. Students will practice and refine their poems in small groups. Then students will present their poems orally to the class. Students will be graded on their written poem and their oral presentation. Full details will be posted on Canvas.

### **Reading Facilitator 10%**

Once during the semester, pairs of students will be responsible for facilitating the class for 15 minutes based on the “Your Turn” exercises in the textbook *It’s Time to Talk and Listen*. First, student presenters will identify and present one key concept and two related key quotes from the week’s readings. Then the student presenters will lead the class in journal writing based on the “Your Turn” exercises in the reading. Finally, the student presenters will facilitate a whole class discussion based on the readings and students’ responses. Students must submit a 2-page “lesson-plan” for their presentation that includes: 1) a description of the key concept, 2) their analysis of 2 quotes and how they relate to the key concept, 3) a description of the “Your Turn” exercise they will guide the class in, and 4) 3 discussion prompting questions to help facilitate a class discussion into the important themes in the reading. Full details will be posted on Canvas.

### **Signature Assignment for Current Conversations: Talking about Gender, Race, and Sexuality in Popular Culture 30%**

Students will start by brainstorming interesting/compelling examples of popular culture related to gender, race and/or sexuality. Then, students will work as a class and with the professor to identify a WGS and/or Critical Ethnic Studies concept or topic related to their popular culture example. (For example, a student might choose to recent Netflix show “Selena” and a related concept could be “Latina representation in popular culture” or the transnational feminist concept of “woman as nation”). The class will receive a library research tutorial and students will be responsible for finding 2 scholarly sources from the fields of WGS and Critical Ethnic Studies related to their concepts. Students will synthesize evidence from the scholarship and develop a feminist and/or critical ethnic studies analysis of their pop culture example. Students deliver a 5-8-minute extemporaneous (or without notes) presentation to the class. The week following their presentation, students will submit a 5-page paper that includes their reflection on this assignment. See Signature Assignment description for more details.

### **Final Written and Oral Presentation 20%**

In a 5-page paper, students will trace their intellectual development throughout this class citing at least 5 different readings/chapters from the syllabus. Students will give a 3-minute presentation about their central take-away from this class. Full details on Canvas.

## **Required Readings**

Kim, Anatasia S. and Alicia del Prado. *It's Time to Talk and Listen: How to Have Constructive Conversations About Race, Class, Sexuality, Ability, & Gender in a Polarized World*. (New Harbinger Publications) 2019. Full digital text for this book is available on Canvas.

Excerpts from: Oluo, Ijeoma. *So You Want to Talk About Race* (Seal Press) 2019. Instructor will post required portions on Canvas.

Excerpts from: Wood, Julia T. and Natalie Fixmer-Oraiz. *Gendered Lives: Communication, Gender, & Culture*, 13<sup>th</sup> Edition. (Boston: Cengage) 2019. Instructor will post required portions on Canvas.

**Class Schedule and Outline:** *This will serve as a guide for the class. Instructor may adjust schedule if needed for pacing of course, or school closures.*

## ***Segment 1: Introductions and Key Concepts in WGS***

<b>Week One</b>	<b>Welcome and Introductions</b>
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8/22	Read out loud as a class Audre Lorde "The Transformation of Silence into Language and Action"
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<b>Week Two</b>	<b>What is WGS? How will we learn and communicate in this class?</b>
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8/29	<i>Gendered Lives</i> Ch. 1: "The Study of Communication, Gender and Culture" <i>So You Want to Talk About Race</i> "Introduction" Start "Where I'm From" Poetry Exercise
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<b>Week Three</b>	<b>Labor Day: Campus Closed</b>
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9/5	No class. Enjoy!
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<b>Week Four</b>	<b>Key Concepts: Gender, Feminism, and Intersectionality</b>
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9/12	<i>Gendered Lives</i> Ch. 7: "Gendered Communication in Practice" <i>So You Want to Talk About Race</i> "Why am I always being told to 'check my privilege?'" and "What is Intersectionality and why do I need it?" Writing workshop "Where I'm From" Poetry
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<b>Week Five</b>	<b>"Where I'm From," Feminist Standpoint Epistemology</b>
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9/19	Students orally present "Where I'm From" poems Written poem is due
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## ***Segment 2: Feminist Ethics of Listening and Speaking***

<b>Week Six</b>	<b>Key Concepts: Feminist Self-Reflexivity</b>
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9/26	<i>It's Time to Talk and Listen</i> "Introduction: Mirror, Mirror, on the Wall" <i>It's Time to Talk and Listen</i> "Identify a Grounded Goal" Student Reading Facilitators
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<b>Week Seven</b>	<b>Key Concepts: Privilege and Oppression</b>
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10/3                    *It's Time to Talk and Listen* "Locate and Acknowledge Barriers"  
*It's Time to Talk and Listen* "Setting a Value-Driven Intention"  
Student Reading Facilitators

<b>Week Eight</b>	<b>Key Concepts: Feminist Constructive Communication I</b>
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10/10                    *It's Time to Talk and Listen* "Set the Stage"  
*It's Time to Talk and Listen* "Take Action"  
Student Reading Facilitators

<b>Week Nine</b>	<b>Key Concepts: Feminist Constructive Communication II</b>
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10/17                    *It's Time to Talk and Listen* "Listen"  
*It's Time to Talk and Listen* "Respond"  
Student Reading Facilitators

<b>Week Ten</b>	<b>Key Concepts: Feminist Activism and Everyday Practice</b>
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10/24                    *It's Time to Talk and Listen* "Do It Again"  
*It's Time to Talk and Listen* "Constructive Conversations as a Lifestyle"  
Student Reading Facilitators

***Segment 3: Communicating about Gender, Race, and Sexuality in Pop Culture***

<b>Week Eleven</b>
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10/31                    Introduce Assignment: Current Conversations  
Library Research Tour with Hilary Smith  
Selected readings may be posted in Canvas for use in class

<b>Week Twelve</b>
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11/7                    Students present: Current Conversations Assignment  
Selected readings may be posted in Canvas for use in class

<b>Week Thirteen</b>
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11/14                    Students present: Current Conversations Assignment  
Selected readings may be posted in Canvas for use in class

<b>Week Fourteen</b>
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11/21                    Students present: Current Conversations Assignment  
Selected readings may be posted in Canvas for use in class

<b>Week Fifteen</b>
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11/28                    Students present: Current Conversations Assignment

Selected readings may be posted in Canvas for use in class  
Preparing for Final Paper and Presentation

**Week Sixteen**

12/5                      Students present: Current Conversations Assignment  
Selected readings may be posted in Canvas for use in class  
Due: Final Paper

**Week Seventeen    Final meeting officially scheduled for 8-10am (We will meet from 9-10am)**

12/2                      Due: Final Presentation

*Revised by J. Arild on 8/9/2022*

**“Intro to Women’s and Gender Studies”**  
**WGS 200 (3 units, GE E)**  
**Fall 2022 ~ Wednesdays, 4pm-6:40pm, Salazar Hall 2016**

Instructor: Dr. Amber Muller  
Office Hours: Mondays, 9-12pm, via Zoom  
Zoom links for office hours:

Email: [mullera@sonoma.edu](mailto:mullera@sonoma.edu)

**Course Description:**

Students in this course will explore social, political, and cultural dimensions of gender in society and culture. We will learn about how feminism is a constellation of social justice movements organized around gender and sexuality concerns, which are politicized differently across time and place. This course foregrounds intersectional feminist analyses: how gender is co-constituted with race, sexuality, nation, ability, economy, and other forms of social power. Students will learn about the field of WGS, feminist analysis, interdisciplinary methods, and social justice.

**Student Learning Outcomes:**

- 1) Learn about gender as a complex interrelationship between biological sex, an internal sense of one’s identity, and the outward presentation and reception of gendered behaviors and expressions.
- 2) Study how gender operates throughout all levels of U.S. society from the individual to the institutional.
- 3) Develop an intersectional feminist analysis of how gender is always co-constituted with sexuality, race, ethnicity, nation, ability, and class. Students will learn how gender cannot exist outside of other social ideologies and identities.
- 4) Draw connections between scholarship in the field of WGS and one’s own social position and experience. Students will read a range of interdisciplinary feminist academic scholarship and reflect through discussion and writing how this body of knowledge shapes their self-understanding.
- 5) Foster community engagement through learning about the history of the field of WGS and feminist activism. Students will be required to attend and/or create community events focusing on gender.
- 6) Demonstrate expanding written and oral communication as well as qualitative and media literacy skills through academic and primary source research, written reading analysis papers, and class presentations. Class discussions and activities will foster the opportunity to develop teamwork and problem solving.

**GE E Learning Outcomes**

- Critical Reading
- Disciplinary and Interdisciplinary Knowledge
- Cultural Competencies

**Course Policies:**

- This class follows all SSU [University Policies](#). Students are responsible for knowing and following these policies, including the add/drop, cheating and plagiarism policy, and the diversity statement.
- This class counts as lower division GE E. [SSU General Education Mission, Goals, and Objectives](#).
- Signature Assignments will be collected and submitted to the campus for GE assessment.
- Late work is usually not accepted without penalty, unless it is an illness/medical/family emergency. If you anticipate needing an extension for any writing assignment (does not apply to quizzes), this request must be made at least 48 hours in advance.
- Digital devices must be used solely for class purposes (i.e. reading PDFs or Powerpoints). Non-class use of digital devices (i.e. internet use, checking email, work for other classes, texting) will result in a lowered final course grade.
- Contact [Disability Services for Students](#) if you need accommodations for this class.
- Attendance in class is critical for student learning and success. Students may miss up to one week of class material. Students will have the opportunity to earn full missing points by doing the make-up assignment (see next page). Beyond that, the overall class grade may be negatively impacted.

**Land Acknowledgement:**

Sonoma State University sits on the borderlands of the Southern Pomo and Coast Miwok Nations, the descendants of whom today are the enrolled citizens of the Federated Indians of Graton Rancheria. The mission of the Federated Indians of Graton Rancheria is social justice and environmental stewardship. The Tribe hopes and encourages the larger community to join them in this necessary mission.

Please read the history of the Federated Indians of Graton Rancheria:

<https://gratonrancheria.com/culture/history/>

WGS 200 will cover Indigenous Feminisms throughout our course and specifically in our unit on Feminist Roots: Sovereignty, Abolition, and Suffrage.

**Pandemic Policies:**

We all breathe the same air—we are connected to each other. This is both a precious gift, a source of great strength, and site of our vulnerability. WGS classrooms are spaces of community and world building. I invite us all to build the kind of classroom that prioritizes our learning and our fullness as human beings.

Please carefully read all sections of the [Sonoma State Covid-19 information page](#). Before leaving your residence or coming to campus, you are required to complete the [daily wellness screening](#). Please complete this screening and receive your green indicator before coming to campus/class.

When we are in class, we are recommended to wear masks fully covering our nose and mouth at all times. If you forget to bring a mask you may obtain one at Seawolf Services, the University Library, or the Student Center.

If you feel sick at all or think you may have been recently exposed to someone with COVID, please do not come to class and do stay at home. No one will be penalized in this class for staying home because of COVID concerns. Please just do the Make-Up Assignment described on the next page. You can do this assignment for more than one week if you need to be out for COVID concerns.

## **Course Assignments:**

### ***Class Participation and Small Group Discussions: 20%***

Students will work in small break-out groups each week to discuss and analyze the class readings and key concepts. Students should be prepared to share their findings with the rest of the class and actively participate in these presentations.

### ***Canvas Reading Quizzes: 20%***

There will be 3 Canvas reading quizzes based on the assigned readings for this class. To prepare for these quizzes, students are highly encouraged to take notes about the main points, key concepts, and examples introduced in the readings.

### ***Reflection Journal – WGS and My Experiences: 20%***

3 times during the semester, students will be given a writing prompt based on class readings and/or key concepts in the field of Women's and Gender Studies. Students will reflect and write about how this scholarship relates to their own experiences and lives. The goal of this assignment is for students to develop deeper self-understanding about their own social position(s). Each journal entry must be at least 300 words. There are no "right" or "wrong" responses; students will be graded based on demonstrated effort to personally engage with WGS material. On Canvas.

### ***Community Engagement – Feminism @ SSU: 20% - Signature Assignment***

Once during the semester, students will either attend, participate in, or create an intersectional feminist event or project on campus or virtually. I will circulate a list of possible events to attend in person and on zoom. You are also welcome to be creative—how can you engage or create more feminist community in your life?—Go for it. Students will write a 3-page paper drawing connections between what they learned with at least 1 key concept and 2 different readings from our class. Details on Canvas. Due on Canvas before 10pm Wednesday 11/9.

### ***Final Essay: 20%***

The final take-home, 4-page essay will cover material presented throughout this entire course. Due on Canvas before 3pm, Wednesday 12/7

***Make-up Assignment*** (may be repeated for any missed classes due to COVID concerns, illness, or family/personal emergency). Students may read one of chapters 2, 3, or 4 from *A History of U.S. Feminisms* and write a 2-page analysis essay drawing connections between the chapter and at least 1 key concept from class on the day you miss (choose your chapter appropriately). On the top of your paper, please list the date you were absent, the chosen chapter, and the key concept you will be writing about. This paper will be graded on clarity of writing, grasp of central arguments in the reading, and understanding of the key concept(s). Submit to Canvas within 1 week of the week(s) you miss.



## **Textbooks:**

Saraswati, L. Ayu, Barbara L. Shaw, and Heather Rellihan, eds. *Introduction to Women's, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches*. New York: Oxford University Press, 2021.

(Abbreviated as: "Textbook IWGSS")

Hernández, Daisy and Bushra Rehman, eds. *Colonize This!: Young Women of Color on Today's Feminism*. New York: Seal Press, 2019.

[https://sonoma-primo.hosted.exlibrisgroup.com/permalink/f/18sa3pb/01CAL\\$ALMA7142854893000290\\_1](https://sonoma-primo.hosted.exlibrisgroup.com/permalink/f/18sa3pb/01CAL$ALMA7142854893000290_1)

Dicker, Rory. *A History of U.S. Feminisms*. Berkeley: Seal Press, 2016.

*All readings are subject to revision or addition*

## **Unit 1: What is Women's and Gender Studies (WGS)?**

### **August 24 ~ Welcome to WGS**

Welcome! Introductions to each other, introduction to this class and our syllabus.

Small group then whole class discussion: What brings you here? What are your expectations/ hopes for this class?

- Read out loud: excerpts from Audre Lorde "The Transformation of Silence into Language and Action" (1977).

<https://electricliterature.com/wp-content/uploads/2017/12/silenceintoaction.pdf>

- Read out loud: excerpts from Sarah Ahmed "Feminist Hurt/Feminism Hurts" (2014).

<https://feministkilljoys.com/2014/07/21/feminist-hurtfeminism-hurts/>

- Read out loud: Byron Hurt "The Root: Men Can Be Feminists, Too" (2011).

<https://www.npr.org/2011/03/17/134620453/the-root-men-can-be-feminists-too>

### **August 31 ~ Mapping the Field I: Feminisms, Sexualities, Genders**

Key concepts: Feminisms, Patriarchies

- Textbook IWGSS: #1 bell hooks "Feminist Politics: Where We Stand."
- Textbook IWGSS: #2 Allan Johnson "Patriarchy, The System" (only pages 27-31).
- Colonize This!: Susan Mauaddi Darraj "It's Not an Oxymoron: The Search for an Arab Feminism," pages 285-299.
- Colonize This!: Erica González Martínez "Dutiful Hijas: Dependency, Power, Guilt," pages 151-163.

### **September 7 ~ Mapping the Field II: Social Construction - ZOOM**

Key concepts: Social Construction, Sex/Gender

- Canvas PDF Reading: excerpts from Judith Lorber "'Night to His Day': The Social Construction of Gender."
- Textbook IWGSS: #70 Emily Martin "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles."
- Canvas PDF Reading: Jamison Green "Look! No Don't! The Invisibility Dilemma for Transsexual Men."



## **September 14 ~ Mapping the Field III: Oppression and Privilege**

Key concepts: Oppression and Privilege

- Textbook IWGSS: #7 Robin Di Angelo “Nothing to Add: A Challenge to White Silence in Racial Discussions.”
- Textbook IWGSS: #8 Audre Lorde “There is No Hierarchy of Oppression.”
- Colonize This!: Christina Tzintzún “Colonize This!,” pages 31-41.
- Due: Reflection Journal #1. On Canvas before 10pm on Wednesday 09/14.

## **September 21 ~ Mapping the Field IV: Intersectionality**

Key concept: Intersectionality

- Canvas PDF Reading: excerpts from Kimberlé Crenshaw “Demarginalizing the Intersections of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (1989).
- Textbook IWGSS: #9 Ijeoma A. “Because You Are a Girl”
- Textbook IWGSS: #10 Soledad Caballero “Before Intersectionality.”
- Colonize This!: Stella Luna “HIV and Me: The Chicana Version,” pages 65-77.

Due: Reading Quiz #1. On Canvas before 10pm, Wednesday 09/21.

## **Unit 2: Histories of Feminist Thought and Activism**

### **September 28 ~ Feminist Roots: Sovereignty, Abolition, and Suffrage**

Key Concepts: Indigenous Sovereignty, Abolition, Suffrage: Multiple Visions of Freedom

- Colonize This!: Kahente Horn-Miller “Bring Us Back into the Dance” pages 120-132.
- Textbook IWGSS: #12 Angelina Grimké “An Appeal to the Christian Women of the South.”
- PDF Reading: Sojourner Truth “Ain’t I a Woman”
- Textbook IWGSS: #15 Ida B. Wells “A Red Record” Excerpt.
- PDF Reading: “Emma Tenayuca Pecan-Shellers’ Strike.”

### **October 5 ~ Feminism in the Mid- to Late 20th Century**

Key Concepts: The Personal is Political, Bridge Feminisms

- Textbook IWGSS: #18 Les Feinberg and Sylvia Rivera “I’m Glad I was in the Stonewall Riot.”
- Textbook IWGSS: #23 The Combahee River Collective “A Black Feminist Statement.”
- Textbook IWGSS: #26 Gloria Anzaldúa “La conciencia de la mestiza”
- Textbook IWGSS: #27 National Organization for Men Against Sexism “Tenets.”

Due: Reflection Journal #2. On Canvas before 10pm on Wednesday 10/5.

## **Unit 3: Current Topics: Feminist Perspectives**

### **October 12 ~ Families and Work**

Key Concepts: Definitions of Family, Reproductive Labour

- Textbook IWGSS: #23 Pat Mainardi “The Politics of Housework.”
- Textbook IWGSS: #38 beyondmarriage.org “Beyond Same-Sex Marriage: A New Strategic Vision for All Our Families and Relationships.”
- Textbook IWGSS: #37 Marlene Kim “Policies to End the Gender Wage Gap in the US.”

## **October 19 ~ Popular Culture and Media Representation**

Key Concept: Controlling Images

- Canvas PDF Reading: Nancy Wang Yuen “Introduction” from *Reel Inequality: Hollywood Actors and Racism* (2018).
- Textbook IWGSS: #67 Jessica Vasquez-Tokos “Resisting Racism: Latinos’ Changing Responses to Controlling Images over the Life Course”
- Textbook IWGSS: #52 Elly Belle “Knee-Jerk Biphobia: What Responses to Miley Cyrus’s Breakup Say About Queer Erasure.”

Due: Reading Quiz #2. On Canvas before 10pm Wednesday 10/19.

## **October 26 ~ Body Politics, Sexual Politics**

Key Concepts: Epistemology (Epistemologies of Ignorance)

- Textbook IWGSS: #50 Aleichia Williams “Too Latina to Be Black, Too Black to Be Latina.”
- Textbook IWGSS: #60 Kristina Gupta “Feminist Approaches to Asexuality”
- Textbook IWGSS: #53 Janet Mock “From Redefining Realness: My Path to Womanhood.”
- Textbook IWGSS: #67 Kimberly Dark “Big Yoga Student.”

## **November 2 ~ Health and Reproductive Justice**

Key Concepts: Reproductive Justice and Healing Justice

- Textbook IWGSS: #72 Liam Oliver Lair “Navigating Transness in the United States: Understanding the Legacies of Eugenics.”
- Textbook IWGSS: #71 Glenda Flores “Latina/x *Doctoras* [Doctors]: Negotiating Knowledge Production in the Sciences”
- Textbook IWGSS: #42 Loretta Ross excerpt “Mobilizing for Reproductive Justice” (pages 287-289).
- Colonize This!: Sandra Kumwong “Becoming an Abortion Doula,” pages 164-175.
- Colonize This!: Luna Merbruja “Resisting Sterilization & Embracing Trans Motherhood.”

## **November 9 ~ No Class Meeting**

Due: Community Engagement Papers. On Canvas before 10pm Wednesday 11/9.

## **November 16 ~ Immigration & Citizenship**

Key Concepts: Nationalism, Xenophobia, Citizenship

- Textbook IWGSS: #35 Monisha Das Gupta “Broken Hearts, Broken Families: Deportation.”
- Colonize This!: Sonia Guiñansaca “Migrant Organizing: A Retelling,” pages 212-227.

Due: Reflection Journal #3. On Canvas before 10pm, Wednesday 11/16.

## **November 23 ~ Thanksgiving Break- No Class Meeting**

## **November 30 ~ Visions for Feminist Futures**

Key Concept: Feminist Activism

- Textbook IWGSS: #81 BeenashJafri “Not Your Indian Eco-Princess: Indigenous Women’s Resistance to Environmental Degradation”
- Textbook IWGSS: #86 Christina Bejarano “The Latina Advantage in US Politics: Recent Example with Representative Ocasio-Cortez.”
- Textbook IWGSS: #92 Heather Rellihan “An Interview with Tarana Burke”

Due: Quiz #3. On Canvas before 10pm, Wednesday 11/30.

**December 7 ~ No Class Meeting**

Due: Final Essay. On Canvas before 3pm, Wednesday 12/7

**Feminist Lecture Series: Fall 2022**  
**WGS 201**  
**Wednesday 9:00-11:40**

Instructor: Dr. Amber Muller

Email: mullera@sonoma.edu

Office Hours: Monday 9-12pm via zoom: <https://SonomaState.zoom.us/j/9812489114>

**Course Description:** This semester-long three-unit, 2 hour and 40-minute, course features 8 presentations by local and regional activists, organizers, practitioners, and experts working on issues of gender, social justice, advocacy, and health. In addition, students will delve into related readings and dialogue in facilitated peer-to-peer sessions. The goal of the course is to bring cutting edge and topical feminist work being done in our own communities to the SSU campus.

The Feminist Lecture Series is part of the Women's and Gender Studies Department's Gender Studies Program Series and is made possible by funding from the SSU Instructionally Related Activities Program.

**Required Texts:** *Octavia's Brood: Science Fiction Stories from Social Justice Movements*. Eds. adrienne maree brown and Walidah Imarisha. (2015)

**Course Requirements and Expectations:** This is a three-unit, credit/no credit class. You receive credit based on attendance/participation, one group presentation, and two three-page response papers. If you do not meet the requirements of all of these areas, you will not receive credit for the course.

**Attendance:** To receive credit, you may not miss more than two class periods. Our student TA will manually log attendance at the end of each class meeting. This means that you must remain in attendance for the whole class period. If you miss class, you do not need to contact the instructor, as no more than two absences will be excused for any reason. This is only a weekly class, and we have guest speakers, so be on time. Late arrivals are very disruptive to the rest of class and the guest. Late students and students who leave early will be marked absent.

**Participation:** In addition to the guest speakers, this class will rely heavily on group discussions: both as a whole class and in smaller break out rooms. You are highly encouraged to "take up your space" in this class by having your camera on. Try to find a corner or any place that feels comfortable to join us (kids, family, animals—are fine). If you are unable to turn on your camera, please put a picture of yourself or of something from nature that you thinks represents you.

**Response Papers:** Two typed, double-spaced, 3-page response papers will be due during the semester. They are due on October 26 and December 7. Response papers must discuss at least two lectures or films and at least two readings from the syllabus. If you do not discuss at least two of each, you will not get credit. The first paper will address materials from the first half of

the course and the second paper must address materials from the second half. Be sure your responses are clearly expressed. Late papers are not accepted.

Please note important University policies of which you should be aware, regarding add/drop, cheating and plagiarism, grade appeals, accommodation for students with disabilities, and the diversity vision statement. These can be found at:

[www.sonoma.edu/uaffairs/policies/studentinfo.shtml](http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml)

**Group Presentations:** In conjunction with our unit on speculative fiction, social justice, and Alex Brown's presentation, students will be organized into groups of 3 or 4 to present on and analyze selections from *Octavia's Brood*. This will require out of class work to prepare. Presentations will take place on October 12. Further information will be provided via an assignment description on Canvas.

### Schedule

**8/24 Introduction- What is Feminism?**

**8/31 Viewing of *Tough Guise 2*** <https://www.kanopy.com/en/sonoma/video/216724>

**9/7 Finish Viewing *Tough Guise 2* and discussion**

- Read Chapter 3, "The Social Organization of Masculinity", Raewyn Connell  
[http://lulfmi.lv/files/2020/Connell\\_Masculinities.pdf](http://lulfmi.lv/files/2020/Connell_Masculinities.pdf)

**9/14 Speaker 1: Dr. Erica Tom, "Anti-Anthropocentrism is Feminism"**

- Read: "Gender and Power in Narratives of "Natural Horsemanship": The Production of "Prey-Identified Masculinity""
- Read "HUMANIZING ANIMALS: Talking about Second Chances, Horses, and Prisoners"

**9/21 Speaker 2: Blair Hopkins, SWOP Behind Bars**

- Read: "A Systematic Review of the Correlates of Violence Against Sex Workers", Deering et al <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3987574/>
- Read: "Scientific Evidence for Ending the Criminalization of Sex Work", Brents et al <https://thenevadaindependent.com/article/scientific-evidence-for-ending-the-criminalizati-on-of-sex-work>

**9/28 Introduction to Fiction and Social Justice/How to Prepare for Your Presentations**

**10/5 Speaker 3: Alex Brown**

- Read "Asexuality 101"
- Read "I Just Came Out As Non-Binary, Here's What That Means"  
<https://www.minus18.org.au/articles/i-just-came-out-as-non-binary-heres-what-that-means>

**10/12 Octavia's Brood Presentations**

**10/19 Speaker 4: Dr. Jocelyn Lehrer, *The Men's Story Project***

- Read: "How to Date a Brown Girl (Black Girl, White Girl, or Halfie), Junot Díaz  
<https://www.newyorker.com/magazine/1995/12/25/how-to-date-a-brown-girl-black-girl-white-girl-or-halfie>

**10/26 Speaker 5: Karen Gutfreund, "Art as Slow Change"**

- Read "Feminist Subjects versus Feminist Effects: The Curating of Feminist Art (or is it the Feminist Curating of Art?)", Amelia Jones
- **Paper #1 Due by 9am**

**11/2 Listen to "Popaganda: Class War, but Make it Fashion" and discuss  
<https://www.bitchmedia.org/article/popaganda-class-war-make-it-fashion>**

**11/9 Speaker 6: Shelly Gomez and Tremaine Austin-Dillon, The Hub Cultural Centre**

- Read "Introduction" from *Paying for the Party: How College Maintains Inequality*

**11/16 Speaker 7: Susy Chavez, *California Latinas for Reproductive Justice***

- Read "From the Roots of Latina Feminism to the Future of the Reproductive Justice Movement", Alexandra DelValle
- Read "Birth Control", Kathy E. Ferguson

**11/23 Thanksgiving- no class meeting**

**11/30 Speaker 8: Shauna Farabaugh and Ligia Andrade Zuniga, Bay Area Sexuality and Disability Network**

- Read "Online Dating Experiences of LGBTQ+ Emerging Adults With Disabilities"  
Elizabeth Mazur



**12/7 Paper #2 Due by Noon- no class meeting  
Enjoy your break!**

**Women and Gender Studies 255**  
**Introduction to Queer Studies**  
**Sonoma State University**  
**Fall 2022**  
**3 Units (GE C1)**

Course Description

Primarily through the lens of films (shorts, feature, documentary, and digital) and touching upon visual arts and music, we will explore the field of queer studies and its relationship both to the lives of lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people and to understandings of broader culture and society. Using interdisciplinary approaches that incorporate the intersection of race, class, gender, ability, and nation with sexuality and gender identity and expression, we will cultivate analytical tools provided by queer and trans studies and apply them to artistic and cultural production and expression, as well as related political and social contexts. In this introductory course, students need no prior background in queer/trans studies, women's and gender studies, or film studies to fully engage.

Course Learning Outcomes

By satisfactorily completing this course, students will be empowered to:

1. Define and effectively apply key interdisciplinary Queer and Trans Studies concepts, themes, and kinds of analysis
2. Utilize diverse queer and trans scholarship, activism, and representation to interpret documentary and feature cinema and other arts (music and visual)
3. Analyze cultural, political, and social institutions, identities, and expressions through intersectional queer lenses of normalization, marginalization, transgression, and transformation
4. Articulate roles that sexual and gender diversity play in artistic production and reception, engaged citizenship, and social justice as they relate to self-making, interpersonal relationships, cultural expression, social relations, state and civic claims, and transnational interaction
5. Design and create expressive texts that reflect and extend Queer and Trans Studies concepts through innovative interpretations of film, media, and the arts.

Course Ethics and Accommodations

Be aware of important university policies such as add/drop; cheating and plagiarism; grade appeal; and diversity, which are all available on the SSU website. If you have special learning needs that may require accommodations, register with the campus office of Disability Services for Students, Salazar 1049, 664-2677, <http://web.sonoma.edu/dss/>. Discuss the DSS recommendation with me and we will make the course work for you.

## Professor Info

Hi, I'm Professor Don Romesburg. I've been teaching in the WGS Department since 2007 and I'm excited to join you on this journey! Need something? **Email is the fastest way to reach me** and I will respond within 24 hours, except weekends. Reach out again if you don't hear from me in that time. **Visit my office hours if your question requires more than a one-sentence answer.** My Professor Bio in the Intro Module gives more details about me.

**Email:** [don.romesburg@sonoma.edu](mailto:don.romesburg@sonoma.edu)

### **Office Hours:**

- **Zoom (Drop In):** T/TH 11-12:15
- **Campus (By Appointment—Email Me):** W 4-4:35

## Online Course Communication Expectations

- **Identify yourself by the full (first and last) name you use in everyday life and mindful of privacy.** Let me know if the name you're using does not match the course roster (and see the SSU Preferred Name Policy: <https://registrar.sonoma.edu/enrollment-policies/preferred-name-policy>.) Avoid including information such as phone numbers or addresses in discussion forums. Never use private information about others and be thoughtful about the information you share about yourself.
- **Be clear and consistent.** For discussions in online college courses generally, writing the way you would speak is a good rule of thumb, adhere to the same rules you would follow in face-to-face communications. For online courses, you should also check communications before sending for proper grammar, spelling, and formatting. Check messages and discussion activities regularly and respond in a prompt manner.
  - Use proper headings and subject lines in emails and discussion forums. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!"
  - When asking for help, from either me or tech support, provide as much information as possible. Include the course name and activity name, what you were attempting to do, the full text of error messages and, if a tech issue, your browser/version information and a screenshot displaying the problem.
- **Read and formulate communications carefully.** Take the time to think about course content and thoughtfully consider all points contained in your online communications. Research your evidence and provide citations for information stated in your communications. Keep communications meaningful and to the point. If you are sending a reply to a message or a posting to be sure you summarize the original at the top of the message or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response.
- **Use first person ("I" statements) when expressing your opinion.**
- **Be respectful of others' opinions, identities, and experiences.** For WGS online courses especially, we embrace difference and work to understand one another's standpoints. We have difficult dialogues about sensitive topics. We understand that our own identities, subjectivities and experiences occur within intersecting fields of social power (such as gender, sexuality, race, and class) and that these inform the ways we interpret the world. All of this requires of each of us humility, self-reflection, and empathic curiosity about the standpoints and perspectives of others. Respect and use pronouns and names

identified by individuals as most appropriate to them, regardless of how they might correspond to those they were assigned at birth.

- **Be empathetic and cooperative.** We are all on this journey together, but we start from different locations. Anyone can make a simple mistake, overreach, or clumsy phrasing in their communication. This is true especially in a field of subjugated/marginalized knowledge such as LGBTQ studies. Address the idea/concept, not the person. Keep an open mind. The stakes of this content can be a lot higher for some than others, so avoid playing “devil’s advocate” or spinning out hypotheticals “just for the sake of argument.” Work to call in with expanded dialogue and understanding rather than calling out or cancelling. Reach out to me if you need help sorting through this challenge.
- **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- **Remember this course is online.** Unlike face-to-face classes, where we all get to show up at the same time and place, online classes have a different flow. Fellow students and I may have very different schedules, life circumstances, and challenges than you do. You may not always receive an immediate response. Plan for this. Don’t put things off until the last moment.
  - Check your email account regularly for updated information. Use e-mail for private messages to the instructor and other students. The discussion forum is for public messages. If you have questions or confusion about an assignment, take action promptly!
  - Sometimes links or other pages need updating or become inactive. Reach out if you encounter this—it helps everyone!

### Course Organization, Skills, and Expectations

- This 16-week, 3-unit course is fully asynchronous, with an expectation of 7-9 hours of work each week (including active reading and media screening, group participation, discussion, and keeping up with your assignments).
- While the course is asynchronous, you will still need to meet set deadlines along the way to stay on track and succeed. Time management falls more heavily on you in online learning than in a traditional classroom. Review the assignments on the Syllabus and print it out for easy reference as you complete each task. You are expected to plan your study time around the course schedule and recommended completion dates.
- You will need to embrace a willingness to share with others, courageous and persistent use of writing skills, and initiative when you “get stuck” with either tech issues or course concepts. Click links, explore, and ask questions!
- Basic technical skills are needed, including creating and managing online documents and files (with Word, Powerpoint, and Google Drive/Docs/Slides), internet search and navigation, and email.
- Canvas is the main SSU learning platform and is functional on many phones and tablets. However, you shouldn’t solely rely on one of these devices to complete your course work. Access to a computer is still needed for many activities. There’s support for all of this via SSU’s IT Department: <https://lms.sonoma.edu/get-help>

### Assignments and Grading

- 20% Participation—Discussion Boards, Group Work, and Short Assignments
- 40% Annotated Keywords Glossary (you will hand this in accumulating segments at four times in the semester)
- 10% Four Reading Quizzes (2.5% each)
- 20% Four Comparative Film Analyses (Five assigned, you skip one) (5% each)
- 10% Queer Zine Project (including proposal and final ‘zine)

**Participation—Discussion Boards and Group Work:** At many times in the semester you are required to participate in Canvas-based small groups, share-outs, and responses; all-class comments; or other short assignments. These constitute your participation grade across the semester and are cumulative. Make sure you always follow the directions, actively engage the assignments, and submit required writing on or before all deadlines. Because much of the participation requires sequenced submissions (such as small group work first, share outs second, and responses third), no points will be awarded for late participation. (20%)

**Annotated Keywords Glossary:** You will keep an ongoing log of all keywords throughout the semester. Each entry should include:

- A 2-3-sentence definition of the term with a clear citation of its source from our lectures, readings, films, and/or discussions
- At least one relevant example from the reading materials, lectures, or films.

You will be graded on both definition and application. Definitions and examples must come from course lectures and materials—not from Wikipedia, other non-course-specific sources or your personal life.

It is your responsibility to maintain this and come to office hours if missing any.

Due on 9/11, 10/3, 11/6, and 12/12. (40%)

**Reading Quizzes:** Because readings make up the backbone of our conversations, you need to be prepared to explore, defend, and critique them. Four quizzes based on the readings due that week will be given throughout the semester to ensure students’ readiness. *You may not make up missed quizzes.* (10%)

**Comparative Film Analyses:** At five times in the semester (Weeks 4, 6, 7, 9, and 13), students will write a double-spaced, typed 2-3-page comparative analysis of paired films, connecting them to the related assigned readings and other materials.

Keywords will be especially helpful in developing your analysis. We will review how to analyze films at various points throughout the term. You may choose one to skip, so there are no make-ups. You are still expected to watch the films for the paper you do not write. (20%)

**Queer Zine Project:** Students will be graded on concept paragraph (11/13) and final zine (due 12/15). In Week 8, you will receive an assignment handout. (10%)

**Required Texts: (Books available at the campus bookstore and online)**

1. Meliza Bañales, *Life Is Wonderful, People Are Terrific* (Portland: Ladybox Books, 2015), ISBN: 9781940885292
2. Meg-John Barker and Julia Scheele, *Queer: A Graphic History* (London: Icon Books, 2016), ISBN: 9781785780714
3. Janet Mock, *Redefining Realness* (New York: Atria Paperback, 2014), ISBN: 9781476709130
4. Web-based readings, retrievable via Canvas

**Course Schedule**

WEEK	CLASS TOPIC	READINGS DUE
	<b>PART I:</b>	<b>QUEER AND TRANS STUDIES 101</b>
<b>1</b>	<p><b>Introduction</b>            What is “queer studies?”</p> <p>What do sex, gender, and sexuality relate to identity?</p> <p>How do gender identity and expression, biological sex, and attraction differ?</p> <p>How do sexual and gendered norms structure society?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Queer Studies</li> <li>• Sex vs. Gender</li> <li>• Gender Identity vs. Expression</li> <li>• Sexual vs. Romantic Attraction</li> <li>• Intersex</li> <li>• Non-Binary</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Joan Roughgarden, "What Is Sex? What Is Gender?" <i>Gay and Lesbian Review Worldwide</i> 24, no. 1 (2017): 20-24</li> <li>• Meg-John Barker and Jules Scheele, “Sex and Gender,” from <i>Gender: A Graphic Guide</i> (London: Icon Books, 2019), 27-38</li> </ul> <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• The Genderbread Person 3.3 and “Breaking through the Binary” (2017)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <i>The Fortune Teller: 50 Years of Faggotry in 5 Minutes</i> (US, dir. Leo Herrera, 2013, 5 min.)</li> <li>• Things Not to Say to a Non-Binary Person (BBC Three: 2017)</li> <li>• Trystan Reese, “I Was the Pregnant Man,” <i>The Moth Mainstage</i>, April 19, 2018</li> </ul>

	<ul style="list-style-type: none"> <li>• Transgender</li> </ul>	
<p>2</p>	<p><b>What’s “Queer” and What’s Sexology Got to Do With It?</b>  How has science produced pathology <i>and</i> possibility for gender and sexual diversity?</p> <p>What are organizing sexual assumptions in our society?</p> <p>How are sexuality and sexual identity socially constructed?</p> <p>How does the “nature vs. nature” debate get queered by science?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>▪ Queer</li> <li>▪ Sexology</li> <li>▪ Sexual Assumptions</li> <li>▪ Nature/Nurture</li> <li>▪ Heteronormativity</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Meg-John Barker and Jules Scheele, <i>Queer: A Graphic History</i> [hereafter <i>Queer</i>] 1-30, 84-90, 110-119 [start-<b>Key Assumption 3; Heteronormativity-Interrogating Heteronormativity; Queer Biology-Queering Sex Therapy</b>]</li> <li>• "The Transvengers" comic (2014)</li> </ul> <p><b>Watch [NO FILM PAPER THIS FIRST TIME]:</b></p> <ul style="list-style-type: none"> <li>• <i>Changing Our Minds: The Story of Dr. Evelyn Hooker</i> (US, dir. Richard Schmiechen, 1991, 75 min.)</li> <li>• “The Agnes Project” (Canada, dir. Chase Joynt and Kristen Schilt, 2020 [2018], 27 min.)</li> </ul>
<p>3</p>	<p><b>Queer Theory 101</b>  What 1970s-1990s ideas and social movements inform queer theory and politics?</p> <p>What are key concerns of contemporary queer theory?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>▪ Compulsory Heterosexuality</li> <li>▪ Intersectionality</li> <li>▪ Charmed Circle</li> <li>▪ Normality and Biopower</li> <li>▪ Heterosexual Matrix</li> <li>▪ Trans Studies</li> <li>▪ New Normativities</li> <li>▪ Queering Communities</li> </ul> <p><b>GLOSSARY DUE:  Weeks 1-3</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Queer</i>, 42-83 [Black Feminists-Butlerian Resistance]; 91-97 [Inside/Out-Queer Beyond Sexuality and Gender]; 125-173 [Criticisms and Tensions-end]</li> <li>• Brandon Tensley, "Proud Boys Crashed Drag Queen Story Hour at a Local Library. It Was Part of a Wider Movement," <i>Race Deconstructed</i>, CNN, July 21, 2022</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Zoe Leonard, “I Want a Dyke for President” (2016 [1992])</li> <li>• Wu Tsang, “The system is not broken” (2016)</li> </ul>

	<b>PART II:</b>	<b>QUEER STAKES IN CONTEMPORARY LGBT POLITICS</b>
<p><b>4</b></p>	<p><b>Equality Politics and Homonormativity</b> How did we get here and where is “here?”</p> <p>How does the <i>Bostock</i> decision change the LGBT political landscape?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>▪ LGBT Equality Politics</li> <li>▪ <i>Lawrence v. Texas</i></li> <li>▪ Proposition 8</li> <li>▪ <i>Obergefell v. Hodges</i></li> <li>▪ Bisexual Erasure[<i>Bostock</i>]</li> <li>▪ RFRA</li> </ul> <p>FILMS #1: <i>Gay U.S.A.</i> (1978) / <i>The Case Against 8</i> (2014)</p> <p>FILM PAPER #1 DUE</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Suzanne B. Goldberg, “‘Not Tonight Dear—It’s a Felony’: <i>Lawrence v. Texas</i> and the Path to Marriage Equality” from <i>Love Unites Us: Winning the Freedom to Marry in America</i>, ed. Kevin Cathcart and Leslie J. Gabel-Brett (New York: New Press, 2016), 56-65</li> <li>• Nancy C. Marcus, “<i>Bostock v. Clayton County</i> and the Problem of Bisexual Erasure,” <i>Northwestern University Law Review</i> 115 (2020): 223-239</li> </ul>
<p><b>5</b></p>	<p><b>Binary and Beyond in the Public Sphere and Policy</b> How are sex-segregated bathrooms dangerous?</p> <p>How does the gender binary constrain access to schools and sports?</p> <p>At what costs do legal identification documents reinforce the gender binary?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Administrative Violence</li> <li>• Cisnormative-only bathrooms</li> <li>• Lindsay Hecox</li> <li>• Trans-Inclusive Title IX</li> <li>• Deadnaming</li> <li>• SAFE Act (2021)</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Heath Fogg Davis, “Bathroom Bouncers: Sex-Segregated Restrooms,” from <i>Beyond Trans: Does Gender Matter?</i> (New York: New York University Press, 2017), 55-83</li> <li>• Julie Kliegman, “Idaho Banned Trans Athletes From Women’s Sports. She’s Fighting Back,” <i>Sports Illustrated</i>, June 30, 2020</li> <li>• Katie Rogers, “Title IX Protections Extend to Transgender Students, Education Dept. Says,” <i>New York Times</i>, June 16, 2021</li> <li>• Caroline Anders, “More Than 1 Million Nonbinary Adults Live in the U.S., A Pioneering Study Finds,” <i>Washington Post</i>, June 22, 2021</li> <li>• Dr. Mary K. Bowman, “One Struggle, One Fight: Abortion and Transgender Health Care Are Under Attack by the Same Forces Using the Same Playbook,” from <i>We Organize to Change Everything</i>, eds. Natalie Adler, Marian Jones, Jessie Kindig, Elizabeth Navarro, Anne Rumberger (New York: Verso, 2022)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <i>Stalled!</i> (2018)</li> <li>• Ranjani Chakraborty, Lucas Waldron and Ken Schwencke, “For Trans People, It’s Difficult and Costly to</li> </ul>



	QUIZ #1	<p>Update an ID. But It Can Also Be Dangerous Not To," <i>ProPublica</i>, August 16, 2018</p> <ul style="list-style-type: none"> <li>• Sylvia Johnson, "The Horrors of the ICE Pod," <i>The Atlantic</i> (2019)</li> <li>• Ivette Feliciano, "2021 Has Set a Record in Anti-Trans Laws Bills in America," <i>PBS Newshour</i>, June 6, 2021</li> </ul>
6	<p><b>Queer/Trans Lives and the Carceral State</b></p> <ul style="list-style-type: none"> <li>• What has neoliberalism done to the LGBT movement?</li> <li>• How can the politics of LGBTQ+ safety play into or resist the prison-industrial complex?</li> </ul> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Neoliberalism</li> <li>• Homonormativity</li> <li>• Homonationalism</li> <li>• Queer Politics</li> <li>• Hate Crime Laws</li> <li>• Prison-Industrial Complex</li> <li>• "We All Go or Nobody Goes"</li> </ul> <p>FILM #2: <i>Free CeCe!</i> (2016) and <i>Major!</i> (2015)</p> <p>FILM PAPER #2 DUE</p> <p>GLOSSARY DUE: WEEKS 4-7</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Morgan Bassichis, Alexander Lee, and Dean Spade, "Building an Abolitionist Trans and Queer Movement with Everything We've Got," from <i>Captive Genders: Trans Embodiment and the Prison-Industrial Complex</i> (Oakland: AK Press, 2011), 15-40</li> <li>• Elias Walker Vitulli, "Prison-Industrial Complex," <i>TSQ: Transgender Studies Quarterly</i> 1, no. 1 (2014): 162-164</li> <li>• Verónica Mandujano, "The Privatized Deportation Center Complex y la trans mujer," in <i>Transmovimientos: Latinx Queer Migrations, Bodies, and Spaces</i>, ed. Ellie D. Hernández, Eddie Francisco Alvarez Jr., and Magda Garcia (Lincoln: University of Nebraska Press, 2021), 177-204</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• "What Is Neoliberalism?" (US, Barnard Center for Research on Women, 2013, 9 min)</li> <li>• "Black Trans Lives Matter: Movement Pushes for Justice &amp; Visibility Amid 'Epidemic' of Violence," <i>Democracy Now!</i>, June 16, 2020</li> </ul>
	<b>PART III:</b>	<b>QUEER(ING) CULTURE</b>
7	<p><b>Hollywood Representation. Queer Reading, and Trans Sensibilities</b></p> <p>How did mainstream Hollywood representations of LGBTQ+ people change over the 20th century?</p> <p>How has that evolved in the 21st century?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Mark Lipton, "Queer Readings of Popular Culture: Searching [To] Out the Subtext," from <i>Queer Youth Subcultures</i> (State University of New York Press, 2008), 163-179</li> <li>• Barker and Scheele, <i>Queer</i>, 98-109</li> <li>• Sam Feder and Alexandra Juhasz, "Does Visibility Equal Progress? A Conversation on Trans Activist Media," <i>Jump Cut</i> 57 (Fall 2016)</li> </ul>

	<p>How are queer and trans sensibilities historically and culturally contingent?</p> <p>How have queer and trans reading practices been important in the past and how does that relate to today?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Moral Panic</li> <li>• Visibility Politics</li> <li>• Queer Reading</li> <li>• Trans Tropes</li> <li>• Traumatic Rupture</li> </ul> <p>Films #3:<i>The Celluloid Closet</i> (1996)/<i>Disclosure: Trans Lives on Screen</i> (2020)</p> <p><b>FILM PAPER #3 DUE</b></p>	
8	<p><b>ZINE WORKSHOP</b> INTRODUCTION TO FINAL ZINE PROJECT</p> <p>Keyword: Embodied Community</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Alison Piepmeier, “We Are Not All One: Intersectional Identities in Grrrl Zines,” from <i>Girl Zines: Making Media, Doing Feminism</i> (New York: NYU Press, 2009), 123-154</li> <li>• Chela Quint, <i>Activism through Zines</i> (2013)</li> </ul>
9	<p><b>Representation and DIY Subcultures</b></p> <p>How does the ballroom scene rework culture into queer and trans community?</p> <p>How does exploring lesbian and trans culture expand our understanding of subculture? Why is this important?</p> <p>How do queer and trans artists of color subvert subcultures?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Sean Dorsey and Shawna Virago, “Interview on Trans Art” and Dallas Denny and Jamison Green, “We Control the Transmission,” from Ardel Hafele-Thomas, <i>Introduction to Transgender Studies</i> (New York: Harrington Park Press, 2019), 409-420</li> <li>• Jack Halberstam, “What’s That Smell? Queer Temporalities and Subcultural Lives,” from <i>In a Queer Time and Place: Transgender Bodies, Subcultural Lives</i> (NYU Press, 2005), 152-187</li> <li>• Daniel T. Contreras, “New Queer Cinema: Spectacle, Race, Utopia,” from <i>New Queer Cinema: A Critical Reader</i>, ed. Michelle Aaron (Rutgers University Press, 2004), 119-127</li> <li>• Sydney Baloue, "Voguing For Our Lives. Again." <i>New York Times</i>, June 20, 2020</li> </ul>

	<p>What happens when these subcultures enter the mainstream?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Spectacle</li> <li>• Performance/ Performativity</li> <li>• Realness</li> <li>• Fresh Meat Productions</li> <li>• “We Control the Transmission”</li> <li>• Queer Subculture</li> <li>• Queer Time</li> <li>• Disidentification</li> </ul> <p>Films #4: <i>Paris Is Burning</i> (1990); <i>Rise Above</i> (2004)</p> <p>FILM PAPER #4 DUE</p>	
<p><b>10</b></p>	<p><b>Punx and Riot Grrls</b> How do punk and queer subcultures intersect?</p> <p>How do subcultures help first-gen Latinx students find sites of possibility and recognition?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Los Crudos</li> <li>• Riot Grrrl</li> <li>• Homocore/Queercore</li> </ul> <p>QUIZ #2</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Meliza Bañales, <i>Life Is Wonderful, People Are Terrific</i>, 1-102</b></li> <li>• <b>Marcos Hassan, "'I Like Punk and I Like to Suck Dick': Martin Sorrondeguy on the Queer Rebellion of Latinx Punk," <i>Remezcla</i>, October 4, 2016</b></li> <li>• <b>"Special Delivery: Brontez Purnell Talks to Alli Logout about Their New Music Video," <i>Artforum</i>, June 16, 2020</b></li> </ul>
<p><b>11</b></p>	<p><b>Latinx Queer Worldmaking</b> How do queer and trans Latinx artists worldmake?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• <i>Xicana Con Equi</i></li> <li>• Cherríe Moraga</li> <li>• "Baby Dykes"</li> <li>• <i>Jotería</i> Analytics</li> </ul> <p>GLOSSARY #3 DUE (Weeks 7-11)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Bañales, <i>Life Is Wonderful, People Are Terrific</i>, 103-148</b></li> <li>• <b>Gina Montoya, "Baby Dykes" and Cherríe Moraga, "If," from <i>Chicana Lesbians: The Girls Our Mothers Warned Us About</i>, ed. Carla Trujillo (Berkeley: Third Woman Press, 1991), 19-20, 69</b></li> <li>• <b>Juan D. Ochoa, "Shine Bright Like a Migrant: Julio Salgado's Digital Art and Its Use of Jotería," <i>Social Justice</i> 42, nos. 3/4 (2017): 184-199</b></li> </ul>

	<b>PART IV</b>	<b>REPRESENTING BI AND TRANS LIVES</b>
<b>12</b>	<p><b>Bisexuality, Biphobia, Privilege and Passing</b> How does bisexuality relate to monosexuality?</p> <p>How does gender relate to bisexual identity and politics?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Bisexual</li> <li>• Monosexual</li> <li>• Phallocentrism</li> <li>• Bisexual Erasure</li> </ul> <p>ZINE PROJECT TOPIC PARAGRAPH DUE</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Shiri Eisner, <i>Bi: Notes for a Bisexual Revolution</i> (Berkeley: Seal Press, 2013), 1-93</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Nicky Case, <i>Coming Out Simulator</i> (2014)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Tania Israel, "Bisexuality and Beyond," TEDx Talks, July 7, 2015</li> </ul>
<b>13</b>	<p><b>Bi Mini-Film Fest</b> How is passing coercive?</p> <p>What are challenges with bisexual media representation?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Coercive Passing</li> <li>• <i>Mestiza</i></li> <li>• Bisexual Legibility</li> </ul> <p>Films #4: <i>Appropriate Behavior</i> (2014); <i>More Than He Knows</i> (2019); <i>Flex</i> (2020); <i>4 Fruit Bites</i> (2022)</p> <p>FILM PAPER #4 DUE</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Shiri Eisner, <i>Bi: Notes for a Bisexual Revolution</i> (Berkeley: Seal Press, 2013), 94-135</li> <li>• Chloe Benson, "Appropriate Behavior (2014)," <i>Journal of Bisexuality</i> 17, no. 2 (2017): 251-256</li> <li>• Zachary Zane, "I Don't Know Who Needs to Hear This, But You Are Bi Enough," <i>New York Times</i>, June 17, 2021</li> </ul>
<b>14</b>	<p><b>The Queerness of Young Trans Lives</b> How are childhood and adolescence queer times of life?</p> <p>How do queer and trans youth navigate normative and restrictive families, institutions, &amp; cultures?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Janet Mock, <i>Redefining Realness</i> (New York: Atria, 2014), 1-119</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• "Kai Shappley: A Trans Girl Growing Up In Texas," <i>Them.</i> (2018)</li> <li>• Monica Helms, "Read-Aloud of <i>My Princess Boy</i> by Cheryl Kilodavis," YouTube, November 23, 2015</li> </ul>

	<p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>▪ Cisnormativity</li> <li>▪ Loving Denial</li> <li>▪ Mahu</li> <li>▪ Realness</li> </ul> <p>QUIZ #3</p>	<ul style="list-style-type: none"> <li>• <b><i>BrockINGton</i></b> (Sergio Ingato, Mason Sklut, Maggie Sloane, 8 mins.)</li> </ul>
15	<p><b>Redefining Realness</b> How and why are sex work bound up with trans womanhood in complex ways?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Gender Dysphoria</li> <li>• Stealth and Passing</li> <li>• Sex Work</li> <li>• Survival Sex</li> <li>• The Cotton Ceiling</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Mock, <i>Redefining Realness</i>, 121-220</b></li> <li>• <b>Eliza Steinbock, “Pornography,” <i>Keywords, Transgender Studies Quarterly</i> 1, nos. 1-2 (May 2014): 156-158</b></li> </ul>
16	<p><b>Tranifesting and Transactualization</b> How does the transition narrative overwrite other trans identifications and realizations?</p> <p>How do we live “otherwise?”</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Transition Narrative</li> <li>• Tranifest</li> <li>• "A Life Otherwise"</li> <li>• “The Queer Future”</li> </ul> <p>QUIZ #4</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Mock, <i>Redefining Realness</i>, 163-258</b></li> <li>• <b>Kai M. Green and Treva Ellison, “Tranifest,” <i>Keywords, Transgender Studies Quarterly</i> 1, nos. 1-2 (May 2014): 222-225</b></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <b>Leo Herrera with Miss Coco Peru, "When the World Opens Up" (2021)</b></li> <li>• <b>Janet Mock Rejoins Piers Morgan, <i>Piers Morgan Live</i> (CNN, February 5, 2014)</b></li> <li>• <b>ContraPoints, “Beauty” (YouTube, 2019, 30 min.)</b></li> <li>• <b>Imara Jones, "The Future of Trans," <i>TransLash</i> (2020)</b></li> </ul>
17 Finals	<p><b>GLOSSARY #4 DUE</b> <b>FINAL ZINE DUE</b></p>	

Date	Topic	Readings Due	Assignments Due	My Goals	Your Goals
<b>Unit 1 Foundations</b>					
8/25	Welcome!				
9/1	Identity as Construct	<b>Omi and Winat:</b> "Racial Formations" (7 pages) <b>Lorber:</b> "The Social Construction of Gender" (9 pages) <b>McIntosh:</b> White Privilege: Unpacking the Invisible Knapsack (3 pages)			
9/8	Media: What is it and why study it?	<b>Sturken and Cartwright</b> <i>Practices of Looking</i> "Chapter 6: Media in Everyday Life" (38 pages)			
<b>Unit 2 Representation</b>					
9/15	The Politics of Representation	<b>Sturken and Cartwright</b> <i>Practices of Looking</i> "Chapter 1: Images, Power and Politics" (38 pages)	"Seeing Me in Media Due"		
9/22	Representing Identities	<b>Gallagher:</b> "Media and the Representation of Gender" (8 pages) <b>Collins:</b> Controlling Objects and Black Women's Oppression (6 pages) <b>Hall:</b> "New Ethnicities" (9 pages)			
9/29	Stereotypes	<b>Shohat and Stam</b> "Stereotype, Realism, and the Struggle Over Representation" (38 pages)		•	
10/6	Critiques of representation as political strategy	<b>Gosset and Huxtable:</b> "Existing in the World: Blackness at the Edge of Trans Visibility" (15 pages) <b>Alsultany:</b> "The Limits of 'Positive' Representation: Middle Eastern and Muslim Americans in the Media Post 9/11" (6 pages)	Annotated Bibliography entry 1 due		
<b>Unit 3 Production</b>					

10/13	Making Media/Making Identities	<b>Means Coleman</b> "The Birth of the Black Boogeyman" (22 pages) <b>Nakamura:</b> Indigenous Circuits: Navajo Women and the Racialization of Early Electronic Manufacture (21 pages)	Annotated Bibliography entry 2 due		
10/20	Portraying American Consumerism	<b>Jhally</b> "Advertising at the Edge of the Apocalypse" (12 pages) <b>Hanser:</b> Yellow peril consumerism: China, North America, and an era of global trade (15)	Draft 1 Due in class for Peer review		
10/27	Digital Cultures	<b>McGlotten</b> "Black Data" (17 pages) <b>Flores-Yeffal</b> "The Latino Cyber-Moral Panic Process in the United States" (16 pages)			
11/3	Games	<b>Bird</b> "Digital Dispossession" (17 pages) <b>Garcia</b> "Privilege, Power, and Dungeons and Dragons" (12 pages)	Final Draft Due		
<b>Unit 4 Viewing</b>					
11/10	The Power of Viewers	<b>Sturken and Cartwright</b> <i>Practices of Looking</i> "Chapter 2: Viewers Make Meaning" (38 pages)			
11/17	The Gaze	<b>Mulvey</b> "Visual Pleasure and Narrative Cinema" <b>hooks</b> "The Oppositional Gaze" (17 pages)	Proposals Due		
11/24	NO CLASS	UNIVERSITY HOLIDAY			
12/1	Rewriting	<b>Jenkins</b> "Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching" (27) <b>Thomas</b> "The Dual Imagining: Afrofuturism, Queer Performance, and Black Cosplayers" (14)			
12/8	Fabulation	<b>Hartman</b> "Venus in Two Acts" (14)	Presentations Begin		
Final					

## WMS 300: Gender, Race & Representation

Instructor: Tp Coughlin

Email: [Coughlint@sonoma.edu](mailto:Coughlint@sonoma.edu)

Office Hours: Email Me!

Thursday 4:00-6:40

Salazar Hall 2016

This Upper division General Education (GE) class in category "C" Arts and Humanities fulfills the critical race studies requirement

### What We Will Do:

- Recognize race and gender are socially constructed, particularly through representation and the media
- Develop analytical skills by examining a range of media
- Investigate f identity through an intersectional lens
- Craft an artistic creative intervention

### Grading:

We will take a labor-based approach to grading. During our first class we will develop a rubric. We will define what an A, B, and C looks like. Typically, a B reflects completing all assignments with moderate effort

Daily goals, Participation, Quizzes, and Major assignments will all be a factor.

### Attendance and Participation:

The ongoing pandemic has shown that participation and attendance can take many forms other than being in person.

To accommodate students with a variety of needs, attendance will not be tracked. Rather we will be looking at participation.

Participation can be earned in the following ways:

- participating in class discussions
- reading passages aloud in class
- contributing to the shared class notes document
- reading class notes and completing a short reflection on Canvas

Please do note, this class is based on discussion and group work. Frequent absence will make it more difficult to grasp course material.

### Class Conduct

This is a safe space. Offensive behavior will not be tolerated. Any student violates this rule will be asked to leave



## Small Assignments

Daily goals: Find concepts or passages that are interesting or confusing and that you want to discuss in class

Pop Quizzes: 10 reading quizzes during the semester. You may use hand written notes but not the texts themselves

## Major Assignments:

**Seeing Me in Media (500 Words):** One of the key concepts of this class is positionality. This assignment asks you to reflect on the way your identities are reflected in the media you interact with every day.

Choose 1 media object (TV show, video games, social media channel) that claims to represent your identity. Analyze the way this product envisions your identity using sources from class.

**Title to come (1500 words) :** Taking the insight from the last assignment, you will develop thesis-based research paper. You must write on the identities highlighted in the first paper (i.e. they should be part of your identity).

Using independent research and your analytical skills, make a claim about the way representation functions in a given text. Is it an intervention? Does it support the status quo? Is it (hopefully) more nuanced than either of those two options?

**Creative Intervention (3000 words):** Although academic labor is useful for unpacking difficult concepts or providing the basis of a critique of mass culture or representation, it is in now way a sufficient political practice.

This assignment asks you to transform your research into a public facing, creative work. The modality is entirely up to you but the aim is for any interested person outside of the university to understand your work.

**Women's and Gender Studies 305**  
**Lesbian, Gay, Bisexual, Transgender and Queer U.S. History**  
**Sonoma State University**  
**Fall 2022**  
**3 Unit (GE D, American Institutions<sup>1</sup>)**  
**M/W 2:30-3:45 PM**  
**SALZ 2016**

Course Description

This course centers gender and sexual diversity in understanding the historical development of institutions, ideals, social and cultural transformations, and economic and political processes in the U.S. since European colonization. The approach is intersectional, always considering gender and sexual diversity as they intersect with race, class, and other forms of social difference and power. We also consider what an LGBTQ-inclusive K-12 history education can look like.

Learning Objectives

By satisfactorily completing this course, students will be empowered to:

1. Describe continuities and changes in sexual and gender diversity over time and across social contexts of indigeneity, settler colonialism, urbanization, industrialization and capitalism, social and scientific modernization, the development of municipal and state power, the elaboration of the U.S. nation-state, immigration, the proliferation of mass culture, developments in family formation, and social movements for justice, rights, and liberation.
2. Connect historical and contemporary social practices, discourses, cultural expressions, and institutional formations related to sexual and gender diversity.
3. Compare chronological and thematic approaches to queer and trans history.
4. Utilize writing, reading, individual activities and group work to analyze a diversity of primary sources for content, perspective, context, and absences/silences in relation to interpreting the queer past.
5. Engage with the production of scholarly LGBTQ history, as well as the differences between primary and secondary sources, and between public, popular, and academic history.
6. Apply LGBTQ history to K-12 history education.

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<sup>1</sup> WGS 305 fulfills the upper-division GE Area D/D3 and American Institution requirements. For a complete description of the Mission, Goals & Objectives of the General Education Program of Sonoma State, see: <https://ge.sonoma.edu/resources>.

### Professor Info

Hi, I'm Professor Don Romesburg. I've been teaching in the WGS Department since 2007 and I'm excited to join you on this journey! Need something? **Email is the fastest way to reach me** and I will respond within 24 hours, except weekends. Reach out again if you don't hear from me in that time. **Visit my office hours if your question requires more than a one-sentence answer.** My Professor Bio in the Intro Module gives more details about me.

**Email:**

[don.romesburg@sonoma.edu](mailto:don.romesburg@sonoma.edu)

**Office Hours:**

- **Zoom (Drop In):** T/TH 11-12:15
- **Campus (By Appointment—Email Me):** W 4-4:35

### Course Communication Expectations

- **Identify yourself by the full (first and last) name you use in everyday life.** Let me know if the name you're using does not match the course roster (and see the SSU Preferred Name Policy: <https://registrar.sonoma.edu/enrollment-policies/preferred-name-policy>.)
- **Use first person (“I” statements) when expressing your opinion.**
- **Be respectful of others' opinions, identities, and experiences.** For WGS courses especially, we embrace difference and work to understand one another's standpoints. We have difficult dialogues about sensitive topics. We understand that our own identities, subjectivities and experiences occur within intersecting fields of social power (such as gender, sexuality, race, and class) and that these inform the ways we interpret the world. All of this requires of each of us humility, self-reflection, and empathic curiosity about the standpoints and perspectives of others. Respect and use pronouns and names identified by individuals as most appropriate to them, regardless of how they might correspond to those they were assigned at birth.
- **Be empathetic and cooperative.** We're on this journey together, but we start from different locations. Anyone can make a mistake, overreach, or clumsy phrasing. This is true especially in a field of subjugated knowledge such as LGBTQ studies. Address the idea/concept, not the person. Keep an open mind. The stakes of this content can be a lot higher for some than others. Avoid playing “devil's advocate” “just for the sake of argument.” Call in with expanded dialogue and understanding rather than calling out or cancelling. Reach out to me if you need help sorting through this challenge.

### Course Organization

- This 16-week, 3-unit in-person course is partially asynchronous (in the sense that you do quizzes, screenings, readings, and lectures on your own time). We will still meet physically in class for discussion and other activities. Check Canvas to confirm the in-person days.
- Active reading, attendance, and discussion are crucial. The course has significant lecture and participation elements, so everyone is expected to show up prepared for all class meetings and asynchronous work.
- Your work cycle for this class will generally start on Thursdays and end on Wednesdays, with most of the asynchronous work done by Tuesday night. Plan accordingly.
- Meet set deadlines along the way to stay on track and succeed. Review assignments and print out the syllabus. You're expected to plan your study time around the course schedule and recommended completion dates.
- Embrace a willingness to share with others, courageous and persistent communication, and initiative. Click links, explore, and ask questions!
- Canvas is the main SSU learning platform. It's functional on many smartphones and tablets, but access to a computer is still needed for many activities. **SSU's IT Department:** <https://lms.sonoma.edu/get-help>

### Course Ethics, Accommodations and Dystopian Logistics

Be aware of important university policies such as add/drop; cheating and plagiarism; grade appeal; diversity; and religious observance, all on the SSU website. If you have learning needs that require accommodations, register with Disability Services for Students, Salazar 1049, 707-664-2677, [dss.sonoma.edu/](http://dss.sonoma.edu/). Let's discuss the recommendation and make the course work.

### **Fires and/or power-outages**

Sonoma County has had fire-related impacts on campus operations intermittently since 2017. If something happens this semester, I'll let you know about changes to assignments, due dates, or readings. Receive university emergency alerts by texting SSUALERTS to 67283.

### **COVID-19**

Masking in SSU instructional spaces is strongly recommended. Don't be a selfish jerk—mask up! Also, don't come to class sick. I have flexibility built into the course if you experience hardships related to COVID-19 and other illnesses, mental health challenges and family concerns. Communicate with me. I'll work with you to determine what options there are for you to succeed.

### Required Texts

- Don Romesburg, ed. *The Routledge History of Queer America*, paperback ed. (New York: Routledge Press, 2019), ISBN: 9780367222796
- Susan Stryker, *Transgender History: The Roots of Today's Revolution*, 2nd Ed. (Berkeley: Seal Press, 2017), ISBN: 9781580056892
- Course reader of additional articles

### Grading

- 10% Participation
- 20% Short Papers
- 10% Quizzes
- 20% Midterm
- 25% Final
- 15% LGBTQ History K-12 Lesson Plan and Essay (proposal + project)

**Participation (10%):** You are required to attend all in-class meetings and participate in discussions. These constitute your participation grade. Show up, follow the directions, actively engage the assignments, and submit writings.

**Short Papers (20%):** All students will complete four two-page papers in which you synthesize and critically analyze weekly readings. There are six weeks for possible papers, meaning that you choose two weeks to not hand something in. Use this for illness or emergency or during periods of extra workload in other courses.

**Quizzes (10%):** Five quizzes during the semester will assess basic comprehension of the readings due that week. Your lowest score will be dropped for the final grade, to give you wiggle room if you need to miss one.

**LGBTQ History Lesson Plan (15%):** Using the *Making the Framework FAIR* report and California's K-12 History-Social Science Framework, students will create a K-12 lesson plan for a topic on LGBTQ history. This will be focused toward a grade level and its corresponding subject area. We will discuss in-depth on 10/12. Students will be graded on selection of topic (11/6) and final paper (12/5).

**Midterm (20%):** Covering the first half of the semester, this will be an open-note, online essay exam with two question prompts. To be discussed near the test.

**Final (25%):** Covering the second half of the semester, this will be structured similarly to the midterm.

### Course Schedule

DATE	CLASS TOPIC	READINGS DUE
Week 1 8/22 & 8/24	How Do “LGBT” and “Queer” Have Histories?	Read: <ul style="list-style-type: none"> <li>Stacie Brensilver Berman and Daniel Hurewitz, "LGBTQ+ Americans: History Is on Our Side," <i>Advocate</i>, July 29, 2022</li> <li>Don Romesburg, “Introduction: Having a Moment Four Decades in the Making,” <i>The Routledge History of Queer America</i> [hereafter <i>RHQA</i>], 1-12</li> <li>Susan Stryker, <i>Transgender History</i> [hereafter <i>TH</i>], 1-44</li> </ul>
Week 2 8/29 & 8/31	Who Gets Called What? Why Does It Matter?	Read: <ul style="list-style-type: none"> <li>Jen Manion, “Language, Identity, and Acts in LGBT History,” <i>RHQA</i>, 213-223</li> <li>Finn Enke, “Transgender History (and Otherwise Approaches to Queer Embodiment),” <i>RHQA</i>, 224-236</li> <li>Loraine Hutchins, “Bisexual History: Let’s Not Bijack Another Century,” <i>RHQA</i>, 250-261</li> </ul> Listen: <ul style="list-style-type: none"> <li>Leila J. Rupp, “The Experiences of Trans People w/ Genny Beemyn,” <i>Queer America</i> podcast, October 2, 2018 (68 min.)</li> </ul>
Week 3 9/7	Early American Sexual and Gender Diversity  SHORT PAPER 1	Read: <ul style="list-style-type: none"> <li>Richard Godbeer, “Colonial North America (1600s-1700s),” <i>RHQA</i>, 15-26</li> <li>Richard Godbeer and Douglas L. Winiarski, eds. “The Sodomy Trial of Nicholas Sension, 1677: Documents and Teaching Guide,” <i>Early American Studies</i> 12 (2014): 402-57</li> <li>Deborah Miranda, “Extermination of the Joyas: Gendercide in Spanish California,” <i>GLQ</i> 16, nos. 1/2 (2010): 253-284</li> </ul>
Week 4 9/12 & 9/14	Something Queer in the American Revolution?  QUIZ 1	Read: <ul style="list-style-type: none"> <li>Rachel Hope Cleves, “Revolutionary Sexualities and Early National Genders (1770s-1840s),” <i>RHQA</i>, 27-38</li> <li>Thomas A. Foster, “Alexander Hamilton,” from <i>Sex and the Founding Fathers</i> (Philadelphia: Temple University Press, 2014), 119-142</li> <li>Eithne Luibhéid, “Queer and Nation,” <i>RQHA</i>, 187-199</li> </ul> Listen: <ul style="list-style-type: none"> <li>“Publick Universal Friend,” <i>Throughline</i>, National Public Radio, March 5, 2020 (48 min.)</li> </ul>

<p>Week 5 9/19 &amp; 9/21</p>	<p>19<sup>th</sup>-C Capitalism, Enslavement, and Colonization: “Problem Bodies” and Alternative Domesticities</p> <p>SHORT PAPER 2</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Clare Sears, “Centering Slavery in Nineteenth-Century Queer History (1800s-1890s),” <i>RHQA</i>, 39-51</li> <li>• Stryker, <i>TH</i>, 45-54</li> <li>• John D’Emilio, “Capitalism and Gay Identity,” from <i>Powers of Desire: The Politics of Sexuality</i>, ed. Ann Snitow, Christine Stansell, and Sharon Thompson (New York: Monthly Review Press, 1983), 100-113</li> </ul>
<p>Week 6 9/26 &amp; 9/28</p>	<p>Becoming Modern at the Turn of the 20<sup>th</sup> Century</p> <p>QUIZ 2</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Peter Boag, “‘Death of a Modern Diana’: Sexologists, Cross- Dressers, and the Heteronormalization of the American Frontier,” from <i>Re-Dressing America’s Frontier Past</i> (Berkeley: University of California Press, 2012), 159-187</li> <li>• Elizabeth Clement and Beans Velocci, “Modern Sexuality in Modern Times (1880s-1930s),” <i>RHQA</i>, 52-66</li> <li>• Kwame Holmes, “The End of Queer Urban History?” <i>RHQA</i>, 160-174</li> <li>• Stryker, <i>TH</i>, 54-60</li> </ul>
<p>Week 7 10/3 &amp; 10/5</p>	<p>Racialization, Normalization, and Early 20<sup>th</sup>-C. Sexual Subcultures</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Nayan Shah, “Queer of Color Estrangement and Belonging,” <i>RHQA</i>, 262-275</li> <li>• Giovanni Russonello, “Overlooked No More: Ma Rainey, the ‘Mother of the Blues’,” <i>New York Times</i>, 12 June 2019</li> <li>• Genny Beemyn, “The New Negro Renaissance, A Bisexual Renaissance: The Lives and Works of Angela Weld Grimké and Richard Bruce Nugent,” from <i>Modern American Queer History</i>, ed. Allida M. Black (Philadelphia: Temple University Press, 2001), 36-48</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Richard Bruce Nugent's "Smoke, Lillies and Jade" (1926), read by Corey Allen, 2021, 53 min.</li> <li>• <i>Tain't Nobody's Bizness: Queer Blues Divas of the 1920s</i> (Dir., Robert Philipson, 2013), 28 min.</li> <li>• “Gladys Bentley: Gender-Bending Performer and Musician,” <i>American Masters</i>, PBS (2020), 5 min.</li> </ul>
<p>Week 8 10/10 &amp; 10/12</p>	<p>Midterm! and LGBTQ-Inclusive K-12 History Education</p>	<p>Browse:</p> <ul style="list-style-type: none"> <li>• Making the Framework FAIR Report (Committee on LGBT History, 2014)</li> <li>• California History-Social Science Framework (California Department of Education, 2016)</li> </ul> <p>Listen:</p>

		<ul style="list-style-type: none"> <li>• “Incorporating LGBTQ History in Your Classroom w/ Daniel Hurewitz,” <i>Queer America</i> podcast, September 25, 2018 (you can start at 17:16 if you want)</li> </ul> <p>Check Out:</p> <ul style="list-style-type: none"> <li>• Teaching LGBTQ History website</li> </ul>
Week 9 10/17 & 10/19	The Apex of Heteronormativity  QUIZ 3	<p>Read:</p> <ul style="list-style-type: none"> <li>• Amanda Littauer, “Sexual Minorities at the Apex of Heteronormativity (1940s-1965),” <i>RHQA</i>, 67-81</li> <li>• David Serlin, “Bodies,” <i>RHQA</i>, 135-147</li> </ul> <p>Listen:</p> <ul style="list-style-type: none"> <li>• “Bandstand and the Closet,” <i>Sexing History</i> podcast (2018), 50 min.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <i>The Lavender Scare</i> (Dir., Josh Howard, 2019), 75 min.</li> </ul>
Week 10 10/24 & 10/26	Homophile Emergence and Queering the Black Civil Rights Movement  QUIZ 4	<p>Read:</p> <ul style="list-style-type: none"> <li>• Marcia Gallo, “Organizations,” <i>RHQA</i>, 148-159</li> <li>• Stryker, 57-84</li> <li>• Simon D. Elin Fisher, “Pauli Murray’s Peter Panic: Perspectives from the Margins of Gender and Race in Jim Crow America,” <i>TSQ: Transgender Studies Quarterly</i> 3, nos. 1-2 (2016): 95-103</li> <li>• Kevin Mumford, “Losing the March,” from <i>Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis</i> (Chapel Hill: University of North Carolina Press, 2016), 11-38</li> </ul> <p>Listen:</p> <ul style="list-style-type: none"> <li>• Eric Marcus and Marcia Gallo, “Ernestine Eckstein,” <i>Making Gay History</i> podcast, Season 4, Episode 9, (January 24, 2019), 34 min.</li> </ul>
Week 11 10/31 & 11/2	Trans and Gay Liberation  SHORT PAPER 3 K-12 TOPIC DUE	<p>Read:</p> <ul style="list-style-type: none"> <li>• Stryker, <i>TH</i>, 85-123</li> <li>• Whitney Strub, “Gay Liberation (1963-1980),” <i>RHQA</i>, 82-94</li> <li>• Keith St. Clare, “Bisexuality,” <i>Vanguard</i> (1967), reprinted in <i>The Stonewall Riots: A Documentary Reader</i>, ed. Marc Stein (New York: New York University Press, 2019), 66-67</li> <li>• Third World Gay Revolution, “16 Point Platform and Program,” <i>Come Out!</i>, December 1970, reprinted in <i>The Stonewall Riots: A Documentary Reader</i>, 219-223</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <i>Screaming Queens: The Riot at Compton’s Cafeteria</i> (Dir., Susan Stryker, Victor Silverman, 2005), 56 min.</li> </ul>



Week 12 11/7 & 11/9	Legalization, Liberalization, and Labor  SHORT PAPER 4	Read: <ul style="list-style-type: none"> <li>• Andrea J. Ritchie and Kay Whitlock, “Criminalization and Legalization,” <i>RHQA</i>, 300-314</li> <li>• Sara Smith-Silverman, “Labor,” <i>RHQA</i>, 331-343</li> <li>• “Brief of Historians as Amici Curiae in Support of Employees,” <i>Bostock v. Clayton County</i>, U.S. Supreme Court (2020)</li> </ul>
Week 13 11/14 & 11/16	Tensions in Lesbian Feminism	Read: <ul style="list-style-type: none"> <li>• Julie R. Enszer, “Lesbian History: Spirals of Imagination, Marginalization, and Creation,” <i>RHQA</i>, 237-249</li> <li>• Stryker, <i>TH</i>, 123-138</li> <li>• Robin Morgan, “Lesbianism and Feminism: Synonyms or Contradictions?” from <i>Going Too Far: The Personal Chronicle of a Feminist</i> (New York: Random House, 1977 [1973]), 170-188</li> <li>• Combahee River Collective, “A Black Feminist Statement” (1977)</li> <li>• Gloria Anzaldúa, “Bridge, Drawbridge, Sandbar, or Island: Lesbians-of-Color Hacienda Alianzas,” from <i>Bridges of Power: Women’s Multicultural Alliances</i>, eds. Linda Albrecht and Rose Brewer (New York: New Society Publishers, 1990 [1988]), 216-231</li> </ul>
Week 14 11/21 [Thanksgiving Week]	AIDS and Activism in Reagan’s America  SHORT PAPER 5	Read: <ul style="list-style-type: none"> <li>• Katie Batza, “Sickness and Wellness,” <i>RHQA</i>, 287-299</li> <li>• Jennifer Brier, “AIDS and Action,” <i>RHQA</i>, 95-106</li> <li>• Stryker, <i>TH</i>, 138-149</li> </ul> Watch (pick one): <ul style="list-style-type: none"> <li>• <i>The Last One</i> (Dir. Nadine C. Licostie, 2014)</li> <li>• <i>Fight Back, Fight AIDS: 15 Years of ACT UP</i> (Dir. James Wentzly, 2002)</li> </ul>
Week 15 11/28 & 11/30	Neoliberalism, Normalcy, and Queerness in the Millennial Wave  QUIZ 5	Read: <ul style="list-style-type: none"> <li>• Margo Weiss, “Queer Politics in Neoliberal Times (1970s-2010s),” <i>RQHA</i>, 107-119</li> <li>• Stryker, <i>TH</i>, 151-193</li> </ul>
WEEK 16 12/5 & 12/7	Contemporary Triumphs and Trials  SHORT PAPER 6 K-12 LESSON PLAN DUE	Read: <ul style="list-style-type: none"> <li>• Marc Stein, “Law and Politics: ‘Crooked and Perverse’ Narratives of LGBT Progress,” <i>RHQA</i>, 315-330</li> <li>• Stryker, 195-236</li> </ul>
FINALS	Final Exam	Due 12/14



**“Reproductive Justice”**  
**WGS 335 (4 units)**  
**Fall 2022 ~ Tuesdays 8:00-11:40 ART 102**

Instructor: Dr. Lena McQuade

Email: [mcquade@sonoma.edu](mailto:mcquade@sonoma.edu)

Office Hours: Tuesdays 12:30-2:30 in Schultz Library and also on zoom

Zoom links for office hours: <http://wgs.sonoma.edu/advising>

### **Course Description**

This course will introduce students to the dynamic scholarly and activist field of reproductive justice. In 1994, a group of 12 African American feminists created the term “reproductive justice” to describe a framework for bring women of color feminist insights about justice and intersectionality to the national conversations about reproductive health care and reproductive rights. Reproductive justice analysis focuses on how the social contexts of gender, race, class, ability, and sexuality shape people’s reproductive experiences, histories, access, and decisions. The reproductive justice movement has three primary principles: 1) the right *not* to have a child, 2) the right to *have* a child, and 3) the right to *parent* children in safe and healthy environments. Throughout this class, we will explore the reproductive justice framework, the history and context for this movement, and numerous examples of how reproductive justice is critical in people’s every-day lives. Given this moment in our nation’s history, our class will also analyze the history and politics of abortion, as well as birth control, sterilization, infant mortality, and more, from reproductive justice perspectives. Students will have the opportunity read cutting-edge scholarship, watch videos/content featuring reproductive justice practitioners, learn about the many reproductive justice organizations, and conduct your own research using reproductive frameworks. We will all work together as scholarly community to discuss, ponder, question, explore, and engage with the dynamic field of reproductive justice.

### **Course Goals**

- Understand the frameworks and theories of reproductive justice.
- Develop deeper insight into the history and context for reproductive justice.
- Learn about how the intersecting social power dynamics of racism, sexism, classism, ableism, and trans and homophobia have shaped reproductive discourses, policies, and practices both historically and into the present.
- Become familiar with key concepts from reproductive justice analysis such as: reproductive justice vs reproductive oppression; individual vs human rights; privacy; bodily autonomy; the differences between choice and justice; Trust Black Women; *poder* (power) empowerment as a process.
- Conduct and share research about how individuals and groups are incorporating and advancing the concepts of reproductive justice in their every-day lives and communities.
- Engage with the concept of feminist praxis through studying how reproductive justice organizations and activists work towards their goals.
- Foster an enriching scholarly community where all of us can learn and share about reproductive justice.

**Course Policies:**

- This class follows all SSU [University Policies](#). Students are responsible for knowing and following these policies.
- Attendance and participation (through reading, posing questions, listening, and contributing to class discussions and activities) is critical for our class. Attendance and participation will be documented for each class. Students are expected to miss no more than 1 class over the semester to earn full credit. However, if you do need to miss more than one class for excused reasons [such as: illness (do not come to class if you are sick) or family emergencies] you will have the opportunity to do the Make Up Assignment to earn back participation points.
- Late work is usually not accepted, unless it is an illness/medical/family emergency. Students will have the opportunity to earn missing points by doing the Make Up Assignment
- Digital devices must be used solely for class purposes (i.e. reading PDFs or Powerpoints). Non-class use of digital devices (i.e. internet use, checking email, work for other classes, texting) will result in a lowered final course grade.
- If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible.

**Land Acknowledgement:**

Sonoma State University sits on the borderlands of the Southern Pomo and Coast Miwok Nations, the descendants of whom today are the enrolled citizens of the Federated Indians of Graton Rancheria. The mission of the Federated Indians of Graton Rancheria is social justice and environmental stewardship. The Tribe hopes and encourages the larger community to join them in this necessary mission. Please read the history of the Federated Indians of Graton Rancheria: <https://gratonrancheria.com/culture/history/>  
Our class will engage Indigenous thought and action around reproductive justice.

**Pandemic Policies:**

We all breath the same air—we are connected to each other. This is all at once a precious gift, a source of great strength, and site of our vulnerability. WGS classrooms are spaces of community and world building. I invite us all to build the kind of classroom that prioritizes our learning and our fullness as human beings.

Please carefully read all sections of the [COVID Compliance and Monitoring website](#). Students and employees must complete the online [Daily Wellness Screening](#) before coming to campus or attending classes.

When we are in class, we are highly encouraged to wear masks fully covering our nose and mouth at all times. If you forget to bring a mask you may obtain one at Seawolf Services, the University Library, or the Student Center.

If you feel sick at all or think you may have been recently exposed to someone with COVID, please do not come to class and do stay at home. No one will be penalized in this class for staying home because of COVID/illness concerns. Please just do the Make Up Assignment. You can do this assignment for more than one week if you need to be out for COVID or other related concerns.

## **Course Assignments:**

### ***Class Preparation Activities: 20%***

Each week students will complete one class preparation activity related to the week's readings to be ready to fully engage in class discussions. Instructions about class preparation activities will be posted on Canvas. Examples of class preparation activities include: a reading quiz, journal entry, writing discussion questions, connecting readings to current events/podcasts.

### ***Attendance and Participation: 20%***

This is a discussion and project-based learning class. Attendance in class, careful reading, and willingness to discuss and listen are critical for student success. Attendance means attending the entire class session and focusing on the class content (no scrolling/email/ digital distraction during class). Attendance also means coming to class prepared to participate by completing the readings to the best of your ability and continuing to make weekly progress on what we are learning. Students are strongly encouraged to share their thoughts and ideas at least once each class period—either with the whole class or in your breakout/discussion groups.

### ***RJ Research and Project: 40%***

How can we engage with reproductive justice and make a contribution towards this movement in ways that will benefit ourselves and our communities? As a class we will brainstorm what full reproductive justice might look like for each of us. We will also seek to identify the reproductive oppressions and blind spots that we experience in our lives and as members of the SSU community. Then we will research and gather data to understand the broader context for the reproductive (in)justices that we face. Using our findings, we will come up with ways to address the problems we identify and/or build more practices of justice that can support us. This project-based learning assignment is broken down into several smaller parts that will be collected and graded throughout the semester—more details are on Canvas.

### ***Final Reflection Paper: 20%***

Students will write a 5-page paper reflecting on what you learned over the course of this semester. This paper will draw from class readings, lectures and your RJ project.

***Make-up Assignment*** (may be repeated for any missed classes due to COVID concerns, illness, or family/ personal emergency). Students may watch 1 of the selected WGS-related documentaries from the list posted on Canvas (films must be from this list). Write a 2-page analysis essay drawing connections between the documentary and at least 1 reading from class on the day you miss. On the top of your paper, please list the date you were absent, the title of the documentary, and the class reading you will be writing about. This paper will be graded on clarity of writing and grasp of central arguments in the readings and documentary. Submit to Canvas within 1 week of the week(s) you miss.

**Required Books:**

Cockrill, Kate, Lucia Leandro Gimeno, and Steph Herold. *Untold Stories: Life, Love, and Reproduction*. Edited by Kate Cockrill, Lucia Leandro Gimeno, and Steph Herold. North Charleston, South Carolina: Sea Change, 2014.

- Available at the Bookstore and as a 2-hour Reserve at the Library front desk.

Littlejohn, Krystale E. *Just Get on the Pill: The Uneven Burden of Reproductive Politics*. Oakland, California: University of California Press, 2021.

- Available at the Bookstore and as an Interlibrary Loan (must request 7 days in advance).

Solinger, Rickie. *Pregnancy and Power: A Short History of Reproductive Politics in America*. New York: New York University Press, 2005.

- Available at the Bookstore and as an ebook:  
[https://csu-sonoma.primo.exlibrisgroup.com/permalink/01CALIS\\_SOL/12mrlk1/alma991004529879702921](https://csu-sonoma.primo.exlibrisgroup.com/permalink/01CALIS_SOL/12mrlk1/alma991004529879702921)

Zavella, Patricia. *The Movement for Reproductive Justice: Empowering Women of Color through Social Activism*. New York: New York University Press, 2020.

- Available at the Bookstore and as a 2-hour Reserve at the Library front desk.

Additional readings on Canvas.

**Class Outline:****Unit 1: Introducing the History, Theory, and Activism of Reproductive Justice****August 23 ~ Introducing Reproductive Justice**

Welcome! Introductions to each other, introduction to this class and our syllabus.

Small group then whole class discussion: What brings you here? What are your expectations/hopes for this class?

What would it look like to flourish in this class, to be able to express your full humanity and have that humanity respected?

Read out loud excerpts

**August 30 ~ Reproductive Justice Theory/Stories Part I**

Reading PDF: Loretta Ross and Rickie Solinger “Reproductive Justice in the Twenty-First Century.”

Reading: Cockrill. *Untold Stories*.

- 1) “My Bright, Shiny Life of Shame” Karen Harris Thurston.
- 2) “Unplanned” Malkia Hutchinson.
- 3) “A Map for Lost Birth Mothers” Angelique Miste Saavedra.
- 4) “Harrison: Battling for the Chance to Make a Choice” Dr. Harriette Wimms.
- 5) “If” Susan Ito.

### **September 6 ~ Reproductive Justice Theory/Stories II**

Reading PDF: Asian Communities for Reproductive Justice “A New Vision for advancing our movement for reproductive health, reproductive rights, and reproductive justice.”

Reading: Cockrill. *Untold Stories*.

- 1) “Childless by Choice” Monica McLemore.
- 2) “In an Age of Science” Alisa Gaston-Linn.
- 3) “Nasaan ka anak ko? A Queer Filipina American Feminist’s Tale of Abortion and Self Recovery” Patricia Justine Tumang.
- 4) “Letter to the Parent of My Child” Moki Macias.
- 5) “A Body Worthy of Desire” Sean Saifa Wall.
- 6) “Life Handed Me Lemons” Tonya Rosenberg.

Reading PDF: “Confessions of a Black Pregnant Dad” Syrus Marcus Ware.

### **September 13 ~ Reproductive Justice Part III – Human Rights & Radical Mothering**

Reading PDF: “Restrictive Domestication: Human Rights and US Exceptionalism” and “Pushed to Human Rights: Marginalization in the US Women’s Movement” from *Reproductive Rights as Human Rights: Women of Color and the Fight for Reproductive Justice* by Zakiya Luna.

Reading PDF: “m/other ourselves: a Black queer feminist genealogy for radical mothering” Alexis Pauline Gumbs.

Reading PDF: “One Struggle, One Fight: Abortion and Transgender Health Care Are Under Attack by the Same Forces Using the Same Playbook” Dr. Mary K. Bowman.

### **September 20 ~ History I – 1776-1865 Racialized Reproduction**

Reading: Solinger. *Pregnancy and Power*.

- 1) “Introduction: What is Reproductive Politics.”
- 2) Ch. 1 “Racializing the Nation: From the Declaration of Independence to Emancipation Proclamation, 1776-1865.”

### **September 27 ~ History II – 1865-1930s Negotiating the Public and the Private**

Reading: Solinger. *Pregnancy and Power*.

- 1) “Sex in the City: From Secrecy to Anonymity to Privacy: 1870’s to 1920s.”
- 2) “No Extras: Curbing Fertility during the Great Depression.”

### **October 4 ~ History III – 1940s-1980s Managing Fertility**

Reading: Solinger. *Pregnancy and Power*.

- 1) “Central Planning: Managing Fertility, Race, and Rights in Postwar America, 1940s to 1960.”
- 2) “The Human Rights Era: The Rise of Choice, the Contours of Backlash, 1960-1980.”

### **October 11 ~ The Pill – The Gendered Division of Labor in Birth Control**

Reading: Littlejohn. *Just Get on the Pill*.

- 1) “Introduction.”
- 2) Ch. 1 “His Condom.”
- 3) Ch. 2 “Her Birth Control.”

### **October 18 ~ The Pill – Inequality in the Pregnancy Prevention Prescription**

Reading: Littlejohn. *Just Get on the Pill*.

- 1) Ch. 3 “Don’t Be a Bitch.”
- 2) Ch. 4 “Selective Selection.”
- 3) Conclusion “Something Better.”

### **October 25 ~ Abortion: Transnational and Anti-Carceral Perspectives**

Reading PDF: “Pañuelo Verdes, Acompañamiento, Solidaridad: The Global South Has Much to Teach the North in this Moment” Naomi Braine.

Reading PDF: “Women Themselves are the Solution: Las Libres Has Been Helping Women Access Abortion and Human Rights in Mexico, and Now the United States, for Over Two Decades” By Verónica Cruz Sanchez Interviewed and translated by Elizabeth Navarro.

Reading PDF: “Beyond Pro-Choice Vs Pro-Life: Women of Color and Reproductive Justice” Andrea Smith.

### **November 1 ~ Preventing Infant and Maternal Mortality**

Reading PDF: “A Systemic Failure – Immigrant Moms and Babies are Being Denied Health Care.” Asees Bhasin.

Reading PDF: “‘Birth control was just a part of it’: The Santa Fe Maternal Health Center. 1937-1996.” Lena McQuade.

### **November 8 ~ Birthing Justice**

Reading PDF: “Beyond Coercion and Malign Neglect: Black Women and the Struggle for Birth Justice” Julia Chinyere Oparah with Black Women Birthing Justice.

Choose 2 additional readings:

Reading PDF: Tewa Women United “The YiYa Vi Kagingdi Story: Doulas, birth justice and a more equitable future for families in Northern New Mexico—and beyond.”

Reading PDF: excerpts from: National Advocates for Pregnant Women “Birth Rights: A resource for everyday people to defend human rights during labor and birth.”

Reading PDF: “I am my Hermana’s Keeper: Reclaiming Afro-Indigenous Ancestral Wisdom as a Doula” Griselda Rodriguez.

Reading PDF: “Sister Midwife: Nurturing and Reflecting Black Womanhood in an Urban Hospital” Stephanie Etienne.

### **November 15 ~ Activism – The Analytic of Powder/Power**



Reading: Zavela. *The Movement for Reproductive Justice*.

- 1) Preface.
- 2) Introduction “The Movement for Reproductive Justice.”
- 3) Ch. 1 “Culture Shift Work.”

**November 22 ~ Activism - Working Across Sectors**

**No In Class Meeting**

Reading: Zavela. *The Movement for Reproductive Justice*.

- 1) Ch. 2 “Collaborating Across Difference.”
- 2) Ch. 3 “Youth Mobilization.”

**November 29 ~ Activism – Healing Justice**

Reading: Zavela. *The Movement for Reproductive Justice*.

- 1) Ch. 4 “From Self-Care to Healing Justice.”
- 2) Conclusion “Reproductive Justice Advocacy in the ‘Post-Truth’ Era.”

**December 6 ~ Sharing projects**

**December 13 ~ Final**

## **WGS 375: Gender, Power, and Freedom in US History. (FULLY ONLINE AND ASYNCHRONOUS)**

### **Instructor Contact Information**

**Name:** Charlene Tung

**Email:** tung@sonoma.edu

**Office Hours:** Via Zoom link W 10:30 -1:30 (see canvas for link)

There will be a waiting room, so you may have to wait a bit depending on how many students are there. If you are not available during those hours, email directly for an alternative day/time. For e-mail questions, give 24 hours for a response. Note: Saturday and Sundays do not expect a response until Monday morning. However, you may be occasionally pleasantly surprised by one.

### **General Course Information**

**Class Days/Time:** Fully Online

GE/SSU Studies Category: GE Ethnic Studies and Area D1. See the mission, goals and objectives for [General Education](#)

<http://www.sonoma.edu/senate/committees/ge/mgos.html>

### **Land Acknowledgement:**

Sonoma State University sits on the borderlands of the Southern Pomo and Coast Miwok Nations, the descendants of whom today are the enrolled citizens of the Federated Indians of Graton Rancheria. The mission of the Federated Indians of Graton Rancheria is social justice and environmental stewardship. The Tribe hopes and encourages the larger community to join them in this necessary mission. You will see that, throughout this course, we are endeavoring to do exactly that.

### **Course Description**

What is the history of “belonging” in America? In what ways have modes of national belonging, such as citizenship, sovereignty, voting rights, civil rights, family formations, and employment changed over time? How have ideas about women, gender, and race always been central to debates about power, freedom, and belonging in American history? This course investigates the intersection of gender, race, and class in the lives of people living in America by taking a historical approach to citizenship, indigenous experiences, law and policy, commerce, labor, and intimacy in the U.S. As such, this course analyzes formations of social and political movements; family, sexuality and reproduction; constructions of gendered, sexual, racialized, and national categories; demands for equality and freedom; and changing ideas about citizenship and civil rights. This course seeks to enhance students’ understanding of how gender, race,

class, sexuality, and nationalism intersect and function in political, social, and economic institutions in U.S. history.

### **Course Format and Instructional Methods**

This course will be delivered entirely online through the learning management system, Canvas. You will use your SSU Seawolf ID and password to log in to the course from SSU's [Online Services Portal https://login.sonoma.edu/](https://login.sonoma.edu/)

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities. Activities will consist of online assignment, discussion forums, email, journaling, and other technologies. All student work is submitted/posted online in Canvas.

### **Course Goals and Student Learning Objectives**

- Students will deepen their understanding of American history by focusing on how gender, race, and class have been central sites of social, cultural, and political struggles for freedom.
- Students will grasp a broad sweep of American history through studying chronological and thematic approaches to the intersections of gender, race, and class in the United States.
- Students will develop their comprehension of how the social, political, and institutional categories of gender, race, and class have changed over time, are intersectional, and have been historically fraught sites of social power.
- Students will learn about historical methods through studying the contributions of feminist and critical race historical scholarship and methodological innovations. Students will analyze and engage with primary and secondary historical sources.

### **Required Texts/Readings**

Books Available at NorthLight Books and SSU Bookstore (or online sites)

- CANVAS selected readings.
- Anne Moody. 1963. Coming of Age in Mississippi: An Autobiography.
- Traci Chee. 2020. We Are Not Free.
- Mark Gonzales. 2015. In Times of Terror, Wage Beauty
- \*Tommy Orange. 2018. There, There **OR**
- \*Angeline Boulley. 2021. Fire Keeper's Daughter

\* choose one OR the other of these two novels

### **Classroom Protocol**

- This class follows all university policies, including the add/drop policy, grade appeal procedures, accommodations for students with disabilities, and the diversity vision statement. <http://www.sonoma.edu/uaffairs/policies/>

- Cheating and plagiarism are strictly prohibited in this class (e.g. taking writing from internet /other sources and presenting it as your own). It is your responsibility to learn SSU cheating and plagiarism policy.  
[http://www.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm)
- Consistent participation in online forums and activities are required.
- Late work is not accepted.
- There are no make-up quizzes.

## Course Requirements

Reading. Assigned books and readings posted on Canvas.

Quizzes/Written Responses. There are reading responses/quizzes/assignments due each week. MOST are not timed, but a couple are. This is done in order to ensure that you don't spend an inordinate amount of time on them.

Viewing Assignments/Forums. There are multiple viewing (or listening) assignments each week which are comprised of viewing a film/clips and completing some questions attached to each or posting on Forums. Some forums require *post and respond*, some *post-only*. Read instructions carefully so as not to lose points unnecessarily by forgetting to respond to a classmate's post.

Exams. There will be exams as marked in Canvas. Exams are a mix of multiple choice, short answer, as well as essay.

Extra Credit. There are opportunities for extra credit--e.g. film viewings, event attendance, additional discussion forums, etc.. Be on the lookout for those.

## Set-up of Course

- The assignments due date times are 11:59 pm. Assignments are set-up such that they can reasonably be completed —so long as you put in the time. I am have planned it as if you were in-class around 3 hours per week, plus up to an additional 6-9 hours (or 2-3 hours for every hour in-class).
- I highly encourage you to set aside a short period of time, each day if you can, that is set aside for this course. **OR** choose a day in the first half of the week and set aside 3 hours (just as if you were attending the course on-campus) for the course. This ensures you've gotten started well before the Friday due dates. The assignments are NOT designed for you to do them all in one sitting before Friday. (see above bullet point for the general number of hours requirement). You must move steadily through the modules, in order. You can work ahead by one week if you so desire (so long as you have completed all that has come due prior).
- Notification of grading will be via a message either through Canvas or SSU email.

## **SCHEDULE**

\*Schedule is subject to change through Canvas notification and/or email. ***Detailed assignments are all within the Canvas*** modules.

### **Week One and Two. Introduction to Legal and Social Citizenship.**

See readings and activities in the Canvas Module.

### **Week Three. Women and Citizenship--Women in Politics & Suffrage**

See readings and activities in the Canvas Module.

### **Week Four. Situating Sexualities**

See readings and activities in the Canvas Module.

### **Week Five. Enslavement, Gender and Families**

See readings and activities in the Canvas Module.

### **Week Six. Exam and Films**

See readings and activities in the Canvas Module. Includes EXAM.

### **Week Seven-Eight. Desegregation of the South.**

Reading entire book [Coming of Age in Mississippi](#)

### **Week Nine. Asian American Citizenship**

See Canvas Module for reading and assignments.

### **Week Ten-Eleven. Asian American Citizenship**

[We Are Not Free](#)

### **Week Twelve. Contemporary Indigenous America.**

See Canvas Module for podcast "Finding Cleo" and films/assignments.

### **Week Thirteen. Contemporary Indigenous America.**

See Canvas Module for podcast "This Land" and films/assignments.

### **Week Fourteen-Fifteen. Contemporary Indigenous America**

Read entire book (novel) [There, There](#)

OR

Read entire book (Young Adult novel), [FireKeeper's Daughter](#)

### **Week 16- Finals. Hope**

[In Times of Terror. Wage Beauty.](#) Entire book

and see Canvas for additional assignments

## **ADDITIONAL RESOURCES and POLICIES**

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact the [IT Help Desk](http://www.sonoma.edu/it/helpdesk/) <http://www.sonoma.edu/it/helpdesk/>

if you need assistance with Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: [helpdesk@sonoma.edu](mailto:helpdesk@sonoma.edu)
- Visit Location: Schulz 1000
- <https://community.canvaslms.com/>

## **Grading Policy**

Grading is on a straight scale. Percentage of the total.

## **University Policies**

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students](http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml) <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class](http://www.sonoma.edu/registration/addclasses.html) <http://www.sonoma.edu/registration/addclasses.html> has step-by-step instructions. [Registration Information](http://www.sonoma.edu/registration/regannounce.html) <http://www.sonoma.edu/registration/regannounce.html>

lists important deadlines and penalties for adding and dropping classes.

## **Campus Policy on Disability Access for Students**

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS. See

SSU's policy on [Disability Access for Students](http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm)  
<http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>

### **Academic Integrity**

Students should be familiar with the University's [Cheating and Plagiarism policy](http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm)  
[http://www.sonoma.edu/UAffairs/policies/cheating\\_plagiarism.htm](http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm)

. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

### **SSU Writing Center**

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Writing Center website](http://www.sonoma.edu/programs/writingcenter/default.html) <http://www.sonoma.edu/programs/writingcenter/default.html> for more information on how to schedule time with a tutor.

### **SSU RESOURCES FOR CHALLENGES RELATED TO COVID-19**

<https://covid19.sonoma.edu/>

## **WGS 385: Transnational Feminism. Fall 2022**

**SAL 1032**

**T 1- 4:40**

**Instructor:** Dr. Charlene Tung

**Office Hours:** W 10:30-1:30 via ZOOM (see Canvas for link)

Contact: tung@sonoma.edu

### **Course Description**

Transnational feminisms are conceived as both a theoretical perspective and an approach to struggles for social justice across multiple social hierarchies that include gender, race, sexuality, class, and geopolitics. This course examines transnational movement of goods, bodies, practices, ideologies, and cultural productions across national boundaries. Topics include reproductive justice, transnational labor, global sex work, and war/peace/security--all with a critical eye toward de-centering largely western feminist thought and practices.

### **Land Acknowledgement**

Sonoma State University sits on the borderlands of the Southern Pomo and Coast Miwok Nations, the descendants of whom today are the enrolled citizens of the Federated Indians of Graton Rancheria. The mission of the Federated Indians of Graton Rancheria is social justice and environmental stewardship. The Tribe hopes and encourages the larger community to join them in this necessary mission. This course aims to engage with this mission.

### **Goals**

- To understand what is “transnational feminism”, “globalization” and the “global political economy”.
- To understand the impacts of empire building, nation-state, and human rights through the lens of transnational feminisms.
- To understand the political-socio-economic interconnections between the Global South and the Global North as it relates to gender (both its constructions and its lived experience)

### **Required Books**

Available at available at SSU Bookstore or online. \*Indicates e-book available thru SSU

- Disposable Domestic: Immigrant Women Workers in the Global Economy, Grace Chang, Haymarket Press. 2016.
- Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work. Kimberley Kay Hoang. UC Press. 2015.



- Staged Seduction: Selling Dreams in a Tokyo Nightclub. Akiko Takeyama. Stanford University Press. 2016.
- \*Nimo's War, Emma's War: Making Feminist Sense of the Iraq War. Cynthia Enloe. UC Press. 2010.
- Hope in the Dark: Untold Histories, Wild Possibilities. Author: Rebecca Solnit. Nation Books. 2004.

## Requirements

### Class facilitation

2 students will facilitate (introduce the readings and ground discussion in the readings) for approximately 1.5 hours of the class meeting time, **beginning with Week 4**. Facilitation Sign-up sheet is in Canvas.

### Your responsibility is to:

- Prior to class: each facilitator should **post ONE Keyword** on the **GLOSSARY FORUM**. Choose at least 1 key word to define intellectually (i.e. definitions given in-class or in an assigned reading) *and* explain it in your own words giving an example of what the keyword is referring to. In other words, make it 'make sense' to you.
- For in-class: Provide a clear and VERY BRIEF verbal summary of the material(s). What is the author's main point(s)? How does s/he make her argument?
- Raise important questions or issues in the reading(s)—BEGIN BY pulling out specific quotes/sections.
- Lead/Facilitate the class in a discussion of the readings. Engage your fellow students. Utilize powerpoint/media clips/activity etc...

**\*\* NOTE: do not walk us through the reading. ASSUME that your classmates have responsibly completed the readings.**

### Reflection Journal.

Each week, students write a 2 paragraph (1 pp) reflection (free-write style) on the substance of what was discussed in any of the readings due that week. Start the reflection by pulling a quote—then off you go. You *may* reflect on a film *in addition to but not in place of*, a reading.

This will be typed and turned in for grading at midterm and final. Think of it as an on-going journal of the course. Open up and start the document. Decide on a time that works for you to reflect in it each week. \*NOTE: you will see that there are 'journal upload' every week. This is to encourage you to stay on track.

### Discussion Questions

Each week, a 2-3 students are assigned to post a discussion question (based on the reading) that can be utilized during class. See the document "Discussion Question Posting" (in top Canvas module) to see what week you must post a discussion question.

Begin with a quote from the reading that grounds your discussion question (i.e. NOT a yes/no question—see sample). This is an opportunity for you to share what you think, gain clarification, and/or see what your classmates thought about some aspect of the readings/book.

### Midterm.

Turn-in of your Journals Weeks 1-8 will constitute your midterm. This is your chance for those 40 points (5 points/week). When you turn your Final journal, be aware that you will only be able to graded on the last 8 weeks worth of entries.

### Final Exam

Short answer exam question, plus turning in your Journal Weeks 8-16 (\*should be 8 entries)

### Extra credit.

Canvas. Discussion Forum posting on the news/social media/culture---related to this course! Directions on the Forum. You may also attend any speaker from the Feminist Lecture Series specific Wednesdays 9-10 via ZOOM. Go to the Assignment on Canvas to access the Lecture Series line-up. E-mail Professor Amber Muller (amber.muller@sonoma.edu) for the Zoom link. A 1-page write-up that hits high points and makes connections to any concepts/issues raised in this course. You can earn up to 10 points of extra credit total (5 points max per posting or lecture write-up).

\* Students are responsible for keeping a copy of all their papers/assignments.

Quizzes. May be posted as necessary to ensure student participation/reading.

## **Class Policies**

**Classroom Discussion/Participation:** This course will be a combination of lecture, films, and discussion. Your class participation grade is based on your attendance and your overall involvement in class activities. If you miss more than 2 class periods, your grade will be affected negatively. I expect students to be active participants in their educations. You are encouraged to ask questions and critically engage in the readings.

**Late Assignments:** No late response papers/essays are accepted unless there are extenuating circumstances. If accepted, subject to (-5 points) per day. No Incompletes or make-up exams for the course unless there is a serious medical or family emergency. If students are hospitalized or seriously ill, contact the professor as soon as possible via e-mail or phone. The professor reserves the right to refuse permission for a make-up if she feels it is not warranted.

**Classroom Behavior:** Students are expected to show respect to the comments and positions of the professor and their fellow students. Use of phones/devices is limited to activities necessary for the classroom. Misuse will result in confiscation by Professor (for the class period). As a courtesy to your professor and your fellow students, every effort should be made to arrive on-time. Persistent lateness is disruptive to the entire class.

**Syllabus:** The syllabus is your guide to the course. The readings should be completed FOR the class date listed next to the reading. Pages vary by week, so try to keep up or even read ahead if you know the following week you have heavy reading in another class. If you miss class, make sure you check with another student for notes.

**COVID-19:** In accordance with state and county guidelines, masking in SSU instructional spaces is strongly recommended in the Fall 2022 semester. Any changes regarding campus COVID-19 requirements or policies will be communicated to the campus community via email.

**Classroom Accommodations.** If you are a student with a disability and think you may need accommodations for this course, be sure to register with the Disabled Student Services office, located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Authorization forms should be emailed via DSS during the first few weeks of the semester BEFORE any accommodations are needed.

**Grading is on a straight scale.** Pop quizzes and/or online assignments may be added. Subject to change.

<b>Journal first half (7 weeks, 5 pts each; 5 point Canvas assignment)</b>	<b>40</b>
<b>Journal 2nd half (8 weeks, 5 points each)</b>	<b>40</b>
<b>Discussion Questions</b>	<b>10</b>
<b>Class Facilitation</b>	<b>20</b>
<b>Attendance/Participation</b>	<b>15</b>

**Total Points 125**

## Unit I: Transnational labor--Domestic workers and garment factory workers

### Weeks 1 and 2                      Introduction to Globalization and Transnational Feminism

Theme/takeaways: global political economy/ interconnectedness of local with global

See Canvas articles and films

### Week 3.      Transnational Labor: Local-Global Connections (Garment Industry)

See Canvas articles and films

### Week 4.                      Transnational Labor: Local-Global Connections (Garment Industry and Paid Domestic labor)

See Canvas articles and films

## Unit II: Transnational labor--global sex work

### Week 5                      Dealing in Desire..Hidden Currencies of Global Sex Work

**Dealing in Desire.** Appendix (181-194) and Intro – Ch. 4 (pp. 1-103)

### Week 6                      Dealing in Desire...Hidden Currencies of Global Sex Work

**Dealing in Desire.** Ch. 5 – Conclusion (pp. 104-180)

### Week 7                      Staged Seduction: Selling Dreams in a Tokyo Host Club

**Staged Seduction.** Intro – Ch. 3 (pp. 1 – 102)

**Week 8**                    **Staged Seduction: Selling Dreams in a Tokyo Host Club**

**Staged Seduction.** Ch. 4 – Conclusion (pp. 103-174)

### Unit 3: "Woman as Nation"--Reproductive Justice

**Week 9.**                    **Transnational Labor: Local-Global Connections (Paid domestic labor)**

**Disposable Domestics.** Select chapters.

**Week 10**                    **Reproductive Justice: Las Libres**

What is transnational reproductive justice?

Canvas readings

**\*\* Required attendance.** 12:00-1:00 HUB/WGS co-sponsored Reproductive Justice Talk Series.

**Week 11**                    **Reproductive Justice**

See Canvas modules for readings

**Week 12**                    **Reproductive Justice**

See Canvas modules for readings

### Unit IV:     Militarism, Gender, Security, and .... Hope

**Week 13**     **Nimo's War, Emma's War.**

Preface and Chapters 1 -5 (pp xi – 125)

**Week 14**                    **No Class Meeting (see Canvas module)**

On refugees--Syrian refugees films and assignment. (& continue reading Nimo)

**Week 15**     **Nimo' War, Emma's War**

Chapters 6 – Conclusion (pp 129 - 225)

**Week 16.**     **Hope in the Dark**

Read entire book

## **“Feminist Research Methodology”**

Fall 2022 – WGS 425 – Thursdays 1-4:40pm Salazar Hall 1033  
Writing Intensive Course (WEPT Alternative)

Instructor: Dr. Amber Muller

Email: [mullera@sonoma.edu](mailto:mullera@sonoma.edu)

Office Hours: Mondays 9am-12pm via Zoom: <https://SonomaState.zoom.us/j/9812489114>

### **Course Description & Goals**

Welcome to Feminist Research Methodology. This course is structured around several open-ended questions that we will consider during the semester including: How can we work together to create a supportive and productive feminist research community this semester? What makes research feminist? Are there feminist, critical race, and/or queer research methodologies and what might they look like? How can we use the insights of feminist theory to inform the process of picking a research topic, collecting data, and producing research results? How have theories of intersectionality and feminist standpoint shaped how we understand ourselves as researchers and the process of research? What are the possible relationships between feminist research and social justice? Throughout the course, we will return to these questions as we read, write, discuss, and practice feminist research methodologies.

### **Student Learning Outcomes**

- Students will learn about and apply the concepts of feminist method, methodology, and epistemology as well as feminist standpoint, ethics, and research praxis.
- Each week, students will closely analyze a range of published feminist research. We will learn how to identify feminist methodologies and develop a stronger sense of the uses and limitations of particular research methods.
- Students will apply different feminist research methodologies through in class activities, presentations, and by completing a semester-long digital portfolio of their research featuring their own 20-page research paper.
- Throughout the semester, students will submit writing assignments, which will be integrated into a final research paper.

### **Course Policies**

- We are learning and teaching during a health pandemic, during a time of heightened publicly visible racial violence and resistance, and during a potentially disruptive fire season. These are not normal times and I recognize that we are not all impacted in the same ways and to the same degrees. I will reach out to you via your SSU email and on Canvas if you have not come to class or zoom to check in with you. Please let me know if the obstacles you are facing are blocking your learning path and we can work together to figure out a way through.
- This class follows all SSU [University Policies](#).
- Please contact [Disability Services for Students](#) if you need accommodations for this class.
- This class is a WIC course, see next page for full details.

### **Land Acknowledgement:**

Sonoma State University sits on the borderlands of the Southern Pomo and Coast Miwok Nations, the descendants of whom today are the enrolled citizens of the Federated Indians of Graton Rancheria. The mission of the Federated Indians of Graton Rancheria is social justice

and environmental stewardship. The Tribe hopes and encourages the larger community to join them in this necessary mission.

Please read the history of the Federated Indians of Graton Rancheria:

<https://gratonrancheria.com/culture/history/>

### **Pandemic Policies:**

We all breathe the same air—we are connected to each other. This is both a precious gift, a source of great strength, and site of our vulnerability. WGS classrooms are spaces of community and world building. I invite us all to build the kind of classroom that prioritizes our learning and our fullness as human beings.

Please carefully read all sections of the [Sonoma State Covid-19 information page](#). Before leaving your residence or coming to campus, you are required to complete the [daily wellness screening](#). Please complete this screening and receive your green indicator before coming to campus/class.

When we are in class, we are encouraged to wear masks at all times. If you forget to bring a mask you may obtain one at Seawolf Services, the University Library, or the Student Center.

## **Writing Intensive Curriculum Fall 2022**

### **Writing Intensive Curriculum Course**

This course has been designated as a WIC (Writing Intensive Curriculum) course for Fall Semester 2022. This means that the course is specifically and especially designed to help you develop writing abilities at the advanced level. You will be doing a lot of writing in the class and receiving substantive and direct instruction during your writing process (e.g., using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, etc.). Writing assignments will be carefully crafted to support your ability to engage as a writer in a variety of contexts: civic, disciplinary, professional. Writing will also support your learning of the academic class content.

This course serves as a “WEPT equivalent.” This means that, if passed with a C- or better, the course will exempt you from needing to take the WEPT. **IMPORTANT NOTE:** to receive WEPT / GVAR certification via taking this course, you need to have achieved 60 units before you register for the course. The Graduate Written Assessment Requirement (the CSU requirement that most SSU students meet by passing the WEPT) stipulates that writing proficiency must be assessed in the upper division. Students may certainly take and pass various WIC courses prior to upper division, but those courses will not count for GVAR certification.

If you have achieved junior or higher status, and if you pass this course with a grade of C- or better, your GVAR proficiency will be automatically registered via a certification process in the Common Management System a few weeks after the term is completed.

## SSU Writing Center

The SSU Learning and Academic Resource Center is available to provide tutoring support as you work on the writing for this course. Zoom writing appointments are available, you will have to schedule an appointment through WC online:

<https://larc.sonoma.edu/writing-center>

### Notice Regarding Possible Use of Your Work in Institutional Assessment

The WIC initiative offers an opportunity for SSU to examine practices of teaching and learning, with the aim solely of improving educational offerings. It is possible that your writing may be collected and examined for these purposes. Your work will never be used as a means of evaluating you personally, as any student writing that is assessed will be read anonymously. Likewise, your specific course will not be a subject of assessment; rather, these efforts will be aimed at understanding and assessing the WIC initiative as a whole. Thanks for your help in this vital work.

### **Grading:**

#### *25% Attendance*

Attendance means attending the entire class session. Attendance also means coming to class prepared to participate by completing the readings to the best of your ability and continuing to make weekly progress on your feminist research project. Students are strongly encouraged to share their thoughts and ideas at least once each class period—either with the whole class or in your breakout/discussion groups. Finally, when we are on zoom for the first 4 sessions, you are highly encouraged to “take up your space” in this class by having your camera on. Try to find a corner or any place that feels comfortable to join us (kids, family, animals—are fine). If you are unable to turn on your camera, please put a picture of yourself or of something from nature that you think represents you.

#### *25% Student Presentation Groups –or– 3-page Analysis paper*

Students choose one option:

1) In groups of 2-3 students will lead a 30-minute interactive class discussion and/or activity on a particular article. The goal for this assignment is to engage your classmates in your article as a piece of feminist research as well as investigate the central findings or insights from the article. See Canvas for full assignment description.

-or-

2) Individually, students will write a 3-page analysis paper of 1 reading. Please follow the instructions on Canvas for picking your article and writing your paper.

Group presentations will occur on the day that the chosen article is assigned. Individual papers are due via Canvas by 10/20 @ 10pm

#### *50% Feminist Research E-Portfolio*

Throughout the semester, students will work on a self-chosen feminist research project. This research project will be broken down into different components each of which will be uploaded to your Research E-Portfolio. Each piece will be graded individually and they will be used during writing workshops to explore, refine, and clarify your ideas. At the culmination of the course, students will integrate these pieces into a cohesive 20-page final paper featured in your Research E-Portfolio. I will distribute more details about each of these assignments on Canvas.

<i>Research Topic Description &amp; 3 Guiding Research Questions</i>	10%	1-2-page	Due September 15
<i>Standpoint Statement</i>	10%	2-pages	Due September 22
<i>Literature Review</i>	10%	5-pages	Due October 13
<i>Methodology Statement &amp; Interview Questions/ Research Agenda</i>	10%	3-pages	Due October 27
<i>Primary Data Collection/ Interview Transcripts</i>	10%	varies	Due November 10
<i>Data Analysis</i>	10%	5-pages	Due December 1
<i>Final Research Presentation</i>	10%	5-mins	Due December 8
<i>Final Research Paper</i>	30%	20 pages	Due December 15, 10am

### **Required Reading**

- All Articles/Readings posted as PDFs and alternative formats on Canvas.
- Sharlene Nagy Hess-Biber and Patricia Lina Leavy. Feminist Research Practice: A Primer. Sage Publications: Thousand Oaks, (Second Edition) 2014. (PDFs of the parts we will be reading will be posted on Canvas.)

### **UNIT 1: Key Concepts in Feminist Research**

#### **Aug 25 – Introduction ~ Zoom**

<u>Read parts during class:</u> Hesse-Biber, ed. Ch 1 “A Re-Invitation to Feminist Research” <i>Feminist Research Practice: A Primer</i> . Los Angeles: Sage, 2014. pages 1-8	<u>Activities we will do during our class:</u> - Hello. Introductions to the class and each other. - Working definitions of key terms, and overview of research project. <u>Learning Goals:</u> - Meet your classmates and professor - Start to think about what you might want to research? What interests you?
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#### **Sept 1 – What is Feminist Research? ~ Zoom**

<u>Please read before class:</u> Sandra Harding. “Introduction: Is There a Feminist Method?” In <i>Feminism and Methodology</i> . Bloomington: Indiana University Press, 1987.	<u>Activities we will do during our class:</u> - Discuss feminism, method, methodology, epistemology, and standpoint. - Apply all these concepts to Carriaga example. - Begin discussion of research project and start brainstorming research topics.
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<p>Stephanie Cariaga. "Toward Self-Recovery: Cultivating Love With Young Women of Color Through Pedagogies of Bodymindspirit." <i>The Urban Review</i> 51 (2019): 101-122.</p>	<p><u>Learning Goals</u></p> <ul style="list-style-type: none"> <li>- Define method, methodology, and epistemology from feminist perspectives.</li> <li>- Apply concepts from feminist research to an example of contemporary feminist research.</li> <li>- Identify some of the basic structures of a research article (intro, thesis, standpoint, lit review, methods, findings, praxis).</li> </ul>
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**Sept 8 – Feminist Standpoint. ~ Zoom**

<p>Hesse-Biber, ed. Ch 2 "Feminist Empiricism and Standpoint Theory" <i>Feminist Research Practice: A Primer</i>. Los Angeles: Sage, 2014. pages 14-27.</p> <p>Anderson, Amanda F. "On (the Question of) 'Knowledge Itself': Teaching Black Feminism Now." <i>Feminist Formations</i> 32, no. 1 (2020): 238-243.</p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Discuss the feminist insight that all knowledge is political—epistemic privilege and intersectional feminist resistance and other ways of knowing.</li> <li>- Work through key concepts related to the production of knowledge: empiricism, positivism, feminist empiricism, strong objectivity, feminist standpoint.</li> <li>- Introduce Topic Description/ Subtopics List/ 3 Guiding Research Questions due next week</li> <li>- Discuss how to maximize our virtual library tour next week.</li> <li>- Introduce Standpoint Statement Due 9/17.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Deepen understanding of key concepts in feminist research.</li> <li>- Identify quotes about feminist standpoint.</li> </ul>
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**Sept 15 – Picking a Topic, the Politics of Citation, Virtual Library Visit - Zoom**

<p>Moya Bailey &amp; Trudy "On misogynoir: citation, erasure, and plagiarism." <i>Feminist Media Studies</i> 18 no. 4 (2018): 762-768.</p> <p>Cite Black Women "A Critical Praxis" <a href="https://www.citeblackwomenscollective.org/our-praxis.html">https://www.citeblackwomenscollective.org/our-praxis.html</a></p> <p>Black Latinas Know Collective "The Statement" <a href="https://www.blacklatinasknow.org/">https://www.blacklatinasknow.org/</a></p> <p><b>Due: 2-page Topic Description/ Subtopics List/ 3 Guiding. Research Questions</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Share your research topic/questions/sub-topic ideas with your classmates.</li> <li>- Discuss the politics of citation. Who do you turn to as the "experts"? How can you find the best scholarship to support your research?</li> <li>- Remote Library Research Tour</li> <li>- Review Standpoint Statement due next week.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Learn about the feminist and critical race politics of citation.</li> <li>- Learn how to find peer-reviewed scholarly articles in WGS and related fields.</li> <li>- Start finding sources for you research.</li> </ul>
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**Sept 22 – Research, Power, and Positionality ~ Salazar Hall 1033**

<p>Carmona, Judith Flores. "Cutting out Their Tongues: Testimonios and the Malintzin</p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Analyze insider/outsider, positionality, power, affect, and research.</li> </ul>
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<p>Researcher” <i>Journal of Latino/Latin American Studies</i>. 6 no. 2 (2014): 113-124.</p> <p><b>Due: 2-page Standpoint Statement</b></p>	<ul style="list-style-type: none"> <li>- Students share parts of standpoint statements.</li> <li>- Introduce Literature Review.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Deepen understanding of power and positionality in research.</li> <li>- Locate ourselves as researchers along axis of social power and share with each other.</li> </ul>
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## **UNIT 2: Feminist Research Methods**

### **Sept 29 – Feminist Interviews - Salazar Hall 1033**

<p>Hesse-Biber, ed. Ch 7 “Feminist Approaches to In-depth Interviewing” <i>Feminist Research Practice: A Primer</i>. Los Angeles: Sage, 2014. Only pages 182-208.</p> <p>Aída Hurtado. “Critical Race Theory and Questioning Whiteness: Young Feminists Speak Out Against Race and Class Privilege” <i>Frontiers</i> vol. 40, no. 3 (2019): 90-116.</p> <p><b>Due: 1-page analysis of first source for your Literature Review</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Discuss feminist approaches to interviewing.</li> <li>- Analyze Aída Hurtado article as an example of feminist interview research.</li> <li>- Check in about Literature Review.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Understand more about the process and ethics feminist interviewing.</li> </ul>
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### **Oct 6 – Interviews and Data Analysis ~ Salazar Hall 1033**

<p>Hesse-Biber, ed. Ch 7 “Feminist Approaches to In-depth Interviewing” <i>Feminist Research Practice: A Primer</i>. Los Angeles: Sage, 2014. Only pages 217-224.</p> <p>Candice N. Hargons. “‘It Feels So Good’: Pleasure in Last Sexual Encounter Narratives of Black University Students.” <i>Journal of Black Psychology</i> 44, no. 2 (2018):103-127.</p> <p><b>Due: 1-page analysis of second source for your Literature Review</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Discuss feminist approaches to peer interviewing and online interviewing.</li> <li>- Focus on how Hargons and their research team planned their research, conducted interviews, and engaged in data analysis.</li> <li>- Check in about Literature Review due next week.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Learn more about peer-interviewing and interviewing online.</li> <li>- Analyze how author does data analysis.</li> </ul>
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### **Oct 13 –Literature Review ~ Salazar Hall 1033**

<p>No new reading this week. Focus on writing your Literature Review and uploading to Canvas (and your research e-portfolio, if you have that started).</p> <p><b>Due: 5-page Literature Review</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"> <li>- Share Literature Review.</li> <li>- Introduce Methods Statement.</li> </ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>- Complete first draft of your Literature Review.</li> </ul>
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**Oct 20 – Media Research ~ Salazar Hall 1033**

<p>Su, Holmes. “My anorexia story’: girls constructing narratives of identity on YouTube.” <i>Cultural Studies</i> 31, no.1 (2017): 1-23.</p> <p>Keller, Jessalynn. “Oh, She’s a Tumblr Feminist’: Exploring the Platform Vernacular of Girls’ Social Media Feminisms.” <i>Social Media + Society</i> (2019): 1-11.</p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"><li>- Analyze feminist media research. YouTube/ social media as an archive of data to study.</li></ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"><li>- Understand more about feminist media research.</li><li>- Understand how to write a draft of your Methods Statement.</li><li>- Prepare to start researching and gathering data.</li></ul>
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**Oct 27 – Methods Statement ~ Salazar Hall 1033**

<p>No new reading this week. Focus on writing your Methods Statement and uploading to your research e-portfolio.</p> <p><b>Due: 3-page Methods Statement and Research Questions</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"><li>- Share Methods Statement.</li><li>- Start Researching.</li></ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"><li>- Complete first draft of your Methods Statement.</li><li>- Understand how to do transcriptions/ data collection.</li></ul>
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**UNIT 3: Conducting Your Own Research**

**Nov 3 — Conduct Research 1 ~ Salazar Hall 1033**

<p>Hesse-Biber, ed. Ch 13 “Conclusion: Putting Together Your Research Project” <i>Feminist Research Practice: A Primer</i>. Los Angeles: Sage, 2014. Only pages 389-394.</p> <p><b>Due: Complete one interview or start data collection.</b></p>	<p><u>Activities we will do during our class:</u></p> <ul style="list-style-type: none"><li>- Check in about starting your own research.</li><li>- What topics or subtopics are emerging? Do you need to reassess/revise your interview questions?</li></ul> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"><li>- Practice doing your own feminist research.</li><li>- Keep recording your primary data.</li><li>- Introduce ways to do Data Analysis.</li><li>- Start analyzing your data and discuss with classmates.</li></ul>
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**Nov 10 – Conduct Research 2 ~ No Class Meeting**

<p>No reading for this week.</p> <p><b>Due: Primary Data</b></p>	
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**Nov 17 – Data Analysis 1 ~ Salazar Hall 1033**

Hesse-Biber, ed. Ch 13 “Conclusion: Putting Together Your Research Project” *Feminist Research Practice: A Primer*. Los Angeles: Sage, 2014. Only pages 394-407.

**Due: Data Analysis Outline and 1 subtopic**

Activities we will do during our class:

- Discuss data analysis.
- Students share/ work on outlines.

Learning Goals:

- Practice doing feminist data analysis.

**Nov 24 – No Class Thanksgiving Break**

**Dec 1 – Data Analysis 2 ~ Salazar Hall 1033**

No reading for this week

**Due: 5-page Data Analysis**

Activities we will do during our class:

Students will share their Data Analysis findings.

Learning Goals:

- Complete the first draft of your Data Analysis.

**Dec 8 – Final Research Symposium ~ Zoom**

No reading for this week

**Due: 5-minute presentation of your Research E-Portfolio.**

Activities we will do during our class:

Students will share their research e-portfolios and findings.

Learning Goals:

- Practice sharing your research findings.

**FINAL – Friday, Dec 15, 10am.**

Final papers due on Canvas by 10am.

**Women and Gender Studies 475**  
**Contemporary Feminist Thought: Feminist Rage, Repair, and Resilience**  
**Sonoma State University**  
**Fall 2022**

**Course Time: M/W 5:00-6:50 PM**

Instructor: Don Romesburg, Ph.D.

Zoom Office Hours (Drop In): **T/TH 11-12:15**

Campus Office Hours (By Appointment Only): W 4-4:45

**Location: SALZ 1035**

Office: It's complicated

Email: [romesbur@sonoma.edu](mailto:romesbur@sonoma.edu)

**Course Description:** In this senior-level in-person course, students will grapple with dynamic and diverse feminist theory. In this course, the special topic is feminist rage and resilience. We will explore, via academic, literary, artistic, and popular texts, how anger has been central to structuring feminist praxis from the 1960s to the present. We will focus, specifically, on: misogyny, “man hating,” and separatism; feminist tensions with gay, queer, and trans approaches; black feminism, intersectionality, and “white feminism”; sexuality, sexual agency, and the politics of beauty; fighting forced birth and street harassment; anger and coalition; ability/ableism; multigenerational trauma, decolonization, and resilience; global feminist manifestos; and affective states of rage and repair.

**Learning Objectives:**

- Acquire the ability to use key concepts and terms related to feminist analysis and to apply them to social, political, and cultural issues ranging from the personal to the transnational.
- Engage feminist theories through an intersectional lens that foregrounds the mutually constituting relationships between gender, race, ethnicity, class, sexuality, ability, and nation.
- Understand “theory,” its uses and shortcomings
- Comprehend contemporary strands of feminist thought, key concepts, and debates
- Articulate how feminist thought critiques often unspoken assumptions in everyday lives, institutions, and systems
- Analyze intersectionality of race, ethnicity, class, sexuality, ability, and nation in feminist theory
- Consider the merits and challenges of anger as a feminist affect
- Strengthen critical thinking, speaking, and writing capacities through course discussion, close readings, group oral presentations, and writing assignments

**Required Texts:**

- Valerie Solanis, *SCUM Manifesto*, reprint ed. (New York: Verso, 2016), ISBN: 978-1784784409
- Canvas readings

**Grading:**

25%	Participation
30%	Short Analysis Papers
10%	Cohort Group Dialogues
10%	Cohort Class Presentation
5%	Fighting Forced Birth Presentation
20%	Pissed-Off Praxis Project

**Participation:** The better prepared you each are, the more engaging the discussions will be. You must come to each class prepared to explore, question, defend, and critique all assigned readings. All perspectives welcome. No tone policing. Students will respect others’ viewpoints. Actively listen. **Share insights about the material at least once during every class.** Also, be mindful not to “over-share” or dominate. Failure to actively and equitably participate, lateness, absences, and non-academic use of technology will negatively impact your grade. (20%)

**Short Analysis Papers:** Hand in six two-page papers throughout the semester. The goal is to analyze a class period’s

assigned readings. Identify major themes across readings, explain key points, and pose questions. In this senior-level class, writing should move beyond summary—incorporate analysis and critical thinking about readings. Make connections with other course material and concepts across the semester—that’s part of the point! I will not accept late papers, but you may hand in up to two make-up papers on days that a short paper or presentation is not assigned to your group. (30%)

**Cohort Discussion Group Participation:** To encourage dialogue and comprehension, each student will be assigned to a cohort that will meet outside of class four times throughout the semester to discuss class topics, readings, and applications. Each meeting must be a minimum of an hour long and include everyone. Your cohort will write up one (per cohort, not person) two-page description per meeting detailing: 1) when you met; 2) what key insights or questions each group member contributed; and 3) how this relates to readings. It cannot be the same day as your cohort presentation or your short analysis papers. Submit these via Canvas before or on the day of readings for which you did the meeting. Each cohort member should arrive ready to pose a question related to readings due that day. (10%)

**Cohort Presentation:** Once, your cohort will present on the day’s reading materials and facilitate discussion that day. Make this dynamic. Feel free to present a related short (3-5 minute) audio or visual text (video, film excerpt, song, commercial, news clip, blog, speech, poem, etc.) and explain its significance. Be creative with format. We will sign up for these presentations in the third class. The assignment’s purpose is to generate discussion about the links between feminist theory and culture. You should meet with me during my zoom office hours prior to your presentation to go over your plans. Your cohort will hand in a one-page outline of your presentation (per cohort, not each person). You’ll be graded on the presentation’s relevance, the discussion it generates, and the content of your summary paper. (10%)

**Fighting Forced Birth Presentation:** On Monday, 10/24, we will collectively present to each other Natalie Adler, Marian Jones, Jessie Kindig, Elizabeth Navarro, Anne Rumberger, eds., *We Organize to Change Everything: Fighting for Abortion Access and Reproductive Justice* (New York: Verso, 2022). Each cohort will be assigned two chapters from the ebook, and we will share out our findings with each other while discussing the contemporary challenges of reproductive justice and forced birth. You’ll be graded on the presentation’s capacity to highlight compellingly the key points, the discussion it generates, and the connections you make in discussion with other presentations. (5%)

**Pissed-Off Praxis Project (Final Paper):** Students will write an 8-10-page paper, including a 2-3 page praxis project stemming from something that enrages you as well as a 6-8 page reflection of your intellectual/personal growth in relation to feminist rage, theory, and praxis throughout the semester. This can be a creative work, activism, furious screed, or trenchant read. Due during the final exam period. We will discuss this later in the semester. (20%)

**Course Ethics/Accommodations:** Note important policies, such as add/drop; cheating and plagiarism; grade appeal procedures; accommodation for students with disabilities; and the diversity vision statement (linked on Canvas). Cell usage is not allowed during class. In class, students may only use laptops for course work. Infractions will negatively impact your grade. If you need accommodations, register with Disability Services for Students (SALZ 1049; 707-664-2677). It will provide your instructors written confirmation of recommended accommodations so we can make the course work for you.

**Fires and/or Power Outages:** Sonoma County has had fire-related impacts on campus operations intermittently since 2017. If something happens this semester, I’ll let you know about changes to assignments, due dates, or readings. Receive university emergency alerts by texting SSUALERTS to 67283.

**COVID-19:** Masking in SSU instructional spaces is strongly recommended. Don’t be a selfish jerk—mask up! Also, don’t come to class sick. I have flexibility built into the course if you experience hardships related to COVID-19 and other illnesses, mental health challenges and family concerns. Communicate with me. I’ll work with you to determine what options there are for you to succeed.

### Course Schedule

DATE	CLASS TOPIC	READINGS DUE
8/22	<b>Introduction:</b> <b>What If We Were Allowed to Rage?</b>	<b>Pre-Circulated:</b> <ul style="list-style-type: none"> <li>• Mona Eltahawy, “What the world would look like if we taught girls to rage?” <i>Thought Experiment</i>, NBC News, February 1, 2018</li> <li>• Suzanna Danuta Walters, “Why Can’t We Hate Men?” <i>Washington Post</i>, June 8, 2018</li> <li>• Donna Kate Rushin, “The Bridge Poem,” from <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, ed. Cherríe Moraga and Gloria Anzaldúa (New York: Kitchen Table Press, 1983), xxi-xxii</li> <li>• Andrea Ewing, “Your Black Friends Are Tired,” from <i>Badass Feminist Politics: Exploring the Radical Edges of Feminist Theory, Communication, and Activism</i>, ed. Sarah Jane Blithe and Janell C. Bauer (New Brunswick: Rutgers University Press, 2022), 47-49</li> </ul> Watch: <ul style="list-style-type: none"> <li>• <a href="#">Melissa Lozada-Oliva, "Bitches," Remezcla, April 6, 2018</a></li> </ul>
8/24	<b>Getting Angry</b>	<ul style="list-style-type: none"> <li>• Audre Lorde, “The Uses of Anger,” <i>Women’s Studies Quarterly</i> 25, nos. 1/2 (1997 [1981]): 278-285</li> <li>• Chrystos, “They’re Always Telling Me I’m Too Angry,” <i>Fugitive Colors</i> (Cleveland State University Poetry Center, 1995)</li> <li>• Soraya Chemaly, “Nice to Meet You, Rage” from <i>Rage Becomes Her: The Power of Women’s Anger</i> (New York: Atria, 2019), i-xxiii</li> <li>• Cross-Border Feminists, “Cross-Border Feminist Manifesto: To Emerge from the Pandemic Together and Change the System,” April 18, 2020</li> <li>• Rebecca Traister, “The Poison of Male Incivility,” <i>The Cut</i>, July 24, 2020</li> </ul> In Class Watch: <ul style="list-style-type: none"> <li>• <a href="#">A Red Girl's Reasoning, dir. Elle-Máijá Tailfeathers, 11 min. (2012): Streaming on Vimeo</a></li> <li>• June Jordan, “Poem about My Rights,” dir. Pratibha Parmar, 4 min. (2019): Streaming on Vimeo</li> <li>• <a href="#">Rep. Alexandria Ocasio-Cortez (D-NY) Responds to Rep. Ted Yoho (R-FL), C-SPAN, July 23, 2020</a></li> </ul>
8/29	<b>Angry Men</b>   <b>SHORT PAPER 1 DUE (ALL)</b>	<ul style="list-style-type: none"> <li>• Jessica Crispin, “Why I Am Not a Feminist: A Feminist Manifesto (excerpt),” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [2017]), 459-460</li> <li>• Rebecca Traister, “Sympathy for the Devils,” from <i>Good and Mad: The Revolutionary Power of Women’s Anger</i> (New York: Simon and Schuster, 2018), 192-205</li> <li>• Simone Kolysh, “The Anatomy of Everyday Violence: Initiators,” from <i>Everyday Violence: The Public Harassment of Women and LGBTQ People</i> (New Brunswick: Rutgers University Press, 2021), 25-50</li> </ul>



8/30	<b>Down Girl: Misogyny</b>	<ul style="list-style-type: none"> <li>Kate Manne, “Threatening Women,” “Ameliorating Misogyny,” “Exonerating Men,” and “Conclusion,” from <i>Down Girl: The Logic of Misogyny</i> (New York: Oxford University Press, 2018), 31-77, 177-219, 279-307)</li> </ul> <p>In-Class Watch:</p> <ul style="list-style-type: none"> <li><a href="#">Yoko Ono, “Cut Piece” (1965), performance art</a></li> </ul>
9/7	<b>SCUM Manifesto</b> <b>SHORT 2 PAPER DUE (ALL)</b>	<ul style="list-style-type: none"> <li>Valerie Solanis, <i>SCUM Manifesto</i></li> <li>Breanne Fahs, “The Radical Possibilities of Valarie Solanas,” <i>Feminist Studies</i> 34, no. 3 (Fall 2008): 591-617</li> </ul>
9/12	<b>Utopian Man Hating</b>  <b>COHORT PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>Gutter Dyke Collective, “This Is the Year to Stamp Out the ‘Y’ Chromosome,” from <i>For Lesbians Only: A Separatist Anthology</i>, ed. Sarah Lucia Hoagland and Julia Penelope (London: Onlywomen Press, 1988 [1973]), 338-339</li> <li>Joanna Russ, “The New Misandry,” from <i>Radical Feminism: A Documentary Reader</i>, ed. Barbara Crow (New York: New York University Press, 2000 [1973]), 167-170</li> <li>Selections from Larry Mitchell, <i>The Faggots and Their Friends Between Revolutions</i> (New York: Calamus Books, 1977), 1, 20-21, 29, 38, 44, 46-47, 59-61, 91-93, 101-102, 109-110</li> </ul>
9/14	<b>Angry Radical Manifestos</b>  <b>SHORT PAPER 3 DUE (A/B)</b>	<ul style="list-style-type: none"> <li>Joreen Freeman, “The Bitch Manifesto,” from <i>Radical Feminism: A Documentary Reader</i>, ed. Barbara Crow (New York: New York University Press, 2000 [1970]), 226-233</li> <li>Radicalesbians, “The Woman-Identified-Woman,” from <i>Radical Feminism: A Documentary Reader</i>, ed. Barbara Crow (New York: New York University Press, 2000 [1970]), 233-237</li> <li>Silvia Federici, “Wages Against Housework,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [1974]), 127-136</li> </ul> <p>In-Class Watch:</p> <ul style="list-style-type: none"> <li><a href="#">Martha Rosler, “Semiotics of the Kitchen,” 1975, video installation</a></li> </ul>
9/19	<b>Consciousness Raising and Separatism as Solutions</b>  <b>COHORT PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>Kathie Sarachild, “A Program for Feminist Consciousness-Raising,” from <i>Radical Feminism: A Documentary Reader</i>, ed. Barbara Crow (New York: New York University Press, 2000 [1968]), 273-281</li> <li>“A Black Separatist,” from <i>For Lesbians Only: A Separatist Anthology</i>, ed. Sarah Lucia Hoagland and Julia Penelope (London: Onlywomen Press, 1988 [1981]), 83-92</li> <li>Sarah Lucia Hoagland, “Anger and Political Perception,” “Resistance to Healing the Fragmentation” from <i>Lesbian Ethics: Toward New Value</i> (Palo Alto: Institute of Lesbian Studies, 1988), 178-197</li> </ul>
9/21	<b>Gay Men Are the Worst</b>	<ul style="list-style-type: none"> <li>Del Martin, “If That’s All There Is,” <i>The Ladder</i> 15, nos. 3/4 (December 1970), 4-6</li> <li>C.L.I.T. Collective, “C.L.I.T. Statement No. 2,” from <i>For Lesbians Only: A Separatist Anthology</i>, ed. Sarah Lucia Hoagland and Julia Penelope (London: Onlywomen Press, 1988 [1974]), 357-367</li> <li>Suzanna Danuta Walters, “From Here to Queer: Radical Feminism, Postmodernism, and the Lesbian Menace (Or, Why Can’t a Woman Be More like a Fag?),” <i>Signs</i> 21, no. 4 (Summer 1996): 830-869</li> </ul>



	<b>SHORT PAPER 3 DUE (C)</b>	<ul style="list-style-type: none"> <li>The Race Card, “Dear White Gays, Stop Patronizing Black Women with Your ‘Allyship,’” Afropunk, June 9, 2017</li> </ul> <p>In-Class Watch:</p> <ul style="list-style-type: none"> <li>Sylvia Rivera, “Y’all Better Quiet Down,” Christopher Street Liberation, New York, 1973</li> </ul>
9/26	<b>Transgender and Anti-Transgender Feminist Fury</b>  <b>COHORT PRESENTATION 3</b>	<ul style="list-style-type: none"> <li>Janice Raymond, “Sappho by Surgery: The Transsexually Constructed Lesbian-Feminist,” from <i>The Transgender Studies Reader</i>, Vol. 1, ed. Susan Stryker and Stephen Whittle (New York: Routledge, 2006 [1979]), 131-143</li> <li>Susan Stryker, “My Words to Victor Frankenstein Above the Village of Chamounix: Performing Transgender Rage,” from <i>The Transgender Studies Reader</i>, Vol. 1, ed. Susan Stryker and Stephen Whittle (New York: Routledge, 2006 [1994]), 244-256</li> <li>Emi Koyama, “The Transfeminist Manifesto,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [2001]), 86-97</li> <li>Sara Ahmed, “An Affinity of Hammers,” <i>TSQ: Transgender Studies Quarterly</i> 3, nos. 1-2 (2016): 22-34</li> </ul>
9/28	<b>Angry Black Women I: Late 20<sup>th</sup> Century</b>  <b>SHORT PAPER 3 DUE (D/E)</b>	<ul style="list-style-type: none"> <li>Anita Cornwell, selections from <i>The Black Lesbian in White America</i>,” from <i>Radical Feminism: A Documentary Reader</i>, ed. Barbara Crow (New York: New York University Press, 2000 [1983]), 443-449</li> <li>bell hooks, “Killing Rage: Militant Resistance” and “Beyond Black Rage” from <i>Killing Rage: Ending Racism</i> (New York: Henry Holt and Company, 1995), 8-30</li> </ul> <p>In-Class Watch:</p> <ul style="list-style-type: none"> <li>Betye Saar, “The Liberation of Aunt Jemima,” 1972, found objects/mixed media sculpture</li> <li><a href="#">Interview with Betye Saar for National Visionary Leadership Project (2010)</a></li> </ul>
10/3	<b>Angry Black Women II: Early 21<sup>st</sup> Century</b>  <b>COHORT PRESENTATION 4</b>	<ul style="list-style-type: none"> <li>Brittney Cooper, “Orchestrated Fury” and “Never Scared” from <i>Eloquent Rage: A Black Feminist Discovers Her Superpower</i> (New York: St. Martin’s Press, 2018), 147-170, 201-219</li> <li>Patrice Khan-Cullors and asha bandele, “A Call, A Response” and “#SayHerName,” from <i>When They Call You a Terrorist: A Black Lives Matter Memoir</i> (New York: St. Martin’s Press, 2017), 196-232</li> <li>Danette M. Pugh-Patton and Antonio L. Spikes, “Disrupting the Ratchet-Respectable Binary,” from <i>Badass Feminist Politics: Exploring the Radical Edges of Feminist Theory, Communication, and Activism</i>, ed. Sarah Jane Blithe and Janell C. Bauer (New Brunswick: Rutgers University Press, 2022), 256-275</li> </ul> <p>In-Class Watch:</p> <ul style="list-style-type: none"> <li>Janelle Monáe feat. various artists, “Say Her Hame (Hell You Talmbout), official lyric video, YouTube, September 23, 2021, 17 min.</li> </ul>
10/5	<b>Making Lemonade</b>	<ul style="list-style-type: none"> <li>Ashton Toone, Amanda Nell Edgar and Kelly Ford, “‘She made angry Black woman something that people would want to be’: <i>Lemonade</i> and Black women as audiences and subjects,” <i>Participations</i> 14, no. 2</li> </ul>

		(2017): 203-225 <ul style="list-style-type: none"><li>• Zeffie Gaines, “A Black Girl’s Song: Misogynoir, Love, and Beyoncé’s <i>Lemonade</i>,” <i>Taboo</i> 16, no. 2 (2017): 97-114</li><li>• Janell Hobson, “‘The Lemonade Reader’ Adds Beyoncé to the Black Feminist Canon,” <i>Ms.</i>, June 11, 2019</li></ul> In Class Watch: <ul style="list-style-type: none"><li>• Beyoncé, <i>Lemonade</i> (2016)</li></ul>
<b>10/10</b>	<b>Hating on Beauty</b>       <b>SHORT PAPER 4 DUE (A)</b>	<ul style="list-style-type: none"><li>• Judy Freespirit and Aldebaran, “Fat Liberation Manifesto,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [1973]), 344-345</li><li>• Sandra Lee Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power,” from <i>Feminist Theory Reader: Local and Global Perspectives</i>, 3<sup>rd</sup> ed., ed. Carole R. McCann and Seung-kyung Kim (New York: Routledge, 2013 [1990]), 447-461</li><li>• Cassidy D. Ellis and Sarah Gonzalez Noveiri, “Nevertheless, She Feels Pretty: A Critical Co-Constructed Autoethnography on Fat Persistence and Resistance,” from <i>Badass Feminist Politics: Exploring the Radical Edges of Feminist Theory, Communication, and Activism</i>, ed. Sarah Jane Blithe and Janell C. Bauer (New Brunswick: Rutgers University Press, 2022), 107-125</li></ul> In Class Watch: <ul style="list-style-type: none"><li>• tadelesmith, "Feminist Makeup Tutorial," YouTube, June 13, 2013</li></ul>
<b>10/12</b>	<b>Pachuquismo and Taking Back the Streets</b>  <b>Guest Speaker!</b> <b>Vanessa Schez, La Mezcla</b> <b>On Pachuquismo</b>     <b>SHORT PAPER 4 DUE (B/C)</b>	<ul style="list-style-type: none"><li>• Soraya Chemaly, “Smile, Baby,” from <i>Rage Becomes Her: The Power of Women’s Anger</i> (New York: Atria, 2019), 121-152</li><li>• Simone Kolysh, “Voicing Resistance, Finding Solutions,” from <i>Everyday Violence: The Public Harassment of Women and LGBTQ People</i> (New Brunswick: Rutgers University Press, 2021), 153-166</li><li>• <a href="#">Explore Tatyana Falalizadeh, “Stop Telling Women to Smile” (2012-ongoing)</a></li></ul> Before Class, Watch: <ul style="list-style-type: none"><li>• "Ovarian Psychos: East Los Angeles women of color bicycle crew," <i>The Laura Flanders Show</i>, July 14, 2016 (19 min)</li></ul>
<b>10/17</b>	<b>Fuck Rape Culture I: Down with Romance</b>	<ul style="list-style-type: none"><li>• Shulamith Firestone, “The Culture of Romance,” from <i>Feminist Theory Reader: Local and Global Perspectives</i>, 3<sup>rd</sup> ed., ed. Carole R. McCann and Seung-kyung Kim (New York: Routledge, 2013 [1970]), 123-128</li><li>• Kiini Ibura Salaam, “How Sexual Harassment Slaughtered, Then Saved Me,” from <i>Colonize This! Young Women of Color on Today’s Feminism</i> (Emeryville: Seal Press, 2002), 326-342</li><li>• C.J. Pascoe and Jocelyn A. Hollander, “Good Guys Don’t Rape: Gender, Domination, and Mobilizing Rape,” <i>Gender and Society</i> 30, no. 1 (2016): 67-79</li></ul> In Class Watch: <ul style="list-style-type: none"><li>• <a href="#">Hannah Gadsby, “Hannah Gadsby Addresses ‘The Jimmys’ and More ‘Good Men’,” <i>Hollywood Reporter</i>, December 5, 2018</a></li></ul>

	<b>SHORT PAPER 4 DUE (D)</b>	<ul style="list-style-type: none"> <li>• <a href="#">Junt Land, “F**kboy Defense 101,” 24 October 2018, YouTube</a></li> </ul>
<b>10/19</b>	<b>Fuck Rape Culture II: Down with Sex</b>  <b>COHORT PRESENTATION 5</b>	<ul style="list-style-type: none"> <li>• Andrea Dworkin, “<i>Intercourse</i> (excerpt),” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [1987]), 258-262</li> <li>• Catharine A. Mackinnon, “Sexuality from <i>Toward a Feminist Theory of the State</i>,” excerpted in <i>Feminist Theory: A Reader</i>, 4<sup>th</sup> ed., ed. Wendy K. Kolmar and Frances Martkowsky (New York: McGraw Hill, 2013 [1989]), 415-428</li> <li>• Our Porn, Ourselves, “Pro-Porn Principles” (2010), from <i>Feminist Manifestos: A Global Documentary Reader</i>, ed. Penny A. Weiss (New York: New York University Press, 2018), 525-526</li> </ul>
<b>10/24</b>	<b>Fighting Forced Birth</b>	<ul style="list-style-type: none"> <li>• Valerie Tarico, “Why I Am Pro-Abortion, Not Just Pro-Choice,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [2015]), 363-369</li> <li>• “Introduction” and “The Fight Is On” from <i>We Organize to Change Everything</i>, eds. Natalie Adler, Marian Jones, Jessie Kindig, Elizabeth Navarro, Anne Rumberger (New York: Verso, 2022)</li> </ul> <p>Listen (Before Class!):</p> <ul style="list-style-type: none"> <li>• <a href="#">“The End of Roe v. Wade? (with Dorothy Roberts,” <i>On the Issues with Michele Goodwin, September 15, 2021</i> (59 min.)</a></li> </ul>
<b>10/26</b>	<b>Fighting for Abortion Access and Reproductive Justice</b>  <b>ALL-CLASS PRESENTATIONS</b>	<ul style="list-style-type: none"> <li>• You will read and present two cohort-assigned chapters from <i>We Organize to Change Everything: Fighting for Abortion Access and Reproductive Justice</i>, eds. Natalie Adler, Marian Jones, Jessie Kindig, Elizabeth Navarro, Anne Rumberger (New York: Verso, 2022)</li> </ul>
<b>10/31</b>	<b>Going Mad and Getting Witchy</b>  <b>SHORT PAPER 4 DUE (E)</b>	<ul style="list-style-type: none"> <li>• W.I.T.C.H., “W.I.T.C.H. Manifesto,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [1968]), 465-466</li> <li>• Selections from Diane DiMassa, <i>The Complete Hothead Paisan: Homicidal Lesbian Terrorist</i> (San Francisco: Cleis Press, 1999)</li> <li>• Cynthia Barounis, “Witches, Terrorists, and the Biopolitics of Camp,” <i>GLQ</i> 24, nos. 2-3 (2018): 213-238</li> </ul> <p>In Class Watch:</p> <ul style="list-style-type: none"> <li>• <i>The Witch</i> (Dir., Robert Eggers, 2015), 90 min.</li> </ul>
<b>11/2</b>	<b>Mad Feminisms: Critical Disability Studies</b>  <b>COHORT PRESENTATION 6</b>	<ul style="list-style-type: none"> <li>• Elizabeth J. Donaldson, “Revisiting the Corpus of the Madwoman: Further Notes toward a Feminist Disability Studies Theory of Mental Illness,” from <i>Feminist Disability Studies</i>, ed. Kim Hall (Bloomington: Indiana University Press, 2011), 91-114</li> <li>• <a href="#">Anna Mollow, “Mad Feminism,” <i>DSM-CRIP, Social Text Periscope Online</i> (October 24, 2103)</a></li> <li>• Francesca Martinez, “The Wobbly Revolution,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 220-229</li> </ul>

11/7	<p><b>Multigenerational Fury: Pay It Forward</b></p> <p><b>COHORT PRESENTATION 7</b></p>	<ul style="list-style-type: none"> <li>• Alice Walker, “Only Justice Can Stop a Curse,” from <i>Home Girls: A Black Feminist Anthology</i>, ed. Barbara Smith (New York: Kitchen Table, 1983), 352-355</li> <li>• Mitsuye Yamada, “Invisibility Is a Disaster: Reflections of an Asian American Woman,” from <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, ed. Cherríe Moraga and Gloria Anzaldúa (New York: KitchenTable Press, 1983), 35-40</li> <li>• Barbara Cameron, “‘Gee, You Don’t Seem Like an Indian From the Reservation’,” from <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, ed. Cherríe Moraga and Gloria Anzaldúa (New York: KitchenTable Press, 1983), 46-52</li> <li>• Pat Parker, “Revolution: It’s Not Near or Pretty or Quick,” from <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, ed. Cherríe Moraga and Gloria Anzaldúa (New York: KitchenTable Press, 1983), 238-242</li> <li>• Vashte Doublex, “Ageful Equals Rageful,” <i>Sinister Wisdom</i> 53 (1994): 82-83</li> <li>• Cristina Tzintzún, “Colonize This!” from <i>Colonize This! Young Women of Color on Today’s Feminism</i> (Emeryville: Seal Press, 2002), 17-28</li> </ul>
11/9	<p><b>Each One, Teach One: WGS 475 + WGS 200 in Dialogue</b></p>	<ul style="list-style-type: none"> <li>• In-Class Watch and Discuss: <i>Jane: An Abortion Service</i> (dir. Nell Lundy, Kate Kirtz, 1995), 60 min.</li> </ul>
11/14	<p><b>Decolonizing Rage and Resilience</b></p> <p><b>COHORT PRESENTATION 8</b></p>	<ul style="list-style-type: none"> <li>• Gloria Anzaldúa, “<i>Cihuatl</i>,” “Woman Alone” and “To live in the Borderlands means you,” from <i>Borderlands/La Frontera: The New Mestiza</i> (San Francisco: Aunt Lute Press, 1987), 173, 194-195</li> <li>• Lata Mani, “Multiple Mediations: Feminist Scholarship in the Age of Multinational Reception,” from <i>Feminist Theory Reader: Local and Global Perspectives</i>, 3<sup>rd</sup> ed., ed. Carole R. McCann and Seung-kyung Kim (New York: Routledge, 2013 [1990]), 433-446</li> <li>• Crystal Zaragoza, “Manifiesto of the Erased: Mujeres, Decolonize El Dios Americano,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [2015]), 321-326</li> <li>• Aph Ko, “Creating New Conceptual Architecture: On Afrofuturism, Animality, and Unlearning/Rewriting Ourselves” (December 2016), from Aph Ko and Syl Ko, <i>Aphro-ism: Essays on Pop Culture, Feminism, and Black Veganism from Two Sisters</i> (New York: Lantern Books, 2017), 127-137</li> <li>• Sarah Eagle Heart, “Return to the Heart,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 98-106</li> </ul>
11/16	<p><b>Rage NOW Against Patriarchal Capitalist Neoliberal Imperialist Nationalist Fascism I: “There”</b></p>	<ul style="list-style-type: none"> <li>• First Asian Rural Women’s Conference, “Rural Women’s Declaration: Rights, Empowerment, and Liberation,” March 2008, from <i>Feminist Manifestos: A Global Documentary Reader</i>, ed. Penny A. Weiss (New York: New York University Press, 2018), 479-484</li> <li>• Leanne Betasamosake Simpson, “Not Murdered, Not Missing: Rebellious against Colonial Gender Violence,” from <i>Burn It Down! Feminist Manifesto for the Revolution</i>, ed. Breanne Fahs (London: Verso, 2020 [2014]), 314-320</li> </ul>

		<ul style="list-style-type: none"> <li>• Feministiskt Initiativ, “Election Platform,” 2014, from <i>Feminist Manifestos: A Global Documentary Reader</i>, ed. Penny A. Weiss (New York: New York University Press, 2018), 597-604</li> <li>• Spanish Federation of Feminist Organizations, “Walls and Enclosures: This Is Not the Europe in Which We Want to Live,” February 2016, from <i>Feminist Manifestos: A Global Documentary Reader</i>, ed. Penny A. Weiss (New York: New York University Press, 2018), 663-666</li> <li>• <a href="#">Verónica Dávila and Marisol LeBrón, “‘Un Violador En Tu Camino’ and the Virality of Feminist Protest,” North American Congress on Latin America, December 27, 2019</a></li> <li>• <a href="#">Lucía Cavallero and Verónica Gago, “Feminism, the Pandemic, and What Comes Next,” <i>Critical Times</i>, April 21, 2020</a></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Pussy Riot, “Mother of God, Drive Putin Away,” 2012</a></li> </ul>
11/21	<b>Rage NOW Against Patriarchal Capitalist Neoliberal Imperialist Nationalist Fascism II: “Here”</b>	<ul style="list-style-type: none"> <li>• Melissa Arjona, “Dispatches from a Texas Militarized Zone,” from <i>Nasty Women: Feminism, Resistance, and Revolution in Trump’s America</i>, ed. Samhita Mukhopadhyay and Kate Harding (New York: Picador, 2017), 103-114</li> <li>• Rebecca Traister, “Part IV: The Furies,” from <i>Good and Mad: The Revolutionary Power of Women’s Anger</i> (New York: Simon and Schuster, 2018), 206-239</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Pussy Riot, “Make America Great Again,” 2016</a></li> </ul>
11/28	<b>Feminist Snap</b>	<ul style="list-style-type: none"> <li>• June Jordan, “From Sea to Shining Sea,” from <i>Home Girls: A Black Feminist Anthology</i>, ed. Barbara Smith (New York: Kitchen Table, 1983), 223-229</li> <li>• Sara Ahmed, “Feminist Snap” and “A Killjoy Manifesto,” from <i>Living a Feminist Life</i> (Durham: Duke University Press, 2017), 187-211, 251-268</li> </ul>
11/30	<b>Anger and the Duty of Repair</b>	<ul style="list-style-type: none"> <li>• Sarah Schulman, “In Love: Conflict Is Not Abuse” and “The Duty of Repair,” from <i>Conflict Is Not Abuse: Overstating Harm, Community Responsibility, and the Duty of Repair</i> (Vancouver: Arsenal Pulp Press, 2016), 35-53, 271-280</li> <li>• Molly Fischer, “Good Conflict,” <i>New York Magazine</i>, August 2, 2020</li> <li>• Loretta Ross, “I’m a Black Feminist. I Think Call-Out Culture Is Toxic,” <i>New York Times</i>, August 17, 2019</li> <li>• Karla Thomas, “Mad About Call-out Culture?: Stop Centering White Cultural Norms &amp; Feelings,” <i>Medium</i>, August 25, 2019</li> </ul> <p>In Class Watch:</p> <ul style="list-style-type: none"> <li>• “How to Support Harm Doers in Being Accountable” (Barnard Center for Women, October 2019)</li> </ul>
12/5	<b>This Is How We Come Back Stronger</b>	<ul style="list-style-type: none"> <li>• Shirley Geok-lin Lim, “Reciprocity and Resilience in the Anthropocene Dying,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 48-61</li> </ul>
	<b>SHORT PAPER 5 DUE (A/B/C)</b>	
	<b>ZOOM CLASS MEETING</b>	
	<b>SHORT PAPER 5 DUE (D/E)</b>	
	<b>COHORT PRESENTATION 9</b>	
	<b>SHORT PAPER 6 DUE (A/B/C)</b>	

	<b>COHORT PRESENTATION 10</b>	<ul style="list-style-type: none"> <li>• Lindsey Dryden, “A Glorious Act of Rebellion,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 182-186</li> <li>• Virgie Tovar, “2020: The Failurey, Non-Chromonormative Year That I Can Finally Relate To,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 258-265</li> <li>• Juli Delgado Lopera, “On Joy,” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 338-345</li> </ul>
12/7	<b>Transformative Justice and Feminist Rage</b>	<ul style="list-style-type: none"> <li>• Mariame Kaba, Robin Mcduff, Deanne Pernell, and Karen Saunders, <i>Open Letter to the Anti-Rape Movement Zine</i> (2020 [1977])</li> <li>• Soraya Chemaly, “A Rage of Your Own,” from <i>Rage Becomes Her: The Power of Women’s Anger</i> (New York: Atria, 2019), 257-288</li> <li>• Akasha Hull, “Tragically Belated/Future Possible (A Collective Work in Progress),” from <i>This Is How We Come Back Stronger</i>, ed. Feminist Book Society (New York: Feminist Press, 2021), 320-321</li> <li>• Pick an article from TransformHarm.org to share out</li> </ul>
12/12	<b>Pissed Off Presentations and Papers Due</b>	<ul style="list-style-type: none"> <li>• <b>6-8 PM MONDAY, FINALS PERIOD</b></li> </ul>

WGS 485: Senior Seminar (4 units)

Telling Our Stories: Engaged Feminism and Activism

Fridays 9-12:40

**Instructor:** Charlene Tung, Ph.D.

**Contact info:** tung@sonoma.edu

**Office hours:** Thursdays via Zoom, 10-1. Or by appointment

### **Course Description**

This seminar will examine the ways in which feminism and activism coalesce, or fail to coalesce, in the 21st century. We will do this centrally through the lens of intersectional feminism--examining memoir and writings by BIPOC women. We will be examining questions such as: What is at stake with our feminisms? How do we engage in feminist praxis? How does intersectionality translate in terms of activism? As well, we will take time to both look back at our own development as WGS majors, as well as look forward to our future endeavors.

**Required Readings.** Available online and at SSU Bookstore.

- *Feminism is for Everybody.* bell hooks. Routledge Press, 2015.
- *How All Politics Became Reproductive Politics: From Welfare Reform to Foreclosure to Trump.* Laura Briggs. UC Press. 2018.
- *Minor Feelings: An Asian American Reckoning.* Cathy Park Hong. One World, 2020.
- *America, Goddam: Violence, Black Women and the Struggle for Justice.* Treva Lindsey. UC Press, 2022.
- *A Cup of Water Under My Bed.* Daisy Hernandez. Beacon Press, 2014
- *Year of the Tiger: An Activist's Life.* Alice Wong. Vintage Press, 2022.
- *Abolition Feminisms: Organizing, Survival, and Transformative Practice.* Bierria, Jakeya Caruthers & Brooke Lober (eds). Haymarket books, 2022.
- *We Will Not Cancel Us: And Other Dreams of Transformative Justice.* Adrienne Maree Brown. AK Press, 2020.



## Requirements

- Response and discussion questions. One DQ should be turned in for a **total of 6** out of the 8 books. It's up to you which 6 books you want to write on. Note that one of these will be the book you are facilitating. 1 page, typed. **Due by Fridays start of class**. These will serve as the basis for some discussion each week. **See samples on Canvas**.
- Class facilitation. Each student, in pairs, will facilitate TWICE this semester. Once before Spring Break, and once after. You should plan to lead discussion for half the class period at a minimum (1.5 – 2 hours). You may utilize small-group work, activities, and film clips. Note that some of your fellow students will likely be coming to class with discussion questions as well.
- E-Portfolio. This is an intellectual history/autobiography. **Due Week 16/finals. TBD**. This project is a self-assessment of your intellectual growth/journey. You will need to collect/have access to past WGS papers/syllabi. Details and requirements posted on Canvas. This project will include an Intellectual History/autobiography (details in Canvas).

## Class Policies

- Classroom Discussion/Participation. Given that this is your senior seminar, there is an expectation that you are prepared to engage fully in the readings. In a seminar, it is every student's full responsibility to contribute to the success of the course. That is, 'you can't hide!' If you come to class unprepared, it will show. On the other hand, being prepared can lead to exciting and fulfilling discussions for everyone involved.
- Attendance. Given that it is seminar format and we meet 1x/week, attendance is of utmost importance. Repeated absences will adversely affect your final grade. That said, contact me should you have extenuating circumstances or will otherwise miss class.
- Late Assignments. No late assignments are accepted unless there are extenuating circumstances. Students must contact me ahead of time to discuss. If late assignments are accepted, subject to (-5) points/day. Generally, no Incompletes for this course.

\*\* Students are responsible for keeping a copy of all their papers/assignments.

- Classroom Accommodations. Students in need of accommodations should first register and receive written authorization with the Disability Services for Students. (Salazar Hall 1049. 664-2958). <http://www.sonoma.edu/dss/>. Bring authorization forms to the instructor during the first few weeks of the semester BEFORE any accommodations are needed.  
<http://www.sonoma.edu/disability-access-students>



**\*NOTE> Detailed reading and other assignments are posted on Canvas. The below just serves to let you know which reading is due to be read on which week.**

## **Unit I: Where We At? Intersectional Feminism**

Week 1 **and** Week 2. 1/28 and 2/4.

- *Feminism is for Everybody*. bell hooks. Routledge Press, 2015.

Week 3. 2/11. Why intersectional feminism, today?

- Select readings on: Anti-CRT, book bans, Black Lives Matter, health equity, reproductive justice, trans justice, anti-LGBTQ legislations
- *How All Politics Became Reproductive Politics*. Laura Briggs. (pp 1-100)

Week 4. 2/18.

- *How All Politics Became Reproductive Politics* (pp. 101- 212)

Week 5 2/25 **and** Week 6 3/4

- *A Cup of Water Under My Bed*. Daisy Hernandez. Beacon Press, 2014.(first half for Week 5, second half for Week 6)
- Note: you will start this book on Week 5 and complete/discuss on Week 6. We will be splitting our time working on our E-Portfolios as well.

Week 7 3/11 **and** Week 8 3/18.

- *Minor Feelings: An Asian American Reckoning*. Cathy Park Hong. One World, 2020. (First half for Week 7, 2nd half for Week 8)

Week 9 SPRING BREAK (3/25)

Week 10 3/31. NO CLASS. Cesar Chavez

No Class meeting but Work on E-Portfolio AND begin reading *America, Goddam*.

### **Unit III: Where Are We Going? Envisioning Feminist Futures**

Week 11 and Week 12. 4/8 and 4/15

- *America, Goddam*. Treva Lindsey. UC Press, 2022.
  - (Intro - Ch 2 pp 1-112)--for Week 11
  - (Ch 3 - end pp. 113-242)-- for Week 12

Week 13 and Week 14. 4/22 and 4/29

- *Abolition Feminisms: Organizing, Survival, and Transformative Practice*
  - See Modules for assigned chapters

Week 15. 5/6

- *Year of the Tiger: An Activist's Life (entire book)*

Week 16. 5/13.

- *We Will Not Cancel Us: And Other Dreams of Transformative Justice*.  
Adrienne Maree Brown. AK Press, 2020. (entire book)

Wrapping Up and working on our E-Portfolios.

Finals Week (WEDNESDAY)--**E-Portfolios are due for upload.**

External Review Report  
Department of Women's and Gender Studies  
Sonoma State  
Site Visit: April 30, 2023

The Department of Women's and Gender Studies was reviewed by external reviewer Dr. Larissa Mercado-Lopez, Professor and Department Chair of Women's, Gender & Sexuality Studies at Fresno State. A self-study sent prior to the visit was carefully reviewed. During the site visit, Dr. Mercado-Lopez participated in meetings with Chair Dr. Lena McQuade, WGS faculty Dr. Don Romesbug and Dr. Charlene Tung, Dean Troi Carleton, and Associate Vice President for Academic Affairs/Dean of Undergraduate and Graduate Studies, Dr. Stacey Bosick. Additionally, Dr. Mercado-Lopez met with students in a senior capstone course.

### **Curriculum Coherency and Currency**

The WGS department has made major changes since the last program review to revitalize their curriculum and provide students with an education and training that is consistent with the ever-growing fields of feminist and queer studies. As faculty shared, the program was transformed in response to their most recent program review, namely by creating an introductory WGS course, designing curricular pathways for the BA program, creating a Careers course, and developing a curricular framework grounded in intersectionality and transnational feminisms. The BA core provides students with a foundation in intersectional feminisms and transnational feminisms, a WGS minor, and a minor in Queer Studies. The Pathway model allows for students to choose courses that best support their post-graduate plans; the Community/Clinical pathway in particular makes the WGS degree more intelligible to future employers who have little understanding of WGS.

Upon evaluation of the course descriptions and syllabi, it is clear that the program provides students with a wide range of courses and experiential learning opportunities to prepare students to enter a variety of fields and graduate programs. Students who graduate with a BA in WGS leave with a solid foundation in intersectional feminisms; an understanding of gender issues in local and global contexts; and a widely adaptable set of skills in community engagement, organizing, and activism. WGS at Sonoma State is a degree that prepares students to work in diverse and marginalized communities; find solutions to systemic problems; and work toward transformational social change. True to their mission statement, WGS at Sonoma State clearly emerges as a "degree you use every day." The utility and significance of a WGS degree, particularly in our current political and social context, should be strongly recognized and celebrated by the College and University.

The Department has leveraged opportunities within the General Education curriculum to expand their reach and diversify their offerings. Of particular significance are the lecture series classes in both WGS and Queer Studies, which are high-enrolled and effective recruitment courses that connect students with feminist practitioners and give them tangible connections between their degree and possibilities for future employment. WGS recognizes GE as an opportunity to contribute to the strengthening of the university's mission to deliver a high-quality liberal arts education—hence their recognition as a GE “powerhouse—yet struggles with the workload challenges that GE presents. Currently, GE comprises  $\frac{2}{3}$  of the WGS target. While TT faculty desire to teach more within their areas of expertise and less within GE, without additional faculty, they risk losing valuable student enrollment that is crucial to their recruitment. However, the work of recruitment should not be the work of WGS alone. The extent to which WGS is woven into the college and university leadership's narratives is important for amplifying and extending the reach of WGS.

Despite their small faculty, WGS has managed to provide a wide array of courses that instill students with a strong foundation in the discipline as well as courses that reflect the interest of WGS students and are responsive to the trends in the field. However, as is the case with many small programs, the reliance on GE to sustain enrollment prevents faculty from teaching courses that are within their areas of expertise, which not only limits students' access to their professors' scholarship, but is key for faculty satisfaction and retention. In the meeting with WGS students, the students expressed a strong desire for more upper division courses within their professors' areas of expertise, pointing to Dr. McQuade's successful Reproductive Justice course as an example.

The internship program cultivates feminist practitioners by placing students in organizations or provides leadership opportunities through which students can apply their skills in organizing, consciousness-raising, research, education, and connecting people to resources. It is especially significant that the internship is required, as WGS has a faculty of three and internships involve heavy supervisory responsibilities and community partnership. For these reasons, internship *requirements* are not the norm in WGS programs, which makes Sonoma State's WGS program exceptional. Considering the growing interest in DEI specialists and social justice-centered practitioners, WGS is playing a key role in providing the local and regional communities with practitioners who possess these areas of expertise. The workload associated with creating and maintaining community connections, placing students in internships, ensuring that students and community partners comply with university internship policies, and supervising and mentoring students throughout their internships, must be addressed through structural solutions in order to remedy the overload.

Throughout their curricular revitalization, WGS has responded swiftly to CSU Executive Orders that have called for changes to the GE pattern, including Area F. It is clear that WGS provides

meaningful support to Ethnic Studies through incorporation of ES courses into their degree requirements and electives; in their advocacy; and through cross-listed classes. As WGS transitions to a new college with Ethnic Studies, opportunities for joint hires must be explored to both support the current WGS curriculum and strengthen the partnership between the two disciplines. Such opportunities would help promote the university's mission as a Minority Serving Institution (MSI).

#### Commendations:

- Addition of Intro class that strengthened students' foundational knowledge in feminist studies
- Successful lecture series courses that support recruitment, support GE, and connect students to the community
- Strategic and swift responses to CSU Executive Orders that maintained enrollment and supported a robust offering of GE courses
- Successful internship program that has enriched local communities and increased post-graduate opportunities for students through tangible skills and work experience
- Vibrant feminist programming for Sonoma State and local communities

#### Recommendations:

- Financial support from the college for the highly successful lecture series courses so that their success does not depend on availability of IRA funding
- Count internship in WTUs the same semester that the faculty oversees the program (find a solution other than banking WTUs for future course releases); at minimum, technical and staff support should be provided to help process internship forms
- Increased support from the College for recruitment and stronger messaging about the community impact of WGS
- Promote the workforce-related skills that students are gaining in WGS
  - Create a skills map with courses and the skills/tools students gain in the classes
  - On the WGS website, be explicit about the skills students graduate with, where students have gone on to work, and how those skills supported graduates in their careers

#### **Assessment**

WGS takes assessment seriously, is diligent in their efforts to assess, and has innovated how they assess learning outcomes over the course of students' academic careers. The self study discusses assessment of SLOs within the internship program, the factors that bring students to the WGS major, and what the WGS major means to graduating WGS seniors and how this aligns with their Learning Objectives.

WGS should be commended for its extensive work to cull data from various sources to understand student experiences and learning. For example, internship data was drawn from student comments in the exit surveys, in their internship papers, and in their senior seminar portfolios. Through meticulous coding, themes were identified and correlated with SLOs. The rich qualitative data gathered for the internship assessment indicated that students were strongly drawing connections between their experiences and the feminist education. The data strongly indicates that learning outcomes are being met; the internship is excelling as a high-impact practice; and students are graduating with a sense of preparedness for the job market and workforce.

WGS also sought to pursue understanding of students' experiences of finding and joining the WGS major. This section, while important, did not seem to fit the purpose of assessment. While the question is important—how do students become WGS majors? – it was unclear how the data was being used to assess learning objectives/outcomes. Perhaps the department, for program review purposes, can make a distinction between assessment of learning outcomes and assessment of department strategies. That way, they can measure the effectiveness of particular department strategies for recruitment through the analysis of the students' experiences. For example, “Advising,” “Outreach in GE courses,” “co-curricular programming,” “communication through department website and literature,” etc. This would be easier to measure in order to better track progress through assessment measures. Or, the department could focus on themes such as “destigmatizing or demystifying WGS,” “making WGS relevant to personal lives,” “connecting WGS to students' career goals,” etc. Surveys can be used to measure the effectiveness of these tactics for recruiting students to WGS.

In the third area of assessment, WGS sought to understand the meaning of a WGS degree to its students. The results show that students clearly value their degree and have gained proficiency in their identification, understanding, and application of WGS learning outcomes. Importantly, what comes clearly across is both micro- and macro-level analyses of social structures and experiences of oppression, indicating a strong foundational understanding of feminism and high-level thinking and application of feminist thought. Again, the idea that WGS is a “degree you can use every day,” comes across in the way that students convey the significance of a WGS education in both their personal and professional lives. This holistic and comprehensive educational experience that the students describe aligns with the core values of the CSU and represents what many programs aspire to be.

It should also be noted that in the session with the students, a student remarked that the process of putting together her portfolio enabled her to see the evolution of her feminism from “white liberal feminism to intersectional feminism.” Thus, not only are students learning, but they are aware of *how* they have learned. The E-Portfolio assignment that Dr. McQuade is developing will prove to be a powerful tool for more deeply understanding student learning and could be a

model for other programs in the college and across campus. Support should be provided for continued development, implementation, and cross-campus training.

Commendations:

- Good use of surveys to collect meaningful data
- Internship proves to be highly effective for students to meet SLOs
- Students are graduating with proficiency in all SLOs
- Good recognition of systemic challenges, such as workload/overload, that prevent WGS from improving the internship experience

Recommendations:

- Create some internal assessment goals for the department related to recruitment and outreach, as discussed above
- Consider assessing learning outcomes in particular classes to understand how well SLOs are being met in those classes. This would allow for a trend analysis through which faculty can glean insight into their own classes
- Consider using a variety of tools to assess SLOs. For example, short papers assigned in class, Intro to WGS tests/quizzes, etc. This would allow for SLOs to be reviewed at both the lower and upper division levels.
- The College should provide support (funding/release time) for development of assessment tools, such as the E-Portfolio, that could serve as a model for other programs.

## **Resources**

The greatest challenge for WGS appears to be the low number of tenured/tenure-track faculty. As faculty noted, WGS has not had a new hire in 15 years, and a recent attempt to secure a hiring line under Area F was not successful despite the strong partnership between WGS and Ethnic Studies. The number of doctoral programs in Women's, Gender, and Sexuality Studies has sharply grown over the past 15 years, which means that it is becoming the norm for WGS programs to have faculty with actual WGS degrees, as opposed to the previous reality where nearly all faculty had training in WGS but held degrees from other disciplines. The students expressed a desire for more faculty to 1) lighten their professors' teaching and service workloads, 2) diversify the curriculum, 3) increase access to courses needed to graduate (particularly for transfer students who are on a shorter timeline).

Increasing faculty hires in WGS would also strengthen curricular offerings in related disciplines. For example, Dr. Romesburg's extensive expertise in K-12 studies would enrich course offerings in the School of Education, support California's requirements for LGBTQ learning objectives in

K-12 schools, and potentially generate streams of revenue through professional development offerings for teachers. Though WGS has cultivated a network of affiliated faculty to support course offerings and increase disciplinary on campus, more investment is needed to strengthen such cross-campus partnerships and collaborations.

In terms of research, time is the greatest resource that WGS faculty need. While WGS faculty have the ability to apply for course releases for research, such releases are limited and, importantly, there are not enough faculty to teach the recruitment-promising courses that faculty would likely be giving up. Faculty noted in the visit that WGS often forgo opportunities to teach summer courses and supplement their income because they must use their summers to catch up with research. Thus, the workload challenges that impact faculty research have serious implications for quality of life and lifetime earnings. Importantly, there is also a detrimental effect on how faculty feel in relation to their field. During the visit, faculty expressed that their less active research agendas makes it challenging to stay connected to and relevant within their discipline. WGS and Queer Studies are quickly-evolving fields that require that its scholars and practitioners continuously engage in learning and knowledge sharing and production. Importantly, faculty who are active in research also provide more opportunities for students to become involved. In the meeting with WGS students, the students expressed a desire for not only more undergraduate research opportunities, but specifically for opportunities to work with faculty on faculty research projects.

WGS faculty have creatively sought out external and internal sources of funding to support their programming; to enhance classroom experiences; and to provide assigned time for program development. While individual and departmental grant activity is generally expected in the CSU, for programs such as WGS where all faculty are involved in all areas of service, the workload burden is high. Additionally, it is not sustainable for courses, such as the lecture series courses, to be supported by IRA. Thus, the college should consider regular investments in efforts with proven records of success in supporting enrollment and enhancing student learning, in addition to department efforts to revitalize curriculum or run time-intensive programs such as internships.

Commendations:

- Creative efforts to secure external and internal funding to fill in institutional funding gaps
- Strong efforts to strengthen affiliated faculty networks in order to support access to courses, curricular diversity, and collegiality; this also supports retention and belongingness for faculty
- Successful development of a course within a faculty's area of expertise

Recommendations:

- Hire at least two more faculty, one of which can be a joint hire, in order to diversify course offerings, relieve workload challenges, create more opportunity for faculty



research, allow for faculty to teach within their areas of expertise, and increase access to classes needed for graduation.

- College leadership should create practices for ensuring that faculty have opportunities to teach within their areas of expertise on a regular basis.
- College leadership should work with faculty to identify department priorities for regular funding
- WGS has a powerful story to tell about its impact, its history, and its importance in this current moment. Resources, such as technical support and student assistants, should be provided to produce outreach videos and materials that help WGS amplify its message, tell the story of its impact, and facilitate and strengthen connections between the university and community.
- College leadership/development officers should work with WGS on identifying and working toward fundraising goals; WGS fundraising goals should be considered part of the College's fundraising priorities

## **Students**

WGS is a program that excels at understanding and supporting students' needs and interests. In the student session, students spoke of many ways in which WGS has provided an exceptionally quality education and gave suggestions for how the program could improve.

WGS students shared that WGS was “empowering” and fulfilled gaps in their education that they “didn't even know were there.” WGS allowed them to find and grow their passions and create an educational experience around those passions. They expressed that WGS helped them navigate and participate in conversations about the current moment, which is clear evidence that WGS promotes fuller and more inclusive civic engagement—democracy.

As Dr. McQuade describes the program, WGS does indeed appear to be a “retention solution.” Students spoke of the department's intense mentoring and exceptional advising, noting that WGS faculty have provided more accessible and strategic advising than their college advisors, which has allowed them to make timely progress toward graduation. One student stated that WGS helped her remain in her other major because WGS provided the support she needed to succeed.

Again, the internship plays a key role in serving students by growing their skillset and improving their marketability. The WGS Alumni section in the self-study provides evidence of not only the program's success in helping students acquire jobs, but shows the wide applicability of the WGS degree to a variety of careers. WGS students remarked that the internship gave them a “vision of what they can do with WGS degree”; they liked that it was required; they felt set up to succeed; they believed that the internship connected them more strongly with community; and have been

offered jobs at their internship site. The internship appears to play a role in retention, as students are able to not only see but experience the potential of their degree.

The students were most lively in their suggestions for how they'd like to see the program grow. Their visions suggested that they cared for the program and wanted to see it thrive and better serve future students. Their suggestions were mostly related to faculty and curriculum. For example, students asked for more faculty to distribute the workload and diversify the classes (specifically queer studies and black studies scholars); course offerings in disability studies, trans studies, and Asian studies; more upper division courses; and more TT faculty teaching the Intro class because they create a difference experience than lecturers (which, they said, affects recruitment).

Importantly, the students asked for more opportunities for individual research; the opportunity to attend the National Women's Studies Association conference; more experiential learning opportunities; and more encouragement and support to join the McNair program. They pointed out that Sociology has many opportunities for their students to join faculty-led research teams and that allowing faculty to have more time for research would create such opportunities for student participation. The fact that students are asking for more high-impact learning experiences speaks to the insatiable desire the students have to engage more deeply with their program and the field of Women's and Gender Studies.

WGS not only centers students, but is responsive to students, and inspired by students. WGS faculty have exceptionally collegial relationships with their students, working with and alongside them to create change on campus and in their communities. Importantly, WGS has made significant curricular changes to ensure that the program stays relevant to the field and provides the highest quality education and workforce preparation for its students.

#### Commendations:

- High retention of WGS students and supportive of retention for non-WGS students
- Strong, effective advising to support degree completion and institutional navigation
- Creation of meaningful learning experiences within the classroom
- Courses are continuously improved upon to stay current and align with the field of Women's and Gender Studies
- Strong sense of collegiality between faculty and students

#### Recommendations:

- Consider working with students on syllabi development; this would provide an experiential learning opportunity and would help with workload
- For high-recruitment classes with lecturers, TT faculty should make visits or guest lecture to expose potential WGS majors to more instructors and other teaching experiences

- Consider a partnership/faculty exchange with a WGS program at another CSU to help students build connections across the system and provide opportunities for students to be taught by others in the field

### **Conclusion**

It is the understanding of the reviewer that Sonoma State is undergoing major structural changes. As the changes take place, there must be continued support, protection, and development of departments that, while underresourced and misunderstood, provide an education and experience that supports retention, degree completion, self-actualization, community engagement and leadership, and equitable civic participation. In short, programs that promote democracy. That is Women's and Gender Studies.

Investing in WGS, as the self-study reveals, supports not only student retention and success, but campus-wide faculty retention and satisfaction (through affiliated faculty groups and alliances); community partnerships and community trust; and a social justice-centered and culturally competent workforce. The story of the impact of WGS is not just a story to be told by WGS, but by the College and the University. The current moment demands thinkers and practitioners that are trained to respond and evolve while remaining rooted in values of equity, inclusion, diversity, justice, and non-violence, and the extent to which WGS graduates can work in communities to advance these values is partially determined by the degree to which the story of WGS is woven into Sonoma State's narrative about programs that provide educations of value.

Increased support, particularly in the form of faculty hires, can provide access to a high quality education for a greater number of students, more experiential learning opportunities, diverse curricular development, and overdue workload relief for the three dedicated tenure-line faculty in the department. It is largely believed among feminist scholars that the health of a university's WGS program is a reflection of the health of a comprehensive university. As gender studies and ethnic studies programs continue to be targeted or cut across the country, Sonoma State has the opportunity to send a clear message about its commitment to social justice, community engagement, and adaptability and responsiveness through its preservation, support, and amplification of the Department of Women's and Gender Studies.

October 9, 2023

TO: University Program Review Subcommittee  
FROM: Kevin Fang, Chair, School of Social Sciences Curriculum Committee  
RE: Women and Gender Studies Department B.A. Program Review

On September 14, 2023, Dr. Lena McQuade presented a summary of the Women and Gender Studies' (hereafter referred to as WGS) department's Self-Study and External Review for the B.A. program to our committee. This letter will focus on the significance of the WGS curriculum in the School of Social Sciences.

### Curriculum

Especially considering that WGS is a smaller department, the program offers an impressively comprehensive and rigorous curriculum that embodies Sonoma State University's core values of diversity and social justice as well as connectivity and community engagement.

The department faculty and courses have repeatedly distinguished themselves in terms of their commitment to curricular excellence. Along with a senior seminar paper, WGS seniors are asked to complete an "Intellectual Autobiography" that asks them to reflect on the progress they made across all courses related to the major. The WGS department expects its students to demonstrate mastery of five Program Learning Outcomes: Intersectionality, Institutionalization of Gender, Power and Justice, Feminist Thought and Communication, and Feminist Praxis. All eleven of their core courses introduce (at the lower division level), reinforce, or establish all five of these objectives. Additionally, WGS requires the completion of a minimum of three internship units prior to graduation, and these opportunities are designed to enhance students' understanding of feminist praxis, enrich classroom conversations, and in many cases, have led to student careers and acceptances to graduate programs. Assignments with this level of depth, reflection and demonstration of mastery are hallmarks of quality education, with an equal depth of assessment that would be difficult to accomplish in majors with large enrollments.

Since the last program review, the WGS faculty have revitalized their program and course offerings to reflect best practices in the discipline. Among other things, they created and have implemented a uniform introductory class in the form of WGS 200 "Intro to WGS"; redesigned WGS 385 "Transnational Feminisms" and made it a requirement for the major; they now offer a 1-unit WGS course called "Careers in WGS" that was created in response to student and alumni feedback; they have expanded feminist theory offerings to two (rather than one) course a year and have developed two alternating feminist theory courses, WGS 474 "Foundations of Feminist Thought" and WGS 475 "Contemporary Feminist Theory"; and they have created two new elective courses that center women of color and health and reproduction, namely WGS 335 "Reproductive Justice", and WGS 450 "Women of Color Feminisms." Many of these changes were in direct response to student feedback highlighted in the previous program review.

WGS is considered a General Education (GE) "powerhouse", providing enriching academic experiences in the study of gender, race and sexuality to thousands of students on the SSU campus. Reflecting the interdisciplinary field of WGS and faculty expertise in our department, the department offers classes in GE categories A, C, D, E, and F. In addition, WGS has GE

overlay classes in American Institutions-History and in Critical Race Studies. As their self-study highlights, GE is central to the mission of WGS, in particular “to foster intersectional feminist critical awareness, build community, and produce campus-wide transformative consciousness through teaching general education classes that can reach students across our campus.” As a result, and because of the small size of the department (three FTF), all WGS full-time faculty teach a disproportionate number of GE courses and a greater number of students than many tenured FTF in Social Sciences. As they point out in their self-study, GE presents both positives and negatives for the department. On the one hand, GE is the primary way that the department attracts students to the major. On the other hand, the process-related responsibilities that come with a GE-heavy program (such as recertification and the recent switch from 4-unit to 3-unit classes) have taken a significant amount of time and resources from the department’s three FTF over the past several years. More critically, the switchover to all 3-unit GEs has had an impact on the overall number of WTU that WGS faculty are teaching. Even with the high numbers of students, during target negotiations each semester, TT initial WTUs appear to be “under” the contracted 12 units, because WGS faculty typically teach the equivalent of two GEs plus one 4-unit core WGS class per semester (this has been made up with additional courses and internships). The self-study notes that “the heavy deployment of WGS faculty in GE teaching means that [they] have fewer opportunities to teach advanced classes, smaller seminars, and courses more directly connected to [their] research,” and SSCC echoes the belief that this is a concern, particularly if it stretches into the long term. This group of faculty has disciplinary expertise that can take this already-strong curriculum to another level.

#### Assessment

Assessment of the WGS program learning objectives is performed in a manner appropriate to the area being assessed. The self-study focuses on assessment of internships, which are assessed using five Likert-scale questions administered on the WGS graduation exit survey and more qualitatively in their internship final papers and senior seminar projects. The self-study notes that the analysis of the internship assessment data suggests that the WGS internship program is a high-impact learning experience that reinforces and supplements what students are learning in their WGS and other social science courses. The self-study includes a number of quotes drawn from senior seminar papers about the value of this integrated knowledge of the WGS coursework and the internship program, e.g. “[I can] apply WGS concepts to real life situations.”

#### Staffing and Resources

Since 2008, WGS has consisted of three tenured/tenure-track full-time faculty members, with no new hires since that time. The self-study provides copious data on how WGS faculty are deployed in the curriculum, namely that the majority of their resources go towards teaching GE courses. Unlike most other departments in the Social Sciences, WGS has not been heavily reliant over the years on lecturer faculty for those courses. The primary consequence of this from a curricular standpoint is that WGS faculty are limited in their ability to offer elective courses that draw upon their own areas of research expertise. While noting that this group of faculty do an extraordinary job providing a comprehensive and rigorous education in their discipline despite the GE-heavy load, this committee believes students are missing out on some opportunities to learn more specialized subject matter from some of the strongest teacher-scholars Sonoma State has to offer. The self-study notes that none of the current WGS faculty have a degree in Women and Gender Studies, and that the field has grown tremendously since the existing faculty began

grad school over twenty-five years ago. This committee believes that investing in at least one tenure-track faculty line for a WGS hire is essential to maximizing the formidable potential of this department.

In terms of other recommendations regarding the future, the external reviewer noted that “time is the greatest resource that WGS faculty need.” Because of the small number of faculty and need for them to be teaching GE courses, there are very limited opportunities for course releases. This compounds over time and as the reviewer noted, these faculty “often forgo opportunities to research in order to teach summer courses and supplement their income.” The reviewer also commended WGS for “creatively” seeking out external and internal sources of funding to support their programming and enhance classroom experiences, but she noted that “it is not sustainable for courses, such as the lecture series courses, to be supported by IRA. Thus, the college should consider regular investments in efforts with proven records of success in supporting enrollment and enhancing student learning, in addition to department efforts to revitalize curriculum or run time-intensive programs such as internships.”

### Students

The WGS department experienced an increase in majors after its last program review, when the curricular changes described above were being implemented. The peak came in 2018, when they reached 70 majors. After the lockdown portion of the pandemic, the number of WGS majors dropped to a low of 40. As of this writing, it has climbed up a bit to 48. The number of Queer Studies and particularly WGS minors has increased overall since 2015 (they are currently at about 18 and 34, respectively.) By all measures, this department should be commended for how it walks the walk when it comes to supporting campus efforts around DEI. Demographically, WGS is more racially diverse than the campus as a whole (in terms of numbers of students self-identifying as Black, Latinx, and multiracial). And WGS continues to enroll a large percentage of women students, as well as students who identify as queer, transgender, and gender non-binary. Not surprisingly, as the self-study notes, large numbers of WGS grads are “currently serving as Diversity Equity & Inclusion professionals, [as] licensed counselors and social workers, [and] in the non-profit and public policy realm.” It is clear that a WGS education at Sonoma State has a lasting real-world positive impact on the ability of graduates to find vocations in fields that reflect the values of the program.

In summary, it is clear from the self-study that WGS curriculum makes a strong, positive contribution to the educational landscape of the School and the University. It is also clear that the WGS faculty has undertaken significant curricular revision as a result of their last program review in 2015, and that the program could only be enhanced by faculty being able to teach these elective courses from their own areas of expertise. This current program review demonstrates that the curriculum revisions have been successful in helping to meet the learning objectives of the WGS department. This committee hopes that reorganization presents an opportunity to support this department through measures such as a new faculty line, a joint appointment, interdisciplinary collaborations, and/or more equitable sharing of resources. We also strongly recommend that these successful curricular changes to the WGS program be preserved and expanded in the coming reorganization.

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# Dean Carleton's Response to the External Program Reviewer's Report on Women and Gender Studies Program

October 24, 2023

The Department of Women and Gender Studies at Sonoma State underwent an external review by Dr. Larissa Mercado-Lopez, a professor from Fresno State. The review included a careful examination of a self-study report and site visits. Below is a summary of the external reviewer's recommendations with my response.

## 1. Curriculum Coherency and Currency Summary:

Dr. Mercado-Lopez noted the significant changes that the department has made to its curriculum since the last review. WGS has introduced introductory courses, created curricular pathways, and emphasized intersectionality and transnational feminisms in its revised curriculum. Dr. Mercado-Lopez praised the department for providing a strong foundation to the major areas of study in the discipline and highlighted that the new Community/Clinical pathways enhance the degree's appeal to potential employers. In sum, the program offers a wide range of courses and experiential learning opportunities, preparing students for diverse fields and graduate programs.

## Reviewer's Recommendations

- Financial support from the School of Social Sciences for the lecture series courses so that their success does not depend on availability of IRA funding.

**Dean's Response:** All of the lecture series classes are funded either through IRA funding and/or donor funding. The School of Social Sciences supports the lecture series by providing WTUs to offer the course.

- Count internship WTUs the same semester that the faculty oversees the program (find a solution other than banking WTUs for future course releases); at minimum, technical and staff support should be provided to help process internship forms.

**Dean's Response:** We are awaiting an institutional response to the issues surrounding internships. We don't bank WTUs across academic years. Currently, the internship WTUs earned are distributed among the T/TT faculty to meet contractual workload obligations. Absent an institutional solution for internships, I suggest that the department follow the model other departments have adopted which is to accept internship applications up to faculty workload capacity prioritizing 1) seniors and 2) those who have not completed an internship to satisfy degree requirements. I also highly recommend that Academic Senate revise the internship policy to allow for internship/career development courses. WGS proposed a beautiful internship course that was unanimously rejected by EPC because it did not carry a CS36 code. There was a task force that was formed by the Provost to consider different internship models though I have not heard anything about what was recommended or whether it was dissolved when the AMP process started.

- Increased support from the School for recruitment and stronger messaging about the community impact of WGS.



**Dean's Response:** I am happy and eager to promote WGS. I would also suggest they set up a time to consult with VP Ed Mills and Charlene Lennon in Advancement.

- 2. Assessment Summary:** Dr. Mercado-Lopez commended the department for taking assessment seriously and for collecting data to better understand student experiences and learning outcomes. She found that there is room for improvement in distinguishing between assessment of learning outcomes and assessment of department strategies.

**Reviewer's Recommendations:**

- Create some internal assessment goals for the department related to recruitment and outreach.
- Consider assessing learning outcomes in particular classes to understand how well SLOs are being met in those classes. This would allow for a trend analysis through which faculty can glean insight into their own classes.
- Consider using a variety of tools to assess SLOs. For example, short papers assigned in class, Intro to WGS tests/quizzes, etc. This would allow for SLOs to be reviewed at both the lower and upper division levels.

**Dean's Response:** These all sound like reasonable and constructive recommendations. It is for the department to decide how best to respond to them.

- The College should provide support (funding/release time) for development of assessment tools, such as the E-Portfolio, that could serve as a model for other programs.

**Dean's Response:** I would love to be able to provide support for all of the wonderful work that faculty are doing and for the important work that needs to get done. Unfortunately, funding for projects like this is just not there.

- 3. Resources Summary:** Dr. Mercado-Lopez observed that the department faces challenges due to a lack of tenured/tenure-track faculty and limited research time. She agrees with the department that faculty hires are essential to diversify course offerings and support faculty research.

**Reviewer's Recommendations:**

- Hire at least two more faculty, one of which can be a joint hire, in order to diversify course offerings, relieve workload challenges, create more opportunity for faculty research, allow for faculty to teach within their areas of expertise, and increase access to classes needed for graduation.

**Dean's Response:** With three full professors and no assistant or associate professors, it is important that WGS get at least a joint hire for the health of the department. I fully support this recommendation. It is unlikely that there will be two hires approved anytime in the near future, however, I will continue to advocate strongly for a joint hire. The department has been collegial and creative in their approach to joint hires. Supporting WGS with additional faculty would speak to our mission and core values. I will add that WGS is very good at connecting with colleagues across departments to find where there are overlaps and shared interests in curricula. The strategy of cross-listing and interdisciplinary collaboration will become even more important in the coming years.

for the whole campus as we strive to increase our enrollments and break down disciplinary silos. WGS is ahead of the curve here and it serves their students well.

- School leadership should create practices for ensuring that faculty have opportunities to teach within their areas of expertise on a regular basis.

**Dean's Response:** The faculty decide on the curriculum. WGS relies on GE to recruit and continues to add to their GE offerings. If there is student demand for more major classes, we can have a conversation about offering fewer GE courses. The School is always available and open to talking about scheduling strategies, but ultimately, the curriculum that is offered is for the most part determined by the department and student demand.

- School leadership should work with faculty to identify department priorities for regular Funding.

**Dean's Response:** I'm not sure what this means.

- WGS has a powerful story to tell about its impact, its history, and its importance in this current moment. Resources, such as technical support and student assistants, should be provided to produce outreach videos and materials that help WGS amplify its message, tell the story of its impact, and facilitate and strengthen connections between the university and community.

**Dean's Response:** These are great ideas. We don't currently have the resources or capacity in the School to provide funding for technical support. I would suggest contacting Ed Mills about being one of the first departments in line for a recruitment video and/or Primitivo, the student marketing group in the Department of Communication Studies. They may be able to provide technical support for producing a video.

- School leadership/development officers should work with WGS on identifying and working toward fundraising goals; WGS fundraising goals should be considered part of the School's fundraising priorities.

**Dean's Response:** I'm happy to work with WGS on fundraising goals.

- 4. Students Summary:** Dr. Mercado-Lopez found that the department excels in understanding and supporting students' needs, with strong retention, advising, and impactful learning experiences. Consistent with the other findings in Dr. Mercado-Lopez's report, students expressed the desire for more faculty, diverse course offerings, upper division courses, and research opportunities. Echoing earlier recommendations, Dr. Mercado-Lopez suggested that increased institutional support, especially in faculty hires, would provide more students with quality education and experiential learning opportunities while relieving faculty workload. She further notes that the program's preservation and amplification are crucial in reflecting the university's commitment to social justice and adaptability.

#### **Reviewer's Recommendations:**

- Consider working with students on syllabi development; this would provide an experiential learning opportunity and would help with workload
- For high-recruitment classes with lecturers, TT faculty should make visits or guest lecture to expose potential WGS majors to more instructors and other teaching experiences

- Consider a partnership/faculty exchange with a WGS program at another CSU to help students build connections across the system and provide opportunities for students to be taught by others in the field.

**Dean's Response:** These are sound recommendations.

**Dean's Conclusion:**

Overall, WGS is a strong, vibrant, and highly functional program that serves the institution and students well. I commend the WGS faculty for the important work that they do and their commitment to our students' well-being and success. The two most significant recommendations I can make are 1) to approve a joint hire, and 2) revise (or resolve) the internship policy/issue so that WGS can offer their beautifully conceptualized internship/career development course. Both of these recommendations, if taken, would address some of the workload issues described around internships, provide more opportunity for faculty engage in research, contribute to a more diverse course offering, and make progress toward ensuring the preservation of WGS.

# UPRS Findings and Recommendations Report for WGS

Lena McQuade visited UPRS on October 25, 2023 to discuss the Women's and Gender Studies program review.

## **Curriculum**

The WGS curriculum is coherent and supports student learning of critical thinking among the other core competencies. Exemplifying a unique stance that is crafted by an interdisciplinary team of faculty, diversity as a key theme. Addressing the whole student is a foundation to the courses and experiences of WGS. Between the content and pedagogy upon which the WGS curriculum is based, individual student needs are taken into account in ways that other majors do not. The WGS curriculum, mission and practices closely align with SSU strategic plan core values, which reflects a clear and well developed vision on the part of the faculty for this program.

## **Assessment**

WGS should be applauded for high-impact learning that includes the use of E-portfolios as a product of a Teagle grant. The senior survey could be used for assessment of PLOs. The WGS faculty are aware of changes they could make to assessment practices, such as reviewing their curriculum map for adjustments in alignment between PLOs and specific courses. However, there is insufficient time and resources for the faculty to work on assessment, given curricular needs.

## **Staffing and Resources**

All aspects of the WGS Program review declare need for an increased number of TT faculty in the department. Current faculty are stretched due to high numbers of GE course sections taught, the shift from 4 to 3 unit courses, intense review of portfolios, management of internships, gender equity expertise in scholarship, and student advising. Maintaining its current transformative impact without more resources is unlikely.

## **Students**

WGS straddles several disciplines and departments, yet they remain the unique home of student exploration of identity, intersectionality and diversity. The impact on student lives is significant (transfers and others) as a safe space to study and learn about real-world impact and potential careers. WGS has a large number of students choosing it for their minor area of study,

and as such, it holds a distinct place in the overall university offerings. Students may arrive at SSU and discover WGS curricula for the first time, and hence, a WGS minor is clearly a study of significance important to many students. WGS should continue to work on increased diversity in the student population.

### **Program Review Process**

The documents provided reveal a thoughtful thorough review, and responses to external reviewers and dean were helpful. The extent to which the department will be able to implement its plans for the major, for example, continuing to work on streamlining the senior portfolio review process, depends on whether there is sufficient time and resources provided to faculty. It is necessary for faculty to receive more support in order to take on this work on top of the existing workload, which already includes considerable uncompensated work already done by faculty members.

### **Commendations:**

- The WGS faculty are commended for their thoughtful work streamlining the WGS curriculum, restructuring around themes of intersectionality and transnational feminism
- For creating a curriculum that is inclusive and responsive to the holistic needs of WGS students
- Addressing pay equity issues
- Work and projects in K-12 education
- A set of particularly beneficial examples of community service partnerships

### **Recommendations:**

- The number of tenure track faculty needs to be increased
- The heavy GE load is untenable and should be addressed
- Continue strengthening program assessment methods with support from administration, as appropriate. For instance, the WGS culminating project needs a more systematic approach and a standardized review and assessment process
- WGS should clarify how the department formally keeps track, to be fair, of extra work faculty are doing to compensate for not having a full 12 units WTU
- Keep expanding the WGS plan for one unit option re: careers
- Hire staff person to support management of internships and paperwork
- Administration should provide support, as feasible, for expanding student awareness of the program through improved marketing of WGS

**Action Plan / (MOU)  
Women's and Gender Studies (WGS)**

<b>Rec</b>	<b>Action</b>	<b>Responsibility</b>	<b>Planned Completion (e.g. by mid-cycle)</b>
1	Work with recruitment on promoting stronger messaging about the community impact of WGS and possible recruiting material.	Chair & Enrollment Management	2025/26
2	Continue strengthening program assessment methods such as assessing how SLOs are being met in particular classes by and exploring a different variety of tools to assess SLOs.	Faculty with support from Academic Programs	By mid-cycle (2026/27)
3	Investigate funding to develop and disseminate assessment tools, such as the E-Portfolio, that could serve as a model for other programs	Faculty & CTET	2025/26
4	When/if a faculty line becomes available, consider hiring a joint faculty member who can contribute to interdisciplinarity and cross-listing	Dean & Provost	n/a
5	Work with school leadership on identifying and working toward fundraising goals.	Chair, Dean & Advancement	2025/26
6	For high-recruitment classes with lecturers, explore having TT faculty make visits or guest lecture to expose potential WGS majors to more instructors and other teaching experiences.	Faculty	2025/26
7	Resolve the internship policy issue to allow WGS to propose and offer their internship/career development course.	Provost with Faculty Governance	2025/26

Note: Discussed in meeting with Dean Carleton, AVP Bosick, Past Chair McQuade, Current Chair Romesburg on 11/14. Emailed to all and Provost following the meeting.