



OFFICE OF THE BOARD OF TRUSTEES

**Public Meeting Notice**

January 9, 2020

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report offering updates on the Provost's Council and other general items. There will be a vice president's report with a review of the enrollment dashboard and other general updates. There will be discussion and action on new program proposals for a new bachelor's degree program in Gender, Sexuality, and Women's Studies as well as a new certificate program in Transgender Studies.

Additional agenda items will consist of an enrollment council update including the following topics: the financial aid leveraging model; a mentoring collective; and the implementation of the Education Advisory Board's Navigate system.

The meeting will occur as follows:

Thursday, January 16, 2020

12:00 p.m. to 3:30 p.m. (or until business concludes)

Hannon Library, DeBoer Room, 3<sup>rd</sup> Floor (Room 303)

Visit [governance.sou.edu](http://governance.sou.edu) for meeting materials.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**January 16, 2020**

# Call to Order / Roll / Declaration of a Quorum



**Board of Trustees  
Academic and Student Affairs Committee Meeting**

**Thursday, January 16, 2020  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA**

Persons wishing to participate during the public comment period shall sign up at the meeting.  
Please note: times are approximate and items may be taken out of order.

- |         |          |   |  |
|---------|----------|---|--|
|         | <b>1</b> | <b>Call to Order/Roll/Declaration of a Quorum</b> | Chair Daniel Santos  |
|         | 1.1      | Welcome and Opening Remarks                       |  |
|         | 1.2      | Roll and Declaration of a Quorum                  | Sabrina Prud'homme, SOU,<br>Board Secretary  |
|         | 1.3      | Agenda Review                                     | Chair Santos   |
|         | <b>2</b> | <b>Public Comment</b>                             |  |
| 5 min.  | <b>3</b> | <b>Consent Agenda</b>                             |  |
|         | 3.1      | Approval of October 17, 2019 Meeting Minutes      | Chair Santos   |
| 15 min. | <b>4</b> | <b>Provost's Report</b>                           | Dr. Susan Walsh, SOU,<br>Provost and Vice President<br>for Academic Affairs                |
|         | 4.1      | Provost's Council Update                          |  |
|         | 4.2      | Other General Updates                             |  |
| 15 min. | <b>5</b> | <b>Vice President's Report</b>                    | Dr. Neil Woolf, SOU, Vice<br>President for Enrollment<br>Management and Student<br>Affairs |
|         | 5.1      | Enrollment Dashboard Update                       |  |
|         | 5.2      | Other General Updates                             |  |

**Board of Trustees  
Academic and Student Affairs Committee Meeting**

**Thursday, January 16, 2020  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

**6      Action, Information and Discussion Items**

- |         |       |  |   |
|---------|-------|--|---|
| 35 min. | 6.1   | New Bachelor's Degree Program in Gender, Sexuality, and Women's Studies (Action) | Dr. Kylan de Vries, SOU, Associate Professor, Gender, Sexuality, and Women's Studies and Sociology; Dr. Carey Sojka, SOU, Assistant Professor; Gender, Sexuality, and Women's Studies |
| 10 min. | 6.2   | New Certificate Program: Transgender Studies (Action)                            | Dr. Kylan de Vries; Dr. Carey Sojka   |
|         | 6.3   | Enrollment Council Update  |   |
| 20 min. | 6.3.1 | Financial Aid Leveraging Model   | Dr. Neil Woolf  |
| 20 min. | 6.3.2 | Mentoring Collective   | Dr. Neil Woolf  |
| 20 min. | 6.3.3 | Implementation of Education Advisory Board's Navigate System                     | Dr. Susan Walsh; Dr. Neil Woolf; Dr. Karen Stone, SOU, Associate Vice President for Academic Resource Management; Dr. Matt Stillman, SOU, University Registrar                        |
| 30 min. | 6.4   | Programming for Students from American Samoa                                     | Dr. Neil Woolf  |
| 5 min.  | 6.5   | Future Meetings  | Chair Santos  |

**7      Adjournment**

Chair Santos

# Public Comment

# Consent Agenda

**Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, October 17, 2019**

**MINUTES**

**Call to Order/Roll/Declaration of a Quorum**

**Committee Members:**

Daniel Santos	Absent	Barry Thalden	Present
Jonathon Bullock	Present	Steve Vincent	Present
Paul Nicholson	Present	janelle wilson	Present
Deborah Rosenberg	Present		

In Chair Daniel Santos' planned absence, Trustee Steve Vincent called the meeting to order at 12:03 p.m. in the DeBoer Room of the Hannon Library. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Shanztyn Nihipali and Dr. Linda Schott.

Other attendees included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Dr. Suresh Appavoo, Senior Executive for Equity and Diversity; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Melissa Bates, Campus Recreation; Ryan Schnobrich, Internal Auditor; Chris Stanek, Institutional Research; Dr. Eva Skuratowicz, SOURCE; Paige Kuntz, SOU student; Betzy Mena, SOU student; Dr. Mark Shibley, Sociology and Anthropology; Joe Mosley, Marketing and Communications; Deborah Lovern, Provost's Office; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

**Public Comment**

There was no public comment.

**Consent Agenda**

Trustee Deborah Rosenberg moved to approve the consent agenda, as presented. Trustee Barry Thalden seconded the motion and it passed unanimously.

**Provost's Report**

Provost's Council Update

Dr. Susan Walsh said the Provost's Council had its retreat in August and continues to work on transfer credit issues, with the HECC being in its second year of House Bill 2998 work. Legislators continue to perceive incorrectly that universities do not take community college transfer credits; the provosts discussed how to manage that perception. Responding to Vice Chair Paul Nicholson's inquiry, President Schott said credits that are lost generally fall into two categories: accredited program requirements established by external accreditors or from a change in majors. Trustee Jonathon Bullock stressed that it is a marketing issue, there being a difference sometimes in the message given at the K-12 and community college levels and students' experiences at the university level.



Dr. Walsh said Jeanne Stallman and her counterparts updated provosts on the agenda for the upcoming short session. The provosts also discussed recent changes the Northwest Commission on Colleges and Universities (NWCCU) made in the standards and policies. Dr. Walsh said NWCCU was at SOU the previous week for a mid-cycle report and the visit went well.

#### Organizational Update

Dr. Walsh mentioned the retirement of the Director of Grants and Contracts and that Dr. Jeff Gayton will serve as the interim director. SOU will conduct a search for a new university librarian. Paul Adalian, the former university librarian, will serve as the interim librarian.

#### **Vice President's Report**

Dr. Neil Woolf began his report with a discussion of statistics from the Student Recreation Center's first year of operation. Melissa Bates, Assistant Director of Campus Recreation, said they have been gathering data since the center opened. Dr. Woolf added that SOU leverages these statistics in its marketing and communications. Responding to Vice Chair Nicholson's inquiry, Ms. Bates said these statistics will serve as a baseline and are positive compared to other universities of a similar size and demographic composition.

#### Enrollment Dashboard Discussion

Dr. Woolf led a discussion on key performance indicators, whether the current dashboard provides the information the committee members want to see, and a proposed new dashboard. Trustee Rosenberg suggested tracking students who leave a department but do not leave the university; Dr. Woolf said that information could be provided upon request. Trustee Bullock requested information on statewide enrollment trends. Vice Chair Nicholson requested five-year trend information on statistics the HECC uses in its funding model. Concluding the discussion, Dr. Woolf, Dr. Walsh and President Schott mentioned the HECC's high praise for SOU's Institutional Research Office, especially Chris Stanek.

#### Organizational Update

Discussing organizational changes, Dr. Woolf said Janelle Wilson is now the Associate Dean of Students and Taylor Burke is now the Dean of Students. The Office of Student Support and Intervention is now the Office of the Dean of Students and includes Student Life. He used the departure of the former Director of Student Life as an opportunity to change the organizational structure.

Dr. Woolf and Trustee Bullock mentioned the upcoming visit to the Redmond Proficiency Academy and the partnership between the Academy and SOU.

#### Education Advisory Board's Navigate Update

Dr. Karen Stone, along with Luke Williams, provided an update on Navigate, saying SOU launched the application this summer to all incoming freshmen and new transfer students, a pilot group of about 400. The advising component was launched in the fall to a pilot group of users, including Student Success Coordinators, University Seminar (USEM) instructors, and faculty champions from each division. The plan is to pilot the Navigate with select students, faculty, and other advisors before the full launch. All faculty will participate as of the fall of 2020, then it will be rolled out to the rest of the

students. Predictive analytics is the third component of the system and will be rolled out in the winter of 2020. The fourth component is academic planning and scheduling.

An example of the program's abilities, Dr. Stone mentioned a low-enrolled class of eight students that increased to 14 in one hour. Another example was a faculty member using the program to run a USEM campaign for students required to meet with their instructor, and in 48 hours had a 50 percent response rate to schedule meetings. Drs. Walsh and Woolf said seeing these types of results is gratifying.

### **Action, Information and Discussion Items**

#### Update on Academic Affairs

Dr. Susan Walsh said faculty and staff have been working on Strategic Direction I, focusing on transforming general education, academic program review, and faculty rewards system. Academic program review work began about a year ago; now there is a robust process through which academic programs can examine what they are doing and the efficacy of their curricula, which allows them to make any needed changes. This work also ties to Strategic Direction IV. SOU has not changed general education curriculum in about 15 years so this work is timely. There is a two-year timeline: the first wave of work will be done in the first year with implementation in the second year.

Dr. Walsh said she asked a group of faculty to meet over the summer to look at what is done on campus for the faculty rewards system to acknowledge, award, give kudos, and promote professional development. That group issued a report, Dr. Walsh met with division directors, and the report went to Faculty Senate. Discussion ensued on the importance of public recognition of grants and its impact on academic quality. Responding to Trustee Vincent's later inquiry, Dr. Walsh said the focus of this effort was only faculty and the administration needs to do a better job across campus, but cited that service excellence coins and awards are used to recognize other employees.

Dr. Walsh said President Schott made a goal this year to continue the conversation on shared governance. Over the summer, she took the Faculty Senate Chair and the Secretary to the AASCU conference where they gave well-received presentations on shared governance between faculty and administration.

Providing an update on the SOHEC, Dr. Walsh said the chief academic officers are working on a website. Topics of discussion also include alternative credentials/badges and pathways to recognize that some students enter and leave institutions.

#### Curriculum Update

Dr. Susan Walsh said new curricular proposals are being developed. One is a major in gender, sexuality and women's studies with a transgender studies certificate; the certificate is believed to be the first of its kind in the country. Other proposals include certificates in holistic education and in sound design.

The Master of Science in Education is launching now. The Innovation and Leadership degree is strong and is fully-online. Digital cinema is bursting at the seams with new students; Dr. Walsh described the pipeline-type of relationship between Klamath High School, Klamath Community College and SOU in the cinema/electronic media/digital arts area.

### Student Satisfaction Survey Results

Drs. Eva Skuratowicz and Mark Shibley discussed the SOU student satisfaction survey that was created and administered by the SOU Research Center (SOURCE) to improve students' quality of life and learning. Dr. Skuratowicz said, in general, students are satisfied with their experiences at SOU. She and Dr. Shibley provided information on the background of and methodology used in the survey. The response rate was 44 percent.

The researchers discussed the results of select survey questions. They discussed where high levels of agreement and disagreement occurred, as well as variables including race/ethnicity, gender, year in school, and first generation status to determine variation among student groups. They also examined perception, opinions on cost, and student services.

Discussing future actions and recommendations, Dr. Skuratowicz said open-ended comments will be analyzed further and presented to Dr. Woolf; they will consider focus groups with out-of-state students; the results of this survey will be used for baseline data; and the researchers recommend the survey be administered on a regular basis.

Responding to Trustee Rosenberg's inquiry, Dr. Skuratowicz said the survey was administered in the spring of 2019, which is the ideal time. Dr. Shibley added that, if administered earlier, they may not get useful information from incoming or transfer students.

Responding to Trustee Rosenberg's further inquiry about addressing the issues in the data, Dr. Woolf said they are already taking action based on the results and will take additional action. Mr. Perkinson added that actions have been taken in the areas of housing affordability and food quality. President Schott commented that SOU could have addressed any glaring problems but there were none; instead, SOU is working on smaller tweaks. Dr. Woolf added that the survey results help SOU understand that its retention problem probably is not a satisfaction problem. Dr. Skuratowicz said it is important to students to see results when they put in time to complete a survey. Vice Chair Nicholson stressed the importance of the committee members also seeing the actions being taken based on the survey results and requested a presentation on the top ten "dissatisfiers" and what is being done to address them.

Discussion ensued on students' dissatisfaction with the cost of higher education, the impact that has on students leaving the university, the importance of career preparation services, and financial aid leveraging efforts being made.

Paige Kuntz, one of the student researchers, said doing survey research was a great experience. She was not surprised by the results. Now SOU can listen to students; many said they wanted to be listened to and this is a good step toward that. Betzy Mena, another student, said it was good to hear the administration say improvements already are being made as that means students' voices are being heard. Discussion ensued on the best methods to communicate with students to let them know of changes being made, with Dr. Woolf suggesting something like a "We Heard You Campaign."

### International Student Recruitment

Dr. Susan Walsh provided an update on staffing changes in the Office of International Programs (OIP), saying the director and the study abroad coordinator recently retired. She and Dr. Woolf looked at the structure of the program to determine what is working well and what other models or opportunities might exist. The current model is that staff travel internationally to recruit students, which is expensive, and the return on investment in the past several years has not been positive. The director position will remain open for a while. However, the study abroad program is both a recruiting and retention piece, so that coordinator position has been filled.

On the recruiting side, Dr. Woolf said the OIP has been asked to pivot from international travel, spend less there, and spend more time recruiting international students at other universities or community colleges to transfer to SOU.

For potential international students, SOU is looking to outsource recruitment to Kings Education Group. That group will recruit students to both SOU and the University of Oregon (UO), which takes advantage of UO's branding. The students would attend SOU for the first couple of years, then transfer to UO. Typically, 50-70 percent of the recruited students would stay at SOU all four years. There is no cost to SOU to partner with Kings Education Group. Students would pay a WUE-type of rate to SOU and an additional amount to Kings Education Group for the heightened support they will receive. Kings Education Group covers all costs for recruiting, staff and marketing.

Responding to Trustee Bullock's inquiry about utilizing SOU's athletic programs to recruit international students, President Schott said SOU already has a few international student athletes. SOU will be better positioned to do that in the future with leveraging scholarship opportunities.

### Proposed 2020-2021 Committee Meeting Schedule

Trustee Vincent reviewed the proposed schedule included in the meeting materials. Sabrina Prud'homme reminded the committee members that the committee is responsible for approving new curriculum proposals that then go to the Provost's Council and the HECC before they can be implemented; such approvals may necessitate special meetings, attendance at which can be done electronically. The committee members had no comments on the proposed schedule.

### Future Meetings

Trustee Vincent said the next meeting would be on January 16 and asked committee members to provide suggested agenda items.

### **Adjournment**

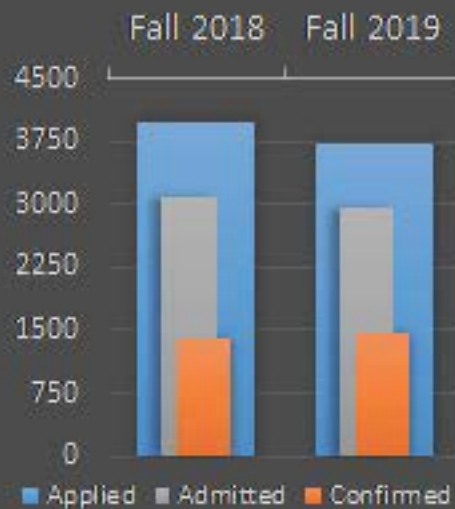
Trustee Vincent adjourned the meeting at 3:17 p.m.

# Provost's Report

# Vice President's Report

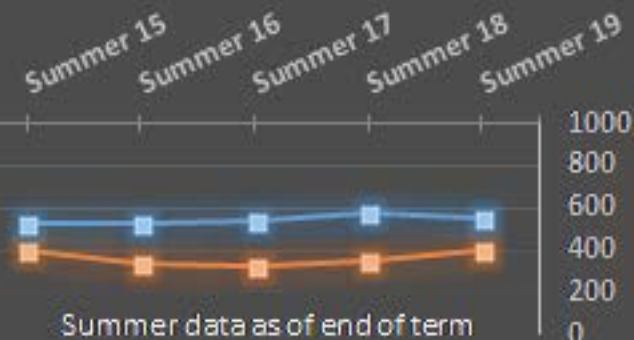
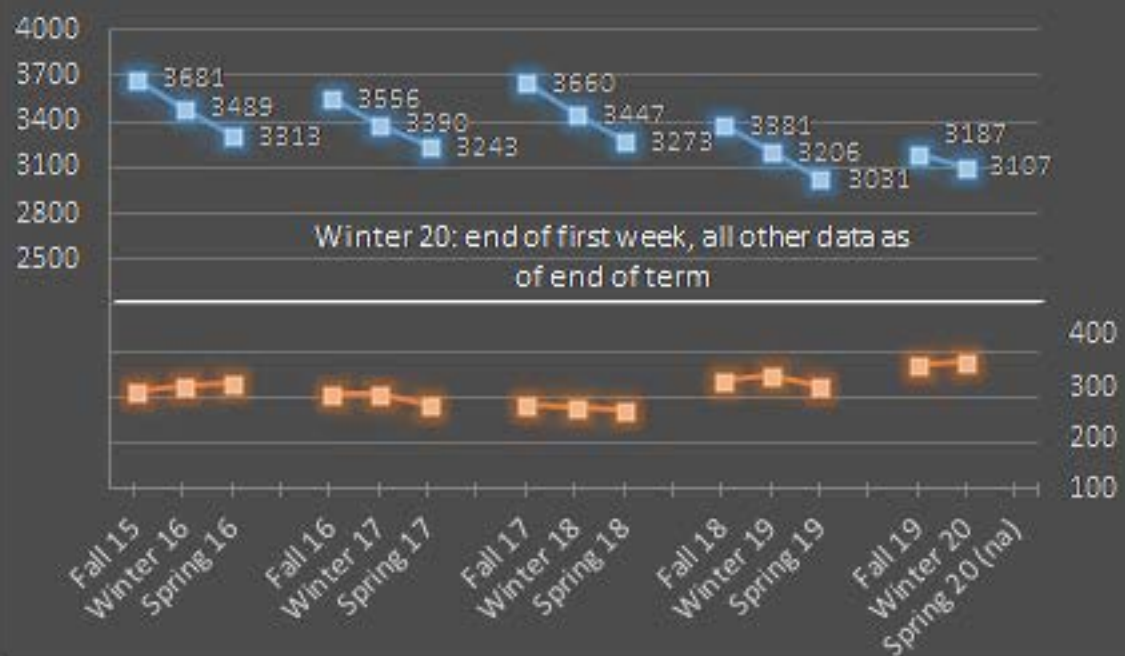
## Admission Funnel

Fall 4th wk. - Final report



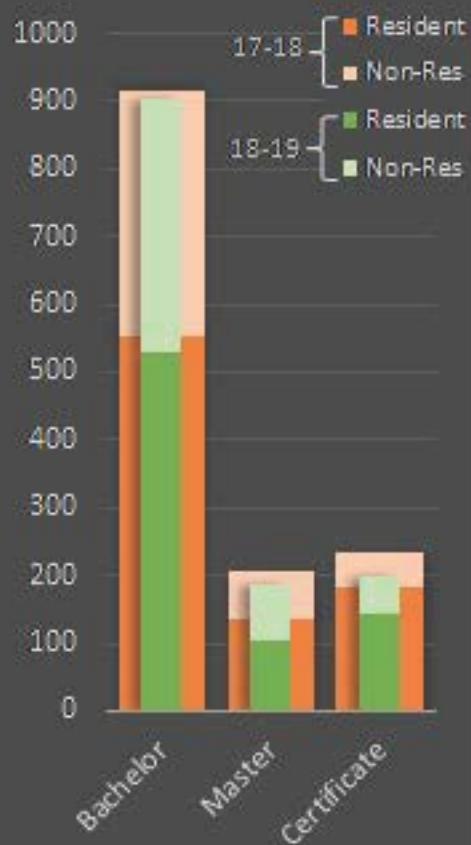
## FTE Enrollment Trends

Admitted UG Admitted GR



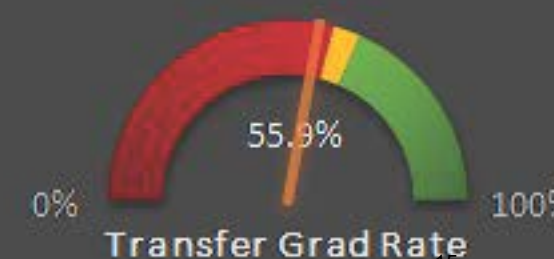
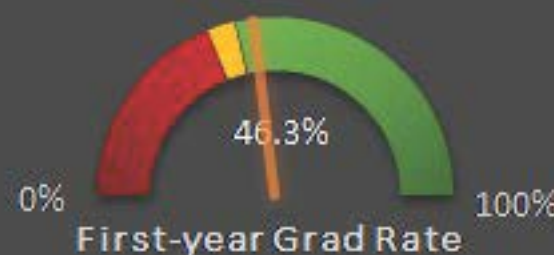
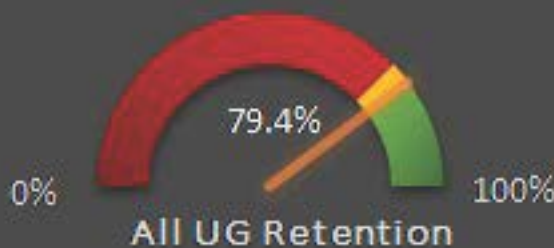
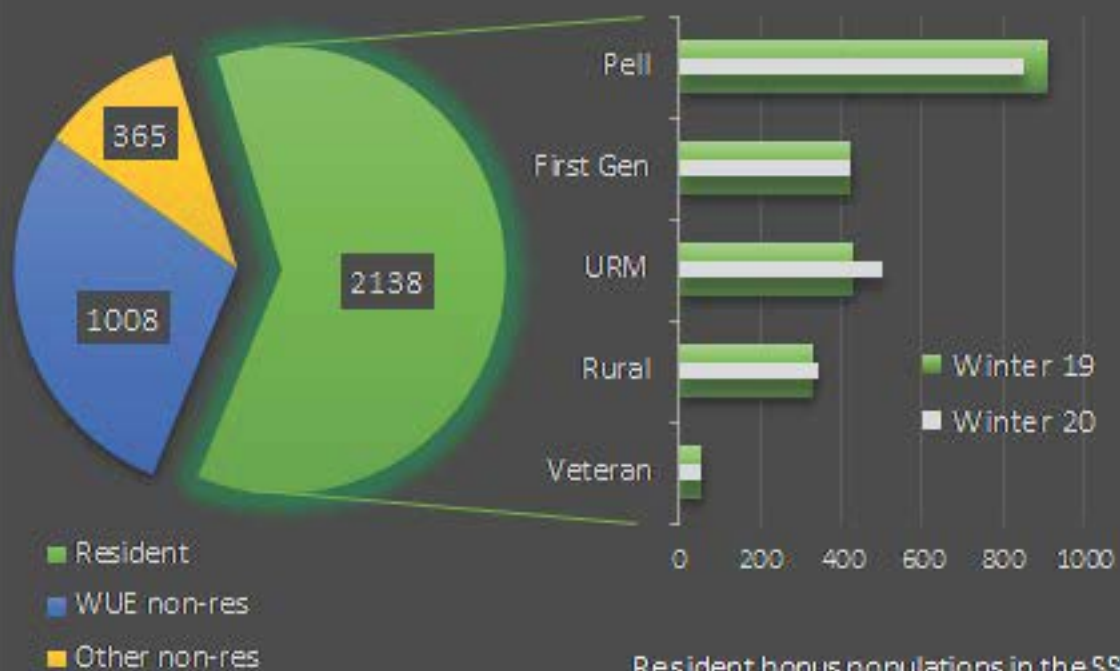
## Degrees Awarded

Through Dec. - Final report



## Winter 2020 Admitted UG Students

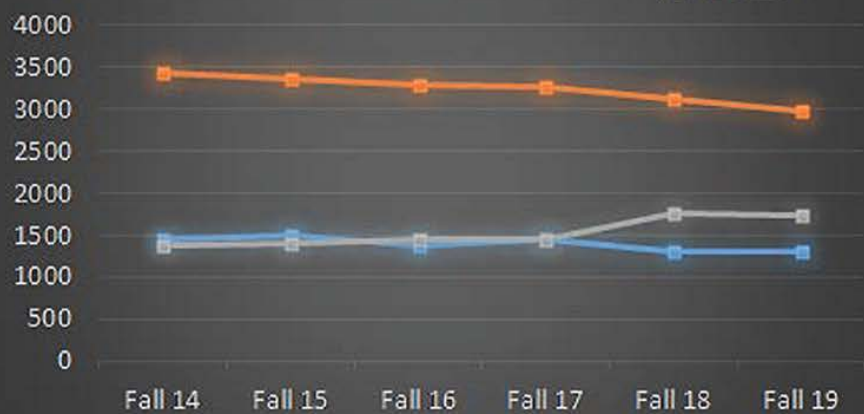
end of the first week



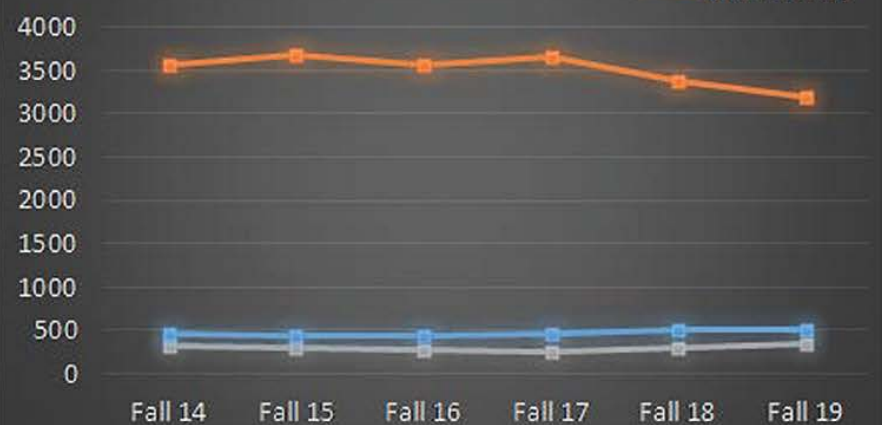
Yellow zones indicates prior year value



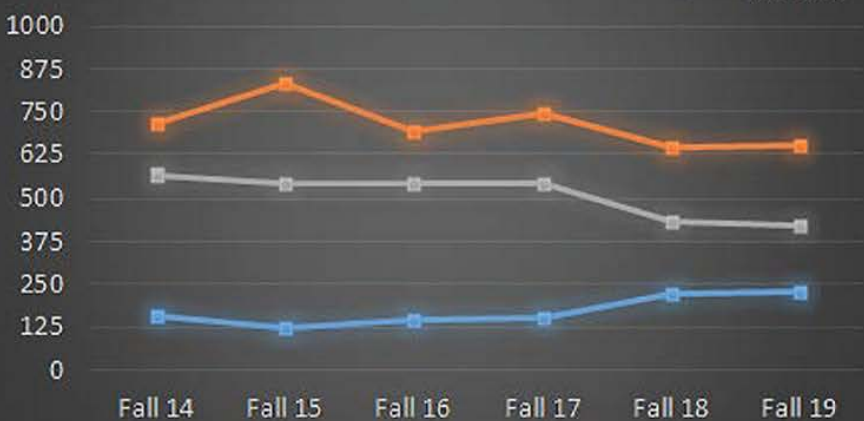
All Students  
Headcount



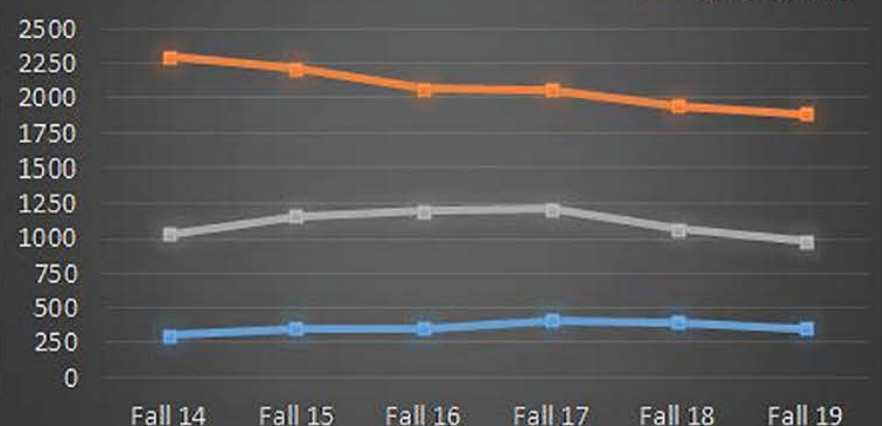
All Students  
FTE



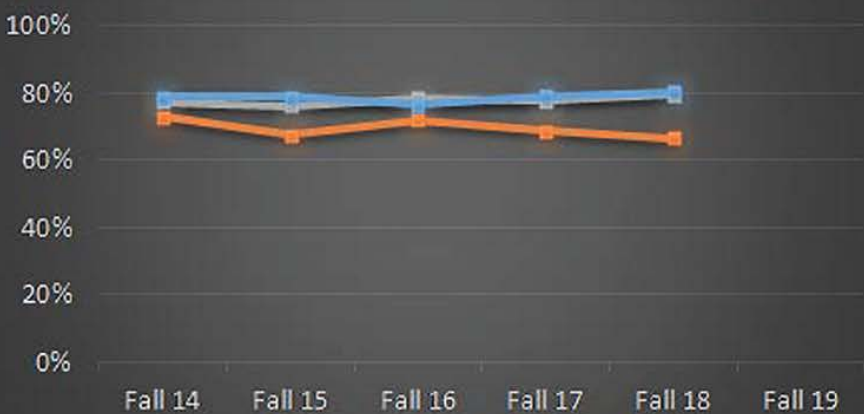
New Students  
Headcount



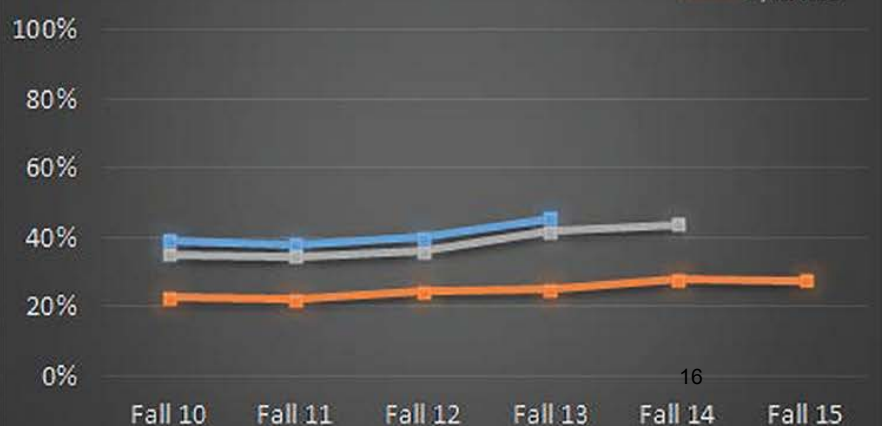
UG Fee Categories  
FTE



Retention Rates  
Admitted Students



Graduation Rates  
First-Year Students





# **New Bachelor's Degree Program in Gender, Sexuality, and Women's Studies (Action)**

# Approval Flow Chart for University Programs

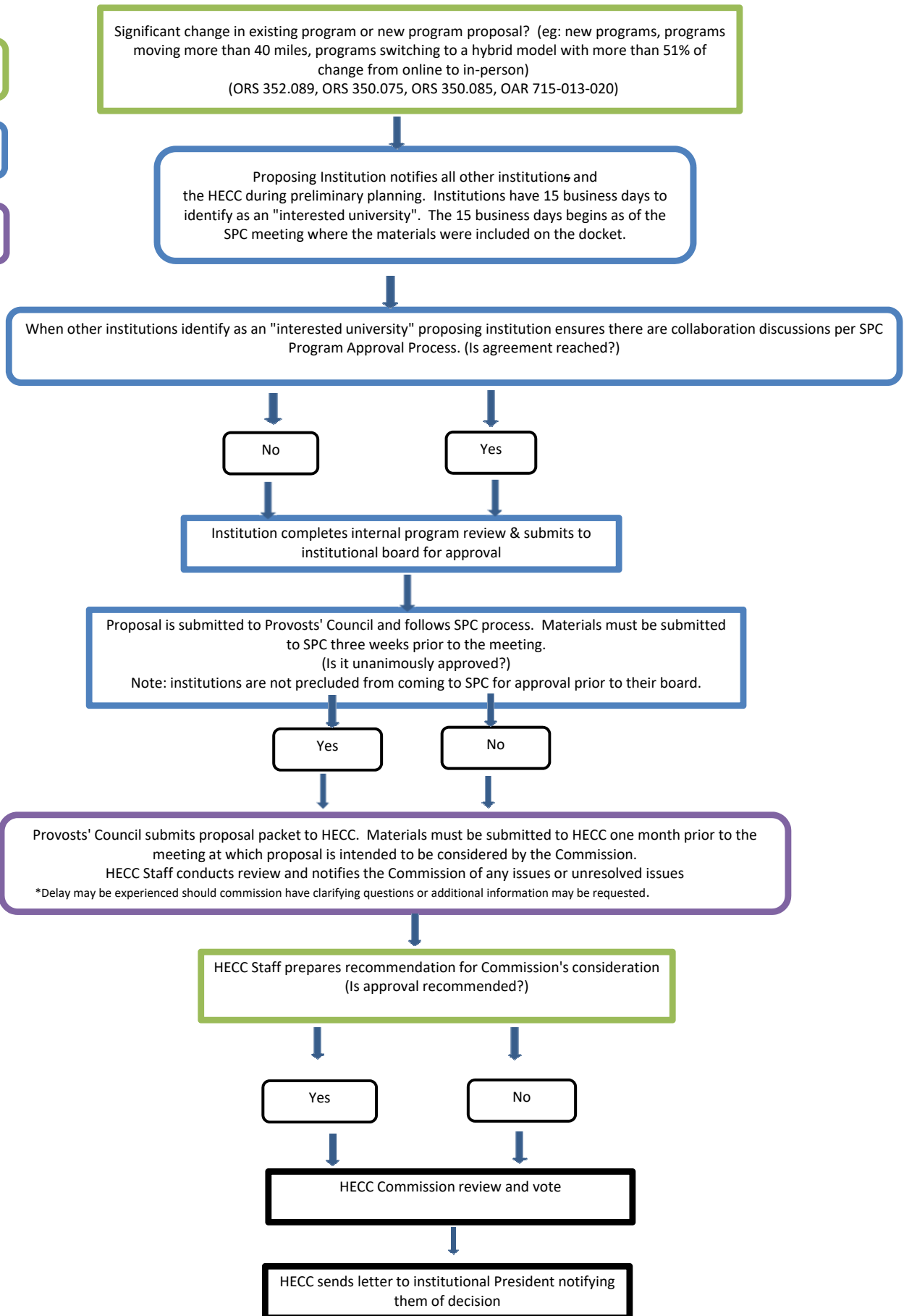
( August 2019)

KEY:

Statutory or  
Administrative Rule

SPC Process

HECC and SPC shared  
responsibility





## **Proposal for a New Academic Program**

**Institution:** Southern Oregon University

**College/School:** Division of Humanities & Culture

**Department/Program Name:** Gender, Sexuality, and Women's Studies (GSWS)

**Degree and Program Title:** BA/BS Degree in Gender, Sexuality, and Women's Studies

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number.  
05.0299 Ethnic, Cultural Minority, and Gender Studies, Other.
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The BA/BS degree in Gender, Sexuality, and Women's Studies (GSWS) provides students with an interdisciplinary education that includes activism and engagement through solid and coherent theoretical foundations. The field of GSWS is interdisciplinary by design, drawing on intersectional feminist and queer pedagogies. The program at SOU includes current GSWS faculty and affiliated faculty and their disciplinary expertise across the university. The GSWS major will further cultivate and develop the program's current strengths as a minor. New and existing courses will continue to be vetted by the GSWS Curriculum Committee, which is a committee of the GSWS Council composed of faculty, staff, and students. The GSWS major will benefit from the established infrastructure of the GSWS Council.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

## **Gender, Sexuality, and Women's Studies, BA or BS**

### **Requirements for the GSWS Major:**

1. Fulfill baccalaureate degree requirements.
2. A minimum of **55-56 credits in the major, 41-42-of which must be upper division.** All credits earned toward the major must be taken for a letter grade, except GSWS 202.

3. Maintain a minimum 2.7 GPA in courses required for the major. Students must earn a C- or better in all courses required for the major.
4. Complete core requirements outlined below:

## **Core Requirements**

### **I. Foundations (10 credits)**

- GSWS 201: Introduction to GSWS (4 credits)
- GSWS 202: Community Building in GSWS (2 credits) NEW
- GSWS 300: Explorations in GSWS (4 credits) NEW

### **II. Core Theory (select one course from the list below, 4 credits)**

- COMM 460A: Women Transforming Language (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 425: Feminist Philosophy (4 credits)

### **III. Core Theme 1: FEMINISM and WOMEN (select one course from the list below, 3-4 credits)**

- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- PSY 492: Psychology of Women (4 credits)

### **IV. Core Theme 2: QUEER and SEXUALITIES (select one course from the list below, 4 credits)**

- ENG 447: Major Forces in Literature  
Wilde's Worlds: 1880s-1890s (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)  
Queer Indigenous Studies (4 credits)
- PSY 369: Human Sexuality (4 credits)

V. Core Theme 3: TRANSGENDER and MASCULINITIES (select one course from the list below, 4 credits)

- ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 399: Special Topics  
Trans Institutions (4 credits) NEW
- NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW  
Indigenous Masculinities (4 credits) NEW

VI. Theory in Action (4 credits)

- GSWS 410: Feminist and Queer Theory in Action (4 credits)

VII. Capstone (6 credits, 2 per term)

- GSWS 495A: Capstone I (2 credits) NEW
- GSWS 495B: Capstone II (2 credits) NEW
- GSWS 495C: Capstone III (2 credits) NEW

VIII. Electives - Choose five courses (20 credits, up to 8 credits may be lower division)

- ARTH 345: Activist Artists and Work in the Community (4 credits)
- ARTH 399: Special Studies (1 to 18 credits) (as approved by program chair)
- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- COMM 460: Topics in Communication (4 credits) (as approved by program chair)
- COMM 460A: Women Transforming Language (4 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 347: Slumming in the Nineteen Century (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 381: Topics in U.S. Literature Before 1865  
Slave Narratives (4 credits)  
Captive Narratives (4 credits)
- ENG 418: The British Novel after 1850 (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 447: Major Forces in Literature  
The Decadent 1890s (4 credits)

England's Others: Victorian Literature of Immigration and Empire (4 credits)

Transgender Literature (4 credits) NEW

Wilde's Worlds: 1880s-1890s (4 credits)

- ENG 454: U.S. Ethnic Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 343/ SOAN 343: Gender and the Body (4 credits)
- GSWS 399: Special Topics (1 to 20 credits)
  - Disability Studies (4 credits)
  - Trans Institutions (4 credits) NEW
- GSWS 401: Research (1 to 5 credits)
- GSWS 405: Readings and Conference (1 to 4 credits)
- GSWS 407: Seminar (1 to 8 credits)
- GSWS 409: Practicum (1 to 16 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)
  - Decolonizing Transgender (4 credits) NEW
  - Indigenous Masculinities (4 credits) NEW
  - Queer Indigenous Studies (4 credits)
- NAS 440: American Indian Identities (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 399: Special Studies (4 credits) (as approved by program chair)
- PHL 425: Feminist Philosophy (4 credits)
- PSY 492: Psychology of Women (4 credits)
- SOAN 304: Poverty, Family, and Policy (4 credits)
- SOAN 340: Anthropology and Sociology of Gender (4 credits)
- SOAN 399: Special Topics (as approved by program chair)
- SOAN 407: Seminar (1 to 4 credits) (as approved by program chair)

## NOTES

Courses taken to meet requirements I – VI above will not also count toward the elective requirement.

Other courses may be approved to count for the Gender, Sexuality, and Women's Studies major upon petition to the program chair.

**Combining Majors, Certificates, and Minors:**

GSWS majors are ineligible for a GSWS minor.

GSWS majors are eligible for a Transgender Studies Certificate, but only 4 credits taken for the major can count toward the certificate's Transgender Studies Electives or Supporting Electives requirements.

Adding majors, minors, and certificates offered by any other program on campus to a GSWS major is also allowed.

**Gender, Sexuality, and Women's Studies Course Descriptions:****ARTH 345: Activist Artists and Work in the Community (4 credits)**

Explores and defines activism and the roles artists play in instigating change and igniting community involvement. Examines the history and evolution of activism through cross-disciplinary sources. Culminates in a final project where students are expected to develop an activist or community-based project.

**ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)**

Explores artists of different races, genders, and ethnicities and considers issues of representation reflected in their art. Examines censorship, public art, and other contemporary art topics from legal, political, and cultural perspectives.

**BI 385: Women in Science (3 credits)**

Explores the past and current factors influencing women's scientific career choices and the success of women in various scientific disciplines. Examines the lives and contributions of notable and contemporary women in science from a variety of backgrounds and disciplines. Addresses the culture of science and the role of gender in scientific inquiry. Includes small group discussions focused on assigned readings and guest-speaker presentations from women scientists in academia, government, and industry. Does not fulfill biology major or minor requirements.

**COMM 460A: Women Transforming Language (4 credits)**

Explores how diverse groups of feminists have transformed the history of Western rhetorical theory. Requires research on one significant feminist to advance the ongoing academic conversation about women's additions to and revisions of rhetoric.

**EC 340: Gender Issues in Economics (4 credits)**

Explores how gender influences economic participation and outcomes. Examines the differences between the impact of economic realities on women and men. Integrates theory, data, history, and policy. Topics include the household as an economic unit, women and poverty, labor market discrimination, the economics of divorce, and welfare reform.

**ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)**

Examines novels, poems, and corresponding historical and visual texts to gain insight into the lives of British women between 1832 and 1914. Using a feminist lens, the course surveys Victorian women's writing and creativity in the context of various movements for political, artistic, and social reform.

**ENG 347: Slumming in the Nineteenth Century (4 credits)**

Uses the issues of poverty and philanthropy as lenses for examining British literature and culture in the nineteenth century. Students read a variety of genres from slum novels to non-fiction texts of social investigation, journalism, and memoir.

**ENG 367: British Women Writers (4 credits)**

Surveys British women writers with a focus on common issues and the development of a tradition.

**ENG 368: Women Writers in the U.S. (4 credits)**

Surveys women writers in the United States, with a focus on common issues and the development of a tradition.

**ENG 381: Topics in U.S. Literature Before 1865 (as approved by program chair)**

Exposes students to a community of writers relative to a particular theme focused on eras and/or movements.

**Slave Narratives (4 credits)**

This course will examine the slave narrative and other genres (gothic fiction, autobiography, and domestic fiction) that have contributed to its making. By studying the influences on the slave narrative and the slave narrative itself, we will be able to see the development of anxieties as they relate to the representations of black bodies. Furthermore, in this course, we will see how although slave narratives contain shared characteristics and tropes, there are gendered differences in the ways black bodies are represented.

**Captive Narratives (4 credits)**

At the heart of the captivity narrative is a question about subjectivity. U.S. Captivity narratives detail the experiences of whites held captive by Native Americans. Some of these narratives are unambiguous about constructing a white subjectivity against a construction of female Otherness or Native American Otherness. Often, these narratives fomented nationalist attitudes and were the impetus for public policy. However, in this course we will also pay special attention to counter-narratives—narratives that attempt to give subjectivity to women and Native Americans. Through our study of narratives that span from 1624 to 1907, we will look at processes of myth-making that eventually shape perceptions and relations among different cultural groups. In addition,



attention will also be paid to formalist elements and the cultural and historical contexts that fostered them.

**ENG 418: The British Novel after 1850 (4 credits)**

Examines British novels after 1850 as representatives of formal literary movements and with attention to their social, historical contexts.

**ENG 443: Chicana/o Literature (4 credits)**

Introduces students to Chicana/o literature and its historical and political contexts. Aside from focus on the genesis of the Chicana/o literary canon, this course will also look at the representations of Chicana/o identities.

**ENG 447: Major Forces in Literature (as approved by program chair)**

Explores the underlying social, economic, and political philosophies of an age as they find expression in the dominant literary forms and theories that characterize it. Repeat credit is allowed for different topics.

**The Decadent 1890s (4 credits)**

The 1890s Decadence is usually remembered through two central signifiers: the lurid cartoons of Aubrey Beardsley as they appeared in the artistic journal *The Yellow Book*, and the arch humor and glamorous self-representation of the upper-class dandies in Oscar Wilde's comedies. But what was Decadence? Was it merely a trend pursued by a clique of elite, self-consciously naughty young men?

This class is a cultural studies course as well as a literature class, which means that we will be attentive to social concerns. One class, for example, will address Decadent poets' transgressive use of Roman Catholic symbols and rituals. Another class session will examine the ways that Decadent writers and artists were inspired by Victorian working-class music hall as a theme. It is expected that throughout the quarter we will be in frequent discussions about sexual and gender transgressions, especially moments in the texts when plots, characters' desires, and imagery enter the realm of the queer. Homoeroticism, androgyny, male effeminacy, and dangerous femmes fatale (fatal women) pervade writings from Vernon Lee's horror stories to Wilde's one-act play *Salome*.

**England's Others: Victorian Literature of Immigration and Empire (4 credits)**

This class examines writings by and about people of color who arrived in England after the Second World War from Bangladesh, Pakistan, and the Caribbean. As former colonized subjects, they had been schooled to think of England as the motherland – but was it home to them? We consider their cultural conflicts, their complex experiences of race, class, gender, and sexuality; we also discuss these work's innovations with English literary style.

**Irish Literature (4 credits)**

This class is an upper-division seminar on Irish literature written in English. Although it is not a formal survey, we cover a balance between some early-twentieth-century Irish authors including W.B. Yeats, Elizabeth Bowen, and James Joyce and more recent writers such as Brian Friel, Martin McDonagh, Roddy Doyle, and Emma Donoghue. Specific topics we will address include: the Irish Literary Revival, Irish Modernism, representation of the famine, the Irish War of Independence in the 1920s, and the ‘Troubles’ (the conflict over the constitutional status of Northern Ireland). In our reading, we will be attentive to issues of colonialism and nationhood, religious affiliation, gender, sexuality, and embodiment, and the tensions between communal affiliation and personal identity. As students of literature, we will also be attentive to the varieties of literary genre, as this course features poetry, drama, and several kinds of fiction, including mystery, historical fiction, fairy tale, and bildungsroman (the novel of personal development).

**Utopian and Dystopian Literature**

This course features a variety of classics from the Western tradition of utopian literature and thought. We will think carefully about the shared characteristics of utopian discourse, particularly its dual (and often competing) imperatives: to imagine a better world, and to criticize the existing one.

**Wilde’s Worlds: 1880s-1890s (4 credits)****Transgender Literature (4 credits) NEW****ENG 454: U.S. Ethnic Literature (4 credits)**

Reading and analysis of texts by African Americans, Asian Americans, Latinos, Native Americans and other marginalized ethnic groups.

**ENG 498: Topics in Women’s Writing (4 credits)**

Selected topics from women’s writing are announced in the class schedule.

**GSWS 201: Introduction to GSWS (4 credits)**

Introduces the interdisciplinary field of Gender, Sexuality and Women’s Studies, including key topics such as intersectionality, privilege, and social construction. We will explore historical and contemporary perspectives on women’s studies, sexuality and queer studies, and gender studies, including transgender studies and masculinities, as well as historical and contemporary social movements, including feminism, queer activism, transgender activism, and masculinities activism.

**GSWS 202: Community Building in GSWS (2 credits) NEW**

This course introduces key concepts related to activism and community building in GSWS. We will focus on cohort building within the class, community building

at SOU, and community building in our region. Students will learn about, discuss, and enact feminist and queer approaches to community, solidarity, alliance, and coalitions through and across differences from an intersectional perspective.

**GSWS 300: Explorations in GSWS (4 credits) NEW**

This course focuses on exploring topics and issues that are central to the field of gender, sexuality, and women's studies. Topics may include bodies and embodiment, families and intimacies, work and economy, resisting violence, health and reproductive justice, media and culture, and religion and spirituality, and they will be addressed from intersectional feminist and queer perspectives. This course helps students to develop critical writing and inquiry skills related to GSWS.

**GSWS 301: Global Gender Movements (4 credits)**

Examines contemporary feminist movements worldwide. Explores the emergence or re-emergence of feminist organizing in the U.S., Eastern and Western Europe, Asia, Latin America, Africa, and the Middle East. Topics include the relationship of religion, race, class, and sexual orientation to conceptualizations of feminism worldwide; the relationship of gender and human rights; economic development, transnational corporations and their impact on gender; and sexual rights and reproductive freedom.

**GSWS 302: Contemporary US Women's Movements (4 credits)**

Explores the origins of contemporary feminist movements in the U.S. Examines such controversial topics as pornography, date/acquaintance rape, sexual harassment, abortion, and reproductive rights. Studies the history of feminist social movements, organizations, and the development of feminist social theory. Includes the contributions of feminists of color and lesbian feminists and looks at the ways in which race, class, and sexual orientation affect women's lives.

**GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)**

Introduction to the burgeoning area of Fat Studies, with a focus on fatness in the U.S. today. We will interrogate the war on obesity, moral panics around body size, the construct of fitness, health at every size models, and fat-positivity in order to deconstruct the meanings of fatness. We will analyze the ways that gender, sexuality, race, class, and disability intersect in relation to fatness. This course will also examine the interrelationships between feminist and queer politics and fat activism.

**GSWS 311: Masculinities (4 credits)**

Explores masculinities as they are constructed, experienced, and embodied in the U.S. and throughout the world. We will critically interrogate masculinities and their relation to men's bodies, and we will examine women's and other masculinities. This course will analyze masculinities through identities, embodiment, work and economy, violence, and activism.

**GSWS 312: Trans Histories, Trans Futures (4 credits)**

This course serves as an introduction to transgender studies by exploring trans histories as well as social movements and activism for trans futures. This course begins with significant historical figures and events in trans history, addressing the emergence of the category of transgender and using an intersectional perspective to explore these histories in relation to both gender binary and nonbinary experiences. We will then explore social movements to improve trans lives through the work of activists and scholars imagining new trans futures.

**GSWS 321: Media Studies in GSWS (4 credits)**

Provides an introduction to the critical analysis of queer and feminist issues through media, primarily television and film. We will examine media representations of queerness, sexuality, women, and gender using an intersectional framework that addresses issues through identity, politics, and culture.

**GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)**

Provides introduction to queer studies across various disciplines. Beginning with the terms and concepts used in queer studies, examines socio-historical constructions of sex, sexuality, and gender, as well as the intersection of race, social class, and ability, and how this relates to identities. Investigates the application of different approaches to queer studies. Examines queer theory in terms of sexual identity and sexual politics and explores the theoretical and empirical applications of queer theory; in other words, queering theory. Topics may include exploring how and why the concepts of “sex” and “sexuality” changed over time; what the various research and theoretical approaches to the study of sexual diversity are; how gender, race, and social class intersect with conceptions of sexuality; why it is beneficial to examine normative concepts, structures, and theories through a “queer” lens.

**GSWS 342: Queer Lives and Communities (4 credits)**

Provides an overview of queer lives and communities with a primary focus on the contemporary U.S. Theoretical, historical, social and cultural frameworks will inform the basis of learning how queer people negotiate their lives and identities outside of the traditional concepts of sexuality and gender. The study of queer lives will include a focus on the intersections of ethnicity, race, class, sex, and gender among gay, lesbian, bisexual, trans and other sexual and gender identities.

**GSWS 343/ SOAN 343: Gender and the Body (4 credits)**

Explores how bodies are gendered in social contexts with an emphasis on U.S. and Western culture. Examines gendered bodies and their link between the self, personal identity, and society, how bodies serve as means of social control, as well as sites of transformation and resistance, and how we utilize bodies to understand and create “difference.” Considers the implications for various social groups of the increasing focus on the body in American society. Explores topics that may include the racialization of gender and sexuality, body image and the

impact of popular culture, reproductive practices, the social construction and production of femininity and masculinity, food, eating, and fat politics, (dis)ability, sports, “deviant” bodies, transgendered bodies, and intersexuality.

**GSWS 399: Special Topics (1 to 20 credits)**

Credits to be arranged. Repeatable.

**Trans Institutions (4 credits) NEW (will become GSWS 314)**

Trans institutions focuses on the relationships between trans identities and social institutions. The course will explore and analyze current issues around trans lives, examining social, cultural, and political marginalization. We will focus on normative expectations of institutions and the consequences of these for trans people. We will also explore the resilience of trans lives through movements challenging institutional standards and envisioning new institutional practices.

**Disability Studies (4 credits)**

This course will introduce the areas of queer disability studies and feminist disability studies. Drawing from the intersections of disability, gender, and sexuality in relation to other categories such as race and class, we will examine the embodiment and lived experiences of people with disabilities as well as the connections between disability and crip studies, feminist studies, and queer studies. Students will gain knowledge of queer and feminist disability studies as fields of inquiry as well as interrogate topics important to activists and scholars who work in this area.

**GSWS 410: Feminist and Queer Theory in Action (4 credits)**

This course examines the relationship between feminist and queer theory and related action. In addition to class readings, attendance, participation, and assignments, all students are required to engage in thirty hours of a collective class project involving social and cultural action related to gender, sexuality, and/or women/girls. In-class time is divided between analyses of diverse feminist and queer theories and activism and collective discussion of the class project.

**GSWS 417: Sexual Politics in US History (4 credits)**

Examines historical changes in and struggles over the meaning, regulation, and politics of sexuality in the United States from the period of settlement to the present. Explores the relationship of gender, race, class, and region to sexual experience and identity. Focuses on the rise of gay, lesbian, bisexual, and transgender identity and politics. Also investigates debates over issues such as sex education, birth control, prostitution, pornography, AIDS, and the moral panics elicited by these issues. Topics vary each term.

**GSWS 495B: Capstone II (2 credits)      NEW**

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women’s Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist

project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.

**GSWS 495A: Capstone I (2 credits)      NEW**

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.

**GSWS 495C: Capstone III (2 credits)      NEW**

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.

**NAS 368: Native American Topics (as approved by program chair)**

Uses Native voices to examine topics of importance to Native American communities and to the discipline of Native American Studies.

**Decolonizing Transgender (4 credits) NEW**

**Indigenous Masculinities (4 credits) NEW**

**Queer Indigenous Studies (4 credits)**

This course introduces students to historical and contemporary contributions (creative, intellectual, and cultural) of Indigenous Two-Spirit and LGBTQ2 people and communities in US settler colonial contexts. The class works together to better understand social/cultural/political assumptions about what is "normal" and what is "queer," as well as intervene in colonial projects that work to oppress/marginalize Queer Indigenous people, communities, and futures. Throughout the quarter we critically engage with Indigenous Two-Spirit and LGBTQ2 social and political struggles; explore the heteropatriarchal logics of settler-colonialism; consider how Indigenous scholars/activists/artists engage(d) with-and challenge(d)-queer and feminist theories and politics; and demonstrate how Queer Indigenous theories help us to frame our understanding of our world.

**NAS 440: American Indian Identities (4 credits)**

Provides a multidisciplinary perspective on contemporary American Indian identities, including the question of who or what counts as "Indian," and why.

Topics include historical and contemporary perspectives from political, ethnic, cultural, and legal standpoints, both from Indigenous communities and from wider United States society.

**PHL 373: Philosophy and Sexuality (4 credits)**

Begins with historical readings on marriage and love, their connection to each other and to the gendered roles in society, and their connection to the state and institutions of power. Then moves into a contemporary analytic philosophy of sexuality, reading conceptual analyses of “sex”: what it means, what it might be, and what counts as it. Discusses both the social understandings of sexuality and sex generally, and the implications of our views on such special topics as prostitution and sex work, and further with regard to sexual abuse and rape. The course ends with the final question: “After all this and everything you’ve read, what do you think sex and sexuality is, and what ought we count as sexual?”

**PHL 425: Feminist Philosophy (4 credits)**

Examines the nature of feminism and explores current feminist thinking in the philosophies of knowledge and language, as well as metaphysics, religion, and aesthetics.

**PSY 369: Human Sexuality (4 credits)**

Explores dimensions of human sexuality from a psychosocial perspective. While the psychological aspects of sexuality are accented, attention is also given to biological, sociological, and cultural factors and their complex interaction. Students will gain a scholarly perspective on these factors; enhance understanding of personal sexual beliefs, attitudes, and practices; and further appreciate the diversity that comprises the human sexual experience.

**PSY 492: Psychology of Women (4 credits)**

Surveys women’s issues from the perspective of feminist psychology, including lifecycles, theories, and contemporary social problems. Critiques traditional psychological assumptions, data, philosophies, and policies in light of new trends. Students actively explore empirical and experiential aspects of such issues as psychological sex differences, socialization of gender, identity development, androgyny, power, language, violence, and therapy.

**SOAN 304 - Poverty, Family, and Policy (4 credits)**

Examines contemporary poverty in the U.S. and its effects on family life. Focuses on the impact of racial and gender inequalities. Analyzes policy and legal approaches to poverty reduction, welfare reform, and family instability. Students compare successful and failed policies before exploring program development and policy analysis strategies.

**SOAN 340: Anthropology and Sociology of Gender (4 credits)** (formerly SOAN 340: Sociology of Gender)

Approaches gender as culturally constructed categories that influence access to power, authority, and resources; shape individual experiences and identities; and vary cross-culturally and across time. Analyzes theory and research on the social production and maintenance of gender. Topics may include gender role socialization, concepts of femininity and masculinity, and the construction of gender in family, work, popular culture, and other social institutions.

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The proposed curriculum expands upon the existing GSWS minor at SOU. The major expands the 24 credit hours for the GSWS minor to 55-56 credit hours for a BA/BS. As an expansion of the GSWS minor, the GSWS major will continue to be offered at the Ashland campus. Instruction in GSWS entails a variety of pedagogical approaches to in-person classroom design, community engagement projects at SOU and in the broader community, community building coursework, and dedicated peer mentors. Courses will continue to be offered at the Ashland campus utilizing existing classrooms and the library. GSWS prefix electives are offered on a rotating two to three year schedule. Cross-referenced courses are offered no less than on a three year schedule. Individual programs, outside GSWS, are committed to offering these cross-listed electives, dependent on staffing.

- e. Adequacy and quality of faculty delivering the program.

The quality of the current GSWS faculty and affiliated faculty is adequate to support the BA/BS degree. Currently, the GSWS program has one full-time professorial faculty, with a PhD in Sociology and an MA in Women's Studies, with a current rank of assistant professor, and a professorial faculty, with a PhD in Sociology and a Graduate Certificate in Women's Studies, with a joint appointment in Sociology and a current rank of associate professor. Both faculty have significant professional experience in GSWS and Transgender Studies.

The program is highly interdisciplinary, drawing on faculty expertise across SOU. To formally teach a course for GSWS, faculty must submit their syllabi to the GSWS Council Curriculum committee addressing how a course meets the GSWS learning objectives. In addition, faculty are encouraged to formally join the GSWS Council, which advises the program, by submitting a letter of intent and CV for application.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

The full faculty for the GSWS major, minor, and Transgender Studies certificate includes our 1.5 FTE faculty, 8 affiliated faculty, and occasional term-by-term faculty available at SOU and/or in the community.

At this time, the 1.5 FTE GSWS faculty is sufficient to support this proposed curriculum. Electives across disciplines, taught by affiliated faculty, allow for



greater depth of curriculum. We project that these resources can support incoming cohorts of 15-20 students per year.

Faculty ELU Capacity		20-21	21-22	22-23
Kylan de Vries	20	20	20	20
Carey Jean Sojka	36	36	36	36

In addition to the 1.5 FTE faculty in GSWS, the major, minor, and certificate are supported by courses and faculty housed in other programs. While specific ELU capacity is not under GSWS, the home programs have committed to offering these electives.

Affiliated Faculty actively teaching courses:

Faculty	Home Program	Courses taught for GSWS
Alma Rosa Alvarez, PhD	English	ENG 381, 443, 447, 454
Brook Colley, PhD	Native American Studies	NAS 368
Carol Ferguson, PhD	Biology	BI 385
Jennifer Longshore, MA	Art & Art History	ARTH 345, 399, 450
Diana Maltz, PhD	English	ENG 341, 347, 418, 447
Alena Ruggerio, PhD	Communication	COMM 460A
Devora Shapiro, PhD	Philosophy	PHL 373, 399, 425
Jacki Strenio, PhD	Economics	EC 340

We have a handful of courses (NAS 440, SOAN 340, PSY 492) taught by faculty who have explicitly aligned the course learning goals with GSWS goals but are not affiliated faculty. This is vetted through our GSWS Council curriculum committee.

The GSWS Council is composed of faculty, staff, and students at SOU:

- Alena Ruggerio, Professor and Chair of Communication
- Alma Rosa Alvarez, Professor of English
- Angela Fleischer, Director of Equity and Grievance

- Anne Connor, Professor and Chair of World Languages and Cultures
- Council Chair: Carey Jean Sojka, Assistant Professor of GSWS and Lead Trainer for Trans and Queer Training (TQT)
- Brook Colley, Associate Professor and Chair of Native American Studies
- Carol Ferguson, Professor of Biology
- Merrilyne Lundahl, Assistant Professor of English, Co-director of Oregon Writing Project
- Danielle Mancuso, Associate Director of Student Life for the Union and Traditions
- Devora Shapiro, Associate Professor of Philosophy
- Diana Maltz, Professor of English
- Emily Miller-Francisco, Associate Professor of Hannon Library
- Jacki Strenio, Associate Professor of Economics
- Jackie Apodaca, Professor of Theatre
- janelle wilson, Associate Director of Student Life, Social Justice & Service
- Jennifer Longshore, Senior Instructor of Art & Art History
- Kylan de Vries, Associate Professor and Chair of GSWS, and Associate Professor of Sociology
- Riah Safady, Coordinator of the Women's Resource Center
- Taylor Burke, Dean of Students and Director of Student Life
- Warren Hedges, Adjunct Instructor of University Seminar
- Two student representatives each Academic Year

g. Other staff.

No additional full-time staff are needed. Part-time student staff has provided support in terms of teaching assistants and peer mentorship, but is not required.

h. Adequacy of facilities, library, and other resources.

A resource review by Emily Miller-Francisco, Library Liaison to GSWS, found that the Hannon Library's current print resources are more than adequate to support a new major in GSWS and new certificate in Transgender Studies; however, we would benefit from the expansion of electronic resources. The cost for this is \$4,098.00 (see attached report).

We believe that we could make do with current resources, but would utilize the database if funds became available. Because GSWS is interdisciplinary, faculty and students use multiple databases across disciplines, which can be more work for them, but is also doable. Even if we had access to this database, we would not require it for

the first 2-3 years, until we had a cohort of majors in their junior/senior year (2022/2023).

- i. Anticipated start date.  
September 2020.

## **2. Relationship to Mission and Goals**

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Both the proposed curriculum support SOU's mission, specifically by:

- providing an engaged curriculum that helps to “inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions” through transformative learning experiences and community action projects that foster civic engagement;
- preparing students for future careers through community engagement projects and innovative class content;
- promoting issues of “access, equity, inclusion and diversity,” issues which are central to a GSWS education;
- preparing students to critically and responsibly engage with local, regional, national, and global challenges and means for social change as “we prepare our learners to be responsible, engaged citizens in our democracy”; and
- providing “cultural enrichment” through student engagement on our campus and in our community, and fostering “social well-being” for our students and our community.

The proposed curriculum also support SOU's strategic direction goals, especially Strategic Directions 1, 4, 5, and 7.

**Strategic Direction 1: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.**

Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

Goal Two: SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision and strategic plan.

Goal Three: SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.

Goal Four: SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

- GSWS curriculum is responsive to our world and helps students to prepare for “an evolving future” where gender and sexuality issues are constantly changing. Through the Trans and Queer Training program housed under GSWS, which provides trainings to regional organizations in transgender and queer topics, we have found a demonstrated need from regional organizations to increase employee competencies. GSWS curriculum will prepare students to meet the growing demand for workers who are culturally competent around matters of gender and sexual identities.
- GSWS classes engage students by moving them outside the classroom on projects that address the “challenges of our community, region, and world”.
- GSWS helps students to “build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose” by encouraging them to consider how their values and knowledge inspire new ideas and how these connect to their goals and futures.

**Strategic Direction 4: SOU will create a diverse, equitable, inclusive community where learners flourish.**

Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”

Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.

Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

- GSWS curriculum is committed to creating a “diverse, equitable, and inclusive community” for all learners, both through the educational process and in the content of the program. Some of the requirements for courses to be eligible as a GSWS elective is that its “content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups”; and students should examine and “understand one’s own position in those systems of oppression and privilege.” These requirements are part of the program’s outcomes and assessed yearly.
- GSWS provides all students with the tools to “to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world” by educating students on multiple aspects of difference.

**Strategic Direction 5: SOU will maintain financial stability and invest for institutional vitality.**

Goal One: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

Goal Two: SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies.

Goal Three: SOU will enhance opportunities to leverage its existing assets to increase revenue.

Goal Four: SOU will invest in opportunities that generate additional gifts, grants, and sponsorships from external sources.

- GSWS helps SOU to maintain financial stability by enhancing opportunities for potential and current students through increased program offerings that “leverage its existing assets”. The proposed major will likely draw new students to SOU and retain existing students with minimal institutional expense. This is achieved by utilizing the expertise of existing SOU faculty and current courses from the GSWS minor. The program has also been able to leverage the expertise of newly hired faculty to expand course offerings.

**Strategic Direction 7: SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.**

Goal One: SOU will be a resource and collaborative partner for the economic, cultural, artistic and social betterment of the region.

Goal Two: SOU will collaborate with a wide range of partners to provide civic engagement, service learning, and community-based learning experiences for all its learners.

- GSWS provides students with multiple experiences for “civic engagement and cultural enrichment” through classes that allow students to put their education into action.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The ways the BA/BS degree in GSWS and certificate in Transgender Studies contribute to student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities are primarily addressed above. These are in alignment with SOU’s mission and strategic goals.

The proposed curriculum in GSWS aligns with the current legislation for cultural competency in higher education – HB 2864 (2017 ORS 350.375) – to develop students’ cultural competencies, not only in matters of gender and sexuality, but in how these intersect with race, ethnicity, (dis)ability, and social class (per our learning outcomes, see 5a). This further demonstrates SOU’s commitment to preparing culturally competent workers of the future.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;

The BA/BS GSWS major at SOU provides an affordable interdisciplinary education to students in our region and beyond who would not otherwise have access (see section 6.a). As one of the lower cost universities in the state of Oregon, offering this degree will allow interested students to stay at SOU and in the region. A key component of the curriculum is community engagement, which will also help strengthen SOU's ties and town-gown relations to the region.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

The GSWS curriculum is uniquely suited to help students from rural communities in Southern Oregon and beyond to be career ready. The National Association of Colleges and Employers outlines 8 competencies that prepare students for the workplace, and the GSWS program actively engages students in developing these skills. They include critical thinking and problem solving, oral and written communication, teamwork and collaboration, digital technology, leadership, professionalism and work ethic, career management, and global and intercultural fluency.<sup>1</sup>

<sup>1</sup>from <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

- iii. address civic and cultural demands of citizenship.

The skills students develop through the GSWS curriculum, including critical thinking, problem solving, communication, teamwork and collaboration, leadership, professionalism, and intercultural fluency, all contribute to their ability to be thoughtful and engaged citizens. In addition, students are regularly required to engage in problem-solving community engagement through activist projects that engage them civically and socially.

### 3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

No additional accreditation is needed.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A because no additional accreditation is needed.

#### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The enrollment trends and anticipated enrollment trends are based only on courses with the GSWS prefix. We expect there to be a slight increase in enrollments of elective courses.

Recent enrollment trends in GSWS minor:

	Headcount (Actual)	FTE
Fall 2016	53	14.13
Fall 2017	51	13.6
Fall 2018	59	15.73
Fall 2019	69	18.4

Anticipated enrollment trends in the GSWS major, GSWS minor, and Transgender Studies certificate

	Headcount (Projected)	FTE
Fall 2020	66	17.6
Fall 2021	79	21.07
Fall 2022	82	21.87
Fall 2023	88	23.47
Fall 2024	93	24.8

- b. Expected degrees/certificates produced over the next five years.<sup>1</sup>

2020-2021	17	Certificate & Minor
2021-2022	18	Certificate & Minor
2022-2023	19	Major, Certificate, & Minor
2023-2024	22	Major, Certificate, & Minor
2024-2025	25	Major, Certificate, & Minor

<sup>1</sup> The GSWS minor currently has 13 seniors enrolled who are on track to graduate in 2020 and 12 juniors on track to graduate in 2021.

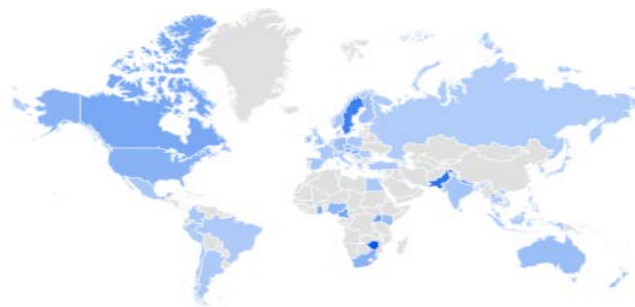
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

We expect a number of Oregon resident students that SOU typically serves, which include both traditional and nontraditional, full-time and part-time. However, given the uniqueness of the Transgender Studies certificate, we anticipate drawing nonresident students to SOU. Having the Transgender Studies certificate as a standalone certificate may draw nontraditional students wanting to expand their knowledge and skill sets. The GSWS major may appeal to nonresident students who are not interested in attending a large university or one in a metro area, and/or who are attracted to the environment and climate of southern Oregon.

We anticipate interest from WUE students, as only 1 comparable degree program exists at a WUE institution in Oregon (PSU).

SOU has ranked highly with the Campus Pride Index, which monitors the LGBTQ-inclusive policies, programs, and practices on campuses in the USA. Some of the qualifiers include LGBTQ courses, studies, and faculty expertise. We anticipate that the addition of the certificate and degree will increase the interest of students utilizing the Campus Pride Index in their collegiate decision making.

We do not anticipate an increase in international student enrollment at this time; however, Google trends show that searches for gender studies (field of study) are popular globally. (see figure 1).



Generated October 23, 2019

<https://trends.google.com/trends/explore?cat=74&date=today%205-y&q=%2Fm%2F0g204>

- d. Evidence of market demand.

Although the proposed BA/BS degree in GSWS would add a new major to SOU, it builds upon the existing GSWS minor. The minor, which began as Women's Studies with roots in the mid-1970s, changed to Gender, Sexuality, and Women's Studies in fall 2010. Over the last five years, the program has averaged graduating 10 minors, or Interdisciplinary majors with a GSWS focus, per year, demonstrating a student interest and demand. In addition, we've had some students leave SOU because we did not offer a BA/BS degree in GSWS.



The increasing number of youth identifying and expressing a more diverse gender and sexuality is already having a ripple effect on social services, law enforcement, health care, and businesses<sup>1</sup>. In order for organizations and businesses to adapt, they will need culturally competent employees trained in these areas. The GSWS curriculum provides students with these increasingly needed skills. It also prepares students to actively and collaboratively work within organizations and institutions to create needed changes.

We completed an internal program evaluation survey in Winter 2019 to gauge demand for these proposed programs. While data is from current GSWS minors, we feel that it is useful in gathering a sense of demand for this program, as these are students who already have a documented interest.

From this program evaluation, students reported that these programs would increase both recruitment and retention. 83.3% of minors responding said that if SOU had a GSWS major, it would have made them MORE likely to choose SOU as their school of choice (the rest said it would not have made a difference), and 64.7% said that a GSWS major at SOU would make it MORE likely for them to finish their degree and graduate from SOU (as opposed to transferring to another institution or ending their undergraduate studies before graduation, while the rest said it would not make a difference). Overall, this suggests that students feel this proposed curriculum would have a positive impact on student interest in enrolling at SOU (recruitment) and in student graduation rates from our institution (retention).

Through the program evaluation, students also documented multiple reasons why these new programs matter to them in addition to their economic and educational futures. They noted that these new programs would benefit our campus climate and would contribute to a more equitable world. For instance, students wrote:

“This topic is crucial to our world today. It provides a way to understand the world that is not hegemonic, and that is enormously important. The topics this major would engage in would help create a more equitable, nourished, and peaceful world.”

“The GSWS program is the most interdisciplinary field on our campus. You get the opportunity to experience so many different approaches to academia and it shows your ability to adapt and learn new situations. You gain a keen understanding of power and social dynamics in GSWS classes, and the program itself helps to create a more inclusive campus community.”

“I hope this becomes available at SOU, as I believe it is in alignment with the values and standards here. It would add another much needed dimension to the programs already offered here.”

Thus, part of demand for these programs is that students recognize how they already align with and strengthen the culture and values of SOU.

Students also articulated opportunities for their future education and career goals beyond SOU and the ways a GSWS major would support them. Student-articulated goals for graduates of the proposed GSWS major included the following:

“My specific goals for the future involve engaging in feminist theory and activism in grad school. This major would be the most fitting for this.”

“I want to do research possibly with queer people and identities in the future, and both of these would contribute to knowledge in that area more than just a GSWS minor.”

“I am currently working in social justice work and a GSWS major would help me further that career after college.”

“I would choose a GSWS major for the relevance of the content to my practice as a health care provider.”

“This major is of utmost importance in many fields of work and could support my obtaining a job based on my knowledge”

“I would choose this major to complement my psychology major. Thus, I would double major and bring a unique perspective to my future career practicing psychology.”

Student-articulated opportunities for graduates with the proposed expansion of transgender studies, from our program evaluation, included the following:

Transgender Studies curriculum “would be an incredible opportunity to educate anyone who wants to work with trans individuals within a current or future career. Understanding how to appropriately and supportively work with marginalized groups is beneficial to nearly any career.”

“I would choose this...because it would aid me in trans competencies to successfully practice psychology for trans patients.”

“There WILL be (and have been) transgender people who go into every discipline, every field out there, so folks will need to learn how to properly treat trans people even if they are a business major.”

“Learning more about Transgender Studies could also be very helpful as an aspiring counselor, as many transgender students are the targets of harassment.”

<sup>1</sup> The 2017 Oregon Healthy Teen Survey reported that 2-2.3% of youth identify as transgender in some way. The Williams Institute at UCLA reported an estimate of 27% of Californian youth are gender nonconforming in either their gender identity or gender expression. These numbers mean that social services, medical providers, educators, and businesses will need to better understand diverse identities and experiences if they wish to serve these individuals.

- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

SOU’s GSWS program does not share a location with another similar Oregon public university. The closest similar degree programs at PSU, OSU, and Oregon State

differ in curricular design and serve different audiences. While there are some similar courses, our program's emphasis in Transgender Studies makes us unique.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Gender, sexuality, and women's studies programs are often considered under the broader category of "Area, Ethnic, and Gender Studies." Under this broad category, graduates with a bachelor's degree find occupations as social workers, health clinic coordinators, teachers, nonprofit directors and/or advocates, journalists, lawyers, legislative aids, public relations managers, etc.

According to Data USA (<https://datausa.io/profile/cip/050207/>), Women's Studies majors are experiencing a growth in the number of degrees awarded (6.95% in 2016), and the average wage in 2017 was \$77,806. The most common occupations were elementary & middle school teachers, lawyers & judges, postsecondary teachers, social workers, and miscellaneous managers.

For Cultural & Gender Studies majors (<https://datausa.io/profile/cip/05/>), the growth in degrees was 1.06% in 2016 and the average wage in 2017 was \$77,806. Degree holders predominantly work in elementary & secondary schools (14.9%), colleges/professional schools/universities (12%), legal services (5.46%), civic/social organizations (3.24%), computer systems design (2.44%), justice and public order (2.56%), executive offices & legislative bodies (2.14%), and diverse variety of other professions.

Because the field of GSWS is highly interdisciplinary, it provides students with a versatile degree applicable to a variety of industries. The focus on collaboration, cultural competency (through diversity, equity, and inclusion), critical thinking, and communication skills prepares students for a diverse range of careers.

## **5. Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.

The current learning outcomes for the GSWS minor will apply to the GSWS major.

- Knowledge Outcome #1: Students will identify the intersecting systems of oppression and privilege (e.g., sexism, racism, heterosexism, cissexism, ableism, classism, etc) that shape the experience and disproportionately affect marginalized groups.
- Knowledge Outcome #2: Students will demonstrate the relationship between activism and feminist/ queer theory.
- Dispositions Outcome #1: Students will articulate their own positionality in relation to the problem with which they are engaging.
- Dispositions Outcome #2: Students will demonstrate an awareness of the aims of social justice (e.g., as conveyed through discussions of intersectional feminism and queer activism).

- Activist Skill Outcome #1: Students will demonstrate an ability to evaluate information and engage in diverse perspectives.
  - Activist Skill Outcome #2: Students will demonstrate an ability to do collaborative work and to network with others.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Knowledge and disposition outcomes will be assessed through the capstone GSWS 495. This year-long capstone course will allow students to choose a project from among interdisciplinary choices that they will then analyze through a written paper and oral presentation as their culminating work. The paper for this capstone will be expanded from but based on a paper currently assigned in the GSWS 410 class; we will use similar assessment guidelines for the major as we currently use for the GSWS minor.

Activist skill outcomes will be assessed through the theory in action course GSWS 410: Feminist and Queer Theory in Action. This required course includes a class-wide activist project through which students develop and reflect on their activist skills with a grounding in feminist and queer theory. In addition, students develop and reflect upon their collaboration and teamwork skills. These activist skills are already assessed through GSWS 410 for the GSWS minor.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Scholarly work by faculty will be assessed according to the Gender, Sexuality, & Women's Studies program's adopted standards for promotion and tenure. These guidelines specify qualitative and quantitative expectations and other criteria establishing faculty eligibility for promotion to Associate and Full professor. These elements are considered:

- Presentation of scholarly, peer-reviewed research papers at regional, national, or international meetings/conferences in the candidate's field.
- Publication of a peer-reviewed article in a regional, national, or international scholarly journal.
- Written grant proposals.
- Publication of reports or presentations that have an important impact on the community.
- Recognition as a scholar/expert in their field (either in a multi-state region, nationally, or internationally)
- Significant national publication.
- Invited speaker at major conference.
- Consultant for significant state or national body.

- Reviewer (journals, grants).
- Conference panel organizer.
- Journal editorship.
- Sizable external grant award(s).

## 6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

The GSWS program already works collaboratively with a number of programs at SOU to create the GSWS minor, and these relationships will continue.

Three public institutions in Oregon and one private institution offer four-year degrees related to Gender, Sexuality, and Women's Studies (see table). Although three public institutions offer a Sexuality or Queer Studies related minor, none offer a specific Transgender Studies degree, certificate, or minor.

GSWS-type Degrees at Oregon Public Universities		Total Cost to Attend <sup>1</sup>		
Institution Name	CIP Code	In-State	WUE	Out-of-State
Portland State University	Women Studies - 05.0207 Sexuality, Gender, & Queer Studies - 05.0299	\$106,308	\$123,456 <sup>2</sup>	\$175,696
University of Oregon	Women's, Gender, and Sexuality Studies - 05.0299	\$107,448	N/A	\$198,168
Oregon State University	Women, Gender, and Sexuality Studies - 05.0299	\$104,864	N/A	\$178,825
GSWS-type Degrees at Oregon Private Universities		Total Cost to Attend		
Willamette University	Women and Gender studies - 05.0299	\$249,048		

<sup>1</sup> Estimates from <https://www.collegesimply.com/>, except for WUE tuition.

<sup>2</sup> WUE tuition estimate from <https://wuesavingsfinder.wiche.edu/>

Portland State University (PSU) Women, Gender, & Sexuality Studies Program<sup>1</sup> offers a 56 credit BA/BS in Women's Studies and a 56 credit BA/BS in Sexuality, Gender, & Queer Studies. The program expanded in 2017 to create the B.A./B.S. in Sexuality, Gender, & Queer Studies. The program has 9 full-time faculty (5 with PhDs who are tenure-track), including one faculty who focuses on transgender studies. The program has separated Women's Studies from Gender, Sexuality, & Queer Studies, and lists one course on Transgender Studies on their website. The program is interdisciplinary in their elective offerings and draws on affiliated faculty in a number of disciplines. The university benefits from Portland's large adjunct pool. In 2018, PSU created a public clinic to help transgender and gender diverse people work with speech-language pathologists to develop their voice and communication in the style they would like. This demonstrates a need for individuals with experience and education related to trans lives.

University of Oregon<sup>2</sup> in Eugene offers a 48 credit BA/BS in Women's, Gender, & Sexuality Studies. The UO catalog lists 3 transgender topic courses under special topics numbers. The program has 9 faculty (7 with PhDs), and utilizes graduate student employees (the program offers a graduate certificate but no MA or PhD programs). The program is interdisciplinary and utilizes affiliated faculty across a number of disciplines.

Oregon State University (OSU)<sup>3</sup> in Corvallis offers a 48 credit BA/BS in Women, Gender, and Sexuality Studies. The program expanded in 2016 to offer a PhD program. The program has 14 full-time faculty and several graduate teaching assistants. The program lists 4 transgender studies related courses on their website. Their recent expansion to a doctorate program highlights student interest.

Willamette University<sup>4</sup> in Salem offers a 9 credit major in Women's and Gender Studies (each credit is equivalent to six quarter hours). The program has 29 faculty who all hold appointments outside the program. The program does not seem to have any directly appointed faculty. The program did not have any transgender studies related courses listed on their website.

A Gender, Sexuality, and Women's Studies major at Southern Oregon University would offer a competitive, well-priced degree outside the metropolitan areas of Oregon to a student who would prefer to attend a smaller liberal arts university in a less populated area. In addition, the Transgender Studies certificate would be a unique contribution to the state of Oregon, and likely be of interest to a student wanting to expand their knowledge of trans issues.

<sup>1</sup> PSU, Women, Gender, & Sexuality Studies, <https://www.pdx.edu/ws/home>

<sup>2</sup> University of Oregon, Women's, Gender, and Sexuality Studies, <https://wgs.uoregon.edu/>

<sup>3</sup> Oregon State, Women, Gender, and Sexuality Studies, <https://liberalarts.oregonstate.edu/slcs/wgss>

<sup>4</sup> Willamette University, Women's and Gender Studies, <https://willamette.edu/cla/wgs/>

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The GSWS program has always relied on strong relationships between faculty across the SOU campus. The GSWS Council which helps govern the program is composed of a diverse and interdisciplinary body of faculty, staff, and students. This helps to ensure the interdisciplinary and collaborative nature of GSWS type programs. With the expansion to a major and certificate, GSWS will continue to seek new courses from programs across SOU.

SOU's GSWS program, with its emphasis on Transgender Studies and incorporation of courses across disciplines, diversifies and complements similar programs at PSU, OSU, and UO.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

There are currently no plans for collaborative projects with programs at PSU, OSU, or UO. While we are not opposed to the idea, the physical distance from SOU, institutional barriers, and serving of different student populations make this a challenge. However, we do intend to continue support of programs at other institutions, if and when we receive these requests.

- d. Potential impacts on other programs.

We do not expect to negatively impact enrollments in other majors at SOU. Rather, we expect that the expansion to a GSWS major may increase enrollment in other programs through their cross-referenced electives with GSWS. We also expect that the two new electives for the Transgender Studies certificate will benefit enrollments in English and Native American Studies.

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A

# SOU New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: BA/BS Degree in Gender, Sexuality, and Women's Studies**

**CIP Code:** (Classification of Instructional Program): 05.0299 Ethnic, Cultural Minority, and Gender Studies, Other.

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

GSWS is already an interdisciplinary program, and the GSWS major will continue to draw from existing courses both within the GSWS program and cross-referenced courses housed in other programs. With the expansion from a minor to a major and certificate, other programs will have the opportunity to offer cross-referenced electives that meet the GSWS program learning objectives. Our GSWS Council, with faculty from multiple disciplines and divisions as well as staff and students, will guide these new proposed courses, providing institutionalized structure for the connections between GSWS and other programs on campus. The GSWS program will add 4-5 new courses. With the hire of a tenure-track position last AY, these additions are possible.

2. Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

The GSWS major will not create any new prerequisite or course requirements for other programs. The Transgender Studies certificate will involve the creation of two new courses in other programs - English and Native American Studies. The chairs in both programs have agreed to this. These two courses will also count toward requirements in the GSWS major.

3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?



With the hire of a new tenure-track last AY, the GSWS program now has 1.5 FTE. Both GSWS faculty also teach in SOAN; however, the number of SOAN classes taught will be reduced.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

GSWS pedagogy utilizes circle seating for more engaged interactions. Although the program does not currently have dedicated rooms, the Provost's office and enrollment are in the process of looking at potential rooms to meet this pedagogical style.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

A resource review by Emily Miller-Francisco, Library Liaison to GSWS, found that the Hannon Library's current print resources are more than adequate to support a new major in GSWS and new certificate in Transgender Studies; however, we would benefit from the expansion of electronic resources. The cost for this is \$4,098.00. The Library's report is attached as Appendix A.

We believe that we could make do with current resources, but would utilize the database if funds became available. Because GSWS is interdisciplinary, faculty and students use multiple databases across disciplines, which can be more work for them, but is also doable. Even if we had access to this database, we would need it for the first 2-3 years, until we had a set of majors in their junior/senior year (2022/2023).

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No additional resources are needed. GSWS is an interdisciplinary program that utilizes electives in other programs to meet programmatic outcomes. The existing GSWS Council works to maintain the interdisciplinary nature of GSWS and will continue to function as it currently does.

4. Catalog copy for the new program, including requirements and electives.

See Appendix B: GSWS Curriculum.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Since one GSWS faculty member holds a joint appointment in Sociology & Anthropology, the Chair of SOAN has been consulted about a reduction in the number of courses this faculty member will teach in SOAN (see email from Dr. Mark Shibley as Appendix C).

The Chairs of NAS and English have approved the two additional electives that will be offered for the Transgender Studies certificate and will count toward requirements for the GSWS major. NAS Chair Brook Colley services on the GSWS Council. Former English Chair Alma Rosa Alvarez, who approved this, also serves on the GSWS Council.

## APPENDIX B

### GSWS Curriculum Mapping - new Major, updates to Minor, and new Certificate

#### Gender, Sexuality, and Women's Studies, BA or BS

#### Requirements for the GSWS Major:

1. Fulfill baccalaureate degree requirements.
2. A minimum of **55-56 credits in the major, 41-42-of which must be upper division**. All credits earned toward the major must be taken for a letter grade, except GSWS 202.
3. Maintain a minimum 2.7 GPA in courses required for the major. Students must earn a C- or better in all courses required for the major.
4. Complete core requirements outlined below:

#### Core Requirements

- I. Foundations (10 credits)
  - GSWS 201: Introduction to GSWS (4 credits)
  - GSWS 202: Community Building in GSWS (2 credits) NEW
  - GSWS 300: Explorations in GSWS (4 credits) NEW
- II. Core Theory (select one course from the list below, 4 credits)
  - COMM 460A: Women Transforming Language (4 credits)
  - GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
  - PHL 373: Philosophy and Sexuality (4 credits)
  - PHL 425: Feminist Philosophy (4 credits)
- III. Core Theme 1: FEMINISM and WOMEN (select one course from the list below, 3-4 credits)
  - ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
  - BI 385: Women in Science (3 credits)
  - EC 340: Gender Issues in Economics (4 credits)
  - ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
  - ENG 367: British Women Writers (4 credits)
  - ENG 368: Women Writers in the U.S. (4 credits)
  - ENG 443: Chicana/o Literature (4 credits)
  - ENG 498: Topics in Women's Writing (4 credits)
  - GSWS 301: Global Gender Movements (4 credits)
  - GSWS 302: Contemporary US Women's Movements (4 credits)
  - PSY 492: Psychology of Women (4 credits)
- IV. Core Theme 2: QUEER and SEXUALITIES (select one course from the list below, 4 credits)

- ENG 447: Major Forces in Literature  
Wilde's Worlds: 1880s-1890s (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)  
Queer Indigenous Studies (4 credits)
- PSY 369: Human Sexuality (4 credits)

V. Core Theme 3: TRANSGENDER and MASCULINITIES (select one course from the list below, 4 credits)

- ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 399: Special Topics  
Trans Institutions (4 credits) (will become GSWS 314) NEW
- NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW  
Indigenous Masculinities (4 credits) NEW

VI. Theory in Action (4 credits)

- GSWS 410: Feminist and Queer Theory in Action (4 credits)

VII. Capstone (6 credits, 2 per term)

- GSWS 495A: Capstone I (2 credits) NEW
- GSWS 495B: Capstone II (2 credits) NEW
- GSWS 495C: Capstone III (2 credits) NEW

VIII. Electives - Choose five courses (20 credits, up to 8 credits may be lower division)

- ARTH 345: Activist Artists and Work in the Community (4 credits)
- ARTH 399: Special Studies (1 to 18 credits) (as approved by program chair)
- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- COMM 460: Topics in Communication (4 credits) (as approved by program chair)
- COMM 460A: Women Transforming Language (4 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 347: Slumming in the Nineteen Century (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 381: Topics in U.S. Literature Before 1865

- Slave Narratives (4 credits)
- Captive Narratives (4 credits)
- ENG 418: The British Novel after 1850 (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 447: Major Forces in Literature
  - The Decadent 1890s (4 credits)
  - England's Others: Victorian Literature of Immigration and Empire (4 credits)
  - Transgender Literature (4 credits) NEW
  - Wilde's Worlds: 1880s-1890s (4 credits)
- ENG 454: U.S. Ethnic Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 343/ SOAN 343: Gender and the Body (4 credits)
- GSWS 399: Special Topics (1 to 20 credits)
  - Disability Studies (4 credits)
  - Trans Institutions (4 credits) (will become GSWS 314) NEW
- GSWS 401: Research (1 to 5 credits)
- GSWS 405: Readings and Conference (1 to 4 credits)
- GSWS 407: Seminar (1 to 8 credits)
- GSWS 409: Practicum (1 to 16 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)
  - Decolonizing Transgender (4 credits) NEW
  - Indigenous Masculinities (4 credits) NEW
  - Queer Indigenous Studies (4 credits)
- NAS 440: American Indian Identities (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 399: Special Studies (4 credits) (as approved by program chair)
- PHL 425: Feminist Philosophy (4 credits)
- PSY 369: Human Sexuality (4 credits)
- PSY 492: Psychology of Women (4 credits)
- SOAN 304: Poverty, Family, and Policy (4 credits)
- SOAN 340: Anthropology and Sociology of Gender (4 credits)

- SOAN 399: Special Topics (as approved by program chair)
- SOAN 407: Seminar (1 to 4 credits) (as approved by program chair)

### **NOTES**

Courses taken to meet requirements I – VI above will not also count toward the elective requirement.

Other courses may be approved to count for the Gender, Sexuality, and Women's Studies major upon petition to the program chair.

### **Combining Majors, Certificates, and Minors:**

GSWS majors are ineligible for a GSWS minor.

GSWS majors are eligible for a Transgender Studies Certificate, but only 4 credits taken for the major can count toward the certificate's Transgender Studies Electives or Supporting Electives requirements.

Adding majors, minors, and certificates offered by any other program on campus to a GSWS major is also allowed.

## **GSWS Minor Requirements (23-24 credits)**

### **I. Foundations (4 credits)**

- GSWS 201: Introduction to GSWS

### **II. Theory in Action (4 credits)**

- GSWS 410: Feminist and Queer Theory in Action (4 credits)

### **III. Electives (take at least 15 credits from the list below, at least 12 of which must be upper division)**

- ARTH 345: Activist Artists and Work in the Community (4 credits)
- ARTH 399: Special Studies (1 to 18 credits) (as approved by program chair)
- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- COMM 460: Topics in Communication (4 credits) (as approved by program chair)
- COMM 460A: Women Transforming Language (4 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 347: Slumming in the Nineteen Century (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 381: Topics in U.S. Literature Before 1865
  - Slave Narratives (4 credits)
  - Captive Narratives (4 credits)
- ENG 418: The British Novel after 1850 (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 447: Major Forces in Literature
  - The Decadent 1890s (4 credits)
  - England's Others: Victorian Literature of Immigration and Empire (4 credits)
  - Transgender Literature (4 credits) NEW
  - Wilde's Worlds: 1880s-1890s (4 credits)
- ENG 454: U.S. Ethnic Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 300: Exploration in GSWS (4 credits) NEW
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)

- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 343/ SOAN 343: Gender and the Body (4 credits)
- GSWS 399: Special Topics (1 to 20 credits)
  - Disability Studies (4 credits)
  - Trans Institutions (4 credits) NEW
- GSWS 401: Research (1 to 5 credits)
- GSWS 405: Readings and Conference (1 to 4 credits)
- GSWS 407: Seminar (1 to 8 credits)
- GSWS 409: Practicum (1 to 16 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (4 credits) ( as approved by program chair)
  - Decolonizing Transgender (4 credits) NEW
  - Indigenous Masculinities (4 credits) NEW
  - Queer Indigenous Studies (4 credits)
- NAS 440: American Indian Identities (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 399: Special Studies (4 credits) (as approved by program chair)
- PHL 425: Feminist Philosophy (4 credits)
- PSY 369: Human Sexuality (4 credits)
- PSY 492: Psychology of Women (4 credits)
- SOAN 304: Poverty, Family, and Policy (4 credits)
- SOAN 340: Anthropology and Sociology of Gender (4 credits)
- SOAN 399: Special Topics (as approved by program chair)
- SOAN 407: Seminar (1 to 4 credits) (as approved by program chair)

#### **NOTES:**

Other courses may be approved to count for the Gender, Sexuality, and Women's Studies minor upon petition to the program chair.

Students are strongly advised to plan their course of study with the program chair. They are also urged to complete an application for minor degree status. Applications are available at the GSWS program office.

#### **Combining Majors and Minors:**

GSWS Majors are ineligible for a GSWS minor.

GSWS Minors are ineligible for a Transgender Studies Certificate.



## **TRANS STUDIES CERTIFICATE (28 credits)**

- I. Foundations (4 credits)
  - GSWS 201: Introduction to GSWS
- II. Upper Division Requirement (4 credits)
  - GSWS 312: Trans Histories, Trans Futures (formerly Transgender Studies)
- III. Transgender Studies Electives (at least 8 credits)
  - ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
  - GSWS 399: Special Topics  
Trans Institutions (4 credits)
  - NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW
- IV. Supporting Electives (at least 12 credits)
  - ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
  - GSWS 321: Media Studies in GSWS (4 credits)
  - GSWS 300: Explorations in GSWS (4 credits)
  - GSWS 399: Special Topics (as approved by program chair)  
Trans Institutions (4 credits)
  - GSWS 401: Research (1 to 5 credits) (as approved by program chair)
  - GSWS 405: Readings and Conference (1 to 4 credits) (as approved by program chair)
  - GSWS 407: Seminar (1 to 8 credits) (as approved by program chair)
  - GSWS 409: Practicum (1 to 16 credits) (as approved by program chair)
  - GSWS 410: Feminist and Queer Theory in Action (4 credits)
  - NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW
  - SOAN 340: Sociology of Gender (4 credits)

### **NOTES:**

Courses taken to meet requirements I – III above will not also count toward the elective requirement.

Other courses may be approved to count for the Transgender Studies certificate upon petition to the program chair.

Students are strongly advised to plan their course of study with the program chair. They are also urged to complete an application for certificate degree status. Applications are available at the GSWS program office.

### **Combining Majors, Certificates, and Minors:**

GSWS majors are eligible for a Transgender Studies Certificate, but only 4 credits taken for the major can count toward the certificate's Transgender Studies Electives or Supporting Electives requirements.

Transgender Studies Certificate students are ineligible for a GSWS minor.

# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 202
2. **Course title:** Community Building in Gender, Sexuality, and Women's Studies
3. **Abbreviated title for class schedule** (30 characters or less): Community Building in GSWS
4. **Credit hours:** 2
5. **Catalog description:** Introduces key concepts related to resilience, activism, and community building in GSWS. Focuses on personal and collective resilience, cohort building within the class, community building at SOU, and community building in our region. Students learn about, discuss, and enact feminist and queer approaches to resilience, community, solidarity, alliance, and coalitions through and across differences from an intersectional perspective.
6. **Prerequisites (to add each additional prerequisite, start a new line):** None  
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or
7. **Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)	or	or	or	or
--	----	----	----	----
8. **Major/Class restrictions:** Please indicate any class or major restrictions:
9. **Is course repeatable?** Yes      No   X   If Yes, list maximum credits: N/A
10. **Labs requirements:** If course includes a lab: # of hours lecture: N/A ; # of hours lab:
11. **Fees:** List any course fees: N/A
12. **Grade Mode:** Graded only:      Pass/No Pass only:   X   Option:
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 05.02
14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies?	no	If yes, list Strand(s)
------------------------	----	------------------------

B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): N/A

**16. Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? This course will help to build a sense of community for GSWS students and others interested in GSWS topics, seeking to promote retention of students at SOU while students learn about the importance of community to GSWS.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course will focus heavily on the relationship between the self and others in relation to systems of privilege and oppression, which is an area of learning addressed in GSWS bylaws.

2. How does the course fit into the rest of the unit's curriculum? This course will

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 15; Year 2 20; Year 3 25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Carey Jean Sojka or Kylan de Vries
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This will fit within our current course offerings by offering other classes less frequently.
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This class requires circle seating (either all-class circle seating or small group circle seating) and accessible seating for all students (e.g. no small desks).

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops we would benefit from access to a specific Gender Studies electronic database.
- b. Are any other resources needed to support this course? No  
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? No negative effect on other programs is expected, though the

course will probably prove to be of interest to a variety of students in addition to GSWS majors and minors. We also hope that this cohort-building course will help to promote retention of students at SOU.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director

---

Date

4/29/16

## GSWS 202: Community Building in GSWS

### 2 credits

#### COURSE INFORMATION

##### *Course Description*

This course introduces key concepts related to activism and community building in GSWS. We will focus on cohort building within the class, community building at SOU, and community building in our region. Students will learn about, discuss, and enact feminist and queer approaches to community, solidarity, alliance, and coalitions through and across differences from an intersectional perspective.

##### *GSWS Course Criteria*

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
  - a. Analyzing course topics from feminist and/or queer perspectives
  - b. Analyzing intersecting systems of oppression and privilege
  - c. Understanding one's own position in those systems of oppression and privilege

##### *Course Goals*

1. Learn about community building ideas and processes from feminist and queer perspectives.
2. Discover more about feminist and queer community on campus and in our region.
3. Build a cohort experience with other students in learning about and practicing solidarity, alliance, and coalitions.

##### *Required Texts*

- *Turn This World Inside Out: The Emergence of Nurturance Culture* by Nora Samaran (required)
- *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements* by Charlene A. Carruthers (required)

#### COURSE GRADING AND ASSIGNMENTS

You are responsible for your work in this course. Remember that you are not graded on effort; grades will reflect the **quality** of your work in this course. All work you submit must be your own.

Attendance and Participation	40%
Journal	30%
Your Mandate	30%

##### *Attendance and Participation*

Attendance is required and graded, including tardiness and early departures. In addition, an important aspect of the course is taking on the challenge of exploring the relationship between the self and society. Like anything else in this course, you will get out of it what you put in. Participation credit will be earned for talking, active listening, and contributing to a positive and safe classroom community. Come to class each day prepared to discuss the course material.

To receive full participation points: Come to class prepared to participate. When discussing readings, demonstrate a thorough understanding of the readings through insightful comments and/or questions and constructive, active listening. Bring annotated texts and refer to them frequently during the class through discussions. Refer to specific pages, paragraphs, and quotes from the readings at least once during each class

session when we discuss readings to relate to your discussion contributions. Write notes on lectures and discussions during class. Engage other students in course discussions by responding directly others' comments and questions and building on discussion ideas. Keep comments during course discussions related to the course topics and readings for the day and build on them by identifying new applications. Save tangential comments and questions for one-on-one meetings during the professor's office hours. Encourage other students to contribute, and avoid dominating the conversation. Do not use technology for any non-class purposes.

Attendance and participation grades may include pop quizzes at the discretion of the instructor on any class material, including readings, lectures, discussions, or class handouts (including the syllabus). This is a small class, and all students are required to participate in class discussions for their grade unless you have accommodations through Disability Resources.

### *Journal*

**Purpose:** The journal give you an opportunity to reflect on course readings and discussions.

**Skills/Knowledge:** Journal entries allow you to consider and reflect on the ways we build community in, through, and related to GSWS. Reflect both on class readings and on your experiences during our class sessions.

**Criteria for Success:** Complete one journal entry each week. Each entry should be approximately 300-600 words:

- Check plus (5/5) for exceptional; exceeds expectations, shows strong critical thinking, demonstrates a thorough understanding of readings, and has a highly polished writing quality.
- Check (4/5) for satisfactory; meets all criteria, shows some critical thinking, demonstrates an understanding of readings, and has a satisfactory writing quality
- Check minus (3/5) for needs work; meets some but not all criteria, not much critical thinking, readings cited but without demonstration of understanding, and has a poor writing quality
- 2/5 or 1/5 for failing; does not meet criteria, does not show critical thinking, does not cite readings, and has a poor writing quality
- 0/5 for missing assignment

### *Your Mandate*

**Purpose:** Your final in this class is to write your own mandate for feminist and queer community.

**Skills/Knowledge:** Writing your own mandate requires that you reflect on what you feel is most important in building feminist and queer community.

**Criteria for Success:** You will be graded on each part of the assignment as described below.

### *Extra Credit*

Attend a GSWS-related event or watch a GSWS-related movie or documentary. Write a 1½ page or more (double-spaced) reflection relating the event to one (or more) specific course term(s) - cited appropriately. You must cite course materials in your response to receive credit. Events could include something hosted by a resource center, an ally training, and so on, as long as you can justify how it relates to specific course material. This can be turned in at any point in the term as long as it is within 2 weeks of the event you attend. Extra credit will be turned in on Moodle no later than noon on the last day of class - no exceptions You may attend up to two events/watch up to two movies or documentaries for extra credit, and each is worth 1% total on your final grade for the class.

### *Formatting Guidelines and Other Grading Information*

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)

- a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- Do not include the titles of books/articles in the text of your paper; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

Please feel free to meet with me to discuss your grade at any time during the quarter by visiting my office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A- = 90-93.99%	B- = 80-82.99%	C- = 70-72.99%	D- = 60-62.99%
B+ = 87-89.99%	C+ = 77-79.99%	D+ = 67-69.99%	F = 59.99% & below

### **COURSE SCHEDULE AND READINGS**

*(subject to change)*

Day	Topic	Readings	Assignments
Week 1		Syllabus	
Week 2	GSWS Community in the Program: Cohort Building	Samaran, Introduction: Nurturance Culture Means Holding the Circle Samaran, 1. The Opposite of Rape Culture is Nurturance Culture Samaran, 2. Dialogue on Masculinity	Journal
Week 3	GSWS Community in the Program: Cohort Building	Samaran, 3. On Gaslighting Samaran, 4. Dialogue: Beyond Masculinity	Journal
Week 4	GSWS Community in the Program: Cohort Building	Samaran, 5. Dialogue: Turning This World Inside Out Samaran, 6. Own, Apologize, Repair: Coming Back to Integrity	Journal
Week 5	GSWS Community at SOU: Panel of GSWS Council	Samaran, 7. Dialogue: Moving Into Action Samaran, Conclusion: Beyond a Dominance Paradigm	Journal
Week 6	GSWS Community Beyond SOU: Intersectional Work	Carruthers, 1. All of Us or None of Us Carruthers, 2. Reviving the Black Radical Imagination	Journal
Week 7	GSWS Community Beyond SOU: Anti-Violence	Carruthers, 3. The Case for Reimagining the Black Radical Tradition Carruthers, 4. Three Commitments	Journal
Week 8	GSWS Community Beyond SOU: Homelessness	Carruthers, 5. Five Questions Carruthers, 6. The Chicago Model	Journal
Week 9	GSWS Community Beyond SOU: Other Community Organizations	Carruthers, Conclusion: The Mandate	Journal
Week 10	Reflection		Journal
Finals Session			Mandate Due

**All rights reserved. Lectures, notes, tests, and all other materials related to this course, however presented, are protected by copyright and may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder. For permission, contact Carey Jean Sojka (sojkac@sou.edu).**



# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 300
2. **Course title:** Explorations in Gender, Sexuality, and Women's Studies
3. **Abbreviated title for class schedule** (30 characters or less): Explorations in GSWS
4. **Credit hours:** 4
5. **Catalog description:** Focuses on exploring topics and issues that are central to the field of gender, sexuality, and women's studies. Topics may include bodies and embodiment, families and intimacies, work and economy, resisting violence, health and reproductive justice, media and culture, and religion and spirituality, and they are addressed from intersectional feminist and queer perspectives. This course helps students to develop critical writing and inquiry skills related to GSWS.
6. **Prerequisites (to add each additional prerequisite, start a new line): GSWS 201 recommended, not required.**  
(See attached Note for samples)

A. (course prefix, (space) and number)      or      or      or      or

B. (course prefix, (space) and number)      or      or      or      or

C. (course prefix, (space) and number)      or      or      or      or

7. **Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)      or      or      or      or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: Sophomore standing or above.

9. **Is course repeatable?** Yes      No   X   If Yes, list maximum credits:   N/A

10. **Labs requirements:** If course includes a lab: # of hours lecture:   N/A   ; # of hours lab:

11. **Fees:** List any course fees:   N/A

12. **Grade Mode:** Graded only:      Pass/No Pass only:      Option:   X

13. **CIP Code:** Six-digit CIP code (check with your Division Director):   05.02

14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies?   X   (will be proposed) If yes, list Strand(s)   F  

B. Honors?   No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): N/A

16. **Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? Our program has talked for years about our desire to create a second lower division because of the constraints of introducing all of gender, sexuality, and women's studies in 10 weeks. We have now redesigned the content of our existing intro course (GSWS 201) into two separate courses (GSWS 201 and GSWS 300) to allow for more depth in the areas essential to our program. This course, Explorations in GSWS, covers important topics in our field such as violence, health, bodies, work, families, and media, giving students a chance to engage with these key concepts in more depth. These topics were previously, briefly, covered in the former GSWS 201. In this expansion, students will also engage in deeper critical thinking and writing skills.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course is essential to GSWS as it introduces key topics in GSWS. It encourages students to examine and apply feminist and queer perspectives on important topics and to consider their own relation to the course material.

2. How does the course fit into the rest of the unit's curriculum? This course, along with the newly redesigned GSWS 201, will provide a grounding for upper division courses in GSWS by introducing and allowing extended exploration in key topics related to GSWS.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 2 22; Year 3 25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course Kylan de Vries (or Carey Jean Sojka)
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course will be taught once per year and fits within Kylan's course commitments by offering other courses (often lower-enrolled courses) at a lower frequency.
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This class requires circle seating (either all-

class circle seating or small group circle seating) and accessible seating for all students (e.g. no small desks).

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops, we would benefit from access to a specific Gender Studies electronic database. However, this is not essential for this course in particular.
- b. Are any other resources needed to support this course? No  
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? The change in our introductory course will help to meet the needs of our proposed major in GSWS. No negative effect on other programs is expected, though the course will probably prove to be of interest to a variety of students in addition to GSWS majors and minors.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director

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Date

**GSWS 300: Explorations in Gender, Sexuality, and Women's Studies**  
**4 credits**

**COURSE INFORMATION**

*Course Description*

This course focuses on exploring topics and issues that are central to the field of gender, sexuality, and women's studies. Topics may include bodies and embodiment, families and intimacies, work and economy, resisting violence, health and reproductive justice, media and culture, and religion and spirituality, and they will be addressed from intersectional feminist and queer perspectives. This course helps students to develop critical writing and inquiry skills related to GSWS. Completion of GSWS 201 recommended.

*GSWS Course Criteria*

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
  - a. Analyzing course topics from feminist and/or queer perspectives
  - b. Analyzing intersecting systems of oppression and privilege
  - c. Understanding one's own position in those systems of oppression and privilege

*Course Goals*

1. Gain an understanding of key topics in Gender Studies, Sexuality Studies, and Women's Studies, and recognize how these relate to everyday life.
2. Demonstrate a critical awareness of feminist and queer perspectives on important topics.
3. Understand and identify intersectional and non-intersectional approaches to key topics in GSWS.
4. Contribute to and participate in an atmosphere that heightens self-awareness and encourages respectful, honest, and insightful dialogue about difficult subjects.

*Required Texts*

- *Gendered Voices, Feminist Visions, 7<sup>th</sup> Edition*, edited by Shaw and Lee (required)
- *The New Sexuality Studies Reader, 3<sup>rd</sup> Edition*, edited by Fischer and Seidman (required)

**COURSE GRADING AND ASSIGNMENTS**

You are responsible for your work in this course. Remember that you are not graded on effort; grades will reflect the **quality** of your work in this course. All work you submit must be your own.

Attendance and Participation	30%
Discussion Questions	15%
CTRs	40%
Final Reflection	15%

*Attendance and Participation*

Attendance is required and graded, including tardiness and early departures. In addition, an important aspect of the course is taking on the challenge of exploring the relationship between the self and society. Like anything else in this course, you will get out of it what you put in. Participation credit will be earned for talking, active listening, and contributing to a positive and safe classroom community. Come to class each day prepared to discuss the course material.

To receive full participation points: Demonstrate a thorough understanding of the readings through insightful comments and/or questions and constructive, active listening. Bring annotated texts and refer to them frequently during the class through discussions. Refer to specific pages, paragraphs, and quotes from the readings at least once during each class session when we discuss readings to relate to your discussion contributions. Write notes on lectures and discussions during class. Engage other students in course discussions by responding directly others' comments and questions and building on discussion ideas. Keep comments during course discussions related to the course topics and readings for the day and build on them by identifying new applications. Save tangential comments and questions for one-on-one meetings during the professor's office hours. Encourage other students to contribute, and avoid dominating the conversation. Do not use technology for any non-class purposes.

Attendance and participation grades may include pop quizzes at the discretion of the instructor on any class material, including readings, lectures, discussions, or class handouts (including the syllabus). This is a small class, and all students are required to participate in class discussions for their grade unless you have accommodations through Disability Resources.

### *Discussion Questions*

**Purpose:** Discussion questions will help you to reflect on readings, consider the most important points, and prepare you for class discussion.

**Skills/knowledge:** Writing discussion questions will help you learn how to read for understanding, assess the key points of each reading, determine what aspects of the readings are most important to your own learning, and synthesize information from multiple readings.

**Task:** You will submit 2 discussion questions the link available through Moodle (Google Forms link; you must be signed in to your SOU gmail account to access) no later than Monday at midnight every week. Discussion questions will be printed by the instructor and brought to class for students to use during class discussion.

**Criteria for success:**

Discussion questions will be graded pass/fail. Passing discussion questions will:

- Demonstrate that you have thoroughly read and thought about all of the assigned articles for that day (not just one article or a few sections)
- Demonstrate that you have thought about how the readings relate to the topic for the day and the course overall
- Not require outside knowledge, opinions (as opposed to informed arguments based on the readings), or simple recall of knowledge from the readings to answer.
- Be edited and free of spelling, punctuation, and grammar mistakes for clearer understanding.

### *Critical Thinking Responses (CTRs)*

**Purpose:** CTRs give you an opportunity to reflect on course material and share your own thoughts about what we've read. They help you to develop your writing skills

**Skills/Knowledge:** CTRs will strengthen your writing skills and help you to increase your knowledge of the readings by synthesizing ideas and responding with your own thoughts.

**Criteria for Success:** CTRs are a 350+ word **critical thinking** response to the readings that **use key concepts from the readings**. CTRs do not summarize the readings; instead, they demonstrate that you have read and thought about the readings through your own analysis. CTRs are graded using the following:

- Check plus (5/5) for exceptional; exceeds expectations, shows strong critical thinking, demonstrates a thorough understanding of readings, and has a highly polished writing quality.
- Check (4/5) for satisfactory; meets all criteria, shows some critical thinking, demonstrates an understanding of readings, and has a satisfactory writing quality
- Check minus (3/5) for needs work; meets some but not all criteria, not much critical thinking, readings cited but without demonstration of understanding, and has a poor writing quality
- 2/5 or 1/5 for failing; does not meet criteria, does not show critical thinking, does not cite readings, and has a poor writing quality
- 0/5 for missing assignment

When writing your CTRs, consider some of the following critical thinking questions<sup>1</sup>:

Who...	benefits from this? is this harmful to? makes decisions about this?	is most directly affected? have you heard discuss this?	are the key people in this? deserves recognition for this?
What...	are the strengths/weaknesses? is another perspective? is another alternative?	would be a counter-argument? is the best/worst case scenario? is most/least important?	can we do to make a positive change? is getting in the way of our action?
Where...	do we see this in the real world? are there similar concepts/situations? is there the most need for this?	in the world is this a problem? can we get more information? do we go for help with this?	will this idea take us? are the areas for improvement?
When...	is this acceptable/unacceptable? would this benefit our society? would this cause a problem?	is the best time to take action? will we know we've succeeded? has this played a part in our history?	can we expect this to change? should we ask for help with this?
Why...	is this a problem? is it relevant to me/others? is this the best/worst scenario?	are people influenced by this? should people know about this? has it been this way for so long?	have we allowed this to happen? is there a need for this today?
How...	is this similar to ____? does this disrupt things? will we approach this?	does this benefit us/others? does this harm us/others?	do we see this in the future? can we change this for our/others' good?

### *Final Reflection*

**Purpose:** The final reflection provides an overall synthesis of the explorations in GSWS from across the term.

**Skills/knowledge:** Your final reflection will require you to understand, grapple with, and make connections between different topics in GSWS.

**Criteria for success:** Rubric will be available on Moodle.

### *Extra Credit*

Attend a GSWS-related event or watch a GSWS-related movie or documentary. Write a 1½ page or more (double-spaced) reflection relating the event to one (or more) specific course term(s) - cited appropriately. You must cite course materials in your response to receive credit. Events could include something hosted by a resource center, an ally training, and so on, as long as you can justify how it relates to specific course material. This can be turned in at any point in the term as long as it is within 2 weeks of the event you attend. Extra credit will be turned in on Moodle no later than noon on the last day of class - no exceptions. You may attend up to two events/watch up to two movies or documentaries for extra credit, and each is worth 1% total on your final grade for the class.

### *Formatting Guidelines and Other Grading Information*

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)

<sup>1</sup> Adapted from “The Ultimate Cheatsheet for Critical Thinking” (globaldigitalcitizen.org)

- a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- Do not include the titles of books/articles in the text of your paper; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

Please feel free to meet with me to discuss your grade at any time during the quarter by visiting my office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A- = 90-93.99%	B- = 80-82.99%	C- = 70-72.99%	D- = 60-62.99%
B+ = 87-89.99%	C+ = 77-79.99%	D+ = 67-69.99%	F = 59.99% & below

### **COURSE SCHEDULE AND READINGS**

*(subject to change)*

Note: NSS = New Sexuality Studies, GVFV = Gendered Voices, Feminist Visions, White=Monday, Grey=Wednesday

Day	Topic	Readings	Assignments
Week 1 Day 1		Syllabus	
Week 1 Day 2			
Week 2 Day 1	Bodies	NSS Preves, Unruly Bodies: Intersex variations of sex development NSS Gerschick, The Body, Disability, and Sexuality GVFV Brady, Kaya, Iwamoto, Park, Fox, and Moorhead, Asian American Women's Body Image Experiences NSS Moore, Polishing the Pearl: Discoveries of the Clitoris GVFV Orbach, Fat is Still a Feminist Issue	DQ
Week 2 Day 2			CTR Due
Week 3 Day 1	Sex and Sexuality	GVFV White, The Future of Fat Sex GVFV Springer, Queering Black Female Heterosexuality NSS Hardy, Anal Sex: Phallic and Other Meanings GVFV Valenti, The Cult of Virginity GVFV Guold, Lesbian Landscape	DQ
Week 3 Day 2			CTR Due
Week 4 Day 1	Families and Intimacies	NSS Nemoto, Interracial romance: The logic of acceptance and domination NSS Sojka, Identities, Inequalities, and the Partners of Trans Folks GVFV Schochet, Immigration Policies are Harming American Children GVFV Knight et al, The Kids are OK	DQ
Week 4 Day 2			CTR Due
Week 5 Day 1	Work and Economy	GVFV Hesse-Biber and Carter, A Brief History of Working Women GVFV Swartz, This is the Hidden Financial Cost of Being an LGBTQ American Today GVFV Hackman, "Women are Just Better at This Stuff" NSS Chapkis, Sex Workers	DQ
Week 5 Day 2			CTR Due
Week 6 Day 1	Resisting Violence	NSS Waldner, Sexual Politics in Intimate Relationships: Sexual Coercion and Harassment NSS, Palacios and Posocco, War and the politics of sexual violence GVFV Smith, Beyond the Politics of Inclusion GVFV Dilawar, The Connection Between White Men, Aggrievement, and Mass Shootings GVFV Khaleeli, #SayHerName	DQ
Week 6 Day 2			CTR Due
Week 7 Day 1	Health and Reproductive Justice	GVFV Jolly, On Forbidden Wombs and Transnational Reproductive Justice GVFV Wagner, Doctors Need to Talk Openly About Race –	DQ



		Our Patients Depend on It GVFV Operario and Nemoto, On Being Transnational and Transgender GVFV Horowitz, Performance of a Lifetime, On Invisible Illness, Gender, and Disbelief	
Week 7 Day 2			CTR Due
Week 8 Day 1	Media and Culture	GVFV Lorde, Poetry is Not a Luxury GVFV Turley and Fisher, Tweeting Back While Shouting Back GVFV Fegitz and Pirani, The Sexual Politics of Veggies GVFV Taylor, Johnston, and Whitehead, A Corporation in Feminist Clothing?	DQ
Week 8 Day 2			CTR Due
Week 9 Day 1	Religion and Spirituality	NSS, Toor, How not to talk about Muslim women: Patriarchy, Islam, and the sexual regulation of Pakistani women NSS, Creek, 'The thorn in my side': How ex-gays, ex-ex-gays, and celibate gays negotiate their religious and sexual identities GVFV Haught, God Says Yes to Me GVFV Collison, Queer Muslim Women are Making Salaam with Who They Are	DQ
Week 9 Day 2			CTR Due
Week 10 Day 1	Activism, Change, and Feminist and Queer Futures	GVFV Maizi, I Went to Jail for Handing Out Feminist Stickers in China GVFV Velasquez, Mestiza Women's Anti-mining Activism in Andean Ecuador GVFV Platero and Ortega-Arjonilla, Building Coalitions: The Interconnections between Feminism and Trans* Activism in Spain NSS Irvine, Politics of Sex Education	DQ
Week 10 Day 2			CTR Due
Finals Session			Final Reflection

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# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 495a
2. **Course title:** Gender, Sexuality, and Women's Studies Capstone I
3. **Abbreviated title for class schedule** (30 characters or less): GSWS Capstone I
4. **Credit hours:** 2
5. **Catalog description:** The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.
6. **Prerequisites (to add each additional prerequisite, start a new line):**  
(See attached Note for samples)
  - A. (course prefix, (space) and number) GSWS 201 or or or or
  - B. (course prefix, (space) and number) GSWS 300 or or or or
  - C. (course prefix, (space) and number) or or or or
7. **Co-requisites (including labs, if any):**
  - A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions: Please indicate any class or major restrictions:**  
Senior Standing; GSWS Major or Interdisciplinary GSWS emphasis
9. **Is course repeatable?** Yes No X If Yes, list maximum credits: N/A
10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A ; **# of hours lab:**
11. **Fees: List any course fees:** N/A
12. **Grade Mode: Graded only:** X **Pass/No Pass only:** **Option:**
13. **CIP Code: Six-digit CIP code** (check with your Division Director): 05.02
14. **Special qualifications; Is course proposed for (yes/no):**
  - A. University Studies? no If yes, list Strand(s)
  - B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): N/A

16. **Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? This course will serve as the capstone for GSWS majors, creating a culminating project as part of their senior experience and helping to prepare them for their lives after graduation.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course meets GSWS bylaws criteria. It also offers multiple capstone options, emphasizing the interdisciplinary nature of GSWS.

2. How does the course fit into the rest of the unit's curriculum? This course is the capstone for the major.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 (first offered 2021-2022) 5; Year 2 8; Year 3 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Co-taught by Carey Jean Sojka and Kylan de Vries
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This will be offered by offering other GSWS classes less frequently.
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This course will require circle seating, such as a room with a conference table (e.g. TA 025).

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops we would benefit from access to a specific Gender Studies electronic database.
- b. Are any other resources needed to support this course? No  
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? We do not expect this to have a significant impact on existing programs elsewhere in the university.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

\_\_\_\_\_  
Signature of Division Director

\_\_\_\_\_  
Date

4/29/16

**GSWS 495a: GSWS Capstone I**  
**2 credits**

**COURSE INFORMATION**

*Course Description*

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience. Prerequisites: GSWS 202 and GSWS 300. Major/class restrictions: Senior standing; GSWS Major or Interdisciplinary GSWS emphasis. Graded A-F only.

*GSWS Course Criteria*

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
  - a. Analyzing course topics from feminist and/or queer perspectives
  - b. Analyzing intersecting systems of oppression and privilege
  - c. Understanding one's own position in those systems of oppression and privilege

*Course Goals*

1. Encourage reflection. What were your expectations coming into the program? Which ideas have been most inspirational and which skills most useful? How has your experience in the program shaped your personal and professional trajectory?
2. Hone analytical and problem-solving skills. All projects will involve inquiry, analysis, interpretation, and application; you will choose one of the following to complete during your capstone:
  - a. original research
  - b. community activist engagement project with reflection, analysis, and thesis
  - c. creative work with reflection, analysis, and thesis
  - d. scholarly paper, such as literary analysis or other substantial culminating project
3. Develop effective writing and speaking skills. You will develop a professional quality paper or project report and present the work orally at SOAR.
4. Facilitate civic and ethical engagement. You will explore opportunities to collaborate with community groups to conduct research or address problems.

*Required Readings*

- Readings posted on Moodle
- Readings for your personal capstone project

**COURSE GRADING AND ASSIGNMENTS**

You are responsible for your work in this capstone. Remember that you are not graded on effort; grades will reflect the **quality** of your work. All work you submit must be your own. Assignments are due before we meet for the week unless otherwise specified.

*Attendance and Participation*

Attendance is required and graded, including tardiness and early departures. Participation credit will be earned for talking, active listening, and contributing to a positive and safe classroom community. Come to class each day prepared to engage and discuss. When we have readings, come prepared to discuss the readings in depth.

See Course Schedule and Readings for assignments and due dates. Assignment details for all other assignments are available on Moodle.

The capstone bar is set high, and we are confident you can meet those expectations if you commit fully to the capstone process. You can count on the GSWS faculty's diligent support as you develop your capstone. Successful completion of the capstone seminar requires a quality performance on all of the components specified above. Students who are struggling to participate, complete assignments, etc.... and who may not pass the class will be required to submit a plan of action for significant improvement or consider dropping the class.

#### *Formatting Guidelines and Other Grading Information*

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)
  - a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- In general, do not include the titles of books/articles in the text of your papers; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

Please feel free to meet with us to discuss your grades at any time during the quarter by visiting office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A- = 90-93.99%	B- = 80-82.99%	C- = 70-72.99%	D- = 60-62.99%
B+ = 87-89.99%	C+ = 77-79.99%	D+ = 67-69.99%	F = 59.99% & below

### **COURSE SCHEDULE AND READINGS**

*(subject to change)*

Assignment Calendar with Grading % for GSWS Capstone	Term			Week Due
	Fall	Winter	Spring	
Career Portfolio				
Reflection Essay	10%			Fall Week 2
Professional Resume or CV		10%		Winter Week 1
Career Network Event		10%		Winter Week 4
ePortfolio			10%	Spring Week 10
Completed Capstone Project				
Concept Paper	10%			Fall Week 3
Annotated Bibliography	10%			Fall Week 5
Oral Presentation	10%			Fall Week 7
Proposal Draft	10%			Fall Week 8

Proposal	40%			Fall Finals Week
Proposal Revisions		10%		Winter Week 2
Formal Paper Outline		10%		Winter Week 5
Oral Presentation		10%		Winter Week 7
Complete Paper Draft		40%		Winter Finals Week
SOAR Presentation			20%	Spring Week 7
Final Paper			50%	Spring Week 8
<b>Class Participation</b>				
Attendance and Participation	10%	10%	10%	Every class all terms
Program Assessment			10%	Spring Week 9
Total	100%	100%	100%	

Fall

Day	Topic (s)	Readings	Assignments
Week 1	Syllabus Introductions	Evolution of the GSWS Program	
Week 2	Reflections on GSWS experience Selecting a capstone project	From <i>Transforming scholarship: why women's and gender studies students are changing themselves and the world</i> : Berger and Radeloff, Introduction: Transform yourself: An invitation to deepen your commitment to Women's and Gender Studies	What do feminism and queerness mean to you? Reflection paper
Week 3	Why (and how to) write an annotated bibliography How to conduct feminist and queer library research - Presentation by Librarian Emily Miller-Francisco		Concept Paper Due
Week 4	What GSWS majors can do and where they can go What employers look for in college graduates Graduate school	From <i>Transforming scholarship: why women's and gender studies students are changing themselves and the world</i> : Berger and Radeloff, Chapter 5: So, what can you do with your degree? Exploring various employment and career pathways Berger and Radeloff, Chapter 7: Transform your world: Preparing to graduating and living your feminist life	
Week 5	Individual meetings		
Week 6	How to write a capstone proposal Ethics Turning an annotated bibliography into a literature review		Annotated Bibliography Due
Week 7	Oral Presentations on Capstone Project Proposals		4 slides, 4 minutes
Week 8	Connecting your literature review and analysis		
Week 9	No Class (Campus Holiday)		
Week 10	Finishing your capstone proposal		
Finals Session			Capstone Proposal Due

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# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 495b
2. **Course title:** Gender, Sexuality, and Women's Studies Capstone II
3. **Abbreviated title for class schedule** (30 characters or less): GSWS Capstone II
4. **Credit hours:** 2
5. **Catalog description:** The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.
6. **Prerequisites (to add each additional prerequisite, start a new line):**  
(See attached Note for samples)
 

A. (course prefix, (space) and number)	GSWS 495a	or		or		or
B. (course prefix, (space) and number)		or		or		or
C. (course prefix, (space) and number)		or		or		or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)		or		or		or
--	--	----	--	----	--	----
8. **Major/Class restrictions:** Please indicate any class or major restrictions:
9. **Is course repeatable?** Yes      No   X   If Yes, list maximum credits: N/A
10. **Labs requirements:** If course includes a lab: # of hours lecture: N/A ; # of hours lab:
11. **Fees:** List any course fees: N/A
12. **Grade Mode:** Graded only: X Pass/No Pass only:      Option:
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 05.02
14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies?	no	If yes, list Strand(s)
------------------------	----	------------------------

B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): N/A

**16. Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? This course will serve as the capstone for GSWS majors, creating a culminating project as part of their senior experience and helping to prepare them for their lives after graduation.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course meets GSWS bylaws criteria. It also offers multiple capstone options, emphasizing the interdisciplinary nature of GSWS.

2. How does the course fit into the rest of the unit's curriculum? This course is the capstone for the major.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 (first offered 2021-2022) 5; Year 2 8; Year 3 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Co-taught by Carey Jean Sojka and Kylan de Vries
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This will be offered by offering other GSWS classes less frequently.
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This course will require circle seating, such as a room with a conference table (e.g. TA 025).

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops we would benefit from access to a specific Gender Studies electronic database.

- b. Are any other resources needed to support this course? No  
If so, please explain how they will be obtained.

**E. External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? We do not expect this to have a significant impact on existing programs elsewhere in the university.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

\_\_\_\_\_  
Signature of Division Director

\_\_\_\_\_  
Date

4/29/16

## GSWS 495b: GSWS Capstone II

### 2 credit

#### COURSE INFORMATION

##### *Course Description*

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience. Prerequisite(s): Senior standing; GSWS Major or Interdisciplinary GSWS emphasis; GSWS 202 and GSWS 300. Graded A-F only.

##### *GSWS Course Criteria*

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
  - a. Analyzing course topics from feminist and/or queer perspectives
  - b. Analyzing intersecting systems of oppression and privilege
  - c. Understanding one's own position in those systems of oppression and privilege

##### *Course Goals*

1. Encourage reflection. What were your expectations coming into the program? Which ideas have been most inspirational and which skills most useful? How has your experience in the program shaped your personal and professional trajectory?
2. Hone analytical and problem-solving skills. All projects will involve inquiry, analysis, interpretation, and application; you will choose one of the following to complete during your capstone:
  - a. original research
  - b. community activist engagement project with reflection, analysis, and thesis
  - c. creative work with reflection, analysis, and thesis
  - d. scholarly paper, such as literary analysis or other substantial culminating project
3. Develop effective writing and speaking skills. You will develop a professional quality paper or project report and present the work orally at SOAR.
4. Facilitate civic and ethical engagement. You will explore opportunities to collaborate with community groups to conduct research or address problems.

##### *Required Readings*

- Readings posted on Moodle
- Readings for your personal capstone project

#### COURSE GRADING AND ASSIGNMENTS

You are responsible for your work in this capstone. Remember that you are not graded on effort; grades will reflect the **quality** of your work. All work you submit must be your own. Assignments are due before we meet for the week unless otherwise specified.

##### *Attendance and Participation*

Attendance is required and graded, including tardiness and early departures. Participation credit will be earned for talking, active listening, and contributing to a positive and safe classroom community. Come to class each day prepared to engage and discuss. When we have readings, come prepared to discuss the readings in depth.

See Course Schedule and Readings for assignments and due dates. Assignment details for all other assignments are available on Moodle.

The capstone bar is set high, and we are confident you can meet those expectations if you commit fully to the capstone process. You can count on the GSWS faculty's diligent support as you develop your capstone. Successful completion of the capstone seminar requires a quality performance on all of the components specified above. Students who are struggling to participate, complete assignments, etc.... and who may not pass the class will be required to submit a plan of action for significant improvement or consider dropping the class.

### *Formatting Guidelines and Other Grading Information*

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)
  - a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- In general, do not include the titles of books/articles in the text of your papers; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

Please feel free to meet with us to discuss your grades at any time during the quarter by visiting office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A- = 90-93.99%	B- = 80-82.99%	C- = 70-72.99%	D- = 60-62.99%
B+ = 87-89.99%	C+ = 77-79.99%	D+ = 67-69.99%	F = 59.99% & below

### **COURSE SCHEDULE AND READINGS**

*(subject to change)*

Assignment Calendar with Grading % for GSWS Capstone	Term			Week Due
	Fall	Winter	Spring	
Career Portfolio				
Reflection Essay	10%			Fall Week 2
Professional Resume or CV		10%		Winter Week 1
Career Network Event		10%		Winter Week 4
ePortfolio			10%	Spring Week 10
Completed Capstone Project				
Concept Paper	10%			Fall Week 3
Annotated Bibliography	10%			Fall Week 5

Oral Presentation	10%			Fall Week 7
Proposal Draft	10%			Fall Week 8
Proposal	40%			Fall Finals Week
Proposal Revisions		10%		Winter Week 2
Formal Paper Outline		10%		Winter Week 5
Oral Presentation		10%		Winter Week 7
Complete Paper Draft		40%		Winter Finals Week
SOAR Presentation			20%	Spring Week 7
Final Paper			50%	Spring Week 8
<b>Class Participation</b>				
Attendance and Participation	10%	10%	10%	Every class all terms
Program Assessment			10%	Spring Week 9
Total	100%	100%	100%	

#### Winter

Day	Topic (s)	Readings	Assignments
Week 1	Welcome back Return papers, next tasks, clarifying expectations		
Week 2	Proposal revisions and individual meetings with capstone mentors	UNC Writing Center, Editing and Proofreading ( <a href="https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/">https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/</a> )	
Week 3	Resume/CV development	Schulz, Vitae Transsexualis <a href="https://www.insidehighered.com/advice/2015/02/14/essay-reflects-having-lavender-vita">https://www.insidehighered.com/advice/2015/02/14/essay-reflects-having-lavender-vita</a>	
Week 4	How to write a thesis statement	How to Write a Thesis Statement <a href="https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html">https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html</a>	
Week 5	Developing your feminist/queer scholarly tone for written work		
Week 6	Individual meetings		
Week 7	Individual meetings		
Week 8	Oral presentations		
Week 9	Oral presentations		
Week 10			
Finals Session			Capstone paper draft due

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# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 495c
2. **Course title:** Gender, Sexuality, and Women's Studies Capstone III
3. **Abbreviated title for class schedule** (30 characters or less): GSWS Capstone III
4. **Credit hours:** 2
5. **Catalog description:** The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience.
6. **Prerequisites (to add each additional prerequisite, start a new line):**  
(See attached Note for samples)
 

A. (course prefix, (space) and number) GSWS 495b	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)	or	or	or	or
--	----	----	----	----
8. **Major/Class restrictions:** Please indicate any class or major restrictions:
9. **Is course repeatable?** Yes      No   X   If Yes, list maximum credits: N/A
10. **Labs requirements:** If course includes a lab: # of hours lecture: N/A ; # of hours lab:
11. **Fees:** List any course fees: N/A
12. **Grade Mode:** Graded only: X Pass/No Pass only:      **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 05.02
14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies?	no	If yes, list Strand(s)
------------------------	----	------------------------

B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): N/A

**16. Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? This course will serve as the capstone for GSWS majors, creating a culminating project as part of their senior experience and helping to prepare them for their lives after graduation.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course meets GSWS bylaws criteria. It also offers multiple capstone options, emphasizing the interdisciplinary nature of GSWS.

2. How does the course fit into the rest of the unit's curriculum? This course is the capstone for the major.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 (first offered 2021-2022) 5; Year 2 8; Year 3 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Co-taught by Carey Jean Sojka and Kylan de Vries
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This will be offered by offering other GSWS classes less frequently.
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This course will require circle seating, such as a room with a conference table (e.g. TA 025).

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops we would benefit from access to a specific Gender Studies electronic database.
- b. Are any other resources needed to support this course? No



If so, please explain how they will be obtained.

**E. External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? We do not expect this to have a significant impact on existing programs elsewhere in the university.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

\_\_\_\_\_  
Signature of Division Director

\_\_\_\_\_  
Date

4/29/16

## GSWS 495c: GSWS Capstone III

### 2 credits

#### COURSE INFORMATION

##### *Course Description*

The GSWS capstone seminar is a culminating experience through which students reflect on, integrate, and apply the knowledge and skills developed in Gender, Sexuality, and Women's Studies in preparation for life, career, and/or further study. Students choose to complete original research, a community activist project, a creative work, or a scholarly paper or other substantial culminating project. All students will prepare a formal paper, presentation, and portfolio as part of their capstone experience. Prerequisite(s): Senior standing; GSWS Major or Interdisciplinary GSWS emphasis; GSWS 202 and GSWS 300. Graded A-F only.

##### *GSWS Course Criteria*

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
  - a. Analyzing course topics from feminist and/or queer perspectives
  - b. Analyzing intersecting systems of oppression and privilege
  - c. Understanding one's own position in those systems of oppression and privilege

##### *Course Goals*

1. Encourage reflection. What were your expectations coming into the program? Which ideas have been most inspirational and which skills most useful? How has your experience in the program shaped your personal and professional trajectory?
2. Hone analytical and problem-solving skills. All projects will involve inquiry, analysis, interpretation, and application; you will choose one of the following to complete during your capstone:
  - a. original research
  - b. community activist engagement project with reflection, analysis, and thesis
  - c. creative work with reflection, analysis, and thesis
  - d. scholarly paper, such as literary analysis or other substantial culminating project
3. Develop effective writing and speaking skills. You will develop a professional quality paper or project report and present the work orally at SOAR.
4. Facilitate civic and ethical engagement. You will explore opportunities to collaborate with community groups to conduct research or address problems.

##### *Required Readings*

- Readings posted on Moodle
- Readings for your personal capstone project

#### COURSE GRADING AND ASSIGNMENTS

You are responsible for your work in this capstone. Remember that you are not graded on effort; grades will reflect the **quality** of your work. All work you submit must be your own. Assignments are due before we meet for the week unless otherwise specified.

##### *Attendance and Participation*

Attendance is required and graded, including tardiness and early departures. Participation credit will be earned for talking, active listening, and contributing to a positive and safe classroom community. Come to class each day prepared to engage and discuss. When we have readings, come prepared to discuss the readings in depth.

See Course Schedule and Readings for assignments and due dates. Assignment details for all other assignments are available on Moodle.

The capstone bar is set high, and we are confident you can meet those expectations if you commit fully to the capstone process. You can count on the GSWS faculty's diligent support as you develop your capstone. Successful completion of the capstone seminar requires a quality performance on all of the components specified above. Students who are struggling to participate, complete assignments, etc.... and who may not pass the class will be required to submit a plan of action for significant improvement or consider dropping the class.

### *Formatting Guidelines and Other Grading Information*

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)
  - a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- In general, do not include the titles of books/articles in the text of your papers; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

Please feel free to meet with us to discuss your grades at any time during the quarter by visiting office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A- = 90-93.99%	B- = 80-82.99%	C- = 70-72.99%	D- = 60-62.99%
B+ = 87-89.99%	C+ = 77-79.99%	D+ = 67-69.99%	F = 59.99% & below

### **COURSE SCHEDULE AND READINGS**

*(subject to change)*

Assignment Calendar with Grading % for GSWS Capstone	Term			Week Due
	Fall	Winter	Spring	
Career Portfolio				
Reflection Essay	10%			Fall Week 2
Professional Resume or CV		10%		Winter Week 1
Career Network Event		10%		Winter Week 4
ePortfolio			10%	Spring Week 10
Completed Capstone Project				
Concept Paper	10%			Fall Week 3
Annotated Bibliography	10%			Fall Week 5

Oral Presentation	10%			Fall Week 7
Proposal Draft	10%			Fall Week 8
Proposal	40%			Fall Finals Week
Proposal Revisions		10%		Winter Week 2
Formal Paper Outline		10%		Winter Week 5
Oral Presentation		10%		Winter Week 7
Complete Paper Draft		40%		Winter Finals Week
SOAR Presentation			20%	Spring Week 7
Final Paper			50%	Spring Week 8
<b>Class Participation</b>				
Attendance and Participation	10%	10%	10%	Every class all terms
Program Assessment			10%	Spring Week 9
Total	100%	100%	100%	

#### Spring

Day	Topic (s)	Readings	Assignments
Week 1	Capstone paper feedback Spring term overview Outline work plan for spring quarter		
Week 2	Paper Development (No class meeting)		
Week 3	ePortfolio Workshop		
Week 4	Individual meetings		
Week 5	How to prepare a successful academic presentation		
Week 6	Oral Presentations Practice		
Week 7	SOAR Presentations		
Week 8	Final Paper Editing		
Week 9	Capstone Paper Due		
Week 10	Social Gathering and Celebration		
Finals Session			

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# **New Certificate Program: Transgender Studies (Action)**

# New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Transgender Studies**

**CIP Code:** (Classification of Instructional Program): 05.0299 Ethnic, Cultural Minority, and Gender Studies, Other.

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

GSWS is already an interdisciplinary program, and the Transgender Studies certificate will continue to draw from existing courses both within the GSWS program and cross-referenced courses housed in other programs. With the expansion from a minor to a major and certificate, other programs will have the opportunity to offer cross-referenced electives that meet the GSWS program learning objectives. Our GSWS Council, with faculty from multiple disciplines and divisions as well as staff and students, will guide these new proposed courses, providing institutionalized structure for the connections between GSWS and other programs on campus. The GSWS program will add 4-5 new courses. With the hire of a tenure-track position last AY, these additions are possible.

The certificate in Transgender Studies will highlight one of the strengths of the program and our faculty in transgender studies. It will serve as a complementary certificate to many majors across campus and will help prepare students for work and further study involving transgender lives, including careers or graduate study in healthcare, communications and media, human services, law enforcement, counseling and mental health, art, and many other areas.

2. Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

The Transgender Studies certificate will involve the creation of two new courses in other programs - English and Native American Studies. The chairs in both programs have agreed to this.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

With the hire of a new tenure-track last AY, the GSWS program now has 1.5 FTE. Both GSWS faculty also teach in SOAN; however, the number of SOAN classes taught will be reduced.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

GSWS pedagogy utilizes circle seating for more engaged interactions. Although the program does not currently have dedicated rooms, the Provost's office and enrollment are in the process of looking at potential rooms to meet this pedagogical style.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

A resource review by Emily Miller-Francisco, Library Liaison to GSWS, found that the Hannon Library's current print resources are more than adequate to support a new major in GSWS and new certificate in Transgender Studies; however, we would benefit from the expansion of electronic resources. The cost for this is \$4,098.00. The Library's report is attached as Appendix A.

We believe that we could make do with current resources, but would utilize the database if funds became available. Because GSWS is interdisciplinary, faculty and students use multiple databases across disciplines, which can be more work for them, but is also doable. Even if we had access to this database, we would need it for the first 2-3 years, until we had a set of majors in their junior/senior year (2022/2023).

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No additional resources are needed. GSWS is an interdisciplinary program that utilizes electives in other programs to meet programmatic outcomes. The existing GSWS Council works to maintain the interdisciplinary nature of GSWS and will continue to function as it currently does.

4. Catalog copy for the new program, including requirements and electives.

See Appendix B: GSWS Curriculum.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Since one GSWS faculty member holds a joint appointment in Sociology & Anthropology, the Chair of SOAN has been consulted about a reduction in the number of courses this faculty member will teach in SOAN (see email from Dr. Mark Shibley as Appendix C).

The Chairs of NAS and English have approved the two additional electives that will be offered for the Transgender Studies certificate. NAS Chair Brook Colley serves on the GSWS Council. Former English Chair Alma Rosa Alvarez, who approved this, also serves on the GSWS Council.



## APPENDIX B

### GSWS Curriculum Mapping - new Major, updates to Minor, and new Certificate

#### Gender, Sexuality, and Women's Studies, BA or BS

##### Requirements for the GSWS Major:

1. Fulfill baccalaureate degree requirements.
2. A minimum of **55-56 credits in the major, 41-42-of which must be upper division**. All credits earned toward the major must be taken for a letter grade, except GSWS 202.
3. Maintain a minimum 2.7 GPA in courses required for the major. Students must earn a C- or better in all courses required for the major.
4. Complete core requirements outlined below:

##### Core Requirements

- I. Foundations (10 credits)
  - GSWS 201: Introduction to GSWS (4 credits)
  - GSWS 202: Community Building in GSWS (2 credits) NEW
  - GSWS 300: Explorations in GSWS (4 credits) NEW
- II. Core Theory (select one course from the list below, 4 credits)
  - COMM 460A: Women Transforming Language (4 credits)
  - GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
  - PHL 373: Philosophy and Sexuality (4 credits)
  - PHL 425: Feminist Philosophy (4 credits)
- III. Core Theme 1: FEMINISM and WOMEN (select one course from the list below, 3-4 credits)
  - ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
  - BI 385: Women in Science (3 credits)
  - EC 340: Gender Issues in Economics (4 credits)
  - ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
  - ENG 367: British Women Writers (4 credits)
  - ENG 368: Women Writers in the U.S. (4 credits)
  - ENG 443: Chicana/o Literature (4 credits)
  - ENG 498: Topics in Women's Writing (4 credits)
  - GSWS 301: Global Gender Movements (4 credits)
  - GSWS 302: Contemporary US Women's Movements (4 credits)
  - PSY 492: Psychology of Women (4 credits)
- IV. Core Theme 2: QUEER and SEXUALITIES (select one course from the list below, 4 credits)

- ENG 447: Major Forces in Literature  
Wilde's Worlds: 1880s-1890s (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)  
Queer Indigenous Studies (4 credits)
- PSY 369: Human Sexuality (4 credits)

V. Core Theme 3: TRANSGENDER and MASCULINITIES (select one course from the list below, 4 credits)

- ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 399: Special Topics  
Trans Institutions (4 credits) (will become GSWS 314) NEW
- NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW  
Indigenous Masculinities (4 credits) NEW

VI. Theory in Action (4 credits)

- GSWS 410: Feminist and Queer Theory in Action (4 credits)

VII. Capstone (6 credits, 2 per term)

- GSWS 495A: Capstone I (2 credits) NEW
- GSWS 495B: Capstone II (2 credits) NEW
- GSWS 495C: Capstone III (2 credits) NEW

VIII. Electives - Choose five courses (20 credits, up to 8 credits may be lower division)

- ARTH 345: Activist Artists and Work in the Community (4 credits)
- ARTH 399: Special Studies (1 to 18 credits) (as approved by program chair)
- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- COMM 460: Topics in Communication (4 credits) (as approved by program chair)
- COMM 460A: Women Transforming Language (4 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 347: Slumming in the Nineteen Century (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 381: Topics in U.S. Literature Before 1865

- Slave Narratives (4 credits)
- Captive Narratives (4 credits)
- ENG 418: The British Novel after 1850 (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 447: Major Forces in Literature
  - The Decadent 1890s (4 credits)
  - England's Others: Victorian Literature of Immigration and Empire (4 credits)
  - Transgender Literature (4 credits) NEW
  - Wilde's Worlds: 1880s-1890s (4 credits)
- ENG 454: U.S. Ethnic Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)
- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 343/ SOAN 343: Gender and the Body (4 credits)
- GSWS 399: Special Topics (1 to 20 credits)
  - Disability Studies (4 credits)
  - Trans Institutions (4 credits) (will become GSWS 314) NEW
- GSWS 401: Research (1 to 5 credits)
- GSWS 405: Readings and Conference (1 to 4 credits)
- GSWS 407: Seminar (1 to 8 credits)
- GSWS 409: Practicum (1 to 16 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (as approved by program chair)
  - Decolonizing Transgender (4 credits) NEW
  - Indigenous Masculinities (4 credits) NEW
  - Queer Indigenous Studies (4 credits)
- NAS 440: American Indian Identities (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 399: Special Studies (4 credits) (as approved by program chair)
- PHL 425: Feminist Philosophy (4 credits)
- PSY 369: Human Sexuality (4 credits)
- PSY 492: Psychology of Women (4 credits)
- SOAN 304: Poverty, Family, and Policy (4 credits)
- SOAN 340: Anthropology and Sociology of Gender (4 credits)

- SOAN 399: Special Topics (as approved by program chair)
- SOAN 407: Seminar (1 to 4 credits) (as approved by program chair)

### **NOTES**

Courses taken to meet requirements I – VI above will not also count toward the elective requirement.

Other courses may be approved to count for the Gender, Sexuality, and Women's Studies major upon petition to the program chair.

### **Combining Majors, Certificates, and Minors:**

GSWS majors are ineligible for a GSWS minor.

GSWS majors are eligible for a Transgender Studies Certificate, but only 4 credits taken for the major can count toward the certificate's Transgender Studies Electives or Supporting Electives requirements.

Adding majors, minors, and certificates offered by any other program on campus to a GSWS major is also allowed.

## **GSWS Minor Requirements (23-24 credits)**

### **I. Foundations (4 credits)**

- GSWS 201: Introduction to GSWS

### **II. Theory in Action (4 credits)**

- GSWS 410: Feminist and Queer Theory in Action (4 credits)

### **III. Electives (take at least 15 credits from the list below, at least 12 of which must be upper division)**

- ARTH 345: Activist Artists and Work in the Community (4 credits)
- ARTH 399: Special Studies (1 to 18 credits) (as approved by program chair)
- ARTH 450: Race, Gender, and Ethnicity in Art (4 credits)
- BI 385: Women in Science (3 credits)
- COMM 460: Topics in Communication (4 credits) (as approved by program chair)
- COMM 460A: Women Transforming Language (4 credits)
- EC 340: Gender Issues in Economics (4 credits)
- ENG 341: Class, Culture, and Feminism in Victorian and Edwardian England (4 credits)
- ENG 347: Slumming in the Nineteen Century (4 credits)
- ENG 367: British Women Writers (4 credits)
- ENG 368: Women Writers in the U.S. (4 credits)
- ENG 381: Topics in U.S. Literature Before 1865
  - Slave Narratives (4 credits)
  - Captive Narratives (4 credits)
- ENG 418: The British Novel after 1850 (4 credits)
- ENG 443: Chicana/o Literature (4 credits)
- ENG 447: Major Forces in Literature
  - The Decadent 1890s (4 credits)
  - England's Others: Victorian Literature of Immigration and Empire (4 credits)
  - Transgender Literature (4 credits) NEW
  - Wilde's Worlds: 1880s-1890s (4 credits)
- ENG 454: U.S. Ethnic Literature (4 credits)
- ENG 498: Topics in Women's Writing (4 credits)
- GSWS 300: Exploration in GSWS (4 credits) NEW
- GSWS 301: Global Gender Movements (4 credits)
- GSWS 302: Contemporary US Women's Movements (4 credits)
- GSWS 311: Masculinities (4 credits)
- GSWS 312: Trans Histories, Trans Futures (4 credits)
- GSWS 313: Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 321: Media Studies in GSWS (4 credits)
- GSWS 341: Thinking Queerly: Exploring Queer Studies (4 credits)

- GSWS 342: Queer Lives and Communities (4 credits)
- GSWS 343/ SOAN 343: Gender and the Body (4 credits)
- GSWS 399: Special Topics (1 to 20 credits)
  - Disability Studies (4 credits)
  - Trans Institutions (4 credits) NEW
- GSWS 401: Research (1 to 5 credits)
- GSWS 405: Readings and Conference (1 to 4 credits)
- GSWS 407: Seminar (1 to 8 credits)
- GSWS 409: Practicum (1 to 16 credits)
- GSWS 417: Sexual Politics in US History (4 credits)
- NAS 368: Native American Topics (4 credits) ( as approved by program chair)
  - Decolonizing Transgender (4 credits) NEW
  - Indigenous Masculinities (4 credits) NEW
  - Queer Indigenous Studies (4 credits)
- NAS 440: American Indian Identities (4 credits)
- PHL 373: Philosophy and Sexuality (4 credits)
- PHL 399: Special Studies (4 credits) (as approved by program chair)
- PHL 425: Feminist Philosophy (4 credits)
- PSY 369: Human Sexuality (4 credits)
- PSY 492: Psychology of Women (4 credits)
- SOAN 304: Poverty, Family, and Policy (4 credits)
- SOAN 340: Anthropology and Sociology of Gender (4 credits)
- SOAN 399: Special Topics (as approved by program chair)
- SOAN 407: Seminar (1 to 4 credits) (as approved by program chair)

#### **NOTES:**

Other courses may be approved to count for the Gender, Sexuality, and Women's Studies minor upon petition to the program chair.

Students are strongly advised to plan their course of study with the program chair. They are also urged to complete an application for minor degree status. Applications are available at the GSWS program office.

#### **Combining Majors and Minors:**

GSWS Majors are ineligible for a GSWS minor.

GSWS Minors are ineligible for a Transgender Studies Certificate.

## **TRANS STUDIES CERTIFICATE (28 credits)**

- I. Foundations (4 credits)
  - GSWS 201: Introduction to GSWS
- II. Upper Division Requirement (4 credits)
  - GSWS 312: Trans Histories, Trans Futures (formerly Transgender Studies)
- III. Transgender Studies Electives (at least 8 credits)
  - ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
  - GSWS 399: Special Topics  
Trans Institutions (4 credits)
  - NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW
- IV. Supporting Electives (at least 12 credits)
  - ENG 447: Major Forces in Literature  
Transgender Literature (4 credits) NEW
  - GSWS 321: Media Studies in GSWS (4 credits)
  - GSWS 300: Explorations in GSWS (4 credits)
  - GSWS 399: Special Topics (as approved by program chair)  
Trans Institutions (4 credits)
  - GSWS 401: Research (1 to 5 credits) (as approved by program chair)
  - GSWS 405: Readings and Conference (1 to 4 credits) (as approved by program chair)
  - GSWS 407: Seminar (1 to 8 credits) (as approved by program chair)
  - GSWS 409: Practicum (1 to 16 credits) (as approved by program chair)
  - GSWS 410: Feminist and Queer Theory in Action (4 credits)
  - NAS 368: Native American Topics  
Decolonizing Transgender (4 credits) NEW
  - SOAN 340: Sociology of Gender (4 credits)

### **NOTES:**

Courses taken to meet requirements I – III above will not also count toward the elective requirement.

Other courses may be approved to count for the Transgender Studies certificate upon petition to the program chair.

Students are strongly advised to plan their course of study with the program chair. They are also urged to complete an application for certificate degree status. Applications are available at the GSWS program office.

### **Combining Majors, Certificates, and Minors:**

GSWS majors are eligible for a Transgender Studies Certificate, but only 4 credits taken for the major can count toward the certificate's Transgender Studies Electives or Supporting Electives requirements.

Transgender Studies Certificate students are ineligible for a GSWS minor.

# Enrollment Council Update


- Financial Aid Leveraging Model
- Mentoring Collective
- Implementation of the EAB Navigate System





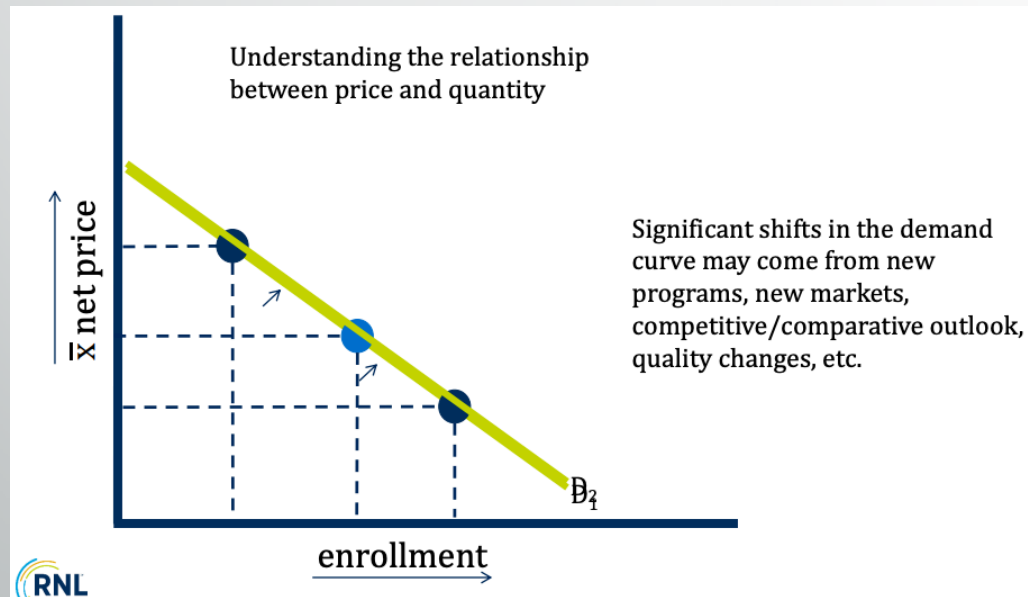
# Financial Aid Leveraging

Board of Trustees, January 2020



Price is the number two factor when  
choosing a college.

# Relationship between net price and enrollment behavior



- Higher net price = lower enrollment

# The Competition Factor\*

- 35,920 high school seniors (2019-20)
- 57 institutions of postsecondary education in Oregon
- 47.8% college continuation rate (graduates of high school that continue directly into postsecondary education) (17,170 students)
  - Ranks 47<sup>th</sup> among states
  - 24.3% leave the state to go to college (4,166)
- 7,432 students left
- Three largest institutions # of In-state Freshmen
  - Oregon State University: 2,705
  - University of Oregon: 1,819
  - Portland State University: 1,048
- 1,860 students after the big three

\*Source: RNL

# Competitor Offers 2019-20\*

Tier 1 Scholarship					Tier 3 Scholarship				
Institutions	Tuition-Fees	Scholarship	% of T-F	Net T-F	Institutions	Tuition-Fees	Scholarship	% of T-F	Net T-F
Rogue CC	\$5,895		0.0%	\$5,895	Rogue CC	\$5,895		0.0%	\$5,895
Portland State U	\$9,578		0.0%	\$9,578	Portland State U	\$9,578		0.0%	\$9,578
Western Oregon U	\$9,768	\$5,500	56.3%	\$4,268	Western Oregon U	\$9,768	\$1,000	10.2%	\$8,768
Southern Oregon I	\$10,569	\$2,700	25.5%	\$7,869	Southern Oregon I	\$10,569	\$2,100	19.9%	\$8,469
Oregon State U	\$11,715		0.0%	\$11,715	Oregon State U	\$11,715		0.0%	\$11,715
U of Oregon	\$12,720	\$6,000	47.2%	\$6,720	U of Oregon	\$12,720		0.0%	\$12,720

Tier 2 Scholarship					Tier 4 Scholarship				
Institutions	Tuition-Fees	Scholarship	% of T-F	Net T-F	Institutions	Tuition-Fees	Scholarship	% of T-F	Net T-F
Rogue CC	\$5,895		0.0%	\$5,895	Rogue CC	\$5,895		0.0%	\$5,895
Portland State U	\$9,578		0.0%	\$9,578	Portland State U	\$9,578		0.0%	\$9,578
Western Oregon U	\$9,768	\$2,500	25.6%	\$7,268	Western Oregon U	\$9,768		0.0%	\$9,768
Southern Oregon I	\$10,569	\$2,400	22.7%	\$8,169	Southern Oregon I	\$10,569		0.0%	\$10,569
Oregon State U	\$11,715		0.0%	\$11,715	Oregon State U	\$11,715		0.0%	\$11,715
U of Oregon	\$12,720	\$3,000	23.6%	\$9,720	U of Oregon	\$12,720		0.0%	\$12,720

Oregon State U merit amounts not listed.  
Rogue CC and Portland State U require a scholarship application.

\*Source: RNL Analysis

# First-year Student Discounting Benchmarks

## *Overall Discount Rate: Four-year Public Institutions*



Southern Oregon U			
	Resident*	Non-Resident*	Overall
2018	6.4%	4.3%	6.4%
2019	7.9%	2.4%	6.1%



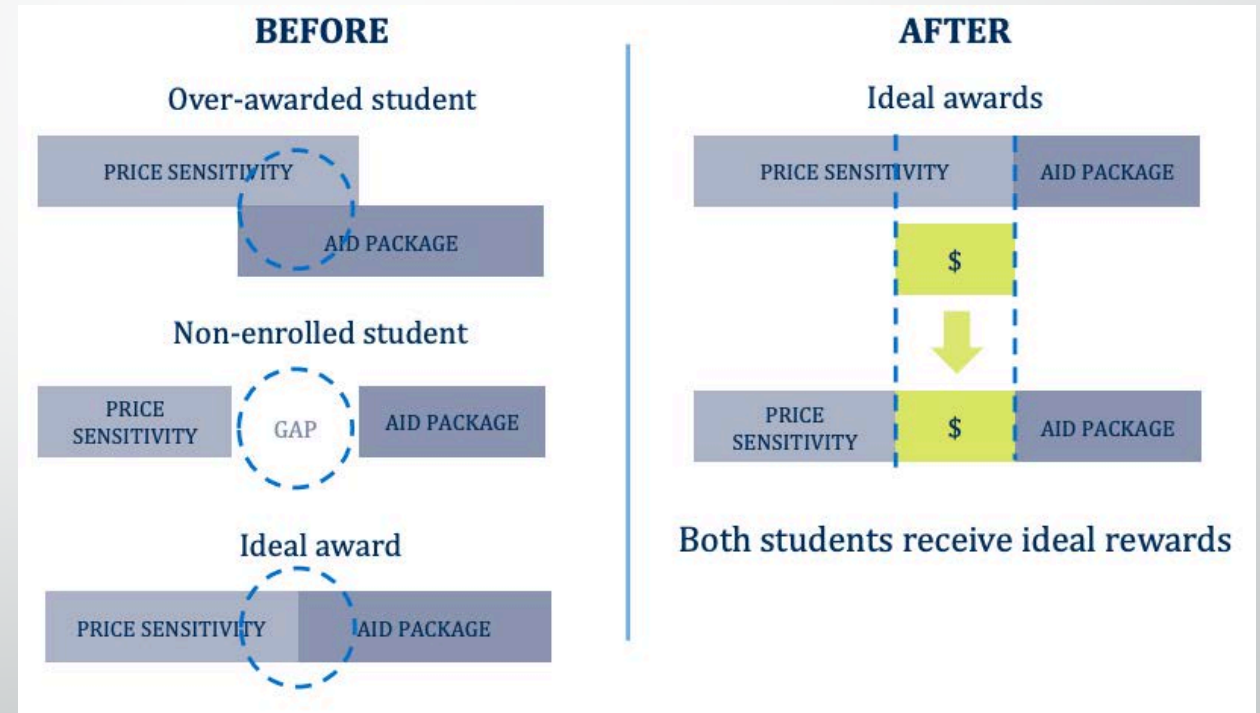
© Copyright 2019, Ruffalo Noel Levitz, LLC  
2019 Discounting Report for 4-Year Private and Public Institutions

\* Excluding athletes



# Financial Aid Leveraging Basic Concept

- Create a financial aid strategy making SOU affordable to students who are willing to pay without spending more than is necessary to enroll or retain each student.
- Maximize net revenue



# The Strategic Financial Aid Matrix



## 3 Key Metrics

1. Yield and retention rates
2. Percentage of need met and need met with gift aid for need-based students
3. Yield by institutional gift



# Process

## OUR AID STRATEGY DEVELOPMENT AND IMPLEMENTATION

*Aid strategy must  
consider 2 criteria:*



**Ability to Pay**



**Willingness to Pay**

- 1 *Historical research & competitive benchmarking*
- 2 *Retention analysis*
- 3 *Econometric modeling*
- 4 *Revenue optimization & simulation*
- 5 *Annual plan development*
- 6 *4-year enrollment & net revenue projection model*
- 7 *Weekly tracking reports*
- 8 *Ongoing consultation*

# Academic Rating and Index

Academic rating	Index
60/40 split for GPA weights/ test score	AL1 ≥90
HSGPA * 15+ SAT * 0.025= 100	AL2 84-89.99
↓ or	AL3 75-83.99
Concord ACT to SAT and use SAT formula	AL4 68-74.99
	AL5 <68

EFC Need Levels	
EFC=	\$0
EFC=	\$1 - <b>\$5,576</b>
EFC=	<b>\$5,577</b> - \$14,999
EFC=	\$15,000 - \$29,999
EFC=	\$30,000 and greater

# Awarding Model for 2020-21

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5		Honors Bump
FY In-State	\$4,000*	\$2,500	\$2,000	\$0	\$0		\$1,700
FY WUE	\$3,000	\$2,000	\$1,000	\$0	\$0		\$2,700
FY Out-of-State	\$0	\$0	\$0	\$0	\$0		\$3,000
Transfer In-State	\$3,000	\$2,500	\$2,000	\$1,000	\$0		
Transfer WUE	\$0	\$0	\$0	\$0	\$0		
Transfer Out-of-State	\$0	\$0	\$0	\$0	\$0		

# 2020-21 Model Projections

- Increased student enrollment of 46 new students
- Net Tuition/Fee Revenue from change in enrollment: \$522,975
- Average per student net tuition/fee revenue: \$11,686 (increase of \$326)
- Tuition and Fee Discount Rate: 14.0% (up from 12.3%)
  - National average, four-year public institutions: 31.9%



# Updated Net Price Calculator

[Click for](#)  
[Affordability Information](#)



Questions?

# Programming for Students from American Samoa



# American Samoa and SOU

A Match Made in Paradise



# A little about American Samoa

- Unincorporated Territory of the US
- Population is approximately 56,000
- Most are US Nationals, but not citizens. FAFSA eligible
- Highest rate of military enlistment of any US State or Territory
- Median household income is \$23,892
  - 55% of families are below poverty

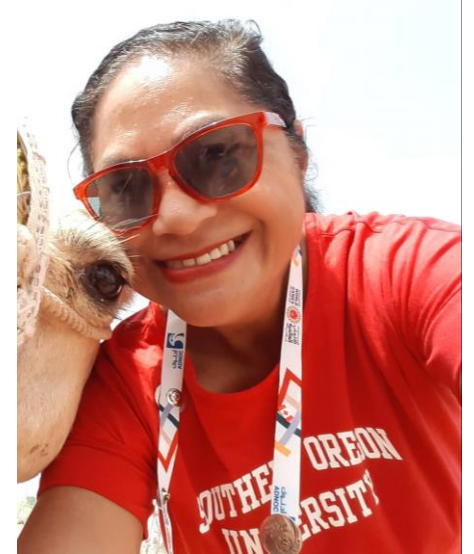


# American Samoa Educational Attainment

	US Average	American Samoa
Less than 9 <sup>th</sup> Grade	5.7%	6.9%
9 <sup>th</sup> to 12 <sup>th</sup> Grade, no diploma	7.6%	11.1%
High school graduate	27.8%	48.3%
Some college, no degree	21.1%	15.3%
Associate's degree	8.1%	8.6%
Bachelor's degree	18.5%	6.4%
Graduate or professional degree	11.2%	3.5%

# Brief History of SOU and AmSam

- 2017 receive invitation to recruit from Deanna Fuimaono, attorney, SOU alum
- Uta Mageo, SOU alum, Homeland Security
- Total current students: 38
- New students fall 2019: 23





# Program Summary

- If done on island, SOU waives the application fee
- SOU grants WUE tuition
- Most students receive full Pell
- SOU provides ROTC housing grant
- Additional scholarships provided by the Oregon Army National Guard
- Approx. 25 students are in ROTC
- Community support and interaction



# Recent Recruitment Trip

- Done in November (third time), team of SOU and Oregon Army National Guard made the following visits:
  - America Samoa Community College
  - Fa'asao Marist High School
  - Faga'itua High School
  - Iakina Adventist Academy
  - Kanana Fou High School
  - Leone High School
  - Manumalo Baptist High School
  - Nu'uuli Vocational Technical High School
  - Pacific Horizons
  - Samoana High School
  - South Pacific Academy
  - Tafuna High School
- Daily application workshops
- School visits typically 1.5 hours meeting with Juniors and Seniors
  - Presentation by SOU, Oregon Army National Guard, Ria, Neil
  - Questions and answers
  - Counselor meetings and discussions
  - Principal meetings
- Local media:
  - Two radio interviews
  - Newspaper interview and article (English and Samoan)
- HS Counselor Breakfast
- American Samoa Department of Education Officials







# SOU 2 You

# Participants: 125

SOU2You events invite students and their family/guests to attend the event and become more acquainted with Southern Oregon University.

**SOU representatives were available to answer questions and discuss:**

- Academic Programs
- Admissions Process
- Financial Aid
- Campus Life
- Housing
- Assist with Application Process

**SOU 2 YOU**  
AMERICAN SAMOA

**SO Southern OREGON UNIVERSITY**





# Oregon Army National Guard and ROTC

- Lieutenant Colonel Travis Lee; Sergeant First Class Nick Marshall; Sergeant First Class Sheri Hoddle
- Major Mark Timmons, SOU Military Science Program Manager
- Oregon Army National Guard Scholarship exclusive to SOU
- Additional opportunities being explored with SOU esports team



# Retention and Community Support

- Ruch Community School and Lyn Hennion
- Community Members:
  - Dr. Tauileata Moli
  - Soteria Galo
  - Pastor Alex Tuiasosopo
  - Poasa Galo
  - Leasapai Afoa
  - Apaau Fuataga
- Activities
  - Biweekly gatherings at the SU
  - Potlucks, shopping, church, donations, etc.
- Quarterly SOU staff meeting





# It's Only Just Begun

- Raider Reg June 2-3
  - Parent Reception
- Parent Facebook group
- Recruitment Opportunities
  - Athletics (football, women's softball)
  - Government (Dept of Ed meetings)
  - App workshops at the HS
  - PR enhancements



# Future Meetings

# Adjournment