

Docket Item:

University Program Approval: Southern Oregon University, Bachelor of Arts (B.A.)/Bachelor of Science (B.S.) in Gender, Sexuality, and Women's Studies.

Summary:

Southern Oregon University proposes a new degree program leading to a B.A./B.S. in Gender, Sexuality, and Women's Studies. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After Analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

B.A./B.S. in Gender, Sexuality, and Women's Studies at the Southern Oregon University.



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 Nineteen 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.¹

¹from <https://www.naceweb.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.¹

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

¹ 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 businesses¹. 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.”

¹ 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 ¹		
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 ²	\$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		

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

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

Portland State University (PSU) Women, Gender, & Sexuality Studies Program¹ 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 Oregon² 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)³ 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 University⁴ 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.

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

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

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

⁴ 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

Institution: Southern Oregon University

Program: BA or BS in Gender, Sexuality, and Women's Studies

Action: At the **February 13, 2020** meeting, the Statewide Provosts Council approved a new program for **Southern Oregon University, BA or BS in Gender, Sexuality, and Women's Studies** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Southern Oregon University** Board of Trustees approved the **BA or BS in Gender, Sexuality, and Women's Studies** program at its **December 2, 2019** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



University of Oregon

Patrick Phillips, provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



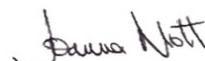
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained

