

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

2014-15 Program Review

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Chair of Women's and Gender Studies**

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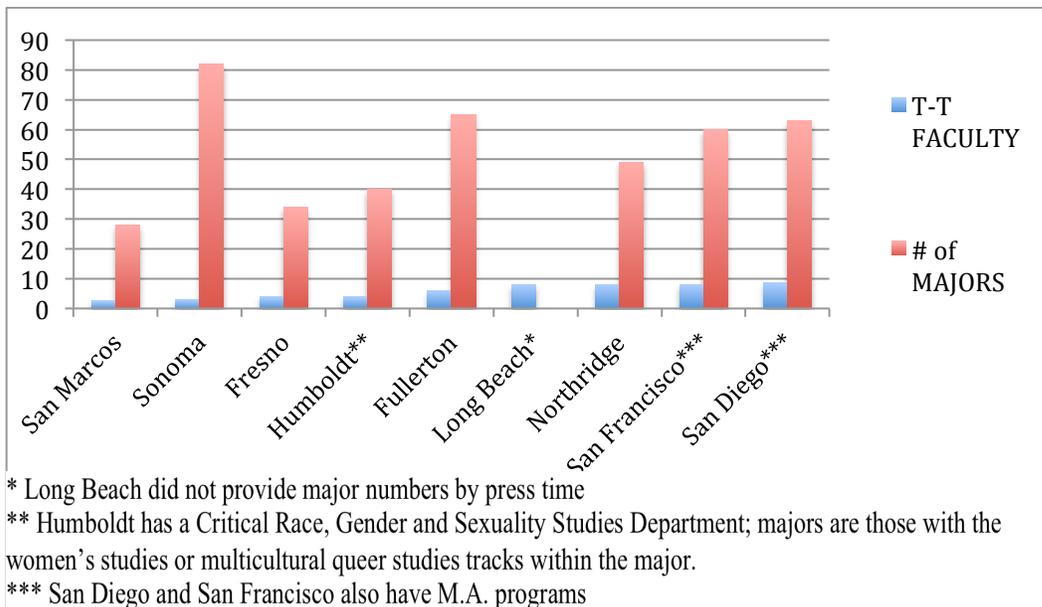
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Executive Summary of Assessment and Findings

Sonoma State University's Women's and Gender Studies Department, one of the oldest such programs in the CSU, is a popular and crucial element of campus academic and co-curricular life. With more declared majors than any other CSU women/gender/sexuality studies department and a rigorous GE and major curricular framework focused on interdisciplinarity and intersectionality, SSU's WGS Department is also a magnet for campus diversity. Beyond the racial/ethnic, gender, and sexual diversity of its students, its programming—most notably its Gender Studies Program Series—attracts hundreds of students, faculty, and community members each year. The WGS faculty are also highly visible as campus leaders on diversity, speaking in First-Year Experience and student leadership courses, serving as advisors and readers on NO GAP and graduate research projects, running dialogues at the HUB, and serving on committees and working groups that have addressed everything from student advocacy to sexual violence intervention. Since the last departmental assessment in 2008, SSU's WGS Department has flourished, building on existing strengths and establishing new ones, such as the university-wide Queer Studies Minor. While the department is proud of its accomplishments, its successes have also exposed institutionally imposed vulnerabilities that need to be addressed. This self-study focuses on current strengths and challenges in order to propose opportunities for improvement, innovation, and investment in the Women's and Gender Studies Department that Sonoma State needs and deserves.

Educational Effectiveness, Yet Strained Capacity

Sonoma State's WGS is effectively meeting its goals and objectives, but is substantially hampered by a number of structural and curricular challenges. The department overperforms in terms of majors relative to tenure-track faculty as compared to like programs across the CSU (see below and Table 3), yet is so small that ordinary faculty transitions cause disproportionate disruptions to departmental capacity



Campuses with WGS departments, from fewest (2.6) to most (8.5) tenure-track faculty

Moreover, the combination of growing FTES and SFR with shrinking FTEF (see Fig. 3-5) is unsustainable. The major has achieved significant growth. However, the “bare bones” faculty levels that have persisted for over a decade hamper the department’s ability to build on this momentum or serve the majors as effectively as they deserve.

While the major’s core courses and internship element work well, the latter could see minor adjustments that would further improve its quality. Of most enduring concern for the major is the 15-unit disciplinary concentration, which has been effective at encouraging double majoring, but should be improved upon in ways that enhance its effectiveness.

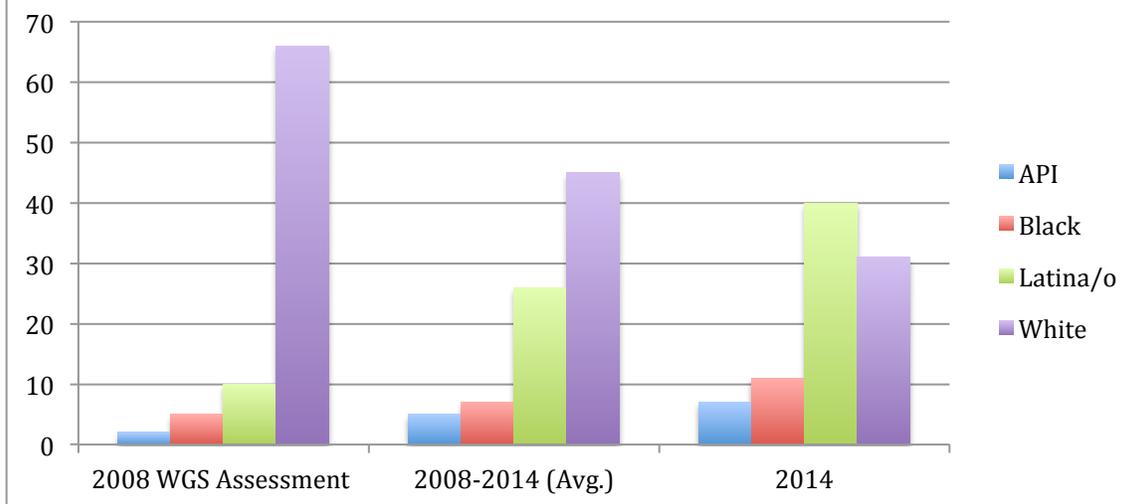
SSU’s WGS Department has effective and diverse means for evaluating learning objectives and outcomes. The biggest takeaway is that the major and its focused approach to interdisciplinarity and intersectionality have been positively transformative for our students, personally, intellectually, critically, and professionally. WGS majors internalize the learning objectives and outcomes as core ways of analyzing and interpreting the world and as tools for creating meaningful social change and career/education paths. That said, there are clearly areas where effectiveness can be improved. These would involve more opportunities for student research, elective offerings, exposure to global WGS subjects, expanded media studies and humanities generally, and heightened career training.

Similarly, our university curricular service to GE has been highly effective in both matching our courses to GE category learning objectives and in meeting GE area/WGS departmental outcomes through our six related lower- and upper-division classes. However, this has come largely through the devotion of a disproportionate amount of the department’s WTU and tenure-track faculty classroom time to GE vs. non-GE courses. While some amount of this is necessary (both to service School and University demand and to expose more students to WGS and thus attract new majors), it comes at a high cost in terms of either serving our majors or allowing our faculty to teach electives in their specific areas of expertise.

Diversity: Excellence in Curriculum, Opportunity, Recruitment and Retention

In terms of diversity, WGS shines. Our intersectionality-centered curricula, feminist pedagogies, hands-on advising, and leadership on issues related to diversity have quantitatively and qualitatively shaped our major, campus, and the broader community. Most notably, since 2008 our major has gone from generally reflecting the overall race/ethnic background of SSU to attracting substantially higher proportions of Latina and African American students. WGS is part of the solution to recruitment and, especially, retention of first-generation students, students of color, and LGBTQ students—and the School of Social Sciences and the University should be investing more resources in the growth of this department to build on these successes.

Percentage of WGS Majors By Race/ Ethnicity, 2008-2014



Department Assessment Plan

For the self-study report, WGS has drawn upon data from the university (FTES/FTEF/SFR, # of majors/minors, departmental operating budget/expenses), the department (SETE and WGS student course evaluations, graduate surveys, internship essays, major capstone intellectual biographies self-identified student and faculty racial/ethnic/gender background, prior program reviews), and research specific to this self-study (comparative CSU WGS programs, departmental history, SSU's WGS curriculum and structure relative to field). Upon completion, the draft report has been shared with all WGS tenure-track faculty as well as the external reviewer (Professor Nan Alamilla Boyd, Women's and Gender Studies, San Francisco State University) for comments and revisions. A final report inclusive of the external reviewer's evaluation and finalized self-study will be completed by June 2015, with the assessment and findings to be recognized by the School of Social Sciences Curriculum Committee in Fall 2015, and then by the Dean and Provost thereafter, with the hopes of a tangible action plan with resources and university commitment.

This Final Program Review will go through the usual channels and be available on the SSU Faculty Affairs website (as are all completed department Program Reviews). A Summary Report for this Program Review will be made available through the WGS website as well as announced on our WGS and alumni listservs and Facebook page. The department will also provide periodic updates of progress made on the necessary changes through these forums.

Changes Necessary to Improve Effectiveness of Program Outcomes

The “Strong But Small Growth Department with No-Growth Faculty” Challenge

The pattern is clear—Women’s and Gender Studies at SSU is teaching substantially more students with substantially less instructors, resulting in rising student-to-faculty ratios. Moreover, we are attracting more majors with less faculty than our sister departments across the CSU. There are three obvious ways to address this troubling trend that defies best practices in feminist pedagogy, in order of departmental preference:

1. Allocate a fourth tenure-track line to WGS, which would solve many departmental administrative and operational problems, attract more students to our major (and, as a result, take pressure off of the school in terms of related impacted majors such as psychology and sociology), address profound topical and methodological gaps in our department, and enable us to offer more GE courses (as well as major courses).
2. Consistently allocate more WTU generally to WGS, enabling us to hire lecturers to offer more GE courses (but with diminished returns on recruitment to major, no way to address departmental topical/methodological gaps and no way to address departmental administrative/operational challenges).
3. Reduce WGS GE offerings, lower enrollment in GE courses, and offer more major and elective courses. This would allow our department to gradually shrink our SFR and major numbers to levels more pedagogically sound and in line with sister departments around the CSU. Because our FTEF/WTU can, in essence, go no lower than it currently stands (as “bare bones”), this enables the department to meet the challenge above. The downsides are that it will likely result in lower numbers of declared majors and take WGS away from its important campus function as a “service” department to GE target and demand. It also fails to address departmental topical/methodological gaps. This is a worst-case scenario. For its own sake and for the sake of the School of Social Sciences and expanding university, WGS would much rather foster growth.

Pedagogical, Administrative, and Functional Need for Additional Tenure-Track Lines

Despite years of high performance, the progress WGS has achieved is now undermined by the strain of sustaining or building upon this with a department of just three faculty. Given the strong performance of WGS over the past fifteen years, the service provided to the University and School with regard to a curriculum that centers issues of diversity, and the ongoing vulnerability to basic functioning caused by having such a small faculty, WGS deserves and needs additional tenure-track hires. SSU’s WGS, in terms of numbers of majors and minors, outperforms all other CSU Women’s/Gender Studies departments and yet we are among the smallest in terms of faculty positions. Over the years, there have been numerous moments when the department was next in line for a hire that proved just out of reach.

It is long past time for the School and University to make the commitment to hiring, at a minimum, one new full-time line in WGS. An additional faculty line would enable us to grow our major and minors by dedicating more time to recruitment, outreach, and team teaching in first- and second-year programs, weather ordinary faculty disruptions (such as

sabbaticals) with minimal impact on our operation and growth plans, balance and build our GE service, and extend our upper-division, elective, and cross-listed course offerings. The most obvious gaps in SSU's WGS Department compared to other like departments around the country, however, are humanities-based scholars and those with primary areas of expertise outside the U.S. The first hire would prioritize humanities-based Latin American, African, or Middle Eastern gender and sexuality studies, with preference given to candidates whose teaching and scholarship draws on one or more of the following topics or approaches: media and technology studies, critical legal studies, transnational feminisms, performance, disability studies, and/or world and diasporic literature.

In addition, the University should advocate the hiring of multiple split lines, with half lines in interdisciplinary departments such as WGS and half lines across the schools of Business and Economics, Science and Technology, Arts and Humanities, Education, and Social Sciences. Such a strategy would foster faculty collaboration and enhance students' preparation for our society's expanding diversity. For example, WGS could see shared lines with Business and Economics for a "Women and Leadership" hire, Science and Technology for a "Gender, Health, and Biotechnology" hire¹, and Education for a "Gender, Sexuality, and Education" hire.

Improvement of the Major's Disciplinary Concentration

The 44-unit WGS major currently has a 15-unit disciplinary concentration in any major or minor on campus. While it helps the department attract double majors, it needs to be restructured to suit the needs of our students, our discipline, and our institutional strength. Reform of the disciplinary concentration through one of two forms, with the former preferred over the later:

1. Replace the disciplinary concentration with concentrations/pathways geared toward enhancing majors' professional/post-graduate viability. Options include:
 - A. Post-graduate career paths: Clinical (for those planning for employment or higher degrees related to healthcare, counseling, and social work), Critical (for those seeking humanities and/or planning for employment/higher degrees in cultural work and academics), and Community (for those planning careers or higher degrees in social justice, policy, education, law, and NGO-based advocacy);
 - B. Areas of study (such as Family and Childhood Studies, Critical Race Studies, Transnational Studies, and Sexuality Studies);
 - C. Disciplinary affinities limited to those departments that have regular course offerings with meaningful components related to women and gender (such as Psychology, Sociology, English, and Hutchins).
2. Reduce the number of units from 15 to 10. The disciplinary concentration would then require only an introductory course and two gender/sexuality-relevant courses in recognized majors/minors. The WGS major would expand the number of overall WGS elective units from 3 to 8 in order to provide students with greater depth in relevant coursework. This would attract more students into elective

¹ See, for example, Carol Colatrella, "Why STEM Students Need Gender Studies," *Academe* (May-June 2014): http://www.aaup.org/article/why-stem-students-need-gender-studies#.VSVjCii_03Q, accessed 8 April 2015.

courses and recruit non-WGS students in those courses into our major. The approach would reduce but not eliminate the pedagogical slippage that now exists in disciplinary concentrations with few courses that meaningfully address gender.

While any reconfigured disciplinary concentration would still need to facilitate double majoring, WGS would do well to focus its efforts less on transfer/junior/ senior double major recruitment (which since 2008 have generally made up less of our overall total majors than historically) than on building and promoting a degree that can appeal to students in their first and second years, whether or not they choose to double major. Since WGS is a major that most students are not initially even aware exists, much less appreciating its promise and worth, rolling out a major with a revised disciplinary concentration would necessarily entail a multifaceted set of strategies to actively engage prospective as well as first- and second-year students in outreach and recruitment.

Enhancement of Elective Offerings and Student Research Opportunities

Data from WGS graduate exit surveys indicate a strong desire for more elective offerings. When correlated with survey comments on departmental weaknesses, it became clear that the department's GE-heavy course offerings limit our capacities to offer the kinds of electives students seek, such as specialized courses in global/non-U.S. gender and sexuality studies, women of color feminism, transgender studies, gender and the law, and/or WGS and clinical application. To address this, the department will either need another tenure-track hire (thus providing both more regular GE and elective courses) or reduce the number of GE courses offered and refocus on major elective course offerings.

Moreover, research opportunity was the most commonly mentioned departmental weakness in exit surveys. This is not because Feminist Research Methods is ineffective—it gets strong SETE evaluations. Rather, students want more application of diverse feminist research in multiple courses. Expanding electives would best facilitate this.

Deepening of WGS Internship and Career Planning Elements

While the internship program received high praise in exit surveys, internship essays, and senior seminar intellectual biographies, students wanted more opportunities to link feminist theory and practice (praxis), to evaluate possible careers, and link internships to understanding of and participation in social change. WGS is considering a 2-unit course that would incorporate careers in WGS, professionalization, and internship advising. Such a course could help the department achieve its goals to further improve internships and prepare students for employment and postgraduate schooling. Unfortunately, it is difficult to imagine making this course possible with only three permanent faculty.

Program Introduction and History

Women's Studies at Sonoma State owes its existence, as do many Women's Studies and Ethnic Studies programs, to the concerted student demand and activism of the late 1960s and early 1970s (see Attachments for detailed timeline). Since Fall 1970, SSU Women's Studies has existed in various forms, beginning with "Women and History," a student-taught course. By Summer 1971, Assistant Professor of English Dr. J.J. Wilson (Ph.D., English, UC Berkeley) offered the first faculty-taught course, "Women and Literature." Dr. Wilson went on to serve as coordinator for the building movement among students and faculty for a strong campus presence on-campus. By Fall 1972, faculty offered an officially designated Women's Studies course, "WOMS 200: Women's Changing Lives."² By the following year, funding came through for the hire of a non tenure-track faculty member to serve as the Women's Studies Program Coordinator. In 1978, the program created a Women's Studies Minor. The following year, then-President Diamandopoulos, skeptical of Women's Studies, demanded a review, which he used to attempt to close the program down in Spring 1980. He eventually retreated in the face of student, faculty and community protest. As a result of the victorious struggle, Women's Studies gained expanded security when in Fall 1981 Dr. Kay Trimberger (Ph.D., Sociology, University of Chicago) became the program's first tenure-track faculty hire.

In 1995, two major steps furthered the institutionalization of Women's Studies at SSU. First, Dr. Cindy Stearns (Ph.D., Sociology, UC Davis) became the program's second tenure-track hire. Second, Women's Studies was granted a five-year mandate for an "experimental major in Gender Studies." In Spring 1998, faculty successfully established Women's and Gender Studies as a permanent university major. In 2001, the Women's Studies Program officially transitioned into the Department of Women's and Gender Studies.

Significant faculty changes have occurred since then, although the total growth in departmental faculty has been decidedly incremental. In 2001, the tenure-track hire of Dr. Charlene Tung (Ph.D., Social Ecology with Graduate Emphasis in Feminist Studies, UC Irvine) maintained two total full-time faculty following Dr. Trimberger's retirement. In Fall 2003, the department established a third tenure-track line with the hire of Dr. Nan Alamilla Boyd (Ph.D., American Civilization, Brown University). Drs. Stearns and Boyd left at the start of the 2007-2008 academic year (Stearns retreated into SSU's Sociology Department and Boyd became Chair of Women's Studies at San Francisco State). In Fall 2008, WGS retained three tenure-track lines by hiring SSU undergraduate alumna Dr. Lena McQuade (Ph.D., American Studies, University of New Mexico) and Dr. Don Romesburg (Ph.D., History with Interdisciplinary Designated Emphasis in Women, Gender, and Sexuality, UC Berkeley).

The handful of faculty hires throughout the program's relatively short history as a full-fledged department illustrate the shift to interdisciplinarity in line with the direction of Women's and Gender Studies nationwide. As sociologists, Drs. Trimberger and Stearns

² For J.J. Wilson's reflection on this time in honor of SSU's 50th Anniversary, see http://www.sonoma.edu/50th/memories/wilson_jj.html

focused the curriculum on sociological methods and studies. Dr. Cindy Stearns' work on women's reproductive health led her to develop a longstanding Women's Health Lecture Series (originally funded by Kaiser Permanente), the GE courses "Women's Bodies: Health and Image" and "Men's Health, Men's Lives," and the Career Minor in Women's Health. She also cultivated ties with SSU's strong Nursing program. As a result, in the late 1990s and early 2000s, WGS saw a number of double-majors in Nursing and WGS. When Dr. McQuade filled this line beginning in 2008, she brought a decidedly more interdisciplinary approach to reproductive health, politics, and bodies. In addition, she revived an elective course on Women's History and Women's Activism.

Dr. Stearns also consciously built the department to become more interdisciplinary, intersectional in terms of gender, race and ethnicity, and global in focus. Our second departmental tenure-track hire (in 2001) was in the area of race, ethnicity, and globalization (held since then by Dr. Tung). Dr. Tung added regularly taught upper-division elective courses including "Gender and Globalization" and "Gender in Asian America." In addition, since 2008, Dr. Tung has maintained and developed the department's commitment to intersectionality and transnationalism as she led the development of a new departmental dynamic in the wake of two-thirds of the tenure-track faculty being replaced in the same year.

Our third tenure-track position was in the area of queer theory and sexuality studies. The first hire (Dr. Alamilla Boyd from Fall 2003- Spring 2007) expanded the curriculum to include an informal queer studies track including the lower-division elective "Introduction to Queer Studies," the upper-division elective "Queer Theory, Queer Lives," and the 1-unit "Queer Studies Lecture Series." Since 2008, Dr. Romesburg has filled this line. He turned Introduction to Queer Studies into a lower-division GE, expanded the Queer Studies Lecture Series in terms of enrollment and Instructionally Related Activities and other co-curricular funding partnerships, and, in 2010, established a university-wide Queer Studies Minor housed within WGS. He also broadened the focus of the "Men's Health, Men's Lives" course, converting it into "Men and Masculinity," an interdisciplinary and intersectional lower-division GE course, and revitalized "Youth: Gender Perspectives" into an interdisciplinary, intersectional critical youth studies elective with a service-learning designation.

In practice, boundaries between the areas of specialization have not been so obvious, particularly with the tenure-track WGS faculty that has been in place since 2008 (when Drs. McQuade and Romesburg joined Dr. Tung). Each teach across the curriculum and take seriously interdisciplinarity and the intersections of gender, race, ethnicity, sexuality and nation in their research, teaching, and service work. This keeps SSU's WGS Department on the cutting edge of gender studies, women's studies, queer studies, and ethnic studies, despite historic and contemporary tensions between these fields generally.³

³ Joan Wallach Scott, ed., *Women's Studies on the Edge* (Duke University Press, 2008); Catherine Orr, Ann Braithwaite, and Diane Lichtenstein, eds. *Rethinking Women's and Gender Studies* (Routledge, 2012); Elizabeth Lapovsky, ed., *Women's Studies for the Future: Foundations, Interrogations, and Politics* (Rutgers University Press, 2005); Robyn Weigman, ed., *Women's*

Current WGS Department faculty understands these tensions are productive both in terms of research and teaching. That queer studies, gender studies, women's studies, and critical race studies can and must co-exist within the department is representative of what makes the field dynamic.

WGS in Context (Nationwide and CSU)

SSU is one of the eight CSU campuses that have some form of a WGS department, although 20 have some type of WGS program, department, minor, or concentration. SSU's WGS Department is one of a growing number of Women's Studies departments and programs across the country that has incorporated "Gender" into the title. It was the first to do so within the CSU system; other campuses have since followed and/or replaced "Women" with "Gender."⁴ Several CSU campuses have also added "Sexuality" to its department and major name.⁵ Finally, several CSU campuses have combined these names with ethnic studies interdisciplinary fields, through the use of "Multicultural," "Critical Race," or "Ethnic" studies alongside "Women," "Gender," and/or "Sexuality."⁶ This is more than semantic, as the genesis of women's and gender studies programs around the country beginning in the 1970s was always political.

The 1994 shift from "Women's Studies" to "Women's and Gender Studies" at Sonoma State reflected the leading edge of the rapidly changing field. It was not without debate. There are valid pedagogical, philosophical, and political reasons to maintain focus on *Women's Studies* as well as to broaden to include *Gender Studies*. At SSU, the consideration of adding *Sexuality* is a matter of ongoing discussion, given the housing of the Queer Studies minor within the department and the consistent centering of sexuality as a field of intersectional analysis across the WGS curricula. While at SSU all WGS courses and degrees centrally consider race and ethnicity as mutually constitutive of gender and sexuality throughout, the addition of some form of *Ethnic* or *Critical Race* to

Studies on Its Own: A Next Wave in Institutional Change (Duke University Press, 2002); Aimee Carrillo Rowe, *Power Lines: On the Subject of Feminist Alliances* (Duke University Press, 2008).

⁴ By January 2015, 6 CSUs have retained "Women's Studies": Dominguez Hills (Women's Studies minor), East Bay (Women's Studies minor in Human Development Department), Fresno (Women's Studies major program), Sacramento (Women's Studies Department), San Diego State University (the nation's oldest Women's Studies Department), and San Marcos (Women's Studies program). Six have followed SSU by incorporating "Gender": Bakersfield (Women's and Gender Studies program); Fullerton (Women's and Gender Studies program); Northridge (Gender and Women's Studies Department); San Francisco (Women's and Gender Studies Department); San Luis Obispo (Minor in Women's and Gender Studies); and Stanislaus (Gender Studies program).

⁵ By January 2015, 4 CSUs have incorporated "Sexuality" into existing Women's and Gender Studies names: Long Beach (Women's, Gender, and Sexuality Studies Department), Los Angeles (undergraduate certificate and minor in Women, Genders, and Sexualities), San Bernardino (Gender and Sexuality Studies minor or certificate), and San Jose (Sociology concentration or Interdisciplinary Social Sciences minor in Women, Gender, and Sexuality Studies).

⁶ By January 2015, 4 CSUs have in some way combined Ethnic Studies and WGS: Chico (Multicultural and Gender Studies Department); East Bay (Genders and Sexualities in Communities of Color track in Ethnic Studies major); Humboldt (Critical Race, Gender, and Sexuality Studies Department); and Pomona (Ethnic and Women's Studies Department).

the title would be inappropriate at this time given the various and distinct ethnic studies departments on campus. Most CSU campuses that have incorporated *ethnic* in some form to their WGS programs have done so through some kind of merging of women's and gender studies with already existing departments or programs of ethnic studies. While such a merge has been a workable situation at some schools in this era of consolidation, it comes with significant controversy and is challenging given the diverse pedagogical, historical, and intellectual approaches of the different disciplines involved.

In conclusion, while a Women's and Gender Studies minor has existed at SSU since 1978, WGS was only established as an official major in 1999, and as a department in 2001 (with minors in Women's Health and Queer Studies developed since). WGS at SSU has in the past managed to grow by one tenure-track line each decade excepting the most recent: It secured its first in 1981, its second in 1994, and its third in 2003, with no new lines in the past 11 years. No official assessments were conducted regularly prior to its 2001 departmental designation. Since then, the department underwent a comprehensive program review in 2008. The main recommendation—a strategic hiring of a fourth line—has gone unanswered. For the 2015 program review, statistical self-study will focus primarily on the period from 2008 to 2014.

Relevant Statistics

Department Chair: Don Romesburg, Associate Professor

Number and FTEF (full-time equivalent faculty): 3 full-time tenure-track faculty: Associate Professor Lena McQuade, Associate Professor Don Romesburg, Professor Charlene Tung

FTES/FTEF/SFR/MAJORS/DEGREES (Fall 2008-Fall 2014)

Below is data provided by Sean P. Johnson, Director of Institutional Research for SSU.

	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15
FTES	120.13	93.05	71.73	83	114.69	101.45	93.5
FTEF	3.14	2.733	2.67	2.87	2.87	3.863	3.47
SFR	38.26	34.05	26.87	28.92	39.96	26.26	26.94
MAJORS	81	75	87	99	86	82	72

Table 1: FTES/FTEF/Majors/Degrees

Majors: 72 (according to WGS department data, Fall 2014). Approximately 37% are double majors, the lowest percentage in the period since Fall 2008 (the high was 50% in Fall 2010). Most common double majors since Fall 2008 are with Sociology, Psychology, Political Science, and Pre-Nursing, with a smattering with Art, Biology, Business Administration, Criminal Justice Studies, Early Childhood Studies, English, Geography, Human Development, Kinesiology, Hutchins, and Spanish.

Minors: In Fall 2014, 57 total combining WGS, Career Minor in Women's Health, and Queer Studies. Throughout 2008-2013, total number of minors range from 30-92 each year. WGS Minors have ranged from 16-37. Women's Health have ranged from 14-31. Queer Studies has ranged from 12-29.

Budget: The WGS Operating Expense budget has ranged between \$2227 and \$3082 since 2008, including years where rollover of funds was allowed.

Year	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15
Amount	\$2475	\$2227	\$2596	\$2545	\$2937	\$3082	\$2744

Table 2: Operating Expense Budget, 2008-2015

**The Challenge:
A Strong But Small Growth Department with No-Growth Faculty
(WGS Growth/FTES/FTEF/SFR)**

The Sonoma State WGS major has shown tremendous growth since it was created in 2001. It grew from 28 majors in 2002-2003 (the first year of the department) to a high of 99 majors in 2011-2012. Over 2013 and 2014, the number of majors declined from that peak by nearly 20 percent. This drop occurred because in such a small department, major recruitment requires ongoing tenure-track faculty effort. Ordinary faculty transitions (a sabbatical and faculty taking family leave) that would have had little impact in an even slightly larger department, caused significant disruption. From 2008-2014, the mean is 82.

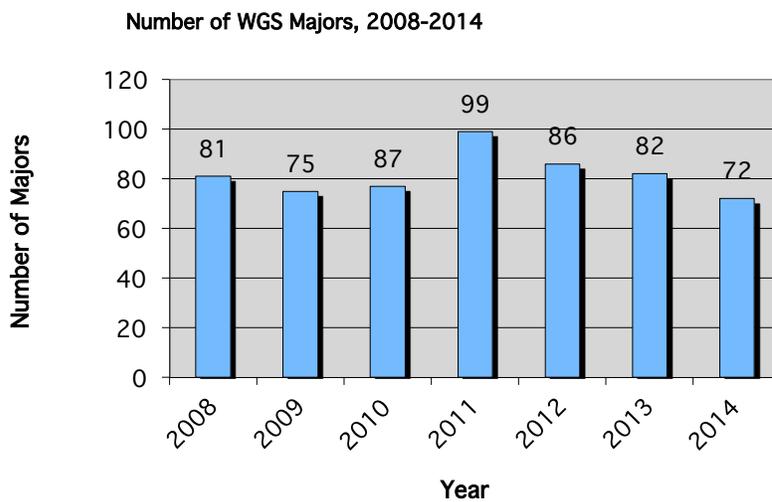


Figure 1: Number of WGS Majors, 2008-2014

WGS has seen strong minor development. In 2010, WGS introduced the Queer Studies minor in addition to the WGS minor and Career Minor in Women’s Health. From its inception, the Queer Studies minor, directed by Dr. Romesburg, has been popular relative to the program’s size. Dr. McQuade has also cultivated strong interest in the Career Minor in Women’s Health.

WGS Minors, 2008-14

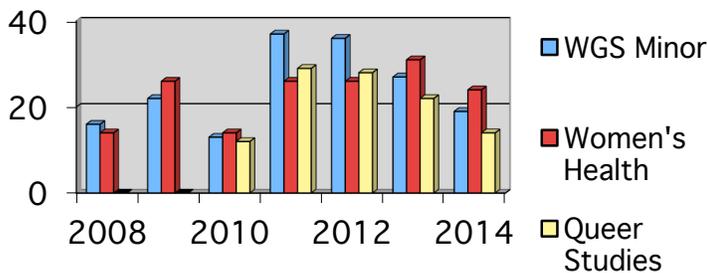


Figure 2: Number of WGS Minors, 2008-2014

Like the WGS major, the Women’s Health and Queer Studies minors have great growth potential with attention to recruitment (WGS does little to encourage students toward the WGS minor). The small number of tenure-track WGS faculty has constrained necessary outreach. The drop since 2012 in overall WGS minors and Queer Studies minors echoes the overall decline in WGS majors during this time and should be understood as linked to the same structural challenges. Still, 2008-14 means of WGS and Women’s Health Minors are 24 and 23, respectively. The 2010-2014 mean of Queer Studies minors is 21.

SSU WGS: Less Faculty, More Majors Compared to CSU Equivalents

Sonoma State’s strength in major/minor numbers relative to the number of faculty, even considering the disruptions in tenure-track faculty presence over the past several years, is impressive. Yet the growth in faculty compared with other CSU Women’s Studies is not.

CAMPUS	TENURE-TRACK FACULTY	# MAJORS 2013 - 14
Sonoma	3	82
Fresno	4	34
Fullerton	6	65
Humboldt**	4	40
Long Beach	8	[awaiting final data]
Northridge	8	49
Sacramento	2.5	40
San Diego***	8.5	63
San Francisco***	8	60
San Marcos	2.6	28

(Campuses with stand-alone Women’s and Gender Studies departments)

* Long Beach did not provide major numbers by press time

** Humboldt has a Critical Race, Gender and Sexuality Studies Department; majors are those with the women’s studies or multicultural queer studies tracks within the major.

*** San Diego and San Francisco also have M.A. programs

Table 3: Comparison among CSU of Tenure-Track faculty vs. majors (see also the figure in the executive summary)

Among Women’s Studies departments within the CSU system, let alone nationwide, SSU is among the largest in terms of majors and the smallest in terms of tenure track lines. This is true even with our 20 percent drop from the 2011-12 peak in majors. Given our very limited resources, and the relatively small campus size as compared to those noted above, we succeed at attracting majors disproportionately because of our faculty’s outreach and recruitment of majors. All three tenure-track faculty taught in at least one GE section (usually more) every semester. GE courses are largely where we gain majors, so it helps to have strong and consistent teaching faculty who can follow up semester after semester with students. Our faculty also must engage in concerted outreach through student groups, advising events, orientations, and campus talks, all of which pull our three faculty even further from time and energy that could also be allocated to teaching, research, and campus service. School and University investment in a fourth tenure-track line for WGS would yield disproportionately high results compared hires into other, larger departments in the School and campus-wide.

Full-Time Equivalent Students (FTES)/Full-Time Equivalent Faculty (FTEF)/Student-Faculty Ratios (SFR)

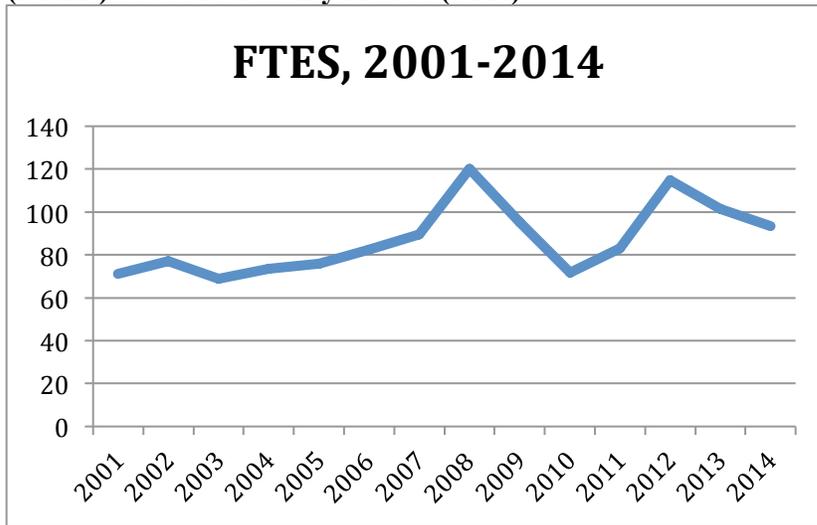


Figure 3: Total FTES, 2001-2014

The average FTES from 2001-2007 was 83.38 and from 2008-2014 (the main period of this report) was 97.08—a rise of 13.7, or 16.4%.

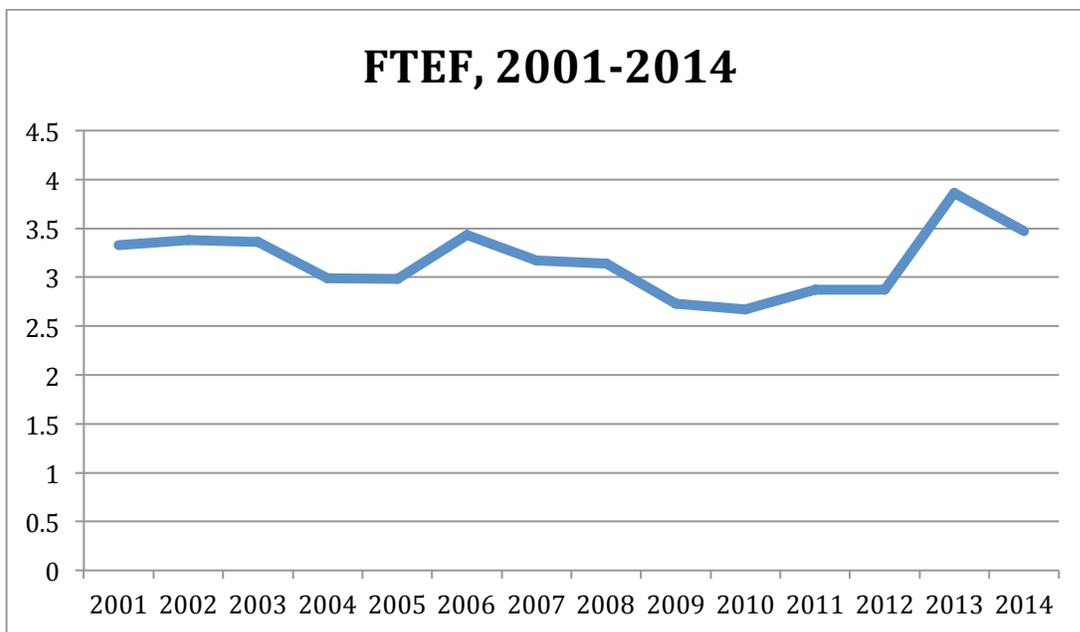


Figure 4: Total FTEF, 2001-2014

The average FTEF from 2001-2007 was 3.23, and from 2008-2014 (the main period of this report) was 3.09—a loss of 0.14, or 4.3%. Incredibly, our average FTEF in the recent period has been the equivalent of “bare bones,” or tenure-track faculty with no lecturers. The 2013 bump (3.86) is a result of a correction made by the Dean when it was realized that the course-release time for the WGS chair had been undercounted since 2008 (when FTEF dipped below 3.0). The department maintains that this FTEF should be the baseline from which future allocations occur, with corresponding WTU assigned.

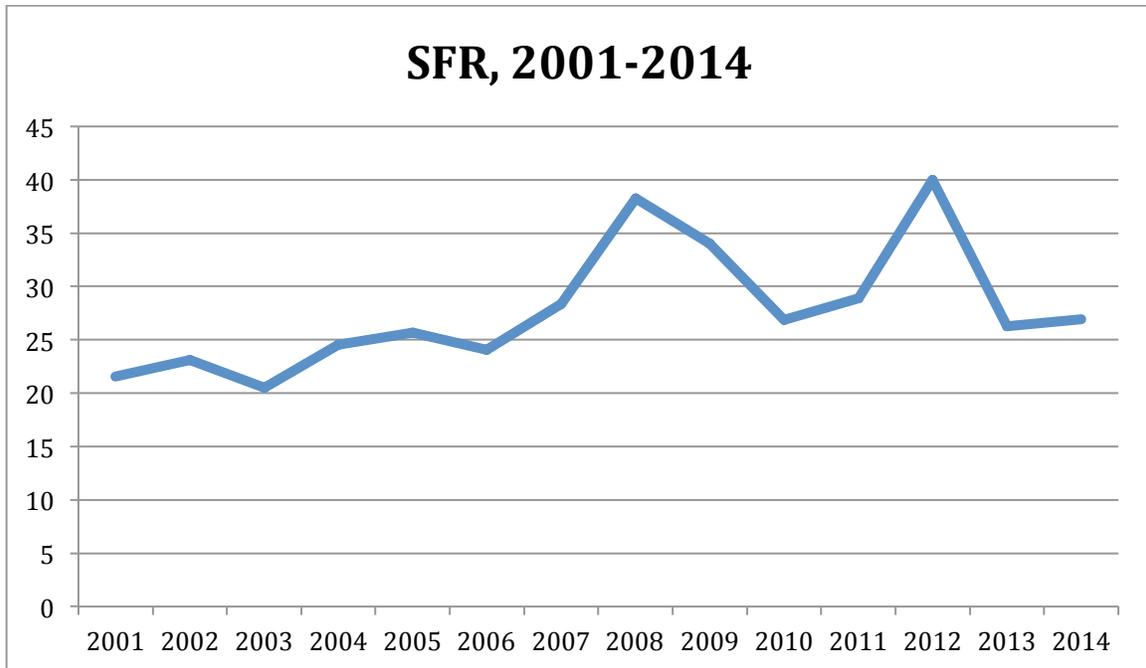


Figure 5: Total SFR, 2001-2014

The average SFR from 2001-2007 was 23.98, and from 2008-2014 (the main period of this report) was 31.61, an increase of 7.63, or 32%.

Meeting the Challenge

The pattern is clear—Women’s and Gender Studies at SSU is teaching substantially more students with substantially less instructors, resulting in soaring student-to-faculty ratios. Moreover, we are attracting more majors with less faculty than our sister departments across the CSU. There are three obvious ways to address this troubling trend, which defies best practices in feminist pedagogy, in order of departmental preference:

1. Allocate a fourth tenure-track line to WGS, which would solve many departmental administrative and operational problems, attract more students to our major (and, as a result, take pressure off of the school in terms of related impacted majors such as psychology and sociology), and enable us to offer more GE courses (as well as major courses).
2. Consistently allocate more WTU generally to WGS, enabling us to hire lecturers to offer more GE courses (but with diminished returns on recruitment to major and departmental administrative/operational challenges).
3. Reduce GE offerings, lower enrollment in GE courses, and offer more major and elective courses. This would allow our department to gradually shrink our SFR and major numbers to levels more pedagogically sound and in line with sister departments around the CSU. Because our FTEF can go no lower than it currently stands (as “bare bones”), this enables the department to fix the constellation of problems in a strong but small department with a no-growth faculty without new hires. For its own sake and for the sake of the School of Social Sciences and expanding university, WGS would much rather foster growth.

Department Mission, Curriculum, and Learning Objectives

Mission

The Women's and Gender Studies Department at Sonoma State University endeavors to explore, from an interdisciplinary perspective, the full impact of gender in the experiences of men and women in the United States and around the world. This kind of perspective assumes that race, class, ethnicity, sexuality, and nation are integral to constructions of gender and knowledge. Women's and Gender Studies envisions alternatives and interrogates existing social structures, institutions, and ideologies as they impact upon people's gendered lives. Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through required internships, community involvement projects, research, and service learning courses. Women's and Gender Studies thus aims to effectively implement the Sonoma State University Diversity Vision Statement with a mission and curriculum that encourages "a commitment to social justice and equality", "a respect for human diversity", and supports a "pedagogy dedicated to diversity issues." We believe that an explicit integration of and focus on gender in relation to race, ethnicity, class, sexuality, and nation fosters the development of the critical lens and openness of mind that is necessary for men and women to meet the challenges of a dynamic, diverse, and interconnected world.

The Women's and Gender Studies major and minor are excellent preparation for students going into teaching, counseling, social work, public relations, public policy, and management; students going on for advanced degrees in a variety of fields, including law, medicine, sociology, public health, history, and psychology; students seeking advocacy work in political action organizations; and students pursuing a wide variety of other career options. Women's health is a large and growing area of research and policy interest in the U.S. The Career Minor in Women's Health is suitable for those interested in pursuing careers as nurses, physicians, midwives, clinical psychologists, health educators, public health workers, research analysts and policy makers. The Queer Studies Minor prepares students to enter a workforce and society that increasingly values and grapples with diversity and cultural competency related to sexuality and gender identity.

Assessment of Mission:

We believe the mission reflects well SSU Women's and Gender Studies Department's goals, emphases, and practical implementation. We do not see any necessary changes at this time.

Curriculum

Major

The WGS major is a 44-unit major. The requirements are divided into Core Courses (25 units), a 4-unit required Internship, and a Disciplinary Concentration (in any other recognized major/minor) comprised of 15 units (see Attachments: Advising Sheets). The core courses include several GE courses, one of which serves as an introduction to WGS (through either the lower-division "Women's Bodies: Health and Image" or "Men and Masculinity" or the upper-division "Gender, Sexuality and Family"). Other core courses (all upper-division) are "Gender, Race and Class", a GE class that focuses on

intersectionality in U.S. history, and four non-GE courses: “Feminist Theory”, “Feminist Research Methods”, “Gender and Work”, and “Senior Seminar.” There is currently only one elective required (3-4 units), which can be fulfilled with any number of course offerings.

The required internship reflects the Department and Major’s emphasis on encouraging links between theory and practice. Community service is inherently part of the founding of the field, and one that we want to continue to emphasize. A required internship also better prepares our students for a life post-graduation in the workforce (see the Internship section below).

The Disciplinary Concentration requires students to declare a 15-unit focus within any university-recognized major or minor (including WGS—we call those WGS majors that declare and WGS disciplinary concentration “super majors”). The disciplinary concentration involves one introductory-level course in that discipline, one focused on gender, and additional 8-10 additional units in the discipline chosen in consultation with a WGS advisor. The disciplinary concentration was set up to encourage WGS majors to become familiar with typically “traditional” disciplines as well as critically analyze boundaries between disciplines so that WGS analyses inform other disciplines and vice versa. Structurally, this encourages interdisciplinarity and cross-disciplinarity. It also encourages students to double-major or take a minor—a move that is strategic for some students as well as for WGS as a department. A double major with WGS enhances the marketability and skill sets of our students compared to those who have only majored in a more traditional discipline. Because some students do not understand the potential that a stand-alone WGS degree has for future employment and/or graduate or professional studies, declaring a double major allows a greater sense of confidence.⁷ Since SSU used to be largely a transfer campus, and since many WGS majors still typically declare in their junior year, the concentration has historically facilitated easy declaration.

Assessment of Major:

• **Core Courses and Internship Work Well**

We are confident that the Core Courses of our major serve our students and our discipline well. One possible change that has frequently been considered, however, is the possible expansion of the elective requirement to two, rather than one, course, in order to expanded majors’ breadth and depth within WGS.

The Internship component has been very well-received by students, pedagogically valuable, and has enabled graduates to either move directly into paid employment with places where they have interned or parlay internships into related employment or graduate education. The internship requirement’s basic structure should remain. One possible adjustment would be to more structure internship advising so that a single faculty member would use some of their unit load for a combination of advising and a one- or two-unit “Careers in WGS” course that WGS majors would take.

⁷ For an excellent national primer on the personal and professional value of a WGS degree, see Michelle Tracy Berger and Cheryl L. Radeloff, *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World* (New York: Routledge, 2011).

- **Disciplinary Concentration Needs Adjustment**

A revision of the disciplinary concentration is in order. Over the years, the disciplinary concentration has attracted double majors. While a disciplinary concentration in Sociology, Psychology, or English (as examples) has a strong capacity to converse with WGS interdisciplinarity, it remains dubious how well courses in, for example, Business Administration, Biology, or Mathematics can be effectively related to WGS topics and approaches. As a department, we regularly struggle with how this area of our degree might be better structured to suit the needs of our students, our discipline, and our institutional strength.

While our percentage of majors who double major has fluctuated from as high as 50 percent (2009-2010) to as low as 37 percent (2014), the 2008-2014 mean has been 44 percent. In the past several years, the ratio of single majors to double majors has increased (Figure 6). While any reconfigured disciplinary concentration would need to remain mindful of double majoring, placing a full 15-unit element of the WGS major in the courses of other departments may not be as crucial moving forward as it has been historically.

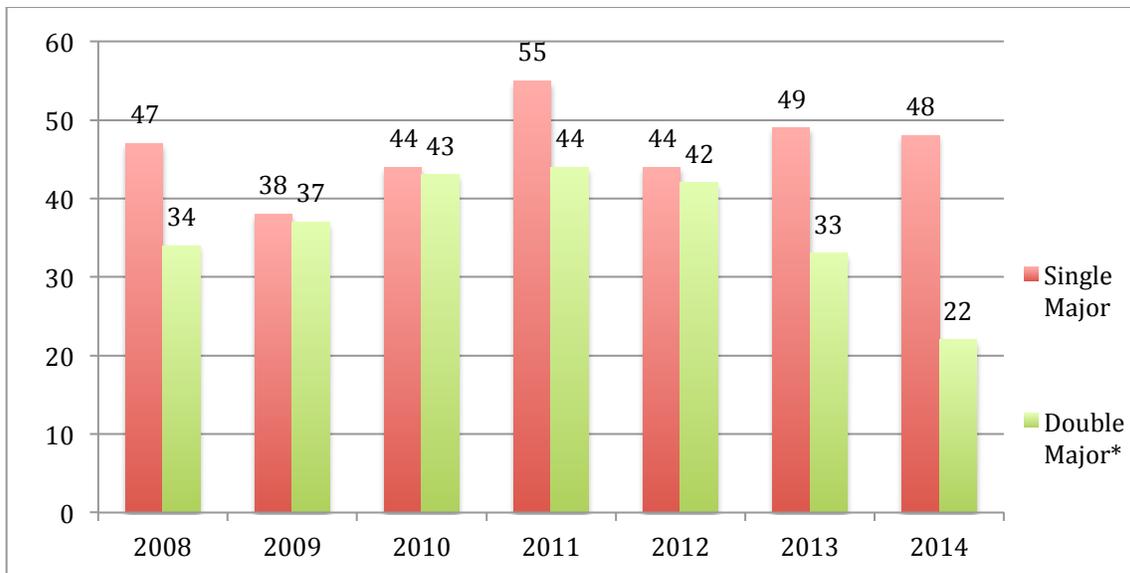


Figure 6: Number of WGS Majors, Broken Down by Single and Double (2008-2014)

In addition, during the period of our highest growth in number of majors as well as the highest total number of majors (2010-2011), the most substantial growth of newly declared majors came not from transfers, juniors or seniors, but from first- and second-year SSU students. In addition, the years in which WGS has had the lowest number of majors or sharp declines in the number of majors has correlated with very low percentages of majors who first declared in their freshman or sophomore years (Figure 7). Since 2008, our most substantial gains and losses, in other words, have come from those younger cohorts. WGS would do well to focus its efforts less on transfer/junior/senior double major recruitment than on building and promoting a degree that can appeal to students in their first and second years, whether or not they choose to double major.

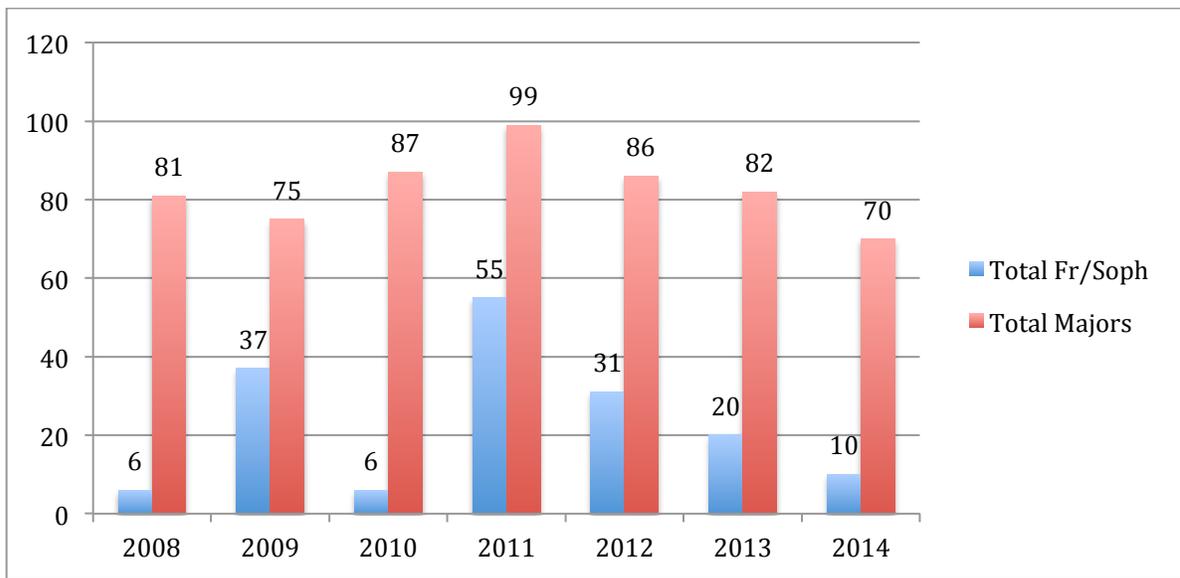


Figure 7: First Year/Sophomore Major Declarations and Overall Majors, 2008-2014

One possibility for reforming the disciplinary concentration would be to reduce the number of units (from 15 to 10). The disciplinary concentration would then require only an introductory course and two gender/sexuality-relevant courses in recognized majors/minors. The WGS major would then expand the number of overall WGS elective units from 3 to 8 in order to provide our students with greater depth in relevant coursework. This would have the advantage of attracting more students into our elective (non-GE) courses and recruiting non-WGS students in those courses into our major. This approach would reduce but not eliminate the pedagogical slippage that now exists with declaration of disciplinary concentrations that have few to no courses that meaningfully address gender or sexuality.

A second, more ambitious possibility would be to replace the disciplinary concentration entirely with a degree element that allows students to simultaneously develop their areas of interest and enhance their professional/post-graduate viability. This could be similar to the new format for “Pathways” in the American Multicultural Studies major, which is a 16-unit concentration in one of nine interdisciplinary subject area foci.⁸ For WGS, the concentrations/pathways could be based around a variety of options. One approach would be to base them, as AMCS does, in topical affinity (such as Family and Childhood Studies, Critical Race Studies, Transnational Studies, and Sexuality Studies). A second approach would be to offer disciplinary affinities as we currently do, but limited to those departments that have regular course offerings with meaningful components related to women and gender (such as Psychology, Sociology, English, and Hutchins). A third approach would be to build concentrations based upon possible post-graduate career paths (such as Clinical (for those planning for employment or higher degrees related to healthcare, counseling, and social work), Critical (for those seeking a fuller humanities experience and/or planning for employment or higher degrees in cultural work and

⁸ <http://www.sonoma.edu/amcs/programs/ba-amcs.html#crqss>

academics), and Community (for those planning careers or higher degrees in social justice, policy, education, law, and NGO-based advocacy).

Minors

In addition to the Major, the WGS Department also offers three minors:

Women's and Gender Studies Minor

The minor in Women's and Gender Studies is a 16-unit interdisciplinary curriculum that applies feminist perspectives to the study of gendered people. It draws upon both courses offered through the Women's and Gender Studies Department and courses offered through various departments. Ten units are from WGS (core courses for the major as well) and six units are supporting courses that are either WGS electives or outside WGS (with advisor approval). The 6 units much fit into two of the five following categories:

- I. Women and Gender in American Society
- II. Women and Gender in the Humanities
- III. Biological and Psychological Perspective on Women or Gender
- IV. Women or Gender in International and Cross-Cultural Perspective
- V. Special Topics on Women or Gender

Career Minor in Women's Health

The Career Minor in Women's Health is a 20-unit minor that provides students with interdisciplinary coursework, training, and applied experience in social, political, and economic aspects of women's health and illness. Career needs of both health care providers and liberal arts and sciences majors are addressed. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health workers, research analysts, policy makers, and in a variety of other fields. The minor was built with a strong connection to the Nursing Department, as is reflected in its curriculum. The minor consists of six core units (WGS 280: Women's Bodies: Health and Image and either WGS 350: Gender, Sexuality and Family OR NURS 480: Health, Sexuality and Society), 3-4 units of Practical Application (WGS 499: Internship or NURS 497 Clinical Nursing Externship), and 10-11 units of health-related electives. While elective courses need not be focused centrally on women or gender, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

Queer Studies Minor

Launched in 2010, SSU's Queer Studies Minor was only the fourth such minor at a CSU (after Humboldt, San Francisco State, and Northridge). Since that time, SSU's WGS Department has providing pedagogical and practical suggestions to the three campuses Fullerton, Long Beach, San Diego) that have subsequently established similar minors. developing a proposal and curriculum supported the development of similar minors at three other campuses. At SSU, the minor in queer studies 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 18-unit queer studies minor involves 12 core units (WGS 255:

Introduction to Queer Studies, WGS 301: Queer Studies Lecture Series, WGS 350: Gender, Sexuality and Family, and WGS 455: Queer Theory/Queer Lives), and 6-8 elective units (two sexuality-themed courses from WGS and other departments chosen in consultation with the Queer Studies Minor advisor).

Assessment of Minors:

All three WGS minors are strong. No changes are recommended at this time. While numbers have fluctuated, all three minors have maintained strong interest (see Figure 2), despite disruptions in faculty capacity to cultivate them due to small department size and ordinary faculty leave (such as sabbatical and family leave). The minors are pedagogically sound and serve our students well. In recent years over half Women’s Health and Queer Studies minors are also WGS majors, suggesting that the minors and major are complimentary, that the minors serve as recruitment for our major and vice versa, and that these minors also fulfill the needs and interests of others not seeking a WGS major (see, for example, Figure 8).

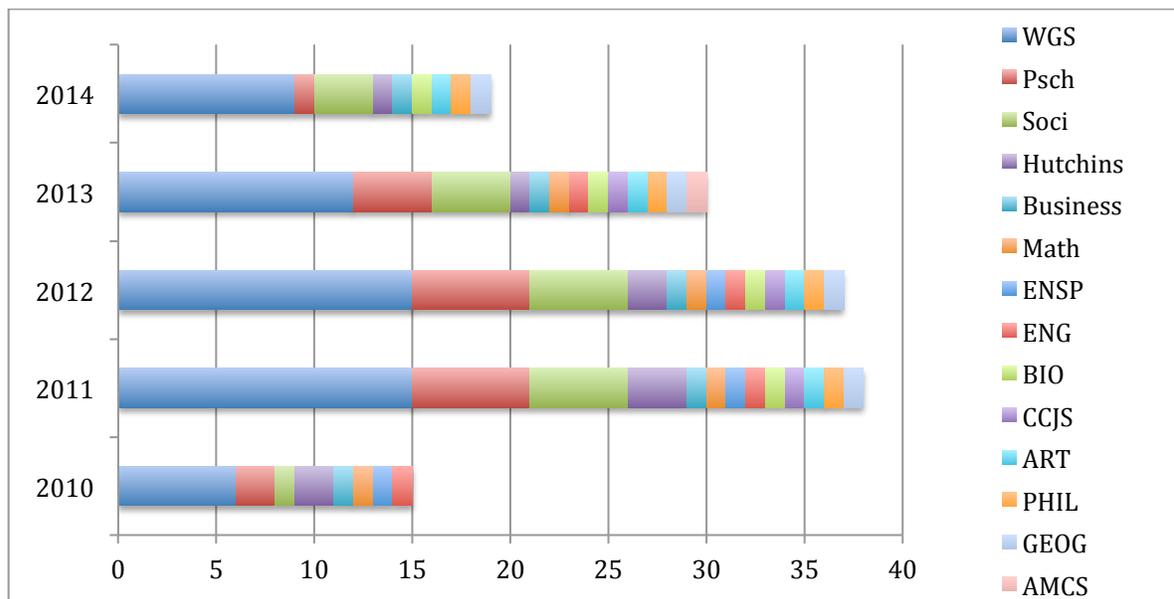


Figure 8: Major of Queer Studies Minors, 2010-2014 (Includes Double Majors)

WGS Courses

WGS 255 Introduction to Queer Studies (3-4)

This interdisciplinary course offers an introduction to the field of Queer Studies by analyzing the role of race, gender, sexuality, and nationalism in the social construction of modern gay, lesbian, bisexual, transgender, and queer (GLBTQ) identities. Students also learn of queer theoretical approaches to politics, culture, and society. Satisfies GE Area D1.

WGS 280 Women's Bodies: Health and Image (4)

This course examines research and theory about the health and body image concerns of women across race, ethnicity, sexuality, and class throughout the life cycle. This includes health advocacy, gendered representations, women's health movements, the gender politics of medical research, and sexual and reproductive health. Satisfies GE Area E.

WGS 285 Men and Masculinity (4)

This course examines construction of masculinity across axes of race, sexuality, class, nation, and ability. Utilizing a multidisciplinary perspective, this course addresses various theories of masculinity and masculinity's impact on people's lives in areas such as relationships, media representation, work, culture, development, and health. Satisfies GE Area E.

WGS 301 Gender Studies Lecture Series (1-4)

A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from feminist and/or queer perspectives. There is usually a semester-long focus on a particular topic. The lectures are open to the community. May be repeated for credit.

WGS 311 Special Topics in Women's and Gender Studies (1-4)

A variable-topics seminar focusing upon intensive study of issues related to WGS in society. May be repeated for credit with different topic.

WGS 325 Youth: Gender Perspectives (3-4)

This course examines youth, focusing on the complex interconnections of gender, race/ethnicity, social class, sexuality, and other factors in understanding the experiences and social conditions of youth in the U.S., as well as the methodological issues that arise in conducting research on youth. This course requires community service learning.

WGS 330 Psychology of Women (3-4)

An exploration of the psychology of women, with attention to issues of power and conflict, intimacy and dependence, special concerns in therapy for women, and the impact of race, class, ethnicity, and sexual preference on women's psychological development.

WGS 350 Gender, Sexuality and Family (3-4)

An exploration of changing ideals and practices of gender, sexuality and family life in the United States, drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both women and men. Fulfills upper-division GE Area E (The Integrated Person).

WGS 365 Women's History and Women's Activism (3-4)

This course will take an activist-historical perspective on the history of American women. We will study historical figures, events, and movements central to the history of feminist activism for equality and social justice. The class will address the politics of writing women into history and documenting the diversity of women's activism. Cross-listed as HIST 345.

WGS 370 Gender in Asian America (4)

This interdisciplinary course examines gender, race, class, and sexuality in Asian America. We consider how Asian American women and men fit into debates about sexism and racism in the United States - historically and contemporarily. Topics include Asian American participation in women's/civil right movements as well as popular culture representations. Cross-listed as AMCS 370.

WGS 375 Gender, Race and Class (3)

An exploration of the intersection of gender, race, and class in the lives of U.S. women and men through a historical approach to the formations of social and political movements, the construction and policing of identity categories, and demands for equality and justice. Satisfies GE Area D1 (Individual and Society) Meets Ethnic Studies requirement.

WGS 380 Gender and Social Movements (3)

Social movements organized around gender issues and identities are significant sources of social change in modern societies. This course analyzes the structure and dynamics of social movements based on gender, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, and countermovements. Case studies will emphasize the women's suffrage movement, the women's peace movement, the feminist movement that began in the 1960s as well as its offshoots and countermovements, the gay and lesbian rights movement, and recent men's movements.

WGS 385 Gender and Globalization (4)

This class will use an interdisciplinary approach to explore how gender, race, class, sexuality, nation, and colonialism intersect locally and globally and to understand how gender shapes the lived realities of women worldwide. We will frame our analyses within an understanding of the processes of globalization and global communities.

WGS 390 Gender and Work (4)

This course explores intersections of gender, race, class, immigration, and nation within the U.S. labor market. We examine situations facing workers across economic sectors ranging from professionals to service sector labor. Topics may include: juggling work and family, discrimination/harassment, welfare reform, globalization, and activism/resistance to workplace challenges. Prerequisite: WGS 255, 280, 285, 350, 375 or instructor consent.

WGS 395 Community Involvement Program (1-4)

The purpose of CIP is to encourage student involvement in the community. Units may be earned for work related to WGS. Cr/NC only. May be repeated for credit.

WGS 399 Student-Instructed Course (1-4)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s). CR/NC only.

WGS 405 Psychology of Gender (4)

Explores gender through a social psychological perspective. Topics include gender socialization, the structural function of gender stereotypes, masculinity, and gender discrimination. Course originates in the Psychology Department and is cross-listed as PSY 405.

WGS 425 Feminist Research Methods (3-4)

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. Students will be given instruction in library and electronic information retrieval. Prerequisite: WGS 280, WGS 285, WGS 350, or WGS 375.

WGS 440 Sociology of Reproduction (4)

Sociological perspectives on human reproduction. Topics include reproduction and gender identity, social implications of reproductive technologies, perspectives on normal pregnancy and childbirth, the cultural context for breastfeeding, and U.S. politics of reproductive rights and choices. Cross-listed as SOCI 440.

WGS 449 Gender and Sexuality in Latin America (4)

This course examines changing definitions, institutions, and behaviors related to gender, sexuality, and the family in Latin America from indigenous civilizations to contemporary societies. Topics include the transition from European colonies to nation-states, and the social, economic, and political changes in Latin America. Course cross-listed as HIST 449.

WGS 451 Feminist Perspectives in Literature (4)

Feminist Perspectives is an advanced course in reading, writing, and research that will engage feminist perspectives in literature. This course is interdisciplinary in approach and is conducted in a seminar format. May be repeatable once for credit. This course is a cross-list with ENGL 451.

WGS 455 Queer Theory, Queer Lives (4)

This interdisciplinary course offers advanced work in queer studies by looking at the production of theories about same-sex sexualities in history, culture, and politics. The course presents queer theory in conjunction with critical race theory, feminist theory, and post-colonial studies. Cross-listed as HIST 447.

WGS 475 Contemporary Feminist Theory (4)

This course examines both historical and contemporary trends in feminist theory. Students examine how feminist theory might address the complex relationship between race, ethnicity, gender, sexuality, class, and nation as they relate to the production of knowledge the implementation of theory and practice, and social change/ activism. Prerequisite: WGS 255, WGS 280, WGS 285, WGS 350, or WGS 375.

WGS 485 Senior Seminar (4)

This course provides WGS students an opportunity for advanced study on a special topic each semester (determined by instructor). The seminar format allows students an intensive experience and heightened responsibility for course content. The course should be taken during the student's senior year. Prerequisite: WGS 475.

WGS 492 Syllabus Design (1)

Students work on an individual basis with a faculty member to develop reading materials, lecture and discussion topics, and assignments appropriate to the teaching of a specific student-taught course in women's and gender studies. Student-taught courses must be approved by the coordinator and students must follow established procedural guidelines for teaching in the women's and gender studies program. Most student teachers are required to take WGS 492 before teaching, and WGS 493 while teaching. May be repeated for credit.

WGS 493 Teaching Supervision (1)

Students acting as teaching assistants or student-teachers enroll in this to gain professional skills development with a faculty member.

WGS 495 Special Studies (1-4)

Upper-division students may elect to do an independent research or action project under the direction of a women's and gender studies faculty member. May be repeated for credit.

WGS 499 Internship (1-4)

Supervised training and experience for advanced students in community agencies concerned with women's and men's issues and gender change. Student teaching of a student-taught university course is another form of internship. CR/NC. Internships may be paid.

WGS 500 Seminar in Feminist Theory and Research in Social Sciences (3)

A survey of feminist attempts to reformulate and transform social science theory and methods, including debates and disagreements among feminist scholars. Requirements will include an individual research project and analysis. Prerequisite: at least one course in a social science and at least one course that focuses on women or gender (course may be at graduate or under-graduate level).

Special Courses: Internships and Programming

Internship/Community Involvement Program

All WGS Majors and the Women's Health Minors are required to complete a minimum of 120 hours of internship. WGS students have provided valuable assistance to organizations in and around Sonoma County and the larger Bay Area. For example, in Spring 2014 alone, WGS students provided over 3,600 hours of internship for various organizations.

Students registering for WGS 499: Internship complete 180 hours (1 unit = 45 hours), while students registering for WGS 395: Community Involvement Program complete 120 hours (1 unit = 30 hours). The distinction between the two is largely that if students are paid, they must register as an Internship.

The Women's Health Minor, originally conceived as a career minor, emphasizes application. Therefore, it has an internship requirement (4 units), while the WGS and Queer Studies minors do not. Students may complete their required four units at different organizations (e.g. 2 units at one organization, 2 units at another). Requirements include record of hours completed, supervisor letter, mid-semester report and final paper. Internship advising is typically divided equally among faculty available each semester.

WGS students mostly intern at local community organizations as well as on-campus. A listing of possible (and popular) internship sites is provided on the WGS website and handouts available in the WGS office. Each summer, one faculty member contacts all the organizations to ensure updated information, as well as additional listings. The listings simply provide a starting point. Students are welcome to find other organizations as suit their interests, but must check-in with a faculty advisor for applicability. Popular sites include Circle of Sisters (an after-school for at-risk middle-school girls); Verity (a 24-hour sexual assault and crisis hotline and sexual assault education/prevention program); Santa Rosa Memorial Hospital (for women's health internships); Sonoma County Public Health (for women's health); and The Living Room (drop-in center for homeless women/children). Please see Appendix I: Internship Sites for a complete listing of sites at which WGS students have interned in the past five years.

The vast majority of off-campus organizations are non-profits—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 the WGS major learning objectives.

WGS values these local community linkages where WGS 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 post-graduation—if not in the exact organization, then in a related one.

WGS 301: Gender Studies Program Series

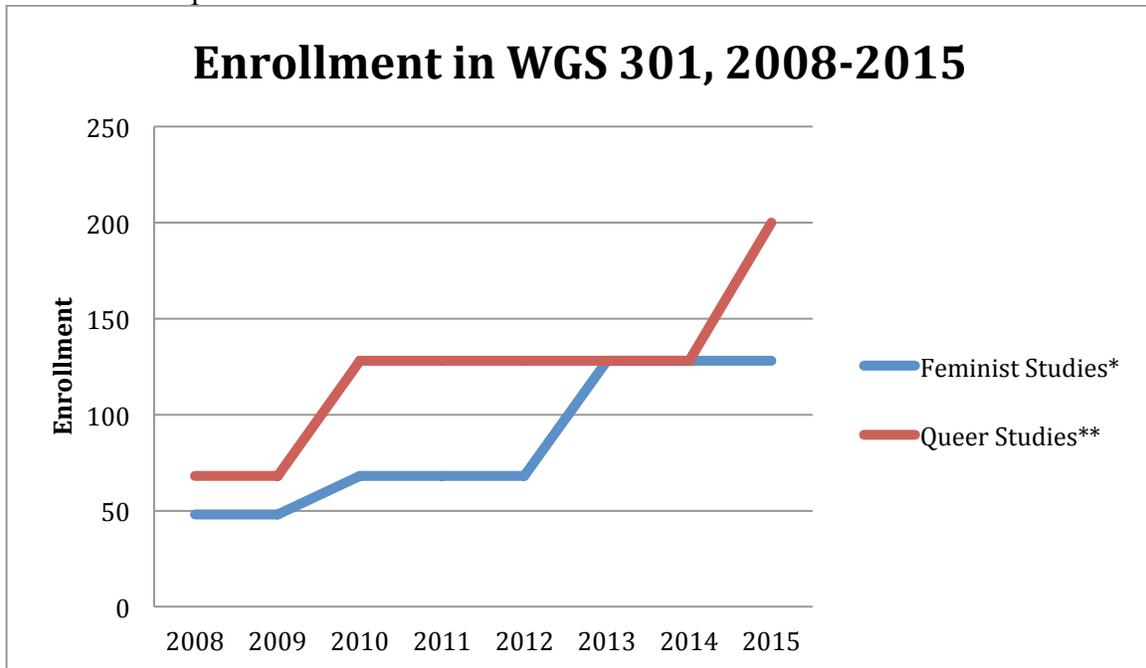
The Gender Studies Program Series has two components: The Fall WGS 301 Feminist Studies Lecture Series and the Spring WGS 301 Queer Studies Lecture Series. Both bring diverse scholars, advocate, artists, and activists to SSU. Both have seen dramatic enrollment growth since the year-long series was established in 2009-2010 as funded through the competitive SSU Instructionally Related Activities (IRA) grants. Students are encouraged to take both series, plugging them into a dynamic network of local and global concepts and possibilities for social transformation. As these pull in non-WGS students, it has increasingly become an effective component of outreach for the WGS Department. Speaker line-ups from current and past years are available at the WGS website, <http://www.sonoma.edu/wgs/lectures/>

Feminist Lecture Series

The Feminist Lecture Series evolved out of the previous Women’s Health Lecture Series (1998-2008). Open to the public, it pulls in many non-WGS students. It has a local practitioner-based emphasis focused on gender, advocacy, and health. Students hear from local leaders, delve into related readings, and dialogue in facilitated peer-to-peer sessions.

Queer Studies Lecture Series

The Queer Studies Lecture Series has been offered as a 1-unit course since 2003. IRA-funded since 2005, it has consistently filled to seating capacity, now at 200. In Spring 2015 it is an experimental one-unit Area C GE. Since 2010, it has been a core Queer Studies Minor requirement. Local, national and international speakers diversify the SSU educational experience and social climate.



* Before 2009, the Feminist Lecture Series was the Women’s Health Lecture Series

** In 2015, the Queer Studies Lecture Series became an experimental Area C GE

Figure 9: Enrollment in WGS 301, 2008-2015

WGS Learning Objectives

Basic Themes and Categories of Analysis in WGS

1. Critically examine the experiences and opportunities of women and men in relation to race, ethnicity, class, sexuality, and nation.
2. Understand masculinity and femininity as social constructions that are historically and culturally specific.
3. Understand how and why gender is embedded in and influences major social institutions (i.e., family, health care, law, education, religion, the workplace, and the media).

Learning Objectives Specific to WGS

1. Ability to understanding of basic themes and categories of analysis in Women's and Gender Studies.
2. Ability to describe, compare, and evaluate the major writings and trends in feminist theory.⁹
3. Ability to use and critically assess qualitative feminist methods used in social science research, including more advanced development of skills in library research and in-depth interviewing.
4. Ability to apply concepts and theory acquired in WGS courses to one or more internship settings.
5. Ability to connect theory and research to specific plans for individual and social change.

Learning Objectives Related to General Education/General Skills

1. Ability to demonstrate critical thinking abilities (e.g., the ability to ask critical questions about the theory and methodology contained in required readings and to then make connections between theory, research, and experience).
2. Ability to demonstrate oral communication skills (e.g., the ability to make an oral presentation to the class and to work with others in groups).
3. Ability to demonstrate written communication skills (e.g., the ability of students to develop their writing abilities, communicate effectively, and write for different audiences).

⁹ For example comparing and contrasting various schools of feminist thought such as liberal, radical, socialist, postmodern/postcolonial and queer theory in both historical and contemporary contexts. Students consider how various theorists understand the root causes of gender/racial/sexual inequalities and therefore, suggest different remedies.

Learning Objectives Relating Theory with Practice

1. Ability to apply the principles of feminist pedagogy to student learning. Feminist pedagogy requires that students become active participants in their own learning.
2. Ability to apply the principles of feminist pedagogy to students' own lives in order to become active participants in the process of social, personal, and political change.

ALIGNMENT OF CORE COURSES WITH LEARNING OBJECTIVES IN WGS

Core Courses/Objectives	255	280	285	301	350	375	425	455	475	485	490	499
Objectives related to WGS												
1. Understand basic themes and categories in WGS	X	X	X	X	X	X	X	X	X	X	X	X
2. Compare, describe, evaluate major feminist theories	X	X	X		X	X	X	X	X	X	X	X
3. Use and critically assess qualitative feminist methods							X	X	X	X	X	
4. Apply WGS theory/knowledge to internship settings												X
5. Apply WGS theory/knowledge to plans for change	X			X	X	X	X	X	X	X	X	X
Objectives related to GE												
1. Critical thinking abilities	X	X	X		X	X	X	X	X	X	X	X
2. Oral communication skills	X	X	X		X	X	X	X	X	X	X	X
3. Written communication skills	X	X	X	X	X	X	X	X	X	X	X	X
Objectives linking theory and practice												
1. Feminist pedagogy/active, engaged learning	X	X	X		X	X	X	X	X	X	X	X
2. Models for active participation in society/social change	X	X	X		X	X	X	X	X	X	X	

Table 4: Alignment of Major/Minors Core Courses with WGS Learning Objectives

Rationale for Learning Goals and Outcomes

WGS' learning goals and outcomes center an intersectional and interdisciplinary approach to women's and gender studies. As noted earlier, this is in line with standards and trends in the discipline of Women's Studies. Initial programs and courses (throughout the nation) focused on the experiences of heterosexual, middle-class, white women. Expanding this focus has been an on-going effort since the inception of Women's Studies at SSU and elsewhere. Today, every course taught at SSU WGS by our tenure-track faculty strive to center the intersections of gender, race, class, sexuality and nation. In the hiring of faculty since 2001, this expectation has been made explicit through the interview questions, as well as careful review of sample syllabi. Hires since 2001, with specializations in gender and globalization; queer studies; masculinity studies; and gender, race and reproduction reflect WGS' focus on intersectionality. All faculty are well-trained in teaching gender, race, class, and sexuality intersections, at a minimum. WGS faculty's facility with issues of globalization and queer studies varies—largely depending on their training.

Interdisciplinary teaching is central to WGS. Our hires since 2001 reflect this. Dr. Tung was trained interdisciplinarily, with a Ph.D in Social Ecology, with a graduate feminist emphasis. Her training is in sociology, anthropology, social history, and cultural studies. Dr. Nan Alamilla Boyd (hired in 2003 and who left in 2007) was trained in American Studies, with an emphasis on history and cultural studies. Dr. Lena McQuade (hired in 2008) completed her Ph.D. in American Studies. Her dissertation combines both historical and cultural studies. Dr. Don Romesburg (hired in 2008) has his degree in History, with a Graduate Emphasis in Women, Gender, and Sexuality. While his dissertation is wholly within a historical methodology and framework, his teaching experience and publications since have been interdisciplinary. All current faculty have an engagement in community work that informs their teaching and models the connection between theory and practice (praxis) for the students.

Dissemination of Learning Goals to Students

Learning goals and objectives for the major as a whole, are available online at the WGS homepage. Learning goals for each course are stated clearly on all course syllabi. Copies of all course syllabi are also available in the Department office, RCH 18. We plan to make available the findings of the WGS Assessment.

Structuring of Curriculum/Teaching to Reach Outcomes

As a small department, all tenure-track WGS faculty are equally committed to a feminist pedagogy with student-centered learning. This is reflected in course syllabi indicating a strong emphasis on reading, writing, and dialogue. There are no scantron or similar Moodle-based multiple-choice tests utilized in any courses (with the exception of occasional reading comprehension quizzes). Oral presentations or class facilitation/student-teaching/seminar-style is an integral part to most all the upper-division core major courses (with the exception of the GE). Moreover, all WGS courses utilize SETEs and WGS departmental survey assessments at the end of each course as a means of evaluating effectiveness of learning goals and outcomes being translated into classroom experience.

Based on aggregate departmental SETEs and the WGS survey assessment, quantitative and qualitative measures for clarity and consistency of course goals are quite high. In Fall 2014 (n=240), for example, the SETE measurements found an average of 4.23 for “My instructor clearly explained the goals” and a 4.24 for “The stated goals of this course are consistently pursued.” The WGS departmental assessment (n=240) similarly indicates our instructors “present material clearly” (4.04), including “intellectually challenging material” (4.23), and “facilitates appropriate class discussion” (4.32), all hallmarks of the pedagogies involved in achieving WGS categories of analysis and learning objectives. This term’s scores reflect the general pattern of scores from 2008-2014.

Assessment of Learning Objectives and Outcomes for WGS Majors

Overall assessment of learning objectives and outcomes for WGS majors comes through two main tools: Intellectual Biographies in Senior Seminar and Exit Surveys. The Intellectual Biography 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. While difficult to quantify, the overwhelming message from these essays, 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 dozens of these essays from Spring 2009-Spring 2014, 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 as they strike out into their lives beyond college. As part of the assignment, students also write brief (2-3 paragraph) essays about each of the courses they took. Taken together, these provide outstanding indications of how well the learning objectives and goals for specific courses are met over time—with the conclusion that even several semesters or years after students take courses, they are able to articulate main takeaways that are in line with faculty’s syllabi.

Since 2001, WGS has periodically conducted exit surveys with graduating alumni. This exit survey was updated several times. For this assessment period, exit surveys were conducted in Spring 2008, 2009, 2010, 2011, 2012, and 2014. WGS 485: Senior Seminar includes an Intellectual Biography Assignment (see Attachment) that asks students to discuss each course they have taken and assessing what major topics and issues were raised. Internships papers require students to answer questions about whether or not connections are being made between theory and practice and whether students feel their internships are informing their WGS education and vice versa.

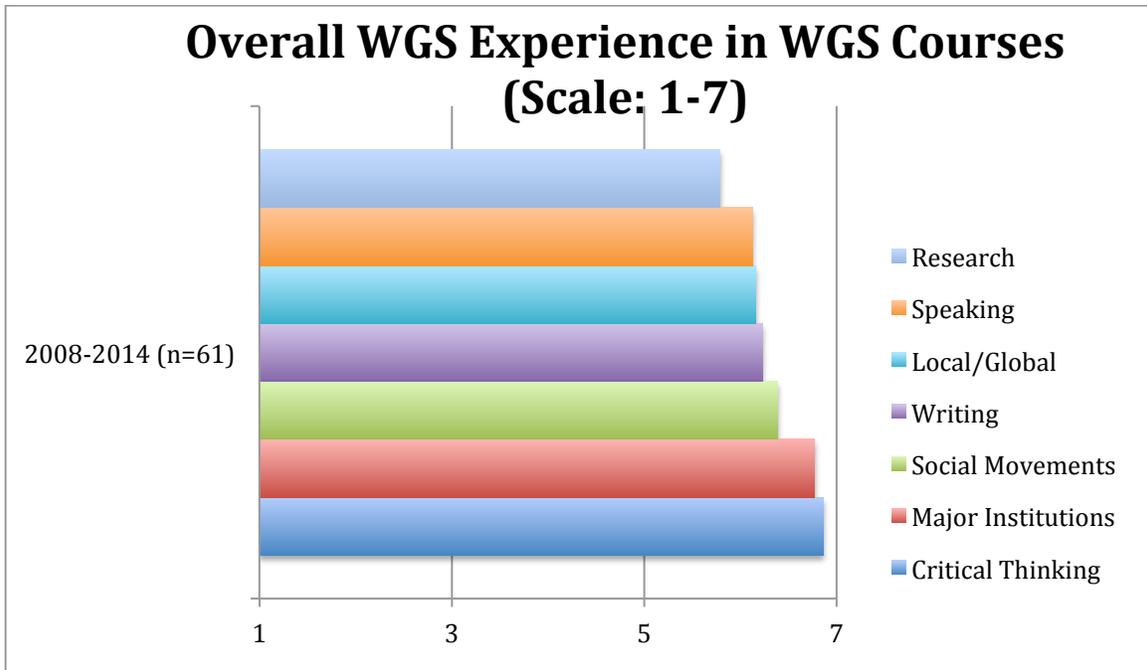


Figure 10: Exit Survey Overall Experience in WGS Courses, 2008-2014

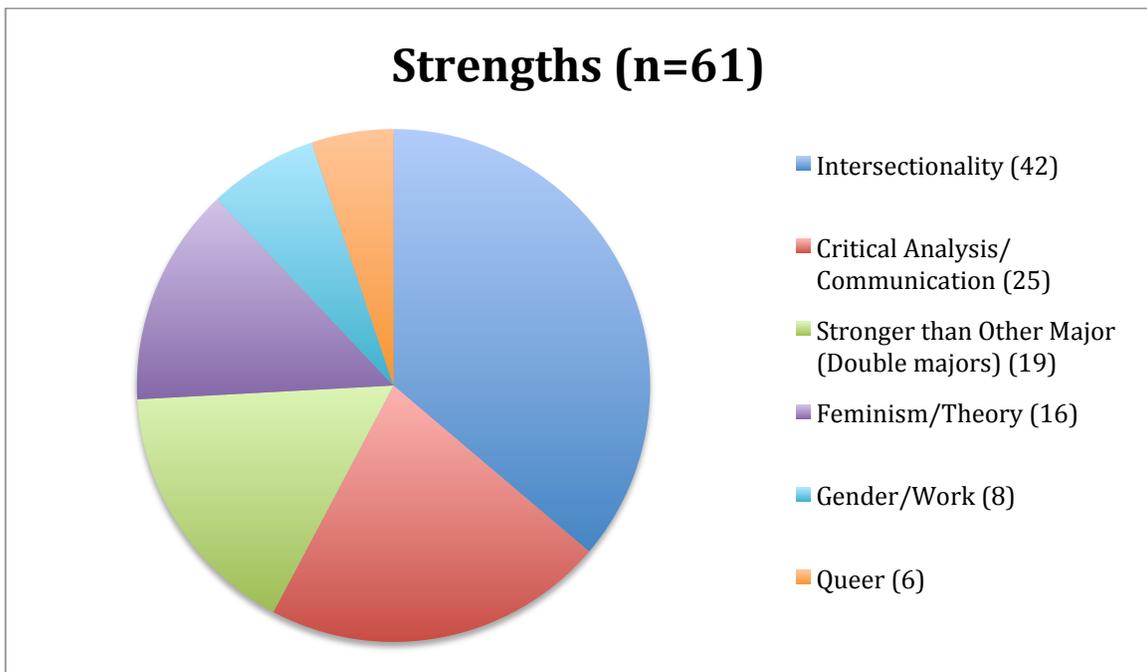


Figure 11: Exit Survey Comments on WGS Departmental Strengths, 2008-2014

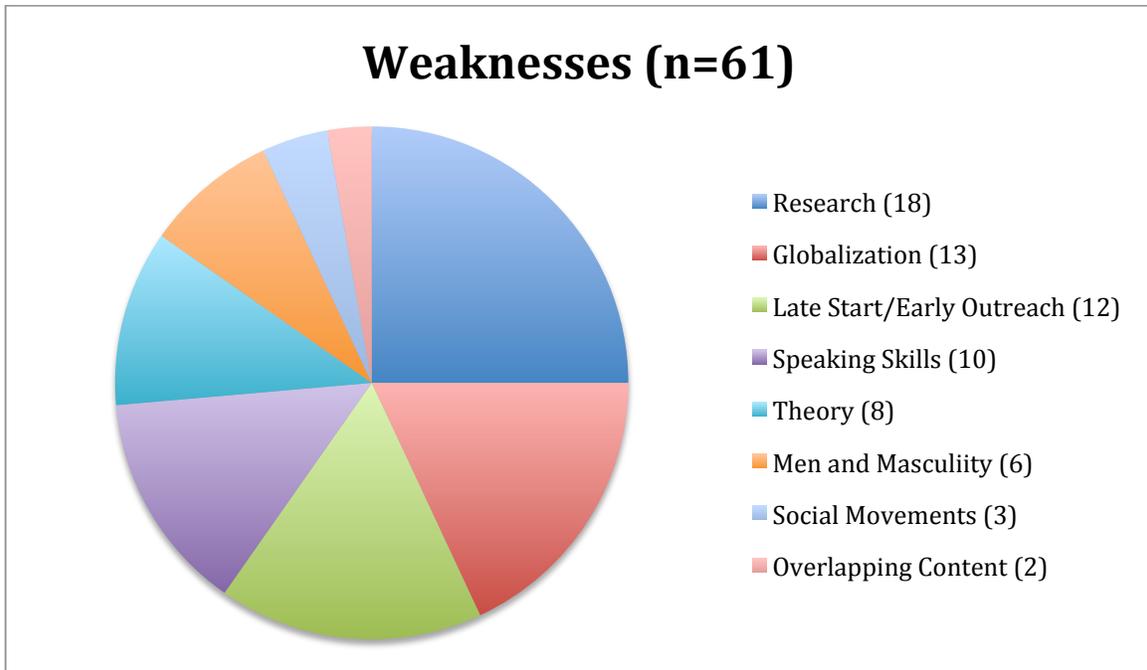


Figure 12: Exit Survey Comments on WGS Departmental Weaknesses, 2008-2014

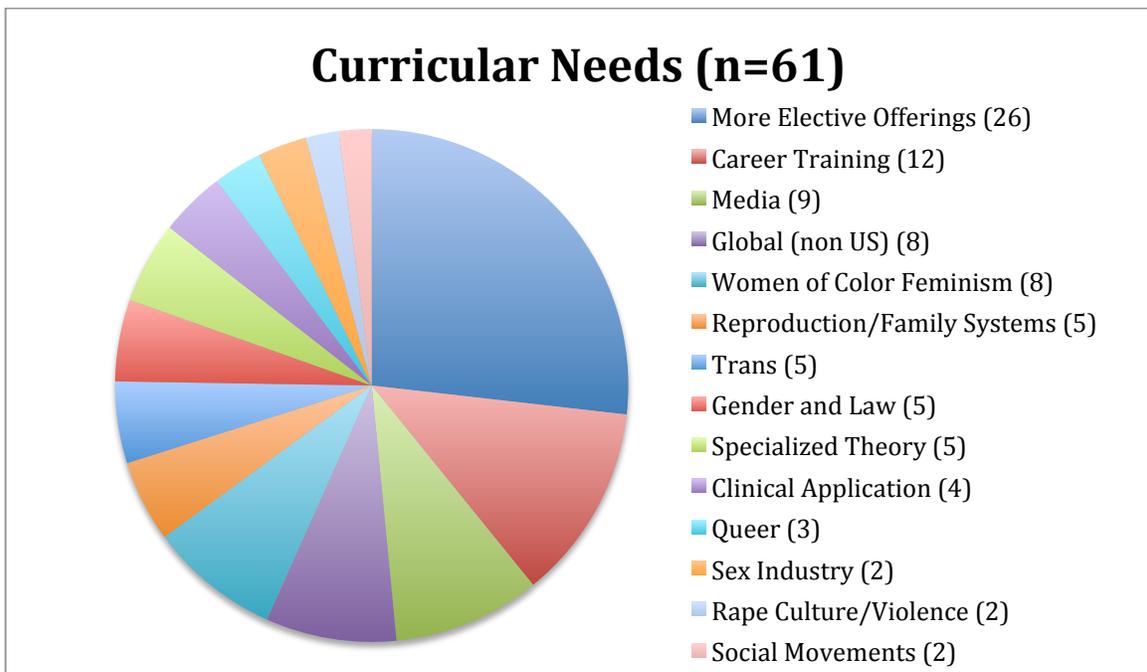


Figure 13: Exit Survey Comments on WGS Departmental Needs, 2008-2014

The following learning objectives specific to WGS were assessed. Data and findings related to each is discussed in turn below.

Basic Themes and Categories of Analysis in WGS

1. Critically examine the experiences and opportunities of women and men in relation to race, ethnicity, class, sexuality, and nation.

Assessment: SSU's WGS Department is exceptionally strong in this, as reflected by our high score on critical thinking for the exit survey (Figure 10) as well as the mentioning of intersectionality and critical analysis as the top strengths of the department (Figure 11).

2. Understand masculinity and femininity as social constructions that are historically and culturally specific.

Assessment: SSU's WGS Department is exceptionally strong in this, receiving a near-perfect 6.91 of a possible 7 on the exit survey. If the department has any areas for improvement here, it would be met by increasing material on men and masculinity and/or transgender subjects, as reflected by suggested weaknesses (Figure 12) and curricular needs (Figure 13).

3. Understand how and why gender is embedded in and influences major social institutions (i.e., family, health care, law, education, religion, the workplace, and the media).

Assessment: SSU's WGS Department is exceptionally strong in this, receiving a high score on the "major institutions" question of the exit survey (Figure 10). Possible areas for improvement, however, could be in law, media, and family systems, as potential curricular needs (Figure 13).

Learning Objectives Specific to WGS

1. Ability to understanding of basic themes and categories of analysis in Women's and Gender Studies.

Assessment: Very successful. See above.

2. Ability to describe, compare, and evaluate the major writings and trends in feminist theory.

Assessment: SSU's WGS Department is strong in this, receiving a near-perfect 6.83 of a possible 7 on the exit survey. Feminism and theories of feminism was the fourth most cited curricular strength, while queer studies and theory was sixth (Figure 11). However, theory was also the fifth most mentioned weakness (Figure 12). This likely is because numerous students felt that one semester was insufficient to the focused coverage of theory. Many asked for specific courses in women of color feminism and specialized courses in different theoretical approaches, such as radical feminism or third-wave feminism (Figure 13).

3. Ability to use and critically assess qualitative feminist methods used in social science research, including more advanced development of skills in library research and in-depth interviewing.

Assessment: While reasonably strong, this was the area of greatest weakness/concern for exit survey respondents. It received a 5.79 of 7 on the related question, and was cited most commonly as the department's curricular weakness. This is not because WGS 425: Feminist Research Methods is an ineffective class—in fact, the course receives strong SETE evaluations. Rather, exit survey comments indicate that some students would rather see more application of diverse feminist and queer research

methodologies in multiple courses not centrally about research method. This could be addressed through shifting course assignments in some WGS elective courses and/or advanced core courses, such as senior seminar.

4. Ability to apply concepts and theory acquired in WGS courses to one or more internship settings/5. Ability to connect theory and research to specific plans for individual and social change.

Assessment: The internship component has been successful, with WGS majors and minors completing over 24,600 hours of internship and CIP involvement at near 100 different sites from Fall 2008-Spring 2014. Just the top four (Figure 14) demonstrate some of the range, as students worked across SSU in everything from campus programming to academic departments and residential life; at Verity in prevention, educational, and support roles related to sexual violence; in the WGS Department in teaching assistance, fundraising/development, and programming; and with middle-school girls through Circle of Sisters. More broadly, students interned with early childhood development, education, juvenile justice, healthcare, social justice movements, legal aid, and media/communications.

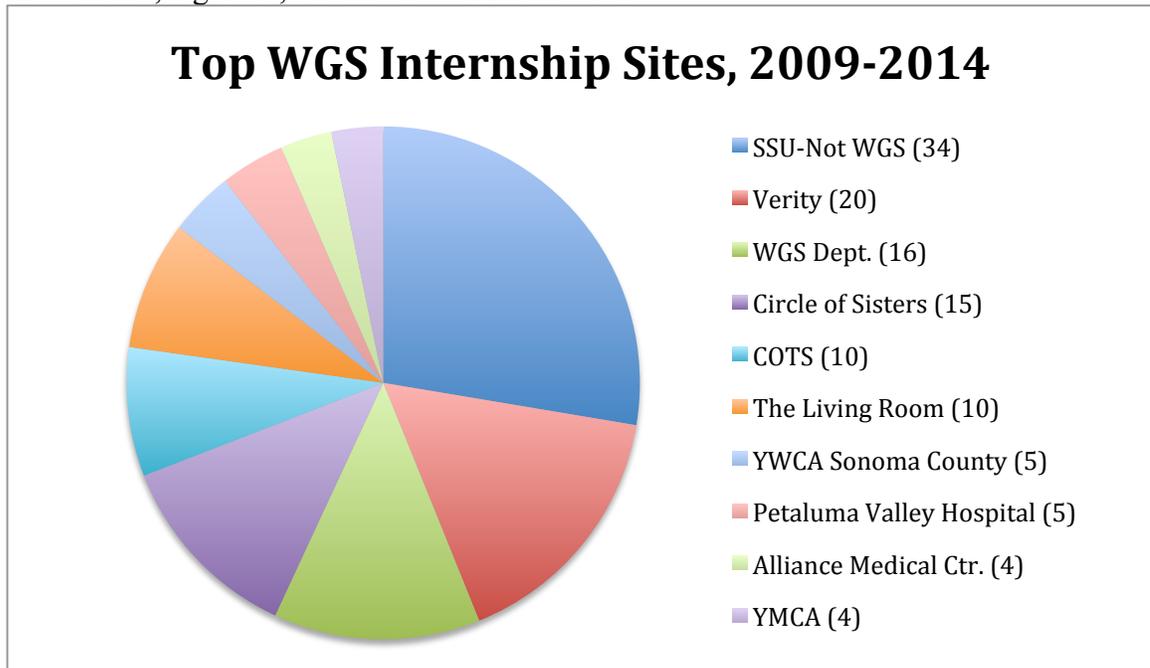


Figure 14: Top WGS Major/Women’s Health Minor Internship Sites, 2009-2014

That said, scores on Exit Survey questions related to internships as places to link feminist theory and practice, evaluate possible careers, and understand/participate in social change were among the lowest scores of any assessed via the 1-7 Likert scale on the survey. In open-ended questions, commonly mentioned strengths included classroom/community application, mentoring and networking, participation in meaningful change, and career/job prospects. Students described far fewer weaknesses than strengths, but the most commonly mentioned weaknesses were “not enough to do” and “lack of onsite structure or training”. Several students expressed an interest in a campus-based class that would accompany internships.

Still, even the lowest average Exit Survey score, a 5.36 for linking feminist theory and practice in internships, was well within the “agree” to “strongly agree” side of the scale. The strength of this connection doubtless is due to the final paper for all WGS internships, an essay that encourages students to articulate the links between WGS coursework and internship experience and enables faculty to assess the quality of both the student experience and organizational capacity to provide meaningful internships to our majors and minors. These essays are a testament to the central and sometimes transformative worth of the internship to WGS majors and Women’s Health minors. They also speak to the incredible service our majors and minors are doing out in the community.

The department has long discussed providing some kind of 2-unit course that would incorporate careers in WGS, student professionalization, and internship advising. Such a course could help the department achieve many of its goals to improve internships and prepare students for employment and postgraduate schooling, but is difficult to imagine with the already overtaxed burden placed on the scant three permanent faculty in the department.

Cross-departmental Courses and Serving Majors from Other Departments **Service to other departments**

WGS not only supports its growing number of major students, but at least over a third of our majors in recent years are double majors. WGS also offers three minors that incorporate curricula from departments from inside and outside the School of Social Sciences. Finally, WGS faculty have contributed to the Human Development major curriculum (with 2 courses among their Core requirements and 3 additional courses among their elective requirements), and to a lesser extent, the Global Studies curriculum.

WGS serves a growing number of Human Development major students in courses such as WGS 350: Gender, Sexuality and Family; WGS 375: Gender, Race and Class; WGS 385: Gender and Globalization; and WGS 425: Feminist Research Methods. The service demands of Human Development and Global Studies have intensified since 2008 as both those majors grew tremendously. For Human Development, the reconfiguration of the major and new tenure-track hire being made should alleviate much of this. In the meantime, Dr. Tung has served as an Academic Advisor to Human Development majors from 2003-2014. This substantial service is not ‘counted’ in our WGS faculty workload.

Cross-listing

WGS has a long history of institutionalizing cross-listing of WGS courses with other departments and vice versa. Various WGS courses (e.g. Feminist Research Methods; Gender in Asian America; Gender and Globalization; Gender and Work; Introduction to Queer Studies; Youth: Gender Perspectives; Queer Theory, Queer Lives; and Women’s History and Women’s Activism) have been cross-listed with Sociology, Psychology, and History (in the School of Social Sciences) and Chicano and Latino Studies and American Multicultural Studies (in the School of Humanities). Electives that originate from WGS (i.e. taught/paid by WGS) as well as elective courses that originate in other departments

are typically offered as WGS 311: Special Topics courses. In the past five years, WGS 311s (and since Spring 13 more permanent course-specific designated numbers for cross-listing courses) included: Feminist Philosophy, Feminist Theology, Individual American Authors: Wheatley to Butler, Chicana/Latina Feminisms, Sociology of Reproduction, Sociology of Gender, Sociology of Sexuality, Women and Crime, Gender and Sexuality in Latin America, Gender in Modern China, Class and Gender in Asia, Gender and Sexuality in Early Modern Europe, Sexuality Across the Lifespan, Psychology of Gender, Masculinity and Film, Latino Cultural Studies, Spirituality and Social Change. Such courses originated in the following departments: Philosophy, Chicano Latino Studies, Criminology and Criminal Justice Studies, English, Sociology, Psychology, American Multicultural Studies and History.

Cross-listing courses, whether those taught by WGS faculty or those from different departments across the campus reflect an effort to expose WGS students and non-WGS students alike to interdisciplinary and cross-disciplinary studies of gender, race, ethnicity and sexuality. It also serves the purpose of ensuring that our WGS students have a wider array of upper division courses to choose from as well as ensuring that the WGS-initiated courses will gain enough enrollment. Both issues are on-going concerns for our small department.

General Education and WGS

WGS GE courses have well met the current larger GE missions, goals and objectives as well as the more specific to the GE Areas. In an effort to see whether WGS was meeting its GE goals specifically, WGS designed its own GE assessment surveys that have been distributed to all our GE courses since 2006.

The WGS Department currently has 6 GE courses (3 lower division and 3 upper division). They are as follows:

1. WGS 255: Introduction to Queer Studies (Category D1, Individual and Society)
2. WGS 280: Women's Bodies, Women's Health (Category E, Integrated Person)
3. WGS 285: Men and Masculinity (Category E)
4. WGS 301: Queer Studies Lecture Series (Category C2 [Experimental 2015])
5. WGS 350: Gender, Sexuality and Family, and (Category E)
6. WGS 375: Gender, Race and Class (Ethnic Studies, Category D1)

Each permanent GE course is described and discussed in relation to general GE as well as area specific learning objectives. First are the policies as written.

General GE Mission, Goals and Objectives

General Education at SSU investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world.

GE Category D1 Learning Objectives

1. Demonstrate understanding of how cultural diversity and social factors influence the individual, society, and social institutions.
2. Demonstrate understanding of the interchange among individuals and social systems and institutions, and how these develop.
3. Apply social science perspectives to social issues and problems as manifested in individuals, groups, societies, and/or internationally.
4. Demonstrate understanding of the factors influencing inequality and social justice among individuals, groups, societies, and/or across nations.

GE Category E learning objectives

1. Students will develop knowledge of themselves as psychological, social and physiological beings as they experience life.
2. Students will understand the dynamic interactions and reciprocal relationships between individuals and social systems.
3. Students will use pertinent disciplinary knowledge to understand how their own actions affect the world.
4. Students will learn the importance of active engagement in their communities for the betterment of personal and public life.

Description of WGS GE Courses

WGS 255: Introduction to Queer Studies (GE D1)

This interdisciplinary course offers an introduction to the field of Queer Studies by analyzing the role of race, gender, sexuality, and nationalism in the social construction of modern gay, lesbian, bisexual, transgender, and queer (GLBTQ) identities. Students also learn of queer theoretical approaches to politics, culture, and society.

This has been a GE D1 course since Fall 2011, running consistently at between 45-48 students. Learning objectives are evaluated through embedded assessments that gauge student understanding of the complexity of human sexuality and sexual identity in its relationship to gender diversity, social constructions of normativity and queerness, and intersectional relations with forms of social power, such as race, class, nation, and ability. This course is commensurate with other Area D courses in its focus on the personal and social development of the individual in relation to social institutions, including theoretical and applied explanations of relations in groups, societies, and transnationally (D1.1, D1.2). WGS 255 enables students to comprehend how under-examined and naturalized forms of hierarchical social power structure individual subjectivities and possibilities for societal belonging (D1.1). Students can then understand when, where, and how social change occurs and what effects such change provokes (D1.4). To accomplish this, it draws upon scholarly work from (at least) sociology, film studies, cultural/critical studies, women's and gender studies, history, and political science. (D1.3)

WGS 280: Women's Bodies, Women's Health (GE E)

This course examines research and theory about the health and body image concerns of women across race, ethnicity and class throughout the life cycle. This includes the gender politics of medical research, mental health, body image, reproductive health and chronic illness. Students will be exposed to current theoretical work and writing about the body in society.

In WGS 280, for example, students certainly “study both processes affecting the individual, such as psychological, social, or physiological changes throughout the human life cycle, and the interactions between the individual and society”—with a specific focus on women’s health issues across diverse communities including topics such as reproduction, menopause, women’s access to healthcare, reproductive health, and violence against women.

WGS 285: Men and Masculinity (GE E)

This course examines constructions of masculinity across axes of race, ethnicity, class, sexuality, nation and ability. Utilizing a multidisciplinary perspective, this course addresses various theories of manhood or masculinity, and the impacts on men’s and boys’ lives in various arenas such as relationships, family, the media, sports, work, crime and health.

WGS 285 serves an introductory level GE focusing on the growing field of masculinity studies, as well as a choice toward the Core courses in the WGS major. As such, it also tends to enroll equal numbers of women and men—while most WGS GE courses enroll only 10-15% men. This course also clearly fits within Category E’s foci—examining constructions of masculinity beginning in childhood through adulthood, and how these constructions impact society as reflected in political institutions, social institutions such as the family, and within media as well. It is also a Film Studies minor elective.

WGS 350: Gender, Sexuality and Family (GE E)

Drawing on recent feminist scholarship, this course provides an introductory exploration of changing ideals and practices of gender, sexuality and family life as these intersect with race, ethnicity, class and nation in contemporary U.S. society. Readings and discussions will focus on both women and men.

This course serves as an upper-division GE, as well as our “introduction to WGS” class and core requirement for the WGS major. In addition to addressing Category E objectives, WGS 350 furthers the overall GE mission, goals and objectives in (at a minimum) the following ways: “1) Students will acquire a foundation of intellectual skills and capacities including the development of intellectual curiosity, research skills, writing and public speaking skills, and critical thinking skills; 2) Students will develop social and global knowledge through a systematic focus on the need to understand and appreciate human diversity and multicultural perspectives to prepare for active engagement in the community, to understand and be sensitive to the global environment, to understand issues of social justice, and to engage with challenging moral and ethical

human dilemmas; and 3) Students will learn to understand and appreciate historical and social phenomenon, cultivate ways to empower the learning of others, and engage in responsible citizenship.” These three learning objectives are directly from the SSU GE Mission, Goals and Objectives document.

WGS 375: Gender, Race and Class (GE Ethnic Studies, D1)

An overview of the interaction of race, gender and class oppression and resistance in the historical and contemporary experience of Native American, Asian American, African American and Chicana/Latina women and men. The course seeks to enhance understanding of how race, gender, class and sexuality among other social constructions, intersect and function in the political, social, and economic systems of the United States.

The course description directly addresses the criteria as laid out above for D1 courses (e.g. addressing issues of social justice and inequality; impacts of cultural and social diversity on individuals and society). In addition, the course fulfills the Ethnic Studies GE requirements by incorporating an interdisciplinary approach to examining the comparative experiences of ethnic and racial groups in the United States—with particular emphasis on intersections of gender, race, and sexuality (e.g. racial dynamics within the suffrage movement; homophobia within the civil rights movements). Requirements and assignments are in accordance with GE Teaching Goals, emphasizing teaching students: to think independently, ethically, critically and creatively; to communicate clearly to varied audiences; to make connections between past and present; to appreciate intellectual, scientific and artistic accomplishments; to build their reading, writing, research and critical thinking skills.

Since 2008, there has been considerable rethinking of the appropriate GE category designation for this course. While it fits well enough into D1, it most appropriately belongs in D3 (U.S. History), which has the following objectives:

1. Gain an understanding of significant historical events and their contexts, including both domestic events and foreign relations, in the history of the entire area now included in the United States of America over a period of at least 100 years.
2. Explore the role of major ethnic and social groups in the history of the United States for the period covered by this course.
3. Develop an appreciation for both the continuity of the American experience and its connections with other cultures in the areas of economics, society, culture, politics, and geography.
4. Gain a greater understanding of, and appreciation for, historical debate and controversy and will learn to analyze and use primary and secondary sources to develop historical arguments.

In 2010, an initial exploratory effort made to propose WGS 375 as a D3 GE was rebuffed by the History Department, which believes it has a proprietary hold on the category, largely through the claim that historical interpretation, method, synthesis, and pedagogy is best left to those with Ph.D.s in U.S. history. Currently, D3 is one of only three GE

categories over which a single department has exclusivity (English also has A2 and Political Science has D4) at SSU.

It is the recommendation of the WGS Department that WGS 375 be converted into an Area D3 GE in the next two years as a means of bringing it into closer alignment with GE Area Learning Objectives. This formally reflects the reality that the course has long functionally operated as an intersectional U.S. history survey that could satisfy SSU GE D3 and statewide American Institutions history mandates. History as a discipline and the U.S. survey as a course structure utilize widely divergent methodological approaches, pedagogies, narrative lenses, and types of content for American Institution-designated courses both at SSU and across the CSU. On our campus, the History Department recognizes this by requiring neither specific textbooks nor strict mandates regarding particular content beyond general D3 strictures for its courses. Moreover, the SSU History Department and the GE Subcommittee and EPC have recognized that transnational survey histories of the Americas satisfy categorical requirements, further suggesting the multiple interpretative means through which to satisfy outcomes. Making WGS 375 a D3 would bring SSU into alignment with the majority (13 of 22) of CSU campuses (excluding Maritime) recognizing that courses beyond standard U.S. surveys, often housed in other departments, fulfill the state mandate.¹⁰ Recognition of WGS 375 as a D3 furthers SSU's commitment to diversity in a concrete, structural way, responding to the administration's recent call to address diversity gaps in our curriculum and catalog.

Shifting WGS 375 from D1 to D3 would also enable greater campus-wide exposure to WGS, potentially increasing the number of WGS majors and minors. It would also allow WGS majors to fulfill one more course of their GE pattern from major requirements. Greater demand for the course would also enable WGS to run more sections of WGS 375 each year, resources permitting.

Service through GE

For a small department, WGS provides a great deal of service to the University and School of Social Sciences through its GE courses. From Fall 2008 – Spring 15, we have consistently offered and staffed (mostly through our 3 permanent faculty) 4-7 sections of GE. Over the years, the maximum caps on such courses have risen from 40 to the current 48, although we have occasionally pushed WGS 375 to 68 and when the Queer Lecture Series ran in Spring 15 as an experimental GE C2, it ran at 200. See Table below. In addition to providing the broader SSU students with valuable courses (as noted in our

¹⁰ A campus-by-campus analysis reveals that just nine campuses (Chico, Dominguez Hills, Fresno, Long Beach, Los Angeles, Pomona, San Bernardino, San Marcos, and Sonoma) retain the disciplinary-bound model, in which only U.S. survey courses in the History Department are allowed to satisfy the statewide American Institutions history requirement. Most others recognize the mandate can also be fulfilled through interdisciplinary multicultural departments offering intersectional forms of U.S. history. Three other campuses (Sacramento, San Diego, San Francisco), all of which share with SSU a longstanding Women's Studies tradition, have American Institutions history-requirement courses housed within Women's and Gender Studies Departments.

GE-specific evaluations), these courses clearly generate FTES for the department and serve as a feeder class into the major.

F08	S09	F09	S10	F10	S11	F11	SP12	F12	SP13	F13	SP14	F14	SP15
280	280	280	280	255	280	255	280	255	280	255	280	255	280
280	285	285	350	285	350	280	285	280	285	280	280	280	280
350	350	350	350	350	350	285	350	280	350	285	350	350	301**
350	350	350	375	350	375	350	350	285	350	350	375	350*	350
375	375	375		376	375	350*	375	350	375	350		375	350
375		375				375		375	375*	375			375
													375
6	5	6	4	5	5	6*	5	6	6*	6	4	5*	7
48 max	68 max	48 max	48 max	48 max	48 max	200* max							

* Ukiah course

** Experimental Queer Lecture Series GE (C2)

Table 5: GE Courses Offered by WGS

WGS is very concerned with balancing GE course offerings (service to the University) with providing courses for our majors. Our percentages are highly imbalanced at present. For example, in our most recent semester, Spring 2015, seven of twelve courses originating in WGS, or 58% of WGS course offerings are GE. We are offering only two WGS-originating electives and three required core WGS courses (non-GE courses that *must* be taught once a year for our majors and minors). WGS works to supplement course offerings for our majors by way of offering electives that originate in other departments, but are cross-listed with WGS. This cross-listing serves multiple purposes (including exposing WGS students to differing disciplinary and pedagogical approaches, and vice versa) that are beneficial to everyone involved. Yet we remain mindful that larger departments are able to offer their students the array of courses that better define the range of their academic disciplines. WGS, as an academic field, is undermined by our inability to include more upper-division courses for our majors.

GE to non-GE ratio

Our GE/non-GE ratio and related FTES is too high—in Spring 2015, it was 70:30. This is both to our benefit and our great detriment. From 2012-2014, the School of Social Sciences regularly allocated a 72:28 target to WGS. Unlike larger departments, whose stream of students into the major remains fairly steady, WGS has to literally recruit its majors—almost one by one. This is not unique to Women’s and Gender Studies at SSU, but rather a shared situation for most small departments in any public institution (e.g. Geography, Anthropology, Ethnic Studies, etc...). High schools (and even most community colleges with regard to women’s studies) typically do not teach these disciplines, thus students have no idea that such departments exist, nor what they might learn or do with such a degree. And second, what they do know, particularly with regard to Women’s Studies or Ethnic Studies, is misinformed through negative stereotypes. This poses an additional challenge to recruitment for Women’s and Gender Studies. So while all departments understandably rely upon GE courses to meet enrollment targets, WGS relies upon GE as the primary venue through which to bring students into the major. As a

result, our tenured faculty teach at least one, usually two sections of GE each semester. We have seen enrollment and recruitment dip when we have had to rely on lecturers. The decreases have less to do with their teaching performance, and much more to do with the fact that advising and knowing the curriculum well enough to recruit majors, is simply not a part of their job. The end result of our three tenure track faculty teaching a heavy GE-load, is that the upper-division courses for the major are lacking in the breadth and frequency of offerings. We are unable to allow our faculty to fully utilize their skills and scholarship within their specializations.

Diversity: Excellence in Curriculum, Opportunity, Recruitment and Retention

Curricular strength in addressing the cultural, ethnic and social diversity of the Sonoma State University student body

The WGS department thoroughly addresses issues of cultural, ethnic and social diversity within every course. The mission and goals of the department are explicit in this regard. Even as a very small department, in and out of our classrooms, WGS has been a campus leader in meeting and exceeding campus diversity mandates. Its courses and programming exemplify priorities set forth by the WASC Academic Affairs Diversity Programs and Services reporting. WGS also leads in the implementation of the SSU Diversity Vision Statement through curricular, community involvement and internship, and extracurricular activities. With greater resources, including additional tenure-track faculty lines, we could do so much more and empower other campus curricular diversity efforts to incubate and flourish.

Central to our curriculum is diversity with regard to race, ethnicity, gender, sexuality, nation, and class. We take as our focus the historical and contemporary intersection of these social, economic, political, and cultural categories, which is successfully implemented (see Figure 11). Our reading materials come principally from scholars and activists who take intersectional approaches to gendered analyses of society. We augment these materials with examples drawn from literature, art, film/television, online media, journalism, and popular culture to highlight the subjective experiences and standpoints of gendered existence and gendered power.

Our diverse courses underscore myriad ways that we realize this driving curricular focus:

- In introductory courses such as WGS 280 Women's Bodies, WGS 285 Men and Masculinity, and WGS 350 Gender, Sexuality, Family we accentuate foundational issues of gender as a social construction in relationship to other modes of socially constructed power. We tie this to both to students' personal lives and broad contemporary cultural and political phenomena.
- In WGS 375 Gender, Race, and Class we utilize the *Unequal Sisters: A Multicultural Anthology*, augmented by instructor-selected readings, as a jumping off point to articulate the ways in which 19th- through 21st-century U.S. history has been structured through shifting forms of intersectional power in both national and transnational contexts.
- Our Queer Studies Minor (WGS 255 Intro to Queer Studies, WGS 301: Queer Studies Lecture Series, WGS 455 Queer Theory, Queer Lives, and electives) tackles ways in which sexuality, gender diversity, intimacy, and queer identities relate to racialized, classed, national, gendered, ability-informed, and other modes of structural and representational power and possibility.
- Fall and Spring lecture series (in Feminism and Queer Studies, respectively) bring intersectional issues to large numbers of students in a highly accessible and popular format (weekly guest lectures on social justice, culture/arts, and care-focused issues as well as cutting-edge scholarly work).

- Upper-level courses structured for WGS majors and minors explore challenges and opportunities of intersectional difference in feminist research methodologies, feminist theory, and, in our senior seminar, advanced scholarship tied to a particular theme (such as reproduction, adolescence, migration, or globalization) chosen by our faculty based on their own current research foci.
- Electives generated both from within WGS (such as Gender in Asian America or Gender and Globalization) and from across our campus as cross-listings (such as Women and Crime, Feminist Philosophy, and the Sociology of Sexuality) bring an even more diverse array of courses into our pedagogy.

Accommodating differences in student preparation and access to educational opportunities

Up to half of the WGS courses offered each semester are a blend of lower- and upper-division general education courses focused on intersectionality. We do this in part because we seek to empower students from diverse backgrounds and variable levels of academic preparedness to effectively integrate WGS-informed insights and concepts into their lives, social action, and their other academic work. Introductory concepts are underscored and put into application repeatedly throughout GE WGS courses to facilitate the broadest possible comprehension as well as deeper interest in WGS scholarship and action. While smaller class sizes and an increase in faculty would greatly enhance these efforts, we nonetheless have substantial oral, written, team-based, group-oriented, and discussion elements in every course taught. This allows multiple potential entry points for students with diverse preparation and learning styles. Our faculty, which possesses high levels of cultural competency with students from diverse racial, ethnic, gender, and sexual backgrounds and experiences, nurtures relationships with student both in and outside of our major. Because we are such visible and prominent advocates of meaningful diversity put into practice on campus, many students come to us for guidance and support. In countless informal ways, we make the educational lives of culturally diverse students more full and hopeful than they would otherwise be.

In addition, two of our faculty have served for multiple years as research mentors for the McNair Scholars Program. In this intensive 2-year program, students conduct their own original research and steer it toward conference presentation and publication. In addition, since 2008 our three faculty have sat on 11 committees for M.A. or undergraduate honors theses related to women, gender, and sexuality committees. Because these did not originate in the WGS department, they are not accounted for in workload.

Leadership in recruiting and retaining diverse faculty and students, without reliance on discriminatory preferences

In terms of recruiting and retaining diverse students, our curriculum and subject matter itself are quite helpful. We explicitly discuss issues of race, ethnicity, sexuality, sexual orientation, and class in all of our courses. Systems of inequality and that of social justice are central to the mission of the department itself, as well as the academic field of Women's and Gender Studies. Scores of pedagogical studies/educational studies, as well as the founding of ethnic studies and women's studies programs around the country

(beginning in the late 1960s), illustrate that members of underrepresented communities (based on race, ethnicity, gender, sexuality for example) respond to curriculum that includes and/or even centers their experiences and viewpoints. The fields of ethnic studies and women's studies themselves were initially founded in response to the absence of their communities' histories, experiences and concerns.

Our last two tenure track searches (2002/03 and 2007/08) the department made sure to place ads in academic organizations whose scholars as well as research reaches diverse candidates (e.g. based on race, ethnicity, and/or sexual orientation). In addition to the standard SSU posting in the *Chronicle of Higher Education*, WGS also posted at online listservs for the Association for Asian American Studies and the National Women's Studies Associations; additional outreach efforts were made at specific-caucuses at national conferences (e.g. women's caucuses; Committee on Race and Ethnicity; Queer caucus). Most importantly, outreach efforts were embedded within the position announcements by looking for persons who had expertise in race, ethnicity and/or sexuality. Typically, it is still the case that faculty of color or LGBTQ-identified faculty conduct research and have expertise in these areas.

In terms of retention of diverse faculty, WGS is again a campus leader despite limited resources. We have team taught courses (as with the linked sexuality courses taught by Dr. Romesburg in WGS and Dr. Callahan in Psychology in Fall 2011 or the Feminist Lecture Series, which Dr. Tung frequently teaches with Dr. Hester-Williams (English) or Dr. Kim-Rajal (CALS)). This enhances a vital sense of fellowship and collegiality that is often found lacking on campus otherwise among our racially, ethnic, and sexually diverse faculty doing gender-informed work.

In terms of race and ethnic diversity and recruitment/retention of students, the department regularly cross-lists courses with the American Multicultural Studies department as well as Chicano and Latino Studies—in an effort to reach out to students of color who may be within those majors. Our lecture series always draw diverse students, many of whom become (or already are) WGS majors and minors. The Department also has a long history of working with the former Women's Resource Center (WRC), Intercultural Center (ICC), which more became the Center for Culture, Gender and Sexualities (CCGS), Multicultural Center and now the HUB. The respective Directors of the MCC and HUB work very closely and collaboratively with WGS bringing in desirable speakers that could be tied into to academic programming. This model served both sides well, as the classrooms are enhanced by outside speakers, and MCC/HUB-organized events could be guaranteed audiences. Further, WGS students have completed internship hours at the MCC and HUB almost every semester. Finally, we regularly hold seats in our GE courses for MOSIAC students. This has undoubtedly led to an increase in the number of majors and minors from communities of color (Figures 15 and 16).

Diversity in advising, mentoring, and career development

WGS takes seriously the roles of advising and career development geared toward both empowering socially diverse students and encouraging our students to advocate on behalf of a more just and livable multicultural society. We also have a strong faculty

commitment to one-on-one relationships with majors and minors as well as those who express interest or exemplify potential to go on to further WGS studies from our GE courses. Our staff and peer advisors cheerfully and enthusiastically support students' navigation of the sometimes challenging bureaucratic processes of enrollment, academic accountability, and matriculation.

As a core component of the WGS major, students must participate in an internship program with that typically intersects not only with gender, but race and class as well (see Figure 14). Many of our students intern for organizations focusing on girls' empowerment, welfare and social service access, social justice advocacy, and progressive media. These, in turn, cultivate opportunities for career development and higher degrees. Every semester, each of our tenure-track faculty members oversee and regularly check in with some of the students involved in community involvement and internship programs.

Many WGS students have gone on to successful careers in social work, non-profit advocacy, and journalism. Some, including one of our current WGS tenured faculty members (Dr. Lena McQuade), have gone on to Ph.D. programs related to gender studies. All of these alumni serve as role models for current students and their aspirations. Most of the past 15 years we have held annual events networking WGS students with alumni. This event brings diverse students, alumni, and campus community together in dialogue and encouragement.

With greater funding and opportunities for long-range planning, WGS would be able to enhance and expand upon this vital work to encourage feminist and intersectional approaches to academic excellence, community engagement, and career success. We would like to bring more WGS-oriented career development and mentoring programming to Sonoma State University but are currently held back both by already strained faculty time and extremely limited departmental, school, and campus resources for such programming.

In short, WGS continues to face with energy and creativity the challenges of being a small department that does so much on campus for diversity. We are proud of the core elements that WGS does provide to SSU in terms of promoting and actualizing diverse curriculum, student preparation, recruitment and retention, advising, and career development.

Growing Diversity of Student Body

WGS majors, WGS minors, and Women's Health minors are overwhelmingly female—over 99%. Most years see one or two male majors, and the same ratio holds for the WGS and Women's Health minors. This is in line with WGS programs nationwide. The Queer Studies Minor, however, had 83% women and 17% men from 2010-2014. Four percent—inclusive also in the men count—self-identified as transgender (FTM).

The charts below (Figures 15 and 16) illustrate the racial and ethnic diversity of WGS students in terms of percentages. The overall percentages of growth of nonwhite students from 2008-2014 has been substantial, as the percentage of white students dropped from

66% in Fall 2008 to 31% in Fall 2014. Most of this diversification has happened through Latina/o students, who made up just 10% of WGS majors in 2008 but constituted 40% in 2014. According to the overall SSU profile (<http://www.sonoma.edu/about/#ethnicity>), WGS is also substantially more diverse than the wider student body, which reports as 65% white, 15% Latina/o, 5% API, and 2% African American.

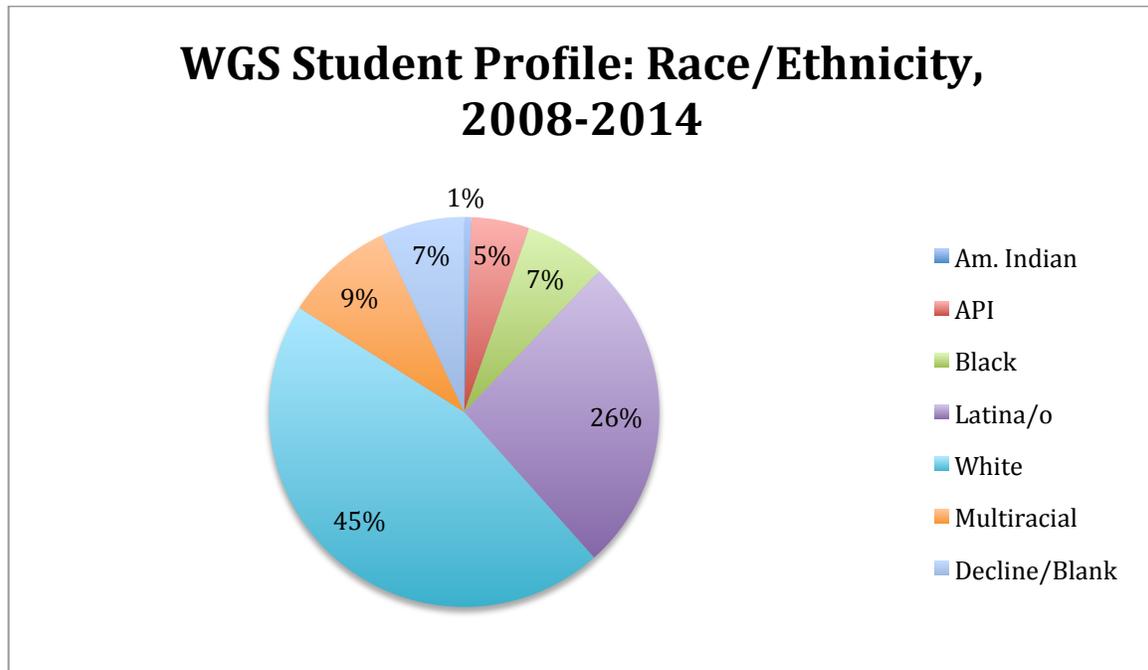


Figure 15: WGS Student Profile: Race/Ethnicity Averages from 2008-2014

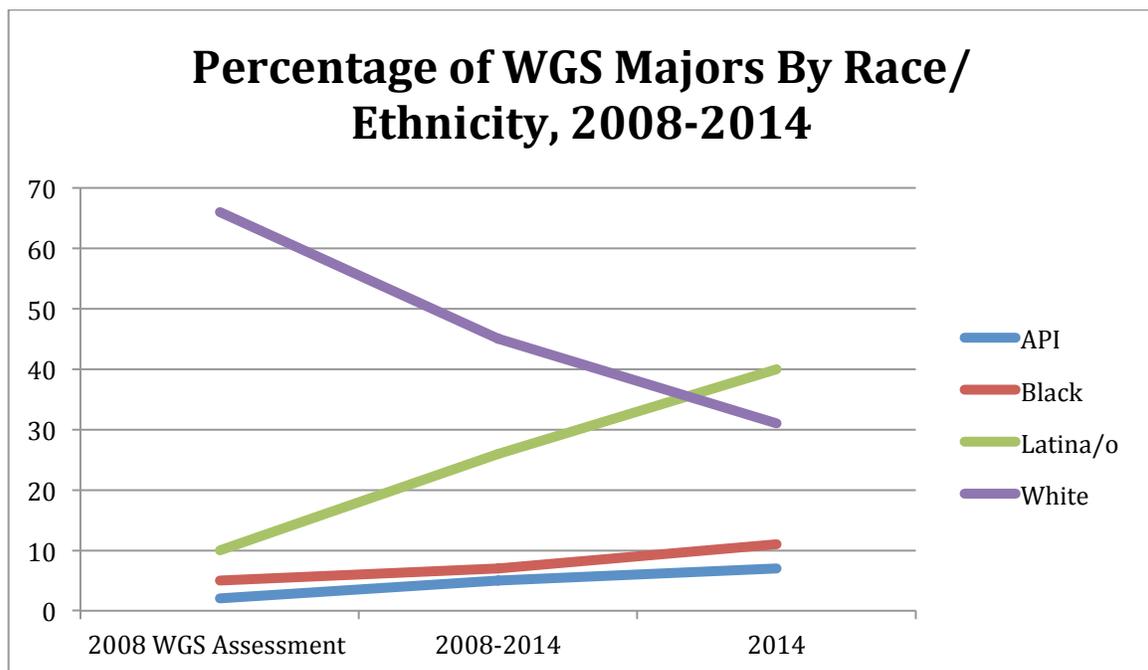


Figure 16: Percentage of WGS Majors by Race/Ethnicity from 2008-2014

The dramatic success of racial/ethnic diversification of WGS majors can be attributed to a number of factors. First, and most directly, the department has made specific efforts to identify seats—sometimes up to a third in our lower-division GE courses—for EOP and MOSIAC students. As a result, we have attracted more students of color early in their academic careers who have, in turn, declared in their first or second years at SSU. These students have subsequently talked up our courses, major, and minors to friends who have subsequently taken our courses. Second, our centralization of intersectionality as core methodology and pedagogy over many years has brought a greater investment from students of color in our curriculum and major. Finally, the hands-on approach to advising and community building within our major has been appealing to first-generation college students, students of color, and LGBTQ students at this white-dominant and largely heteronormative campus.

Women's and Gender Studies at SSU should be recognized and highlighted in university-wide diversity-related recruitment and retention efforts moving forward. The university should invest greater resources in the department as a driver of the retention of diverse students, campus climate of expanded diversity and inclusive excellence, and the graduation of diverse students into careers and graduate education in the state.

Faculty

The WGS faculty is comprised of three faculty: two cisgender women and one cisgender man. The presence of a male tenure track faculty member in a Women's and Gender Studies Department is an anomaly compared to Women's Studies and WGS departments across the U.S. Statistics are unavailable, but it is estimated that less than 5% of such departments have male tenure-line faculty. The hire of our male faculty member marked the first male tenure track faculty member in WGS at SSU. If trends in applications are any indication, we would expect to see a growing number of male faculty members teaching—particularly in departments known as Women's *and* Gender Studies (or vice versa), *Gender Studies*, or *Sexuality Studies*, for example. One faculty member is an ethnic minority (Asian American) and two are white. Two faculty members identify openly as lesbian or gay. One faculty member has some facility in three languages (English, Mandarin, Spanish), and a second in two (English and Spanish). The diversity of the faculty contributes not only to the centrality of diversity in the WGS curriculum, but also speaks to the University Diversity Mission Statement and concerns.

Please see attached faculty curriculum vitae for details of faculty contributions in scholarship, on-campus, community, and professional field service (see Appendix III: Faculty CVs).

Pedagogy: Faculty have strong development for teaching in the major, and when relevant, the teaching of GE courses

WGS faculty have always been required to turn in all syllabi to the Department Chair each semester. Since Fall 2008, a University-wide protocol necessary for WASC accreditation has necessitated this for all departments. WGS requires this for several reasons. First, it allows lecturers and faculty to view each other's syllabi. Second, it allows the Chair the opportunity to provide substantive feedback to each faculty member (including lecturers)—namely on the amount of reading assigned (e.g. too much/too little), the types of reading (e.g. interdisciplinary? Timely/current?), varied assignments (student-centered, adequate writing load), and range (intersectional with regard to race, gender, class, sexuality and nation). The substance however, is largely left to the discretion of the individual tenure-track faculty member—particularly if the course is in their areas of specialization.

For General Education courses, WGS makes an effort to maintain some consistency across faculty (both lecturers and tenure-track) teaching GE. Over the years, we have found this to be important because our GE courses (WGS 255, 280, 285, 350, and 375) are also required for the WGS majors. We want to be assured that there is not too much overlap and that a range of basic issues are covered in each of those courses. The overlap issue is addressed through the above sharing of syllabi. WGS 350: Gender, Sexuality and Family serves as the Department's "Introduction to WGS" course. It is also the most popular course to have lecturers step in when a WGS faculty is on-leave or has a course-release (namely as Chair). As such, despite first preference among faculty to compile Readers, we have focused most strongly on finding an 'introduction to WGS' 'textbook' for WGS 350 that can be used by numerous faculty. This has proven to be a challenge, since, as most faculty can attest, any textbook always seems to be missing some area of

importance. The assigned text changes almost yearly, after Spring semester discussions among faculty teaching 350. All 350 faculty are able to supplement the shared textbook, with compiled Readers (of mixed disciplines), literature, monographs, etc. as reflects their expertise and choice/interest.

All faculty (both tenure and lecturer) have peer observations conducted (as part of yearly RTP procedures for tenure-track faculty). Feedback is provided in written form for tenure-track faculty, while a verbal meeting and/or written analysis is offered to lecturers. Senior faculty typically conduct the peer observations. In a small department such as WGS, this has usually been the Chair.

Strong faculty participation in Department, School, and University governance

As a very small department of only three tenure track faculty, an extremely and unusually high level of departmental service is required. There are no real separate ‘committees’ to whom the Chair might delegate programming, development, curriculum, assessment, etc. As a result, junior faculty in WGS have historically been, and continue to be, given far more responsibility than typical junior faculty in larger departments. This kind of service load understandably places an increased amount of pressure upon junior faculty to find time to maintain a research agenda. Throughout nearly the entire period from 2008-2014, Dr. Charlene Tung was the only tenured professor and, therefore, chair for an exceptionally long period of time. She served in that capacity with the usual Administrative load in terms of personnel (adjuncts/lecturers; tenure track hiring; mentoring and RTP Committees), in addition to serving on all “committees” both within and outside the department (selectively) representing WGS concerns at the School and University level. SSU Administrative-level decisions regarding revising General Education curriculum, diversity mandates for WASC (and other accreditation agencies), enrollment management in light of state budget concerns, among other issues—typically impact particularly negatively upon smaller departments (whose interests are often overlooked) such as Women’s and Gender Studies. Therefore, there is an increased imperative for the Chair, as well as the WGS faculty as a whole, to be present and heard.

The service load for all WGS faculty is heavy in large part because issues that may be considered secondary or tertiary for larger departments, are paramount for small departments. This is especially true for a non-traditional (in terms of academic disciplines) department that must constantly work to recruit majors (in the face of Administrative-level emphasis on numbers). WGS faculty must market the department itself doing outreach and education about the field to staff and students at community colleges as well as Administrator, faculty, staff and students on the SSU campus itself. Alumni development is of utmost importance to WGS as well—to build a support network in the face of cuts, but also of course, to raise funds. WGS has benefited from the continuous support of the current interim Dean of Social Sciences, as well as the past Dean, although this has yet to result in advocacy for a fourth tenure-track line for the Department. WGS remains mindful of the contentious history with the University, as well the ever-cycling and spiraling CSU-system budgetary cuts that place some pressure for disbanding or consolidating smaller departments. For example, every couple years, there is discussion floated about disbanding WGS or consolidating it within another

department or departments. Most recently, the Provost informally encouraged WGS to consider a merge with American Multicultural Studies and Chicano/a and Latino/a Studies. The WGS Department believes that this stems from a fundamental misunderstanding to the academic field of Women's and Gender Studies on the SSU campus.

In terms of university service, the amount accomplished by our small faculty is impressive. All three have sat on Academic Senate, and since 2009 WGS faculty have served on the Senate Diversity Subcommittee, Faculty Travel Committee, Scholarship Committee, the Gender and Sexuality Stakeholders' Exploratory Workgroup (chair), Multicultural Center Advisory Board, Student Affairs Committee, and Ad Hoc Committees on Revision of the GE Ethnic Studies and C4 Learning Objectives. In addition, tenured WGS faculty have sat on (and even chaired) RTP committees in not just WGS but other small departments. Moreover, WGS faculty are regularly called upon to give guest lectures related to gender and sexuality in non-WGS courses and program series. Since 2008, faculty have given 25 such talks for the HUB, Hutchins, EOP, Psychology, ASP, Women's History Month, Foundations of Leadership, Africana Lecture Series, FYE, Counseling, and Gendered Intersections.

Strong professional and community contributions

The WGS Department has a department-specific RTP policy (see Appendix II: WGS RTP Policy) that emphasizes teaching, research, and strong community and professional service. Our faculty have met and substantially exceeded expectations in all areas, especially in professional and community contributions.

To quantify this, WGS faculty (just three people) since 2008 have:

- Given 12 invited or keynote talks across the U.S. to academic, educator, professional, and community audiences
- Given 25 academic conference papers
- Published 13 scholarly articles/reports/exhibition catalogues, 6 encyclopedia/bibliographic entries, 8 scholarly book reviews
- Served as peer reviewer for 6 academic journals/presses and served as contributing editor for one
- Co-chaired one national professional organization for a 3-year term and served on the organizing committee for Northern California WGS Programs
- Appeared in 3 nationally distributed documentaries
- Curated 8 museum exhibitions
- Served on 3 community boards
- Coordinated or led 6 community conferences, 3 community film screenings, and given 15 community walking tours that were gender/sexuality-related.

Institutional Support and Resources

Library

The WGS department has been fortunate to have the assistance and dedicated help of Senior Librarian Paula Hammett in ordering books and films that are relevant to the WGS curriculum. The field of Women's and Gender Studies, as noted earlier, is an ever-evolving field. And as an interdisciplinary field, we are pulling from new films and books across academic fields in order to illustrate how race, gender, class and sexuality intersect in daily lives and institutions both locally and globally. This places a strong demand on the library---one that they have, by and large, met. WGS has been more than pleased with the library's institutional support. Senior Librarian Paula Hammett regularly maintains contact with WGS faculty, asking for input on journal holdings, book and/or film orders. If an order cannot be immediately met, she is diligent about maintaining lists and ordering as money becomes available—even a year later.

And although holdings may still be limited for the WGS faculty's diverse research and teaching, the WGS faculty make good use of databases allowing full-text downloads as well as LINK+ and Interlibrary Loan. All such services have been well-received by our faculty over the years.

Computer technology

Students in most WGS courses regularly utilize the Smart classroom capabilities of RCH 20. All GE courses, and most of our core courses, require student presentations. PowerPoint presentations are utilized regularly by most WGS faculty, as well as student presenters. Illustrations of how race, gender, sexuality operate on-line—through pop culture representations (e.g. television shows, movies, advertising), blogs, and in particular YouTube—have been invaluable for students in all our courses. Such real-world examples, so accessible in Smart Classrooms, are integral to student learning and understanding. Our students spend most of their waking lives plugged in (or wirelessly 'plugged in' as it were). As educators, there is little question, though much debate, that faculty need to be there as well. WGS learning objectives require that students make connections between the theoretical / classroom and the practical / outside everyday life. Computer technology enhances our ability to do this---both in the classroom teaching, as well as research that informs that teaching.

Student support services

Student satisfaction with WGS faculty advising has been predominantly very high. Yearly assessment reports utilizing the alumni survey, exit interviews, and data from a University-wide survey, are in alignment with this. In Spring 2008, the WGS department had our first Peer Advising position—held by a graduating WGS senior. She was available for four hours of drop-in advising for majors and minors every week. We have continued this program sporadically, developing the Peer Advisor position into one that can be held as earn hours toward their WGS-major internship requirement. The WGS student listserv has been a major mode of communication for the Department to the students. All majors and minors are automatically added to the listserv by the PeopleSoft system once they have joined the major. Faculty and the Chair in particular, use this as a

method to remind students about administrative deadlines, announce relevant talks and events, etc.

Since 2007-08, WGS has maintained a successful Facebook page, which as of March 31, 2015 has 524 “fans,” including many current students, alumni, community members, and other WGS pages from around the country. Initially a WGS student intern volunteered for this task after consultation with faculty. The intern’s primary interest was highlighting the various WGS-related events, both on and off-campus—to students *and* non-students. The use of popular online social networking sites has been a useful way to increase department-community relations, as well as better tapping into the more common venues for student interaction. Over time, updates of the page have largely fallen to one professor (Dr. Romesburg), with others posting sporadically. We have averaged around a post every day or two, with content on everything from paperwork deadlines and internship opportunities to the reposting of contemporary events and analysis related to WGS topics and themes. In some ways, it has taken the place of a department newsletter, moving in “real time,” but this substitution has not been wholly satisfactory for several reasons. First, it does not successfully make department news easily accessible over time (since it keeps scrolling down). Second, it does not archive the material well in an orderly way. Third, it does not encourage the department to produce original content (such as alumni updates, reports on faculty accomplishments, and so on). In Spring 2015, the department assigned a student intern to make weekly posts on related events as well, to modest success. A more fully articulated internship program would be required to enable faculty to hand over most of the page’s upkeep to students, however.

Maintenance of the WGS web page, in recent years, has fallen largely on the WGS Administrative Coordinator and the Manager in the Dean’s Office. One faculty member, normally the chair, is always in charge of providing updated information to the correct contact person, however, no one in the WGS faculty has enough facility with web design to maintain the site (an additional workload issue at any rate). Karen Targett, our new Administrative Coordinator as of January 2015, is working with a knowledgeable student intern to refresh and redesign the web site currently.

Alumni Development and Programming

The WGS Department makes a concerted effort to maintain and develop WGS alumni relations. We have done this through a number of venues: the Facebook page (discussed above), a twice yearly print (and online) Newsletter (which stopped publication several years ago), twice yearly alumni events, and a WGS alumni listeserv

The WGS Newsletter has been edited by Dr. Tung and Dr. McQuade. While the majority of the writing/editing/layout is done by the Professor/Editor, assistance has been provided (depending on the semester and student interest) by an Editorial Intern who is a current WGS major. Those students gain valuable experience and receive units for assisting with the Newsletter production and distribution. The Newsletter was typically 8-10 pages and used to be mailed between 400 and 500 current WGS students, WGS alumni, SSU faculty, SSU administrator and community supporters (including other WGS departments and Centers, as well as local long-time WS supporters). Regular features included

descriptions of all the community organizations at which WGS majors and minors are completing their required internship units, as well as an Alumni News section that has become quite popular among current students and alumni.

Alumni connection is maintained through the alumni listserv that students can voluntarily register through our WGS website. More commonly, the faculty member teaching the Senior Seminar has those students register during the course. Further communication and assessment could come from a regular online alumni survey program.

The WGS Department also has experimented with a number of models for alumni events over recent years. The most successful have been the Fall Tea, where current WGS majors network with alumni, an alumni Happy Hour (we have held them in the North Bay and East Bay to strong turnouts), and walking as a team in Sonoma County's Human Race as a benefit for the SSU WGS Fund. The latter event, which was building momentum over the last few years, had to be stopped, unfortunately, because the Human Race now coincides with SSU graduation. WGS recently conducted an alumni survey and found that the most popular model has been an on-campus event with current WGS students. We are exploring how to make such events a bigger draw for alumni.

Faculty development and support services

The three WGS faculty (including the current Chair) have received a handful of RSCAP and School of Social Sciences Dean's Office Summer Fellowships and modest grants. However, there is little else, short of a competitive sabbaticals post-tenure, available from the University to encourage or support research. There are only a total of nine sabbaticals awarded each year for tenured faculty. This has made research and scholarship slow going for all WGS faculty.

Physical facilities

The WGS faculty have until recently, been able to rely on the scheduling of many of its courses into a Smart Classroom located in Rachel Carson Hall—where all WGS faculty and the department office are located. Having WGS faculty and students centrally located had a definite advantage for a small department such as ours. It allowed a sense of community to build and maintains connection between and among students and faculty. Given that the department relies strongly on personal recruiting and connections with students in order to build and maintain our major numbers, we feel strongly that this centralization of services and access played a large role in our success in (compared to other CSU women's studies programs/departments). Simply put, while large departments whose majors number in the hundreds can afford to lose the wayward student(s), each WGS student that changes majors is acutely felt (administratively speaking).

Each of our three full-time faculty has their own office space and any new tenure track lines would need their own office space as well. WGS currently has one lecturer office--which we share with ENSP, AMCS, and Sociology lecturers on an as-needed basis. Depending on the semester, the number of part-time faculty sharing RCH 51 varies. The understanding that was forged in previous years, that RCH 51 is a WGS office, remains

however. Faculty space will continue to be a challenge in the coming years as WGS hopes to hire a fourth tenure track position.

WGS faculty and part-time lecturers have access to a School-wide copier/scanner located in an adjacent building, 2nd floor of Nichols Hall, as well as other copy machines further away in Stevenson Hall. A new color-printer and scanner was provided in 2014 for shared use between ENSP and WGS. WGS faculty who are located further from RCH 18 however, typically utilize their own in-office printers (paid for out-of-pocket).

Faculty workstations are currently, adequate. The ever-growing reliance and importance of technology in the university has led, however, to an increased, and once again, uncompensated workload issue. Incorporating new technologies into classroom teaching, not to mention research, takes additional time and money—for which the system does not compensate. For example, release time could be offered to encourage faculty to update syllabi and courses with updated technologically enhanced materials. Having suggested that, it is also true that small departments such as WGS feel the crunch whenever a faculty member takes a leave or has release time of any kind.

Financial Resources

A variety of faculty activities are made difficult if not prohibitive due to limitations placed upon the operating expense budgets. Competitive university funding, in particular through the Instructionally-Related Activities Program, has provided anywhere from \$5,600-\$10,200 per year for our Gender Studies Program Series (the fall Feminist Lecture Series and spring Queer Studies Lecture Series) has been very successful. We have been able to garner one-time support from the Dean of the School of Social Sciences for particular events, such as taking WGS students to the National Women's Studies Association conference when it was held in Oakland recently. In addition, we have worked to build a Sonoma State University WGS Fund through the SSU Foundation with modest success. Alumni direct mailing or online appeals have not been successful, but for several years we raised funds through the Sonoma County Human Race, sponsoring a team of students, faculty, and alumni to walk for pledged money. Unfortunately, the Human Race recently moved its date and it now coincides with SSU's graduation ceremonies, so we have discontinued that development project. Our only current revenue stream is T-shirt sales. As of April 6, 2015, the SSU Fund's current balance is \$3,850. Obviously, this is not enough for substantial new programming.

Human Resources

According to CFA-CSU contract, full-time faculty regularly teach 12 units plus 3 units of indirect time for advising or other service. However, uncompensated and overload teaching (and service) occurs as well. This occurs regularly in such a small department when even a single faculty member goes on leave or has a course release. The advising load and internship advising load typically stretches the remaining faculty over 12 units. Regular departmental service also is on overload, but is not measured anywhere. WGS faculty offer, for example, a range of 1-unit courses, including the popular lecture series.

Appendices

Appendix I: WGS Internship Sites, 2009-2014

Adult Probation Dept.	Santa Rosa Memorial Hospital
Alameda County Office of Education	SAY, Case Management
Alliance Medical Center	Sequoia Senior Solutions
American Red Cross	Sitting Room
AmeriCorps	Sloan House Women's Shelter
Apple Family Works	Social Advocates for Youth
Boys and Girls Club	Sonoma County Public Health Dept.
Canal Alliance	Sonoma County Women's Oral History Project
Chicuchas Wasi/Social Media Agcy.	SRJC Public Safety
Circle of Sisters	SSU - Assist. Nutrition Educator
City of Santa Rosa/Parks and Recs	SSU - School of Nursing
Colusa Regional Medical Ctr.	SSU - Associated Student Productions
Community Action Partnerships	SSU - Campus Rec Center/Nutrition
Community Fndn. San Luis Obispo	SSU - CCGS
COTS	SSU - Development Internship/Peer
Dr. Lundergan's Office	SSU - Gender and Substance Abuse
Elizabeth House	SSU - Health Center
Ethnographic Field School - Fiji	SSU - Health Education Internship
Extended Child Care	SSU - Hutchins School of Liberal Studies
EyeCare Institute	SSU - Nutrition Assistant
Face to Face	SSU - Olson
Family Crisis Center	SSU - Panhellenic Council
Forget Me Not Children's Services	SSU - Project Censored
Gale Ranch Pre-School	SSU - Department of Psychology
Giant Steps	SSU - Residential Life
Healdsburg District Hospital	SSU - MOSAIC Peer Mentor
ICAN (International Cesarean)	SSU - Multicultural Center
SSU - JUMP	SSU - Women's History Dept. /SSU
Kid Street Learning Center	SSU - Womens Resource Center
Labor of Love	St. Mary's College
Legal Aid of Sonoma County	The Community Foundation SLO
Marjories Daycare	The Family Connection
Media Freedom Foundation	The Living Room
Memorial Hospital	Tutor/Puertas Abiertas
Military Rape Crisis Center	UCSF Emotional Health Internship
My Gym - Santa Rosa	Ukiah Valley Medical Center
On the Move--McPhearson Family	United Against Sexual Assault
Parent Voices	Valley of the Moon
Petaluma Valley Hospital	Verity
Planned Parenthood	Walnut Avenue Women's Center
Price Campaign Solutions	Working with Children
Redwood Regional Medical Group	YMCA
	YWCA Sonoma County

Appendix II: WGS RTP Policy

WGS DEPARTMENT RETENTION TENURE AND PROMOTION POLICY (rev. 12/2008)

In addition to the baseline expectations from the SSU University RTP policy, the following criteria are to be considered for use for **progress toward tenure and promotion to the Associate level.***

TEACHING

1) Evidence of feminist pedagogy and interdisciplinary teaching (e.g. as observed in peer observations and construction of syllabi).

Feminist pedagogy incorporates, for example, student-centered learning; faculty facilitation rather than lecturing; small group work; essay-writing (rather than scantron or fill-in-the blank testing); and real-world application of topics (as reflected in assignments: e.g. oral histories, activism components, service learning, media analyses).

Interdisciplinary teaching refers to utilizing methods and literature from across disciplines.

2) Evidence of course materials that incorporate multiple intersections of social relations of power (such as gender, race, ethnicity, class, sexuality, ability, and nation. (e.g. syllabi, self-assessment and peer evaluation)

3) Evidence of strong teaching.

Strong teaching is measured by:

- a) average scores that increasingly improve over time; or
- b) SETES scores that average 4.0 and higher.

4) Evidence that the faculty member teaches across the curriculum from GE-level courses to upper division major Core courses.

* Promotion to Full Professor will continue to follow University RTP.

RESEARCH AND SCHOLARSHIP

1) WGS faculty should maintain steady progress toward publication and conference participation—as evidence of remaining current in their respective fields and WGS—as they move toward their tenure year. Steady progress refers to presenting at least one conference paper a year, **or** a publication per year

2) WGS faculty coming up for tenure should have, at a minimum, two article-length publications. At least one of these should be peer-reviewed. An accepted book manuscript (or book publication) may override this requirement.

3) As an interdisciplinary and cross-disciplinary department, WGS accepts a variety of publication venues that can be applied to the ‘steady record of publication.’

These include: single-authored articles in peer reviewed journals, book reviews, book chapters in anthologies, encyclopedia entries, online peer reviewed journals, exhibit curatorial catalogs, monographs/book-length scholarly manuscripts for academic presses. Academic presses not affiliated with a University (e.g. Routledge, South End Press) may be considered.

The Committee will consider any other type of publication not listed here as progress toward tenure should the candidate make a strong case for the scholarly content and contribution of that work.

UNIVERSITY SERVICE

1) First -year faculty (both first-year/first-year probationary as well as those entering with service credit) are expected to be involved immediately in departmental level service (e.g. running curriculum/pedagogy meetings; development; colloquia; newsletter; alumni relations; fundraising; outreach; advising)

2) 2nd-year faculty are expected to begin service outside the department at the University level with increasing commitments in subsequent years to ensure a record of participation in university service leading into tenure. (e.g. Academic Senate; GE subcommittee; any other CSU committees).

3) Faculty hired with service credit have accordingly increased departmental and University level commitments in their first and second years.

COMMUNITY SERVICE

Faculty may define their “community” as best fits each individual (e.g. North Bay; ethnic community; where they live, etc...) Community service can comprise any of the following, provided that it is related to the faculty members’ academic disciplines and fields of expertise. Note that Community Service is not limited to those listed below.

These are meant to provide examples.

- a) consultant work
- b) volunteer or mentoring activities
- c) serving on Boards of Directors or otherwise serving community organizations
- d) speaking to local media, businesses or political organizations
- e) contribute time/expertise to non-profit agencies

Appendix III: Full-Time Faculty C.V.s

Dr. Lena McQuade

CURRENT POSITION

Associate Professor. Women's and Gender Studies Department. Sonoma State University

EDUCATION

Ph.D., American Studies, University of New Mexico
2008

*Dissertation: Troubling Reproduction:
Sexuality, Race and Colonialism in New Mexico, 1919-1960*

Graduate Certificate, Women Studies, University of New Mexico
2006

M.A., American Studies, University of New Mexico
2003

Thesis: Transforming Tradition: A History of the Bat Mitzvah in New Mexico

B.A., Women's and Gender Studies/ Hutchins, Sonoma State University
1999

TEACHING EXPERIENCE

Sonoma State University, Women's and Gender Studies Department (Fall 2008 - Present)

- Women's Bodies: Health and Image
- Feminist Lecture Series
- Queer Studies Lecture Series
- Circle of Sisters: Service Learning Course
- Gender, Sexuality & Family
- Women's History & Women's Activism
- Gender, Race & Class
- Gender and Globalization
- Gender, Work & Organization
- Feminist Research Methods
- Contemporary Feminist Theory
- Senior Seminar: "The Politics of Sexuality and Reproduction"
- Senior Seminar: "Gender, Race and Health"

PUBLICATIONS & RESEARCH

Peer Reviewed Articles and Chapters

McQuade-Salzfass, Lena. "'An Indispensable Service': Midwives (Parteras) and Medical Officials after New Mexico Statehood." In *Precarious Prescriptions: Historical Approaches to Race, Health and Medicine*, edited by Laurie Green, John Mckiernan-González, and Martin Summers. Minnesota: University of Minnesota Press, 2014.

McQuade, Lena. "Transforming Tradition: Bat Mitzvah as Feminist Theory and Praxis."

FemTAP: Feminist Theory as Praxis 1 (2006): 70-87. <http://femtap.typepad.com/my-blog/lena-mcquade.html>

Peer Reviewed Articles Under Review

McQuade-Salzfass, Lena. ““Cheap and Simple”? Modernizing Birth Control in New Mexico: The Santa Fe Maternal Health Center, 1930s-1940s.” Final revisions for the *Journal of Women’s History*

Online Articles and Research Reports

McQuade, Lena. “Economic Constraints Impacting the Establishment of Reproductive Health in New Mexico 1919-1940.” *Rockefeller Archive Center Website* (2011): 1-18. <<http://www.rockarch.org/publications/resrep/rronlinealpha.php>>

McQuade, Lena. “Parteras.” *New Mexico Office of the State Historian Website* (2007): 1-4. <www.newmexicohistory.org>

Encyclopedia Entries

McQuade, Lena. “Thinking About Population: Fears of ‘Race Suicide.’” In *World History Encyclopedia*, edited by Alfred J. Andrea. Santa Barbara: ABC-CLIO (2011).

McQuade, Lena. “Gringo.” In *Latinos and Latinas in US History and Culture: An Encyclopedia*. New York: M.E. Sharpe (2010).

McQuade, Lena. “Leslie Feinberg.” In *LGBTQ America Today*, edited by John C. Hawley. Westport: Greenwood Press (2009).

McQuade, Lena. “Emma Perez.” In *LGBTQ America Today*, edited by John C. Hawley. Westport: Greenwood Press (2009).

McQuade, Lena. “Borderlands Health.” In *The Borderlands: An Encyclopedia of Culture and Politics on the U.S.-Mexico Divide*, edited by Andrew G. Wood. Westport: Greenwood Press (2008).

RESEARCH AWARDS, GRANTS, & FELLOWSHIPS

Awards

Dr. Richard A. Rodriguez Social Justice Action Award
2011 “Power of Know Conference: Social Justice Empowerment for the New Generation”

Grants and Funding

Sonoma State University School of Social Sciences Summer Research Grant	2013
Sonoma State University Faculty Travel Grant	2012
Sonoma State University School of Social Sciences Summer Research Grant	2011
Rockefeller Archive Center Research and Travel Grant	2010
Sonoma State University Faculty Summer Research Grant	2009
Sonoma State University School of Social Sciences Summer Research Grant	2009
Sonoma State University Faculty Travel Grant	2009

CONFERENCE PRESENTATIONS

“Reproducing the State: Birth Policies and Americanization in New Mexico”
Western History Association ~ Oakland, CA ~ October 2011

“Constrained Choices: Bringing Birth Control to Santa Fe, New Mexico, 1937-1945”
Pacific Coast Branch of the American Historical Association ~Seattle, WA~
August 2011

“Centering Infant Mortality in Reproductive Health Care Debates”
National Women’s Studies Association Conference ~ Denver, CO ~ November
2010

“Health Workers and Healers: Visualizing the Politics of Reproductive Care in New
Mexico,” American Studies Association Conference ~ D.C. ~ November 2009

“Birth on the Border: Parteras in New Mexico 1919-1945”
Pacific Historical Branch, American Historical Association ~ Albuquerque, NM ~
August 2009

“Making Babies, Making Race: Reproductive Politics in New Mexico”
Making Health, Making Race Conference ~ Austin, TX ~ November 2008

“Delivering Babies, Constructing Race: Racialized Reproductive Health in 20th Century
New Mexico”
Panel Organizer “Reproduction at the Crossroads”
American Studies Association Conference ~ Albuquerque, NM ~ October 2008

Keynote Address

“Reproducing History: Parteras (midwives), Public Health, and Gendered Healing”
Invited Keynote for Women’s History Month ~ Bakersfield Community College
~ March 2012

SSU Presentations

“Medicalizing Women’s Reproductive Bodies: Medical Access at Birth”
HUB ~ Sonoma State University ~ March 2015

“Birth in the Borderlands: Midwives and Reproductive Health in New Mexico”
School of Social Sciences Brown Bag ~ Sonoma State University ~ October 2009

“Reproduction, Race, and Nation”
Hutchins Symposium ~ Sonoma State University ~ February 2009

“Race and Gender in Pop Culture,”
EOP Freshman Seminar ~ Sonoma State University ~ December 2009

“Troubling Reproduction: Birth and Belonging”
Gendered Intersections ~ Sonoma State University ~ December 2008

Learning Moments Class, Psychology Department ~ Sonoma State University ~ October
2008

“Gender, Embodiment, and the Media”
Hutchins Dept. ~ Sonoma State University ~ October 2008

UNIVERSITY SERVICE

Sonoma State University Service, Elected Positions

Senate Diversity Subcommittee (3 year position)

Elected 2015

Faculty Senate (1 year replacement position)
2012-2013

Elected

Faculty Travel Committee (1 year position)
2011-2012

Elected

Scholarship Committee (3 year position)
2009-2012

Elected

Sonoma State University, Campus Service

Women’s History Month 2013

March 2013

“Half the Sky” Lecture and Documentary Film Screening Co-Sponsored with ASP

Queer Studies Lecture Series

Spring 2013

“D’Faqto Life” D’Lo Performance co-sponsored with ASP and HUB

Organized 12 speakers for the lecture series open to students and the community

Queer Studies Lecture Series

Spring 2012

“I’m The One I Always Wanted to Marry” Dread Love performance
co-sponsored with ASP and Theater Dept.

Organized 12 speakers for the lecture series open to students and community

Power of Know Conference

Spring 2009-2012

Organized Circle of Sisters-WGS Department “Power of Know” Annual Conference

Women’s History Month 2011

March 2011

"Entangled Lives: A Dialogue Between Descendants of Master and Slave"

“Memories and Reflections: WGS 1974 Alumni Gathering”

Feminist Lecture Series

Fall 2010

Organized 8 speakers for the lecture series open to students and community

Coordinator, “Gendered Intersections” SSU Faculty Colloquia Fall 2008 – Spring 2010

Responsible for coordinating a university-wide, interdisciplinary faculty research colloquia.

Sonoma State University, Women’s and Gender Studies Department Service

Acting Chair, WGS Department

Aug19- Sept 9, 2013

Department Advisor, WGS Department

Fall 2008 – Present

Career Minor in Women’s Health Advisor, WGS Department

Fall 2008 - Present

Curriculum Committee, WGS Department

Fall 2008 – Present

Pedagogy Committee, WGS Department

Fall 2008 - Present

Search Committee: WGS Lecturer Pool

Spring 2012

Editor, Women’s and Gender Studies Department Newsletter

Fall 2008 – Fall 2009

Organizer, WGS Department Fall Tea

Fall 2009

Thesis Committees

Reader, Thesis Committee, M.A. History Defense

May 2013

Michelle Gertz, ““Why Do Our Mothers and Babies Die?’: The Progressive Approach to Reducing National Rates of Infant and Maternal Mortality, 1909-1936”

Chair, Thesis Committee, M.A. Program Interdisciplinary Studies Defense October 2012
Emily Simms, “Law Enforcement and Social Service Responses to Human
Trafficking in Marin County”

McNair Scholar/NoGAP Advisor

Kristina Saylor Fall 2014 - Present
“HobbyLobby Case”

Carina Buzo Fall 2011- Spring 2013
“Diversity Communities at Predominately White Institutions: Making Our Space
An Inclusive Community (MOSAIC) at Sonoma State University”

Professional Development

Member, Faculty Writing Program Fall 2008 – Fall 2010

Workshop Participant “Undoing Racism, Privilege and Inequality in the Classroom”
Facilitated by Tim Wise April 2010

Conference Participant “Expanding the Circle” February 2010
Creating an Inclusive Environment in Higher Ed for GLBT Students

Conference Participant “Advancing Women Through Leadership” April 2009
Organized by the American Council on Education Office of Women in Higher
Education

COMMUNITY SERVICE

Organizing Committee, Northern California WGS Programs Consortium 2012 - Present
Planning Committee for Reception at NWSA 2012

Board Member, Circle of Sisters Fall 2008 - Present

Don Romesburg

**Sonoma State University
Women's and Gender Studies Department
Rachel Carson Hall 18
1801 East Cotati Avenue
Rohnert Park, CA 94928 -3609
romesbur@sonoma.edu**

**315 Westgate Dr.
San Francisco, CA 94127
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c. 415.850.8580**

CURRENT FACULTY POSITION

Chair and Associate Professor,
Sonoma State University Women's and Gender Studies Department

EDUCATION

Ph.D., University of California, Berkeley (Spring 2006)
U.S. History (emphases in 19th/20th centuries; comparative sexuality and gender)
Designated Emphasis in Women, Gender, and Sexuality

M.A., University of Colorado, Boulder (Fall 2000)
U.S. History (emphases in 19th/20th centuries; U.S. West; sexuality and gender)

B.A., Claremont McKenna College (Spring 1993)

PUBLICATION HIGHLIGHTS

Scholarly

Edited Volumes

Editor, *The Routledge History of Queer America* (New York: Routledge, 2016
(forthcoming))

Project Director, *Making the Framework FAIR: California History-Social Science
Framework Proposed LGBT Revisions Related to the FAIR Education Act*, co-edited with
Leila Rupp and David Donahue (Committee on Lesbian, Gay, Bisexual and Transgender
History, 2014): <http://clgbthistory.org/resources/fair-framework>

Editorial Assistant, *Transgender Studies Reader*, eds. Susan Stryker and Stephen Whittle
(Routledge, 2006)

Journal Articles

"There's No 'T' in FAIR? Implementing a Trans-Inclusive K-12 History Law," *TSQ:
Transgender Studies Quarterly* (forthcoming)

"Through a Guest Book, Queerly," *Western Historical Quarterly* 45, no. 4 (Winter 2014)

"Where She Comes From: Locating Queer Transracial Adoption," *QED: A Journal in
GLBTQ Worldmaking* 1, no. 3 (Fall 2014)

"Presenting the Queer Past: A Case for the GLBT History Museum," Queering Archives
Special Double Issue in *Radical History Review* 120 (Fall 2014)

“The Glass Coffin,” What Is the Age of Desire? Special Issue in *Studies in Gender and Sexuality* 14, no. 2 (2013)

“‘Wouldn’t a Boy Do?’: Sex Work and Male Youth in Early 20th-Century Chicago,” *Journal of the History of Sexuality* 18, no. 3 (Fall 2009)

“The Tightrope of Normalcy: Homosexuality, Developmental Citizenship, and American Adolescence,” Special issue on Youth and Sexuality in *Historical Sociology* 21, no. 4 (Winter 2008)

“Camping Out with Ray Bourbon: Female Impersonators and Queer Dread of Wide-Open Spaces,” *Reconstruction* 7.2 (2007)

Book Chapters

“Making Adolescence More or Less Modern,” in *The Routledge History of Childhood in the Western World* (New York: Routledge, 2012)

“Longevity and Limits in Rae Bourbon’s Life in Motion,” in *Transgender Migrations: The Bodies, Borders, and Politics of Transition*, ed. Trystan Cotten (New York: Routledge, 2011)

Reprinted in *The Transgender Studies Reader 2*, eds. Susan Stryker and Aren Z. Aizura (Routledge, 2013)

Reviews

Peter Boag, *Re-Dressing America’s Frontier Past* (University of California Press, 2011), in *GLQ* 20, nos. 1/2 (Spring 2014)

Vicki L. Eaklor, *Queer America: A People’s GLBT History of the United States* (New Press, 2011), in *Journal of the History of Sexuality* 22, no. 1 (January 2013)

Jeffery P. Dennis, *Queering Teen Culture: All-American Boys and Same-Sex Desire in Film and Television* (Harrington Park Press, 2006), in *Archives of Sexual Behavior* (October 2011)

Daniel Huerwitz, *Bohemian Los Angeles and the Making of Modern Politics* (University of California Press, 2007), in *Journal of the History of Sexuality* 20, no. 2 (May 2011)

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton University Press, 2009), in *Journal of American Studies* 44, no. 3 (August 2010)

Kathryn Bond Stockton, *The Queer Child, or Growing Sideways in the Twentieth Century* (Duke University Press, 2009), in *H-Childhood, H-Net Reviews* (July 2010)

John Howard, *Concentration Camps on the Home Front: Japanese Americans in the House of Jim Crow* (University of Chicago Press, 2008), in *Journal of American Studies* 43, no. 3 (December 2009)

Cynthia Comacchio, *The Dominion of Youth: Adolescence and the Making of Modern Canada, 1920 to 1950* (Wilfrid Laurier University Press, 2006), in *History of Education Quarterly* 48, no. 3 (August 2008)

Thomas A. Foster, *Sex and the Eighteenth-Century Man: Massachusetts and the History of Sexuality in America* (Boston: Beacon Press, 2006), in *History: Reviews of New Books* 36.1 (Fall 2007)

Leila J. Rupp and Verta Taylor, *Drag Queens at the 801 Cabaret* (University of Chicago, 2003), in *CLGH: The Newsletter of the Committee on Lesbian and Gay History* (Spring 2004)

Encyclopedia Entries and Annotated Bibliographies

“G. Stanley Hall,” *Oxford Bibliographies in Childhood Studies* (Oxford University Press, 2013)

“Gay Male Leisure,” *Encyclopedia of Recreation and Leisure in America* (Charles Scribner’s Sons, 2004)

“Ray Bourbon,” *Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History in America* (Charles Scribner’s Sons, 2004)

“Boy Scouts and Girl Scouts of America,” *The Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History in America* (Charles Scribner’s Sons, 2004)

“Baby Boom Childhoods,” in *The Encyclopedia of Children and Childhood in History and Society* (Macmillan Reference, 2003)

Exhibit Catalogues

“Passionate Struggle: Dynamics of San Francisco’s GLBT History,” for the Premiere Exhibit in the Gay, Lesbian, Bisexual, Transgender Historical Society Castro Space (GLBT Historical Society, December 2008)

Non-Academic and Other Publications

Books

Editor/author, *Young, Gay and Proud!*, 4th ed. (Alyson Publications, 1995)

Assistant editor, *Out in All Directions: The Almanac of Gay and Lesbian America* (Time-Warner, 1995)

Author, “Thirteen Theories to ‘Cure’ Homosexuality.” Widely excerpted online and in academic textbooks (for example, *The No-Nonsense Guide to Sexual Diversity* (Verso, 2001) and *Understanding Social Divisions* (Sage Publications, 2005))

Assistant editor, *Long Road to Freedom: The Advocate History of the Lesbian and Gay Movement, 1967-1992* (St. Martin’s Press, 1994)

Fact-checker, *Created Equal: Why Gay Rights Matter to America* (St. Martin’s Press, 1994)

Magazines/Journals

Editor, *FABULAS: The Journal of the Gay, Lesbian, Bisexual, Transgender Historical Society* (Summer 2008-Winter 2009)

“Holy Fratrimony: Male Bonding and the New Homosociality,” in *BitchFest: Ten Years of Cultural Criticism from the Pages of Bitch Magazine*, eds. Lisa Jarvis and Andi Zeisler (Farrar Straus & Giroux, 2006). Reprinted from *Bitch: Feminist Response to Pop Culture* (Summer 2004). Excerpted for “Beyond Romance,” *Utne* (December 2004)

The *Advocate* Timeline, *The Advocate* (June 2005-May 2006) [Regular lesbian/gay history timeline]

From the Archives, *The Advocate* (January 1998-May 2006) [Regular lesbian/gay history column]

“A Century of Ideas and Doers,” *The Advocate* (August 14, 2001) [Historical timeline of GLBT innovators]

Editor, *Images: The GLAAD Quarterly Magazine* (Winter 1996-Summer 1998)

With Jennifer Finlay, “The events that shaped the under-30 mind,” *The Advocate* (August 19, 1997)

Associate publisher and editor, *InsideOUT* magazine, episodes 9-11 (Fall 1995-Summer 1996)

Internet/Video/DVD/TV/Film Production

On-Camera Gender and Sexuality Commenter, *The Smut Capital of America* (dir. Michael Stable, 2011)

On-Camera Gender and Sexuality Commenter, *Who You Callin’ Queer?* (dir. Martin Rawlings-Fein, 2010)

On-Camera Gender and Sexuality Commenter, *The Butch Factor* (dir. Christopher Hines, 2009)

Research Assistant, *Spine Tingler: The William Castle Story* (Automat Pictures, 2007)

Research Assistant, *Screaming Queens: The Riot at Compton’s Cafeteria* (KQED-PBS, 2005)

Historical Consultant, “People Like Us: Making *Philadelphia*” DVD (Columbia Tristar, 2004)

Researcher/Historical Advisor, *The Trip* (Lion’s Gate, 2002)

Historical Consultant, “Blonde Poison: The Making of *Basic Instinct*” DVD (Artisan Entertainment, 2001)

Writer/Host, *The Times of Our Lives*, GAYBC.COM (1998-2000) [LGBT History internet radio show]

Executive Producer, *Seen Anything Good Lately ‘97* (GLAAD, 1997) [video on LGBT media representation]

Photographer/Contributor, *Out of the Past* (1997) [PBS-sponsored documentary on lesbian and gay history]

HONORS AND AWARDS

Competitive Sabbatical Semester, Sonoma State University, 2014

Travel Funds Award, School of Social Sciences, Sonoma State University, 2006-2009, 2012-2013, 2014-2015

Schlesinger Library Research Support Grant, Radcliffe Institute for Advanced Study, Harvard University, 2012

School of Social Sciences Summer Research Grant, Sonoma State University, 2012

School of Social Sciences Cross-Disciplinary Course Grant, Sonoma State University, 2011

RSCAP Summer Fellowship, Sonoma State University, 2009

Dissertation Year Fellowship, History Department, University of California, Berkeley, 2005-2006

Center for the Study of Sexual Culture Fellowship, University of California, Berkeley, 2004-2005

Graduate Division Conference Travel Grant, University of California, Berkeley, 2005

Participant, Dissertation Retreat for the Center for the Study of Sexual Culture, University of California, Berkeley, 2004

Heller Fund for Research Travel, History Department, University of California, Berkeley, 2004

Graduate Division Summer Research Grant, University of California, Berkeley, 2003

Dean's Normative Time Fellowship, University of California, Berkeley, 2002-2003

Conference Presentation Fund, History Department, University of California, Berkeley, 2002-2006

Geddes/Schembari Oral History Internship, GLBT Historical Society of Northern California, Summer 2001

Berkeley Fellowship, University of California, Berkeley, 2000-2003

Lois Coriell Fellowship, Department of History, University of Colorado, Boulder, 1998-2000

Bean Research Grant, Department of History, University of Colorado, Boulder, 1999

SCHOLARLY PRESENTATIONS

Invited/Guest Lectures

- “Queer Life: Leadership, Diversity, and Social Engagement on Campus and Beyond,” Claremont McKenna College workshop, Claremont, CA, February 2015
- “Making the Framework FAIR,” Pomona College lecture, Claremont, CA, February 2015
- “FAIR Enough? LGBT History, Curriculum Standards, and Implementation” keynote for AHTC 2013 Mini Summer Institute: Love, Pride, Civil Rights and Identity: Sexual Orientation and Gender Identity in American History, Champaign, IL, July 2013
- “Where She Comes From: Locating Queer Transracial Adoption” and Presenting the Queer Past: A Case for the GLBT History Museum,” Inaugural Beyer Residency in Gay and Lesbian Studies, St. Lawrence University, February 2013
- “Scary Homosexuals and the Straight State in Cold War America,” Invited lecture, Teach American History Project, West Contra Costa County Unified School District, Pinole, CA, July 2012
- The Castro and Queer San Francisco Visual Cultures,” Guest lecture and walking tour, History of Art 190F: 19th and 20th-Century Homoerotic Art and Visual Culture, UC Berkeley, June 2011
- “Queer in the City: Sexuality and the Urban Environment,” Guest lecture, City Planning 118AC: The Urban Community course, UC Berkeley, February 2011
- “Gender, Sexuality, Performance and Space: The Castro,” Guest lecture and walking tour, Performativity and Geopolitics course, Interdisciplinary Studies, California College of the Arts, February 2011
- “Rae Bourbon and Transgender Cosmopolitan Citizenship,” Invited lecture, UC Davis Gender and Women’s Studies Graduate Symposium, May 2010
- “Curating Queer History,” Guest lecture, Sexuality in Historical Perspective graduate seminar, San Francisco State University, September 2009
- “The ‘De-Gaying’ of the Castro: Are Queer ‘Hoods Worth Saving?,” Invited roundtable (moderator), Commonwealth Club of Northern California, San Francisco, November 2007
- “Ethnic and Sexual Minority Issues: Japantown and the Castro District,” Invited lecture, 10th International Symposium of the U.S. National Committee of the International Council on Monuments and Sites, San Francisco, April 2007
- “Doing What’s Right: Accountability for Discrimination within the LGBT Community,” Invited lecture, Queer Studies Lecture Series, Sonoma State University, February 2005
- “Arrested Development: Homosexuality and Early 20th-Century American Adolescence,” Invited lecture, Center for the Study of Sexual Culture Annual Series, UC Berkeley, January 2005

Facilitator, “Remembering Finocchio’s in the 1950s and 1960s,” Gay, Lesbian, Bisexual, Transgender Historical Society of Northern California, San Francisco, July 2001

Conference Presentations

“Making the Framework FAIR,” American Historical Association Annual Meeting (AHA), New York, January 2015

“Instrumentalism and Other Perverse Pleasures of Early Twentieth-Century Adolescence,” American Studies Association Annual Meeting, Los Angeles, November 2014

“Queer Margins in Early Twentieth-Century Domestic and Pedagogic Spaces,” AHA, Washington, DC, January 2014

“Imperial Theme Park or Site of Resistance? The Case of The GLBT History Museum,” Co-Presentation with Amy Sueyoshi and Gerard Koskovich, Queering the Museum Symposium, Museum of History and Industry, Seattle, WA, June 2013

Chair and Comment, “Queering the Household: Family, Children, and Domestic Spaces in 1970s America” panel, AHA, New Orleans, January 2013

Comment for “Rethinking GLBT Political Visibility: Creative Aesthetic Strategies Before and After Stonewall” panel, Pacific Coast Branch-American Historical Association Conference, University of San Diego, San Diego, August 2012

“Locating Where She Comes From: Autobiography, History, and Queer Transracial Family,” Queer Places, Practices, and Lives Conference, Ohio State University, Columbus, OH, May 2012

“Where She Comes From: Openness and Queer Transracial Adoption,” Fourth International Conference on Adoption and Culture, Scripps College, Claremont, CA, March 2012

“Wayward Sexualities, Delinquent Mentalities and Early 20th-Century Youth Experts,” AHA, Chicago, January 2012

“Going Viral with Brick-and-Mortar Queer History: Opening the GLBT History Museum,” AHA, Chicago, January 2012

“Ray/e Bourbon: Performing Transgender Cosmopolitan Citizenship,” National Women’s Studies Association Annual Conference, Denver, November 2010

“Queerness, Adolescence, and Developmental Citizenship: Concerns for the 21st Century,” AHA, San Diego, January 2010

“Queer Justice at Play in San Francisco at the Start of the 21st Century,” American Sociological Association Annual Meeting, San Francisco, August 2009

“Developmental Citizenship in the Time of Queer Youth,” Society for the History of Childhood and Youth Conference (SHCY), UC Berkeley, July 2009

Comment for “History of Adolescence in Global Perspective” panel, AHA, New York, January 2009

“Rae Bourbon Passing Out: Ambiguous Biography and a Life at the Limits,”
Transsomatechnics: Practices and Theories of Transgender Embodiment, Simon Fraser
University, Vancouver BC, May 2008

“Boys, Men, and Civic Maturation: Homosexuality and Citizenship Values in Modern
Adolescent Adjustment,” SHCY, Linköping University, Norrköping, Sweden, June 2007

“Poverty, Opportunity, and Male Youth Sex Work in Early Twentieth-Century Chicago,”
European Association for Research on Adolescence Conference, Antalya, Turkey, May 2006

“‘Wouldn't a Boy Do?’ Locating Male Youth Sex Work in Early Twentieth-Century
Chicago,” AHA, Philadelphia, January 2006

“Developing Spaces: Locating Adolescent Homosexuality in the Early Twentieth-Century
U.S.,” SHCY, Marquette University, Milwaukee, August 2005

“Arrested Development: Early 20th-Century U.S. Social Sciences, Homosexuality and
Adolescence,” Presentation and Participant in the Center for Child and Youth Policy
Symposium between Linköping University (Sweden) and UC Berkeley, May 2005

“Perverse Plasticity in the ‘New Birth’ of American Adolescence, 1890-1930,” Queer Matters
Conference, King’s College, London, May 2004

“Sex Shows: Technologies and Bioethics in Female Impersonation and Stripping in San
Francisco, 1945-1965,” Boundaries in Question: New Feminist Perspectives on
Biotechnology and Bioethics, UC Berkeley, March 2004

“We've Got to Have a Union of Our Own: Female Impersonators and Class, 1930-1971,”
Social Science History Association Annual Meeting, Baltimore, November 2003

“Wide Open: Queer Dread on the Southern Plains,” AHA, Chicago, January 2003

“To Hell with the Range: Ray Bourbon and Queer Dread of Wide-Open Spaces, 1930-1970,”
American Society for Environmental History Annual Meeting, Denver, March 2002

“Ray Bourbon: Queer and Loathing in Texas,” Western Historical Association (WHA) 40th
Annual Conference, San Antonio, October 2000

“Reading Ray/e Bourbon: Female Impersonation and the Formation of a National
Homosexual Identity, 1940-1960,” Lambda Rising Queer Studies Conference, Boulder, April
1999

Facilitator, “Hate Crimes in the West” roundtable discussion, WHA Conference, Sacramento,
October 1998

Campus Talks

“Making the Framework FAIR: Leadership, Scholarship, and Change,” Foundations of
Leadership course, SSU, 2015

“Doing Queer Transracial Adoption,” HUB and Africana Lecture Series, SSU, 2015

“Men and Masculinities,” Guest lecture, Hutchins School, SSU, 2011-2015

“Seawolf Masculinity,” Guest lecture for First-Year Experience, SSU, 2012-2014

“LGBTQ Lives and Issues,” Guest lecture for visiting Japanese counseling graduate students, SSU, 2012

“The California FAIR Act and Women’s and Gender Studies,” Guest lecture, First-Year Experience, SSU, 2011

“It Gets Better? Queer Youth and Queer Studies,” Guest lecture, Educational Opportunity Program, SSU, November 2010

“LGBT Parenting and Counseling,” Guest lecture, Counseling, SSU, May 2010

“Rae Bourbon’s Transgender Cosmopolitan Citizenship,” Gendered Intersections presentation, SSU, April 2010

“Introduction to Masculinity Studies,” Guest lecture, Hutchins, SSU, March 2010, February 2011

“Gay Parenting,” Guest lecture, Psychology, SSU, October 2009

MUSEUM EXHIBITS

Program Creator and Curatorial Consultant, Corner Gallery Community Partnership Program, GLBT History Museum, Gay, Lesbian, Bisexual, Transgender Historical Society (GLBTHS):

“BiConic Flashpoints: 4 Decades of Bay Area Bisexual Politics,” May 2014-February 2015

“Vicki Marlane: I’m Your Lady,” November 2013-April 2014

“Be Bad...Do Good: Activism with a Beat,” GLBT History Museum, August-October 2013

“Legendary: African American GLBT Past Meets Present,” GLBT History Museum, January-July 2013

“Play Fair! The Sisters of Perpetual Indulgence Make Sex Safer,” GLBT History Museum, September-December 2012

Co-Curator, GLBT History Museum:

“Life and Death in Black and White: AIDS Direct Action, 1985–1990,” Front Gallery, GLBT History Museum, March-June 2012

“Our Vast Queer Past: Celebrating San Francisco’s GLBT History,” Premier Exhibit of the GLBT History Museum Main Gallery, November 2010-April 2014

Co-Curator, “Passionate Struggle: Dynamics of San Francisco’s GLBT History” Pop-Up Gallery, GLBTHS, November 2008-October 2009; and “Passionate Struggle 2.0 Relaunch,” February-August 2010

Curator, Mini-Exhibits, GLBTHS:

“Pink Power: San Francisco’s GLBT Electoral Past” August-November 2006

“Pulp Frictions: The Golden Era of Gay Male Paperback Erotica” July-August 2006

Exhibit Director, “Sporting Life: GLBT Athletics and Cultural Change from the 1960s to Today,” Main Exhibit, GLBTHS, April 2005-December 2006

Organizer, “Jock Talk” series scholars, athletes and activists, May-September 2005

Co-Curator, “All That Glitters: Female Impersonation and Hollywood Glamour,” Landmark Embarcadero Theater on behalf of the GLBTHS, San Francisco, November-December 2004; Toured to San Francisco Pride Lobby, San Francisco, May-June 2005

TEACHING EXPERIENCE

Associate Professor, Sonoma State University (SSU) Women’s and Gender Studies (WGS) Department (Fall 2012-present)

Courses regularly taught: Introduction to Queer Studies; Men and Masculinity; Youth: Gender Perspectives; Gender, Race, and Class; Queer Studies Lecture Series; Feminist Lecture Series; Contemporary Feminist Theory; Queer Theory, Queer Lives; Senior Seminar

Assistant Professor, SSU WGS Department (Fall 2008-Spring 2012)

Faculty, Queering American History, National Sexuality Resource Center Summer Institute, San Francisco State University (Summer 2011)

Visiting Assistant Professor, SSU WGS Department (2007-2008)

Adjunct Professor, SSU WGS (2006-2007)

Adjunct Professor, SSU History Department (2006-2007)

Courses Taught: America Until 1877, America Since 1865

Lecturer, Alternative Sexual Identities and Communities, University of California, Berkeley Gender and Women’s Studies Department (Spring 2007)

Lecturer, Looking Good and Having Fun in Modern America, History Department, UC Berkeley (Summer 2005)

Lecturer, Teenagers and Youth Culture in History, History Department, UC Berkeley (Fall 2003)

Graduate Student Instructor, UC Berkeley

Alternative Sexual Identities and Communities in the United States, Spring 2003
Childhood in America: Social Values, Practices, Law and Social Welfare, Spring 2002

Adjunct Professor, Corporate Communications, School of Business, University of San Francisco (2001-2002)

Teaching Assistant, History Department, University of Colorado, Boulder (1999)

TEACHING FIELDS

History and Theory of Childhood/Youth • U.S. History • Cultural History • Social History • History of Social Justice Movements • History and Theory of Sexuality/Gender • Intersectional Analyses (Gender, Race, Class, Sexuality, and Nationalism) • Interdisciplinary Queer Studies • Interdisciplinary Feminist Studies

RECENT SERVICE

Professional

Contributing Editor, *Studies in Gender and Sexuality* (2015-present)

Co-Chair, Committee on LGBT History, an affiliated society of the American Historical Association (January 2012-January 2015)

Editorial Board, *Studies in Gender and Sexuality* (2013-2014)

Book Reviewer, University of Wisconsin Press (2013)

Peer Reviewer, *Thymos: Journal of Boyhood Studies* (2013)

Author, "FAIR: Enough?" for the Special Issue on LGBT Scholarship in the West of the *Newsletter of the Western History Association* (Spring 2013)

Peer Reviewer, *Studies in Gender and Sexuality* (2012-2013)

Evaluator of Final Projects, Making Queer Histories course, California College of the Arts (March-May 2011)

Peer Reviewer, *Women's Studies Quarterly* (2008)

Moderator, "Housing in the New AIDS Generation: Where We Are Now, and Where Are We Going?" Commonwealth Club of Northern California, San Francisco (March 2008)

Peer Reviewer, *Childhood* journal (2007)

Prize Committee, Committee on Lesbian and Gay History of the American Historical Association (2005-2006)

Chair, "Media: Are Gays and Lesbians Cool?" Reaching Out: The Lesbian and Gay MBA Conference, San Francisco (March 2001)

Speaker, "Gay Teens in the 21st Century: Access for the Future" Preconference, American Library Association Annual Conference, Chicago (July 2000)

Organizer, Lambda Rising Queer Studies Conference 2000, Boulder (1999-2000)

Lead Organizer, Queer Arts Festival '99, University of Colorado, Boulder (October 1998-April 1999)

University

Women's and Gender Studies Department Program Review Self-Study, SSU (2014-2015)

WGS Department Chair, SSU (2013-ongoing)

Co-Presenter, "Gender, Race, and Class in the 2012 Elections," *It Matters!* Art & Lectures Program, SSU Library (October 2012)

Faculty Writing Group, SSU (Fall 2011-present)

Chair, Gender and Sexuality Stakeholders' Exploratory Workgroup, SSU (April 2011-May 2012)

Senator, School of Social Sciences, Academic Senate, SSU (October-December 2010, September 2011-May 2012)

Founder and Coordinator, campus-wide Queer Studies Minor (August 2010-ongoing)

Faculty Representative on the Multicultural Center Advisory Board, SSU (May 2010-April 2011)

School of Social Sciences Representative to the Student Affairs Committee, SSU (January 2010-Fall 2012)

Judge, SSU Campus Movie Fest (October 2010)

Founder and Organizer, funded SSU Gender Studies Program Series (2009-ongoing)

Ad Hoc Committeemember, Revision of Ethnic Studies Learning Objectives (October-December 2009)

Third Reader, Greg Basham's History M.A. Thesis (June-December 2009)

Acting Chair, Department of Women's and Gender Studies (January 2009-September 2009)

Third Reader, Emily Roy's History M.A. Thesis (September 2009-May 2009)

Organizer, "Gay Back in the Day: An Intergenerational Roundtable," SSU Library (April 2009)

Small Group Facilitator, Inclusive Excellence Retreat (April 2009)

Ad Hoc Committeemember, Revision of GE C4 Learning Objectives (October 2008)

Co-presenter, "Race and Gender," *It Matters!* Arts & Lectures Program, SSU Library (October 2008)

Development of proposal for Queer Studies minor (Fall 2008-Spring 2010)

Organizer, funded SSU Queer Studies Lecture Series (Spring 2008-ongoing)

Coordinator, SSU WGS Foundation Development Internship Program (Fall 2007-ongoing)

Academic Advisor to SSU Women's and Gender Studies majors/minors (2007-ongoing)

Community

Curatorial Consultant, "Return to the Valley of the Kings," After Curfew Productions PLAY T-Dance (July 2012)

Organizer, Castro GLBT History Walking Tour, SSU Queer-Straight Alliance (October 2011)

Organizer, Castro GLBT History Walking Tour, Positive Images (LGBTQ North Bay youth organization) (April 2011)

Coordinator, bringing Positive Images youth to *La Mission* film at Sonoma Film Institute (April 2011)

Consultant on Historical LGBT Biographies and Major Events for California SB 48 FAIR Act Lobbying, Gay-Straight Alliance Network (March 2011)

Co-Presenter, "Curating Our Vast Queer Past," GLBT History Museum (February 2011)

Tour Guide, GLBT History Museum (2011-2013)

Discussant, *Word Is Out* screening, Sonoma Film Institute (October 2010)

Cultivation: Spring Fling event chair, Friends of St. Francis Childcare Center (2009-2010)

Board of Directors, GLBTHS (Board membership January 2004-December 2009; Co-Chair 2006-2008)

Programs Committee Co-Chair, GLBTHS (January-December 2009)

Featured Speaker, 29th Annual Harvey Milk Memorial March and Concert, San Francisco (November 2007)

Organizer and Moderator, "Queer in the City: GLBT Neighborhoods and Urban Planning" lecture series, Gay, Lesbian, Bisexual and Transgender Historical Society (GLBTHS), San Francisco (Fall 2006-Spring 2007)

Creator and Organizer, Great Homo History Hunt [Annual Citywide LGBT History Scavenger Hunt], GLBTHS (2004-2006)

Founder and Lead Organizer, And Castro For All [Anti-racism campaign in the LGBT community], San Francisco (April 2004-December 2006)

Author, "Racism and Reaction in the Castro—A Brief, Incomplete History," for And Castro For All, www.andcastroforall.org (June 2004)

Lead Processor, José Sarria archival collection, GLBTHS (July 2001-August 2002)

Facilitator, “Professional Leadership and Social Change” workshop, National Lesbian and Gay Journalists Association Strategic Growth Institute, San Francisco (February 2001)

MEDIA INTERVIEW RECENT HIGHLIGHTS

“Worry Tempers Joy Over Gay Marriage’s Moment in Court,” *New York Times* (9 December 2012)

Lead Guest, “LGBTs Gain New Chapter in History Books,” *Tell Me More with Michel Martin*, National Public Radio (July 2011)

Lead Guest, “San Francisco’s GLBT History Museum,” *Comcast Newsmakers*, Comcast Cable Bay Area (6 April 2011)

“As Web Flourishes, Gay Groups Watch Enrollments Dwindle,” *New York Times* (10 March 2011)

Lead Guest, “GLBT History Museum Finally Finds a Home,” KQED News (13 January 2011)

“Gay Museum Opens Doors in San Francisco,” United Press International wire service with global distribution (12 January 2011)

“SF Gay History Museum Finds Home, Identity,” *San Francisco Chronicle* with global distribution (12 January 2011)

“A Near-Forgotten Casualty of AIDS: The Haight’s Gay Identity,” *New York Times* (25 November 2010)

Charlene Tung
April 2015

OFFICE ADDRESS

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1505 Poplar Ave
Richmond, CA 4805
(510) 412-0571
(510) 579-4339 cell

CURRENT POSITION

Full Professor. Women's and Gender Studies Department. Sonoma State University. Fall 2010 - present
Chair, Women's and Gender Studies Department. Sonoma State University. Fall 2005-Fall 2012, Spring 2014.

EDUCATION

University of California-Irvine, Ph.D. in Social Ecology with Graduate Emphasis in Feminist Studies.
June 1999. *The Social Reproductive Labor of Filipina Transmigrant Workers in Southern California: Caring for Those Who Provide Care.*
University of California-Irvine, M.A. Social Ecology, 1996.
Grinnell College, B.A., 1992.

AWARDS AND GRANTS

Nominee, SSU Excellence in Teaching Award. *Spring 2004.*
School of Social Sciences Conference Travel Grant. *Spring 2004.*
School of Social Sciences Summer Research Grant. *Summer 2003.*
School of Social Sciences Conference Travel Grant. *Spring 2003.*
CSU Research, Scholarship and Creativity Activity Program Grant (RSCAP). *Summer 2002.*
School of Social Sciences Conference Travel Award. *Spring 2002.*
University of California President's Dissertation Year Fellowship. *1997-1998.*
Faculty Mentorship Program Fellowship. *1996-1997.*
Outstanding Teaching Assistant Award. School of Social Ecology. *1996.*
Graduate Professional Opportunity Program Fellowship. *1993-1995.*
Awarded Fulbright Fellowship to Taiwan (declined). *1994-1995.*

TEACHING EXPERIENCE

Sonoma State University, Women's and Gender Studies Department (Fall 2001- Present)

Gender and Globalization; Gender, Race and Class; Contemporary Feminist Theory; Feminist Lecture Series, Gender, Sexuality and Family; Gender in Asian America; Gender and Work; Third Wave Feminism; Senior Seminar; Feminist Research Methods

San Francisco State University, Women's Studies Department (Fall 1999-Spring 2001)

Full-time Lecturer

Feminist Theories (graduate); Women, Poverty, and Globalization; Women in American History; Women, Politics and Citizenship; Women of Color; Immigrant and 83Refugee Women; Women as Creative Agents.

University of California-Irvine (Winter 1994-Summer 1999)

Instructor, Asian American Studies Program

Gender and Race in Contemporary Asian America. *Summer 1998, Summer 1999.*

PUBLICATIONS

The Cost of Caring: The Social Reproductive Labor of Filipina Live-in Home Health Caregivers. *Frontiers: A Journal of Women's Studies*, Spring 2000, 21:1.

---Reprint in *Asian American Women: The Frontiers Reader*. University of Nebraska Press, Spring 2004.

“Embodying an Image: Love, Race, and Sexuality in *La Femme Nikita*.” In *Action Chicks: New Images of Tough Women in Popular Culture*. Ed. Sherrie A. Inness. Palgrave Macmillan Press, 2004.

Transmigration, Motherhood, and Marriage: Filipina live-in Home Healthcare Workers. In *Asian/Pacific Islander American Women: A Historical Anthology*. Eds. Shirley Hune and Gail Nomura. New York University Press, 2003.

BOOK REVIEWS

Negotiating Citizenship: Migrant Women in Canada and the Global System. Daiva Stasiulus and Abigail Bakan. University of Toronto Press, 2005. *Journal of American Ethnic History*, (Summer 2006) 25:4. 188-190.

Servants of Globalization: Women, Migration, and Domestic Work. Rhacel Parrenas. Stanford University Press. 2001. *American Journal of Sociology*, (January 2003) 108:4, 922-924.

MANUSCRIPTS AND RESEARCH IN PROGRESS

“‘I Don’t Stay for the Pay: Resistance and Agency in Carework.’” Under revision for *Gender and Society*.

“‘Looking for Adventure’: Taiwanese women’s migrations through North America.” Under revision for *Amerasia Journal*.

“Mothering Others: Race, Ethnicity, and the Nanny Market”. Project in progress.

“I see You (Tube): Virtual Asian American Youth Cultures.” Completed paper proposal for submission to 2011 American Sociological Association.

INVITED LECTURES

“Caring Across Borders: Filipina Transmigrant Home Healthcare Workers.” UC Berkeley Center for Working Families. Berkeley, CA. *October 29, 2001.*

“We Don’t Stay for the Pay”: Filipina Migrant Workers in Southern California.” UCSD Center for Ethnic Studies. University of California, San Diego. San Diego, CA. *October 26, 2000.*

“Caring on the Margins: Filipina Homehealth Caregivers,” UC President’s Dissertation Fellow

lecture. University of California-Los Angeles, co-sponsored by the UCLA's Asian American Studies Center and the Schools of Social Welfare and Public Health, *May 27, 1998*.

CONFERENCE PRESENTATIONS

"'Buddhist Nannies': The Marketing of Tibetan Immigrant Domestic." Submitted to Association for Asian American Studies, New Orleans, LA. *May 2011*.

"Masters or Ph.D.—Students of Color in Graduate Education." Panelist. CSU Northern California Forum for Diversity in Education. Sacramento, CA. *October 2010*.

"Women and Gender Studies: Marketing or Pedagogy?" Western Association of Women Historians. Santa Clara, CA. *April 2009*.

"From Saskatchewan to Monterrey Park?: Taiwanese Women's Migration". Association for Asian American Studies. Los Angeles, CA. *April 2005*.

"Reflections and Re-imaginings: Costs of Caring for Filipina Live-in Caregivers". Association for Asian American Studies. Boston, MA. *March 2004*.

"Constructing Exploitation and Resistance: Researching Migrant Filipina Careworkers and U.S. Immigration Reform." Association for Asian American Studies. San Francisco, CA. *April 2003*.

Chair, "Gender and the Body" panel. Association for Asian American Studies. San Francisco, CA. *April 2003*.

"Are You With or Against Us?": Race, Gender and Nationalism in Community Research." Association for Asian American Studies. Salt Lake City, Utah. *April 2002*.

"Visibility and Marginality of Asian Pacific American Women in Higher Education." Asian Pacific Americans in Higher Education (APAHE). San Francisco, CA. *April 5-8, 2001*.

"Taiwanese Women's Migration Through Canada: Post-1965 Immigration Reconsidered." Association for Asian American Studies. Toronto, Canada. *March 28-April 1, 2001*.

"The 'New' Transnational Worker: Mothering and Marriage from Afar," Society for the Study of Social Problems, Chicago, IL, *August 5-7, 1999*.

"Healthcare By and For Whom?" Society for the Study of Social Problems, San Francisco, California, *August 20-22, 1998*.

"The Faces of Immigration Reform: Filipina Elderly Caregivers," Association for Asian American Studies Conference. Honolulu, Hawaii, *June 24-28, 1998*.

"Gender and the State: Filipina Elderly Caregivers in Southern California," Third European Conference on Philippine Studies. Aix-en-Provence, France, *April 27-29, 1997*.

UNIVERSITY SERVICE

Sonoma State University

Appointed Representative, Academic Affairs Strategic Planning Committee. *Fall 2003-Spring 2004.*

Elected Representative, Academic Senate. School of Social Sciences. *Spring 2004-Spring 2005.*

Advisor, Asian Pacific Islander Organization. SSU campus student organization. *2002-2006.*

Committee Member, Woman Student of the Year judge. Responsible for devising a new judging process which improved the process of comparison and evaluation. *Spring 2002, Spring 2003.*

Member, Diversity Steering Committee and Campus Climate Committee. Includes membership on Cultural Competency Task Force group which met weekly throughout Fall 2002. Drafted and edited proposal for “University Visiting Scholar-in-Residence Program” which was approved by Steering Committee as the Campus Climate Committee’s suggested “Fundraising Project” for the Office of Development. *Spring 2002 – present.*

Project Censored, Board member and Evaluator. *Fall 2001- 2008.*

Coordinator, WGS Gender Studies Colloquia Series. Responsible for devising and coordinating a new university-wide interdisciplinary faculty research colloquium entitled “Research Through the Gender Lens” bringing faculty from across Schools to share their works in progress. *Fall 2001 – Spring 2002.*

Guest Speaker, SSU Learning Moments course. *Spring 2002.*

SCHOOL OF SOCIAL SCIENCES

School of Social Sciences Council of Department Chairs

School of Social Sciences Outreach, Social Sciences representative at Community College Fairs. *Fall 2003.* Solano Community College. Fairfield, Ca.

Diablo Valley College. Pleasant Hill, Ca.

Fall 2001. Santa Rosa Junior College. Santa Rosa, Ca.

School of Social Sciences Diversity Taskforce. Attended January 2003 planning retreat and Spring semester meetings. Tangible results: three questions asking about diversity within teaching materials/evaluations were added to Professor Heather Smith’s campus wide survey in Spring 2003. *Spring 2003.*

Women’s and Gender Studies Department

Chair. Representing and running Department in all University matters from Tenure-Track searches, to Assessments to RTP to Curriculum to Diversity. *Fall 2005 – Fall 2012, Spring 2014.*

Editor, WGS departmental newsletter. Responsible for editing and writing copy; maintaining production schedule; graphic design and layout; solicitation and coordination of articles; coordinator of distribution on and off-campus (to interested faculty and administrators, all WGS students & alumni, Women’s Studies departments across the state); budget. *Fall 2001-2010.*

Faculty Search Committee. All aspects from review of files to interviewing finalists. Oversaw organization of WGS student involvement. *Spring 2002.*

Curriculum Committee.

2004-2012. Representing WGS department at the SSU GE Subcommittee and Taskforce—whose agenda it is to revise the GE program.

2003-2004. Activities included: revising Catalog copy and materials to include WGS 385: Gender and Globalization as part of the regular WGS course offerings; incorporation of WGS 385 into the Global Studies major.

2002-2003. Activities included: reviewing and revising core GE Course WGS 350: Gender, Sexuality and Family; successful passage through University GE Subcommittee of WGS 375 (Gender, Race and Class) as an Ethnic Studies GE requirement; revising departmental Assessment/Interim Program Review materials and representing department before the Educational Policy Committee.

2001-2002. Activities included: Creation of Assessment materials including WGS Majors/Minors “exit surveys” and “intellectual biography assignment”; Revision of WGS course catalog text.

Department Advisor.

Undergraduate advising and Teaching Supervision for student teachers. *Spring 2002 – present.*

Independent Studies/Teaching Supervision

- Supervision for WGS student-teachers English Department masters’ student teaching “Arab Women: Images and Realities”: Rim Zahra and Razzan Zahra. (Fall 2002 and Spring 2003).
- Syllabus Design with ITDS MA students teaching “Women and Men in Third Wave Feminism”: Jocelyn Hall and Robert Bunce. (Summer/Fall 2002).

McNair Undergraduate Research Mentor

- Mentor for HD student, Kim Nguyen. Research topic: Former foster youth and importance of mentorship. 2013-2015
- Mentor for WGS student, Sabrina Fiaz. Research topic: Military Sexual Trauma training programs. 2013-2014.
- Assisted McNair student Katie Gordon. Research topic: Student-veterans and masculinities. 2014-2015. A

Masters Theses Committee Work

- Committee member for ITDS MA History/Anthropology. Julie Lewis. Thesis topic: welfare reform. Fall 2010
- Committee member for Hutchins MA, Maureen O’Connor. Thesis topic: breastfeeding public policy. Fall 2007-Spring 2009.
- Committee member for Hutchins MA Program student, Perry James. Thesis topic: Transnational women’s organizing: Healthcare and Communities.
- Committee member for Hutchins MA students Angela Rush and Don Perry. Thesis entitled “Sustainable Communities in Nicaragua: A Photographic 87 Essay Project” (Fall 2002-Spring 2004)
- Committee member for ITDS MA student Heather Hendrickson. Thesis entitled “The Roles of

Aboriginal Australian Grandmothers as Community Leaders” (Fall 2003-present)
WGS Internship and Community Involvement Projects. *Fall 2001-present.*
WGS liaison to SSU Residence Halls DREAM project. *Fall 2001.*

Other Research and Service/Professional Development

Faculty Advisor, Priority 5 TRIO Training Program. U.S. Department of Education grant designed to train staff involved in TRIO programs aimed at outreach and retention of disadvantaged student populations. *Fall 2010.*

External Reviewer for CSU-Stanislaus Department of Ethnic and Gender Studies proposal for Gender Studies Major. *Spring 2008.*

Representative, Western Region, Committee on Race-Ethnicity, Pacific Sociological Association. *Spring, 2004-Spring 2007.*

Writing Groups. Cultural Studies Writing Group. Spring 2002-Spring 2003, *Fall 2010.* Social Sciences Group. *Fall 2002-Spring 2003.*

COMMUNITY SERVICE

Advisory Board Member. Circle of Sisters. Community organization, part of St. Joe’s Health System. Provides after-school programming for at-risk middle-school girls in Sonoma County. Spring 2008, *Fall 2010-present.*

Organizer, Circle of Sister/WGS Department workshops “The Power of Know”. Middle-school girls attended on-campus events taught by WGS majors. *Spring 2004-present.*

Judge and Selection Committee. Asian Pacific Fund’s Helen and L.S. Wong Memorial Scholarship for 12th grade students (Fairfield-Suisin district). *April 2007.*

Judge. Asian Pacific Fund’s 8th Annual “Growing up Asian in America” essay and art contest. San Francisco Bay Area youth program. *April 2002.*

Consultant, book for junior high students, Extraordinary Asian Americans. Grolier Press. *Fall 2001-Spring 2002.*

OTHER SCHOLARLY ACTIVITIES

Solicited Reviewer

For *Women, Gender and Families of Color*, 2013-2015.

For *Asian Women*, Syook myung Women’s University, Seoul, Korea. 2015.

For *Medical Anthropology*. Spring and Fall 2001.

For Mayfield Publishing, *Feminist Thought (anthology)*. Summer 2000.

For *SIGNS: Journal of Women in Culture and Society*, Special issue: “Globalization and Gender.” January 2000.

Editor and author, *Graduate Voice-A Quarterly*, UC-Irvine, Office of Research and Graduate Studies, *Fall 1997-Spring 1999.*

Editorial Assistant, *Journal of Asian American Studies*, University of California-Irvine, *Fall 1997-Spring 1998.*

AFFILIATIONS

Association for Asian American Studies
National Women's Studies Association
Pacific Sociological Association
Sociologists for Women in Society.