Date: September 30, 2010

To: GEAC and the GE Implementation Team

From: The Sexuality and Gender Studies FLC and affiliated faculty

We submit for your consideration our proposal for a Sexuality and Gender Studies General Education Pathway. Having participated to some degree in the long process of planning and implementation, we wanted to express appreciation for several specific aspects that have been most helpful to us.

- The GE Mixer, where we were approached by many new interested faculty and merged with the Gender and Society Pathway team.
- The posting of pathway documents online, which we understand brought us participation from the BIOL Department.
- GEIT members attending Pathway planning meetings, which helped us understand the GE values and the proposal requirements better.
- Open GEIT office hours, where we cleared up questions.
- The FLC grant, which supported our summer work.
- The most recent forum, where we were approached by a colleague in ECON.

All in all, we feel that we have been given many opportunities to mix with colleagues across the university, which has resulted in our proposal being truly interdisciplinary, comprising proposed offerings from at least 18 departments or programs. For this reason, students will be made aware of many areas of study that they could pursue as a second minor or even a major.

Nevertheless, we believe we have a reasonable and realistic focus that will allow for deep understanding of a major theme that is both timely—in terms of LGBTQ studies—as well as timeless—looking at the perennial questions of gender and the spectrum of human relationships. Given widespread interest in these areas, our students will benefit from being able to enter national and local conversations from a more informed and compassionate perspective.

Whereas some of our SLOs focus on a more traditional definition of diversity, including the context of global and U.S. ethnically diverse cultures, our main objective is to offer a thorough grounding in Sexuality and Gender Studies. With the now well-established areas of Women's/Feminist Studies and Gay and Lesbian Studies, plus the recent advent of Masculinity Studies and Transgender Studies, this area of intellectual inquiry is complex enough to require sustained attention. What's more, this area of study supports CSUC's commitment to building inclusive and tolerant communities. CSU Chico is fortunate to have recruited faculty from many academic disciplines who possess expertise in Sexuality and Gender Studies, thus giving us this opportunity to prepare our students for professional success and social responsibility in a complex and diverse global society.

## Sexuality and Gender Studies Pathway Phase 1: Initial Pathway Concept Proposal

## 1. Faculty Proposing Pathway: Name(s), Department(s):

Name	Department	Email address		
1 Sara Cooper	Foreign Languages	Scooper@csuchico.edu		
2 Molly Heck	School of Social Work and	mheck@csuchico.edu		
	Multicultural and Gender			
	Studies			
3 Kurt Nordstrom	Journalism and Women's	knordstrom@csuchico.edu		
	Studies			
4 Linda Kline	Psychology			
5 Katie Whitlock	Theater			
6 Diana Flannery	Health & Community Services			
7 Elise Archias	Art & Art History			
8 Asa Mittman	Art & Art History			
9 Matthew Looper	Art & Art History			

Here is the list of affiliated faculty who have indicated that they are interested in participating/teaching in this pathway. These faculty members already have stated they are willing to either facilitate redesign of an existing course or facilitate the proposal and development of a new course. Please note that all of the faculty in this list have been recipients of regular e-mail updates during the process of the Pathway Proposal development, and many have responded with suggestions and comments. Faculty names in bold refer to those who spoke to us at the GE mixer or attended at least one planning meeting. The rest have communicated by email. Carol Huston (Director, School of Nursing),

Liahna Gordon (SOCI/MCGS);

Steve Sherlock (POLS),

Nandi Crosby (MCGS),

Cynthia Lamel (THEA);

Michelle Givertz (CMAS),

Tracy Butts (ENGL, MCGS),

Ed Pluth (PHIL),

Jason Clower (RELS),

Mikki Lennon (RELS),

Charley Turner (POLS),

Jeanne Lawrence (HIST/HUMN).

Jeanne Christopherson (KINE),

Masami Toku (Art),

Hope Smith (MUSC),

Rob Stewart (PHIL),

Cindy Ratekin (CHLD),

Gail Walton (CHLD),

Brian Oppy (PSYC),

Marianne Paiva (UNIV 101),

**David Eaton** (ANTH),

Freddie Shockley (ECON),

**Christopher Ivey** (BIOL)

Jeff Bell (BIOL)

Andrea White (BIOL)

Other campus leaders who have indicated a willingness in working with this pathway include CC Carter (Cross-Cultural Leadership Center), Tray Robinson (Office of Diversity) and Thia Wolf (First Year Experience).

### 2. Name of Proposed Pathway:

Sexuality and Gender Studies	

## 3. Abstract (briefly describe the intellectual focus of proposed Pathway, < 200 words)

Sexuality & Gender Studies, a pathway focused on diversity and critical thinking, introduces to students the multidisciplinary study of gender and sexuality and fosters personal and social responsibility for building inclusive and respectful communities. The timeliness of this theme is apparent in global, national and state news; gratifyingly it also reflects the CSUC commitment to diversity (2010-2015 Diversity Action Plan, developed by the Diversity Scorecard Committee at the request of the President, Provost and Vice President for Student Affairs). This pathway will encourage students to avoid assumptions and think critically about sexuality and gender. Students will see how sexuality and gender influence all social interactions and are connected to the majority of academic disciplines. They will understand that discriminatory and oppressive practices are unsustainable in diverse global cultures and learn how they may promote gender equity and practice LGBTQ Ally behavior, making them more successful in our diverse world. Given the historical development of gender studies and sexuality studies over the last thirty years, as well as their relevance to a great number of professions, we believe that this pathway offers a much-needed plan of study for our students.

# 4. List existing and/or proposed courses that would fit in proposed Pathway (add additional courses as necessary):

Sexuality and Gender Studies Pathway Grid

	Sexuality & Gender Studies  ALL CONFIRMED	(D) - Satisfies diversity requirement (G) - Satisfies global
	Existing & Proposed courses that would fit	cultures requirement
	well—obviously 3 would be chosen for each area upon implementation	
	(proposed new courses underlined)	
Arts	ARTH 101 History of Ancient to Medieval	
	Or ARTH 102 Renaissance-Modern	
	Or ARTH 104 Africa/Oceania/Americas(G)	
	<b>Or</b> ARTS 100 Art Appreciation: Multicultural	
	Perspectives	
	MUSC 190 Intro to the World of Music (G)	
Humanities	CHST 354 Chican@ <sup>1</sup> Literature (D) (W)	
	(converted to 200 level?)	
	<b>HUMN 224 Arts &amp; Ideas: Asia</b>	
	THEA 315 Gender & the Stage (converted to	
	200 level?)	
	FLNG 101-104	
Individual &	CMST 334 Gender & Communication	
Society	New PHIL Philosophy of Sex and Gender 100	
	or 200 level	
	SOCI 133 Sociology of Sexuality	
Societal	JOUR 311 Men, Women & the Media	
Institutions	POLS 401 Sexual Minorities, Law & Politics	
	(converted to 200 or 300 level?)	
	MCGS 380 Gender, Science, and Society	
Learning for	HCSV 265 Human Sexuality	
Life	PSYC 391 Psychology of Prejudice, Hate &	
	Violence (D)	
	PHIL 324 Philosophical Perspectives on Sex &	
	Love	
	CHLD 255 Marriage and Family Relationships	
UD	MUSC 395 Case Studies in Global Music(G)	
Humanities	RELS 369 Religion & Sex	
	Or RELS 375 Women & Religion	
	PHIL 345 Theoretical Perspectives on Gender	
	MCGS 310 LGBTQ Issues & Identities (D) (W)	

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<sup>&</sup>lt;sup>1</sup> The "@" ending for Chican@ is an accepted shortcut in the field of Chicano/Chicana studies. Since the Spanish language uses declensions to indicate male or female persons and has no neutral ending, we use @ in order to encompass a feminine, masculine, or neutral ending for the word. Thus, "Chican@" means male, female, or transgender of Chicano lineage.

	ART 592 Cultural Diversity in Art Education								
UD Social	JOUR 411 Race & Diversity in the Media								
Sciences	PSYC 345 Psychology of Women								
	SOCI 330 Sociology of Gender								
	ECON 340 Work/Wealth/Income Distribution								
UD	HCSV 368 Women's Health								
Sciences	NURS 326 Perspectives on Gender & Disease								
	New BIOL Biology of Sex and Gender 300								
	level—supported by BIOL Chair								
	CHLD 357 Adolescent Development OR New								
	CHLD course on Sexual Development								
	(currently the summer issue in a rotating issues								
	course)—supported by CHLD Chair								
Capstone	MCGS 310 LGBTQ Issues & Identities (D) (W)								
	OR								
	JOUR 411 Race & Diversity in the Media (D)								
	(W)								
	OR								
	New Capstone Course?								

Additional courses that could fit but were not yet recommended by the faculty who teach them, so not figured into the grid:

ANTH 113 Human Cultural Diversity (G)

ANTH 339 Cultural Images of Women (G)

Geog 303 Geography and World Affairs (G)

WMST 333 Women Internationally (G)

HIST 378 Chinese Women & Social History (G)

**SOCI 235 Contemporary Families** 

ENGL 479 Language/Gender in Crosscultural Perspectives

MGMT 442 Managing Differences

SWRK 303 Human Behavior and the Social Environment

SWRK 396 Social Work Perspectives on Women

EDTE 302 Access and Equity in Education

EDTE 528 Applications for Democratic Education

- 5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.
- A. Intellectual Cohesion: In a nutshell, this pathway attempts to provide a clear understanding of the complexity of gender and sexuality and an introduction to some of the ways our conceptualization of gender and sexuality informs all of our interactions, institutions, and cultural ideologies.

According to the McGraw-Hill Concise Dictionary of Modern Medicine, sexuality is defined as "The human sexual response, which is a function of external cues for heterosexual or homosexual orientation, and ability to produce and respond to gonadotropin-releasing hormone; the personal experience and expression of one's status as male or female, especially vis-á-vis genitalia, pair-bondedness, reproduction; the stimulation, responsiveness,

functions of the sex organs, alone or with one or more partners." As such, the study of sexuality comprises the various fields that focus on the physical differentiation between the sexes (e.g. Biology, Medicine, Nursing), the psychological or emotional component of sexual identity and orientation (e.g. psychology, sociology, social work, anthropology), the effect of cultural elements on perception and implementation of sexuality (e.g. Multicultural Studies, Women's Studies, Masculinity Studies, Religious Studies, Race & Etnicity Studies) and the cultural production expressing ideas on sexuality (e.g. Theater, Art, Literature).

Whereas biological differentiation of sex often takes an essentialist approach, implying that indeed "male" and "female" are the two natural parts of an inseparable dichotomy, the study of "gender" tends to fall much more in the realm of constructionism or relativism. Internationally acclaimed literary and cultural critic JUDITH BUTLER questions the belief that certain gendered behaviors are natural, illustrating the ways that one's learned performance of gendered behavior (what we commonly associate with femininity and masculinity) is an act of sorts, a performance, one that is imposed upon us by normative heterosexuality. She states that "Gender reality is performative which means, quite simply, that it is real only to the extent that it is performed" ("Performative" 278). Gender, according to Butler, is by no means tied to material bodily facts but is solely and completely a social construction, a fiction, one that, therefore, is open to change and contestation: "Because there is neither an 'essence' that gender expresses or externalizes nor an objective ideal to which gender aspires; because gender is not a fact, the various acts of gender creates the idea of gender, and without those acts, there would be no gender at all. Gender is, thus, a construction that regularly conceals its genesis" ("Performative" 273). This pathway, which in part is inspired by the Gender Perspectives and Women's Studies Senior Thematics, will integrate an element of feminist studies throughout the course offerings. Feminist Studies encourages active critical analysis of language, media/communications, systems of class and caste, politics, personal relationships, literature, and all other human endeavors, with the goal of understanding and combating "male privilege." According to Purdue University scholar Dino Felluga," The privileging of the masculine (the phallus) in understanding meaning or social relations. This term evolved from deconstructionists who questioned the "logocentrism" of Western literature and thought, i.e. the belief in the centrality of logos, understood as cosmic reason (affirmed in ancient Greek philosophy as the source of world order and intelligibility) or, in the Christian version, the self-revealing thought and will of God. The term is also associated with Lacanian psychoanalysis, which understands the entrance of subjects into language as a negotiation of the phallus and the Name of the Father. Feminists illustrate how all Western languages, in all their features, are utterly and irredeemably maleengendered, male-constituted, and male-dominated." <sup>3</sup>

However, we also will incorporate elements from the emerging field of Masculinity Studies, which continues to complicate the study of gender and sexuality. Masculinity Studies employs a similar analytical appraisal of culture and the human experience to explain (among other conundrums) how men, rather than being essentially oppressive or inherently masculine, are equally subject to social and psychological pressures to conform. The multidisciplinarity of the subject may be seen in the *Masculinity Studies Reader*, edited by Rachel Adams and Savran, a compilation of essays from the fields of psychoanalysis, literary studies, cultural studies, sociology, religious studies, among others. Like current feminist scholarship, masculinity studies integrates a secondary focus on how gender and sex interconnect with other identity markers, such as race. By way of example, please see the African American Research Center page at the University of Illinois Urbana-Champaign website, which offers an extensive bibliography on academic discussions of the construction of Black Masculine Identity.<sup>4</sup>

For this faculty proposing this pathway, the study of sex and gender is inherently related to the study of sexuality. In the past, heterosexuality has been the default understanding of sexuality in some courses, to the exclusion of serious discussion of other sexual expressions and relationships; this pathway intends to remedy this lack. To this end, courses will incorporate the wealth of scholarship on LGBT Studies and Queer Theory

<sup>&</sup>lt;sup>2</sup> Butler, Judith. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." *Performing Feminisms: Feminist Critical Theory and Theatre*. Ed. Sue-Ellen Case. Baltimore: Johns Hopkins UP, 1990.

<sup>&</sup>lt;sup>3</sup> http://www.cla.purdue.edu/English/theory/genderandsex/terms/

<sup>&</sup>lt;sup>4</sup> http://www.library.illinois.edu/afx/Masculinity.htm

that has been produced in the last fifty years. The description of Yale University's LGBT Studies program, which is similar to the approach we wish to take, is helpful in understanding this field: "Lesbian, Gay, Bisexual, and Transgender Studies (LGBTS) at Yale promotes innovative interdisciplinary scholarship and teaching on the historical and contemporary experience of lesbians, gay men, bisexuals, and transgendered people. It also fosters critical analysis of queer and normative sexualities, the formation of sexual and gender minorities, and the role of sexuality in culture and politics across the world. It has a national and international reputation for its faculty, lecturers, fellowships, prizes, and symposia." LGBT Studies links with most fields of academic endeavor. For example, ample work has been done on the representation of gays and lesbians in literature and the arts, in terms of misrepresentation, suppression of identity, oppression of groups, unity of groups, and pride in identity. By way of another example, political science and law facilitate the study of legislative battles that continue to be waged over legal issues such as anti-discrimination protection, same-sex marriage, adoption of children into same-sex families, and "special interest" political campaigns.

Queer Theory, on the other hand, is more a way of perceiving and interpreting acts or texts. Heavily influenced by the ideas of Michel Foucault, this analytical tool encourages us to question any a priori definition of "normal" and explore departures from culturally specific social norms. Such a critical lens may be helpful in any field of study, be that the humanities, social sciences, education/communications, business, or sciences.

B. Multi-disciplinary (How do courses involved elucidate the Pathway's topic?): Courses in each college represented explore the intellectual principles of this pathway.

B.1 Humanities and Fine Arts offer rich and varied ways to approach the in-depth study of sexuality and gender and with minimum revision (in most cases) will be able to meet pathway SLOs. Jason Clower of RELS relates that HUMN 224 Arts & Ideas: Asia demonstrates the intrinsic relationship between identity markers such as gender and sexuality and how we conceptualize and represent the world around us. The course already includes various units that relate to the pathway and that he would be very interested in making further connections between gender/sexuality and ideology & the arts in Asian culture. With clear support from Chair Jed Wyrick, Clower and Mikki Lennon suggest that either RELS 369 Religion & Sex or RELS 375 Women & Religion could be revised to include a combined focus on how gender and sexuality influence and are influenced by the world's religions, a topic of intense personal interest as well as social importance in this day and age. By the same token, Art Department faculty Elise Archias, Asa Mittman and Matt Looper insist that art history has taken on gender and sexuality as a central disciplinary theme in the last 25 years or so and one may not comprehend art history in any meaningful way without looking at these biological and social factors. For instance, ARTH 102 Renaissance-Modern explores how art contributes to the business of constructing conceptions of gender and sexuality in different episodes of western culture, but also the ways that art consistently offers a more complex account of both gender and sexuality -signaling the continuum mentioned above—than any simple, oppressive, clichéd account of either could contain. The course encourages the students to take art's ambiguity and complexity as the model with which to approach the world, rather than more reductive, exclusionary models. Masami Toku has requested we also consider ART 592-Cultural Diversity in Art Education: this is one of ArtED major's capstone courses which focuses on trend and emerging issues in the area of visual art education including visual popculture, social justice, and gender & sexuality. ARTS 100 Art Appreciation: Multicultural Perspectives already contains units dedicated to Reproduction and Sexuality, the Human Body, and Race and Gender, and the topics are also discussed throughout other units, when appropriate. Either course, or indeed ARTH 101 History of Ancient to Medieval or ARTH 104 Africa/Oceania/Americas could provide a coherent link to other courses in the pathway with minimum revision. Hope Smith suggests that the most appropriate MUSC course for this pathway would be MUSC 395 Case Studies in Global Music and/or MUSC 190 Intro to the World of Music. These courses lend themselves to discussion of how various social and cultural factors impact the development of musical traditions and specific musical genres and pieces, so the elements of gender and sexuality could easily be enhanced. At the GE Mixer, Ed Pluth opined that prime

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<sup>&</sup>lt;sup>5</sup> http://www.yale.edu/lgbts/

offerings in PHIL that could be slightly revised to meet pathway and GE expectations include PHIL 345 Theoretical Perspectives on Gender, PHIL 324 Philosophical Perspectives on Sex & Love, or a new course on **Philosophy of Sex and Gender.** These courses look at gender, sex, and love from theoretical, historical, and philosophical perspectives, which would fulfill a major SLO of this pathway. CHST 354 Chican@ Literature combines the appreciation of fiction and poetry from an ethnic minority of the United States with analysis of the cultural context, focusing most strongly on issues of prejudice/discrimination, social justice, gender, sexuality, and family. This course would require very little revision for inclusion. Similarly, THEA 315 Gender & the Stage has placed great emphasis on the complex interplay of sexuality and gender as it relates to the creation and production of theater. This course would offer insight into the relationship between identity, society and artistic creativity as well as to how we all perform gender and sexuality. As may already be obvious, MCGS 310 LGBTQ Issues & Identities is a course that concentrates on the main questions articulated above. Students read first person narratives of individuals active in the lesbian and gay rights movements as well as essays, novels, short stories and poetry by LGBTQ individuals of diverse cultural milieu in order to analyze how issues of gender and sexuality are affected by the elements of race, ethnicity, age, ability, and socio-economic class. Finally, due to recent advances in foreign language teaching methodologies, very simple strategies exist for making the FLNG 101-104 more inclusive.

B.2 Many courses from the social sciences have included specific focus on gender and sexuality since their inception. PSYC 345 Psychology of Women to some extent employs a comparative methodology, looking at how women's thought processes and psychological makeup differs from that of male counterpoints; this course could easily be diversified to ensure some coverage of LGBTQ issues. PSYC 391 Psychology of Prejudice, Hate & Violence would suggest an excellent fit for this pathway as well, given the current statistics on how gender bias and feelings against non-heteronormative individuals impact hate crimes and violence. Depending on who teaches the course, it already has been covering some of these issues. Clearly the field of Sociology has much to offer this pathway, as the study of group behavior is enlightening in the understanding of how and why certain assumptions have come to be and how these assumptions impact society. Either SOCI 330 Sociology of Gender and SOCI 133 Sociology of Sexuality could be revised to cover both elements in such a way as to make a valuable contribution to this pathway. POLS 401 Sexual Minorities, Law & Politics delves into legislative battles that continue to be waged over legal issues such as anti-discrimination protection, same-sex marriage, adoption of children into same-sex families. This course also looks at the campaigns of "out" candidates for office, lobbying done by a wide variety of groups, and other relevant area of politics. The most recent addition to our list of confirmed courses, proposed by Freddie Shockley, ECON 340 Work/Wealth/Income Distribution studies the ways in which an individual's gender and sexuality affect his/her ability to function successfully in the economy. B.3 While we would wish for inclusion of an Education course to round out the pathway, we do already have three Communication Studies courses confirmed by Department Chair Glen Bleske. Kurt Nordstrom states that the revision of CMST 334 Gender & Communication; JOUR 311 Men, Women & the Media: and/or JOUR 411 Race & Diversity in the Media would be straightforward and would result in a fundamental understanding of how inescapably all communication, and in particular mass media, is affected by gender norms and assumptions about sexuality. Students would learn to analyze media content, which gives them life-long skills necessary to act as socially responsible and well-informed citizens of a diverse global society.

B.4 The sciences also are well-represented in this pathway proposal. MCGS 380 Gender, Science, and Society (which Liahna Gordon proposes to revise with a more specific focus in sex rather than only gender) offers a review of literature in the sciences and social sciences that attempt to engage various questions about human sexual and gender-related behavior. Students also are taught to employ logical reasoning and scientific method in determining the relative value of theories in this field of study. HCSV 368 Women's Health, taught by Diana Flannery, historically has looked at issues of bodily function, wellness, illness, and treatment as pertains to women, with some focus on lesbians and a unit on HIV/AIDS. Flannery suggests employing a more comparative/contrastive approach to the course, so that issues of health faced by individuals of varied gender identities and sexual preferences/practices are explored. NURS 326 Perspectives on Gender & Disease offers an in-depth investigation of corporal difference between the

sexes and how a person's gender impacts his or her vulnerability to, experience of and treatment of particular diseases. Director of Nursing Carolyn Huston assures us that the course will be revised to meet all necessary SLOs; we envision that issues of transgender and alternative sexual practices will be addressed. With full support fro their Chair, Gail Walton and Cindy Ratekin from Child Development propose integrating into the pathway either a revised version of CHLD 255 Marriage and Family Relationships AND CHLD 357 Adolescent Development OR a New CHLD course on Sexual Development, which already is being taught as the summer iteration in a rotating CHLD Issues course. Here scientific issues of phases of development are viewed against social issues of marriage and family, parenting, societal influences, and cultural difference. With full support from his Chair Jeff Bell, Christopher Ivey proposes a new biology course: Biology of Sex and Gender, which will look at a wide range of living species, because of the potential for gaining insights regarding human sexuality & gender upon examining these issues in OTHER organisms. Ivey also points out that since the discipline of biology focuses on understanding life, it is foundational to understanding sustainability. Thus, by including a biology of sex and gender course, students have the opportunity to develop a very deep appreciation for how life on earth operates, and therefore how sustainable practices must operate.

B.5 We believe that a course from the College of Business, whether in Marketing, Management, or some other area, would be appropriate for this pathway. At this time, no Business faculty have expressed interest.

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

C.1 The Sexuality and Gender Studies Pathway clearly contributes to a liberal-arts based minor. According to the CSUC Catalog, "Liberal arts majors offer a solid education for responsible contributions to a complex, modern world; equip students to reason, write, and communicate well; immerse them in moral and humane sensibilities; and bring them into intelligent and thoughtful contact with their physical and social worlds and with themselves. While many liberal arts majors lead to specific careers, all provide an education which promises value throughout life." This minor focuses on diversity and critical thinking; as can be seen in the Reinforcement of GE SLOs chart below (Section E.2), each pathway area requires that included courses comply with diversity and critical thinking SLOs. Moreover, several areas require courses to include oral and written communication SLOs, so that students are well-equipped in these skills. Certainly students in this minor will be brought into thoughtful (and one hopes intelligent) contact with this diverse world, in which so many individuals and cultures practice gender presentation and sexual customs different from those seen in the mainstream U.S. Four pathway SLOs provide for students being immersed in moral and humane sensibilities. In this way they will be encouraged to contemplate their own beliefs, values, and behaviors. By studying the complexity of gender and sexuality, students will be better able to achieve success in the modern world. <sup>6</sup>

C.2 This Pathway supports all the GE Values.

**Active Inquiry**: The subject matter of the Sexuality and Gender Pathway relies on established research findings and theory. Students will be active learners in both qualitative and quantitative research in specified courses. They will engage in using technologies ranging from data bases searches for meta-analysis to conducting surveys and true experiments using tools like Survey Monkey as well as informal methods of inquiry such as Google Scholar searches. Students will be required to utilize both written and verbal forms

<sup>&</sup>lt;sup>6</sup>The ethical and professional relevance of sexuality and gender studies is demonstrated in the stand taken on these issues by various professional associations, such as the American Medical Association, the American Bar Association, and the American Psychological Association. Here are links to some policy statements: 1. American Psychological Association Policy Statements Regarding LBGT Concerns. This covers issues related to individuals and families regarding the removal of discriminatory treatment; much of this pertains to "restrictions" to their legal rights regarding adoption of a child by a non-biological same sex parent <a href="http://www.apa.org/pi/lgbt/resources/policy/index.aspx">http://www.apa.org/pi/lgbt/resources/policy/index.aspx</a> 2. APA Resolution on Opposing Discriminatory Legislation and Initiatives Aimed at Lesbian, Gay, and Bisexual Persons; Subsequent paragraphs identify legal "restrictions" to LGB persons. The second paragraph refers to damage to LGB persons as a result of recent restrictions and lists references. <a href="http://www.apa.org/about/governance/council/policy/discriminatory-legislation.aspx">http://www.apa.org/about/governance/council/policy/discriminatory-legislation.aspx</a> 3. APA Policy Statement: Transgender, Gender Identity, & Gender Expression Non-Discrimination <a href="http://www.apa.org/about/governance/council/policy/transgender.aspx">http://www.apa.org/about/governance/council/policy/transgender.aspx</a> 4. American Medical Association - Reports on the Council of Science and Public Health <a href="http://www.ama-assn.org/ama1/pub/upload/mm/38/i-09-csaph-reports.pdf">http://www.apa.org/about/governance/council/policy/transgender.aspx</a> 4.

of communication to engage with the knowledge they learn/research and apply it to appropriate intellectual and disciplinary context. In addition to applying the results of active inquiry in an academic setting, students will be prepared to make well-informed, quality life decisions based on researched findings.

Personal and Social Responsibility: Students will gain knowledge and skills related to sexuality and gender that will help them take more responsibility for their way of living. These skills might be as simple as discarding sexist language or as complex as understanding different theories about social justice. Students will be presented with many opportunities to become engaged in various communities. The support of the Women's Center, as well as the Office of Diversity and the student Pride organization are obvious examples of opportunities on the local level. Students also will learn about larger groups they could join, such as the National Organization of Women, The Human Rights Campaign, AIDS Act-Up, Intersex Society of North America, diverse media watch groups, and Amnesty International. Our subject matter is current and everchanging, allowing for evolving options for activism. Finally, our pathway encourages self-examination and therefore transformation of one's self. Transformation though studying, reading, discussion, writing and acting is the key to all liberal arts education and a goal of all of our classes.

Sustainability Our pathway encourages human activity that supports sustainable living, particularly in terms of cultural diversity. Relativism dictates that the value of all human capital must be viewed relative to the group in which it is expressed, and that one group not be valued as superior over another. The recognition of disparities in resource production, allocation and use, as it specifically relates to gender and sexuality, must be acknowledged and corrected. There has been a recent resurgence in efforts to discriminate and restrict marginalized, non-dominant groups, and many resources are wasted on oppressing such individuals because of their sexuality and gender orientation. Such restrictions reduce the ability of LGBT individuals to gain equal access to resources and environments afforded to dominant groups. In addition, the human capital of LGBT individuals is devalued and under utilized. Legislation lags behind policy statements of prominent organizations who support and promote equal rights and access to resources, such as the American Psychological Association, the American Medical Association, the American Academy of Pediatrics, and the American Bar Association (to name a few). Sustainability of diverse life on the planet will be enhanced when all individuals may contribute to their greatest potential and when no resources are wasted on systems of oppression and discrimination. Moreover, because the discipline of biology focuses on understanding life, it is foundational to understanding sustainability. Thus, by including a new biology of sex and gender course, students have the opportunity to develop a very deep appreciation for how life on earth operates, and therefore how sustainable practices must operate.

**Diversity:** Different intellectual viewpoints on sexuality and gender issues will be addressed by a variety of disciplinary approaches to the material. It is questionable if anything is truly unique, but the information and voices heard in our pathway will be varied from the traditional patriarchal, imperialist, heteronormative approach to knowledge. Women, gays, lesbians, transsexuals, transgenders, and bisexuals bring varied experience, perception of identity, and social attributes to any discussion. What's more, non-traditional gender and sexuality will be discussed in relation to other personal and social identity elements such as age, social, class, race, ethnicity, and ability. All of these groups have been named both by the Office of Diversity and the Diversity Action Plan as underrepresented populations, and their inclusion in the forefront of all pathway courses will help to fulfill goals that CSUC wishes to reach by 2015. Studying research on these non-dominant groups as well as learning about their lives will provide fresh perspective to student learners. Students will be challenged to process new thoughts based on information presented in their course work

Creativity: Intellectual risks inspire our pathway. Work of respected yet daring scholars such as: Michel Foucault, bell hooks, Mary Daily, Sonia Johnson, Kate Bornstein, Les Feinberg, Judith Butler, José Muñoz and Gloria Anzaldúa guide some of our exploration and offer models of creative thinking to our students. Challenging the ideology of the patriarchy leads to new and creative ways to communicate about sexuality and gender issue. Challenging stereotypes of masculinity, femininity, and various sexual orientations forces students to think of creative outcomes in the world they will face. Moreover, the abundant extant scholarship on gender as performance opens up opportunities for students to consciously perform their identity in creative ways. Some courses also will allow students to create personal narratives, artwork, or performance pieces relative to the pathway themes. Finally, use of different technologies in actual

assignments also encourages creativity; students may utilize flip cameras, video, power point, etc. Creativity in thought, application and assignments is pivotal to our Pathway.

Global Engagement: Gender and Sexuality are constructed and treated differently in different cultures. To understand how different cultures and peoples perceive and deal with these issues allows students to engage in comparisons of cultures and norms across the globe. For example, Swedish gender socialization of children varies dramatically from that in some Middle Eastern cultures, where women who do not comply with strict gender expectations are under threat of stoning. Our pathway encourages persistent exploration of such variance and its significance. The treatment of individuals who depart from gender and sexuality norms can seem to be paradoxical in many nations, the discussion of which may lead to better understanding of the heterogeneous approach to the same issues in U.S. culture. For instance, despite reports that name Mexico as having the fourth highest rate of anti-gay violent incidents, Mexico City's office of tourism started a campaign to be the number one destination for same sex marriage honeymoons. Awareness of constructed sex roles and gender expectations, as well as the recognition of how they differ across cultures and countries, makes students better global citizens with a recognition of distinct world views on these subjects. Upon systematic exposure to such issues they will be able to interact with diverse populations with informed insight.

C.3 The minor connected to this Pathway will constitute a program that improves the diversity climate; supports scholarship, creativity and research on diversity; helps develop a shared understanding of an inclusive community; and fosters diversity competencies and engagement, all CSUC priorities outlined in the 2010-2015 Diversity Action Plan. As an aside, please note that although this Pathway's foremost focus is on gender and sexuality, we believe that one can't learn about these elements of the human condition without also looking at how they intersect with race, ethnicity, religion, and other elements of diversity. The Pathway will require discussion of these conjunctions in a majority of the courses offered. The existence of a Sexuality and Gender Studies Pathway would make a distinct difference to the experience of both heterosexual and non-heteronormative students. Heterosexual students will learn to explore their own perceptions of and reactions to gender and sexual difference. In terms of the non-heterosexual propulation, Jeltova and Fish suggest that 38.1% of LGBT students feel safer and more engaged and a part of an academic community when positive portrayals of gays and lesbians are included in their coursework (20). Dr. Joseph Kosciw, GLSEN Research Director, asserts that "improving school climate facilitates student safety and relates to positive educational outcomes" (GLSEN 2007)<sup>7</sup>. As is suggested in the aforementioned sources, as well as in the 2010 National College Climate Survey<sup>8</sup>, more inclusive curriculum also will help with recruitment, enrollment, retention and success of students of underrepresented populations—both gender variant and non-heterosexual students in particular. A more LGBT-inclusive curriculum also could positively affect a university's bottom line, which should prove a further incentive to administrators. Campuses with inclusive curricula will rate better in guides for prospective students, thereby attracting a more diverse student body. Increasingly students turn to Internet sites and printed or electronic books (such as Shane L. Windemeyer's *The Advocate College Guide for LGBT Students*<sup>9</sup>) to aid them in choosing a campus that will be conducive to their most successful professional preparation and most enjoyable social environment. Although a student's search possibly will take into account dozens of criteria, the assurance that one's own identity (or the identity of one's family or friends) will not be a cause for discrimination or harassment is a strong factor in the decision making process.

C.4 We assume that one or two shared courses do not translate as a true overlap, since any pathway is allowed to have up to three courses (or four, with a new complementary course) from each participating department. In that case, this pathway only truly has possible overlap with two existing minors: SDIV and WMST. If a student very carefully chose as many double-counting courses as possible from the Sexuality and Gender Studies Pathway, she would have 4 double-counting courses and could complete a SDIV or WMST minor by taking four more of their offerings. Nonetheless, it should be taken into account that both SDIV and WMST minors are highly multi-disciplinary themselves, cross-listing courses with 5 or 9

<sup>&</sup>lt;sup>7</sup> http://www.glsen.org/cgi-bin/iowa/all/research/index.html

<sup>8</sup> http://www.campuspride.org/research/

<sup>&</sup>lt;sup>9</sup> http://www.campuspride.org/advocatecollegeguide/

departments or programs (including MCGS), respectively. Any of these minors would offer students a diverse academic experience from faculty with varied methodologies and backgrounds. However, no minor attempts to systematically look at BOTH gender and sexuality ACROSS ALL DISCIPLINES, as a GE pathway would allow us to do. The Sexuality and Gender Studies Pathway and minor takes some of the best offerings from existing programs, offering a unique selection that gives an overall different academic preparation, which we believe to be a sustainable and rational way to achieve GE reform in this era of declining resources. In fact, several courses that overlap with other minors now actually will be revised and expanded in order to reflect both main elements of the pathway, and current WMST courses will add content from cutting edge Masculinity Studies as well. Moreover, this pathway offers significantly different courses (more offerings from the humanities, fine arts, and sciences) for the remaining 5 choices that would together complete a Sexuality and Gender Studies minor. Thus the amount of overlap with existing minors should be considered as minimal and not detracting from the viability of the new minor. In fact, we believe that the relatively small number of minors in related programs here at CSUC is due to two factors, firstly they are demanding high-unit minors (24 units including capstone and a mandatory internship) and secondly, too few of the courses have been staffed in budget crisis years. If this pathway is approved, we believe that some students will become interested in pursuing further study in one specific area (e.g. WMST, SDIV), thereby strengthening existing programs. Director of Multicultural and Gender Studies Tracy Butts supports our pathway proposal and believes it will be good for MCGS majors and minors rather than detracting from them in any way.

- D. Appeal to Students (What indications are there of student interest in this Pathway?):
  - D.1 Strong existing student interest in this pathway is indicated by several sources of information. (a) The introductory course MCGS 310: LGBTQ Issues & Identities has been overenrolled for several years running and has earned excellent student evaluations—both through formal SETs and informal questionnaires. (b) The A.S. Women's Center circulated a petition among students to investigate informally the level support of this pathway, an effort that garnered 390 signatures from students who reported majoring in 68 distinct majors or options (see attached copy of student petition.) (c) Enrollment numbers given to us by the GE implementation team show that the current number of students in the existing gender-based themes as 200 to 300 for the Gender Perspectives Theme and 400 to 500 for the Women's Studies Theme. (See attached Enrollment email from Bill Loker) Based on this data we might expect 600 to 800 currently interested in this area. (d) Faculty who teach First Year Experience courses have reported that more incoming students are interested in educating themselves about issues surrounding sexuality. Many students have been choosing to complete their final project on LGBTQ issues. For this reason, we have been working with Thia Wolf over the summer to create curriculum for a new week-long unit in Sexuality and Gender Studies, to be implemented this semester. Thia Wolf, Director of First Year Experience, has informed us that she is part of a team proposing a new foundation course that would "preview" three Pathways, and we would be delighted to be given the chance to work with her so as to include the Sexuality and Gender Pathway in this group of
    - (e) Other CCSU campuses have strong Women's Studies, Gender Studies, or Sexuality Studies programs. For instance, these sister campuses reported to us the numbers of majors in their Gender/Sexuality programs: Northridge 165, Fullerton 99, Sac 18, Fresno 19, San Francisco 200, San Diego 185, San Marcos 50,LA 69, Long Beach 85, Bakersfield 12, Humboldt 23, East Bay 45, San Jose 120, San Luis Obispo 145, Dominguez Hills 20, Pomona 75.
    - D.2 The theme of Sexuality and Gender Studies is relevant and of professional interest to students in many majors. Indeed, the grid of confirmed courses includes offerings from 18 departments or options, a fact that underlines the multidisciplinary nature of the pathway. The simple fact is that in this day and age, whether one is involved in Social Work, Psychology, Management, Recreation, Sales, Medicine, Community Services, Education, Biology, Computer Science, the Arts, Child Development, Communications/Media, Criminal Justice, or any one of dozens of other areas of study and employment, one will be in contact with a diverse population. All men, women, and transgender individuals will benefit from an expanded understanding of the gender continuum, thereby working more seamlessly with fellow employees and serving clients in a more understanding and respectful way. Given the common conception that *Women are*

from Venus, Men are from Mars, making communication difficult, the study of gender expectations and assumptions will be fruitful for any student. Then again, a certain percentage of the population do not identify as heterosexual, another element of identity that is crucial in personal and professional relationships. The Kinsey Reports (1948, 1953) prompted the commonly quoted estimate that approximately 10% of the population is gay or lesbian, which does not take into account bisexuality or experimentation. This underrepresented segment of the population still is misunderstood and the subject of harassment, discrimination, and even hate crimes. According the FBI Hate Crimes Statistics report for 2008 (the most recent available), 1,617 incidents of sexual orientation-bias crimes were reported by law enforcement officers in the United States in that year; this is a very conservative estimate of incidents that actually occur. This pathway can educate students about their potential future employers, colleagues, clients, patients, and customers, not to mention their family members and friends.

#### E. GE SLOs (How are GE SLOs covered by Pathway?

E.1. As mentioned in answer to other questions, several GE SLO's for which this pathway would offer especially rich coverage include diversity, critical thinking, active inquiry, personal and social responsibility. These happen to be elements already well-integrated into many of the courses that are being considered for this pathway proposal. Still, various courses will be redesigned to cover the indicated objectives.

Sexuality and Gender Studies Pathway SLO	GE SLO			
Upon completion of this Pathway, students will be able to:				
1. Identify, understand and discuss (orally and in written form) various theories, perspectives and methods of studying gender and sexuality.	Active inquiry; Oral communication; Written communication; Critical thinking; diversity			
2. Evaluate (orally and in written form) sexuality and gender as inherently connected to major areas of professional study, including history, politics, the media, sociology/social work, psychology, physical and mental health studies, medicine, scientific research, law and criminal justice, the arts, biology, international relations, cultural and religious studies.	Critical thinking; diversity; Oral communication; Written communication; global engagement			
3. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality.	Active inquiry; Oral communication; Written communication;			
4. Analyze as socially and ethically unsustainable the historical and current belief systems, institutions, politics and practices that maintain oppression and discrimination regarding gender and sexuality.	Critical thinking; diversity; personal/social responsibility; sustainability; Mathematical reasoning (UD Sci/Soc Sci)			
5. Apply knowledge of gender and sexuality across disciplines to envision and prepare for a personal career path that enhances social justice and equality.	Critical thinking; diversity; personal/social responsibility; sustainability			
6. Research, analyze and explain (orally and in written form) how issues such as class, race, ability, age, and other personal identity markers relate to and intersect with gender and sexuality in contemporary cultures.	Active inquiry; Critical thinking; diversity; Oral communication; Written communication; global engagement; Mathematical			

7. Apply knowledge of complexity of sexuality and gender in order to make informed decisions in all areas of daily life, including personal identity, gender expression, relationships, family, religion, profession, politics, recreation, and enjoyment of the arts.	reasoning (Sci/Soc Sci) Critical thinking; diversity; creativity; personal/social responsibility
8. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe; articulate how this relates to sustainable practices worldwide.	Critical thinking; diversity; global engagement; personal and social responsibility; sustainability
9. Outline and utilize multi-level strategies of advocacy and social change that advance social justice within a given community.	Critical thinking; diversity; personal/social responsibility
10. Produce unique intellectual/creative work by utilizing technology, performance, artistic expression, scientific inquiry, academic or creative writing, and research.	Creativity; Written/Oral Communication

E.2. As seen above, each Sexuality & Gender Studies SLO encompasses various GE SLOs. Judicious requirements that courses in particular Pathway areas include specific Pathway SLOs will guarantee that all Pathway, thus all GE, SLOs will be covered. In the final approval of courses to be included in this pathway, thorough attention to assigned SLOs will be a top criteria (faculty already have expressed complete readiness to make such changes in course content and syllabus as is necessary). All courses are encouraged to cover any additional SLOs as are related to the course content, methodology, and goals. In fact, we envision that many courses will choose to incorporate more than the required SLOs, as the majority of the faculty who have participated in this discussion currently implement many of them already.

Students taking any given sequence of courses will have introduction to and reinforcement of all GE SLOs, as shown in the following chart.

### Reinforcement of GE SLOs

Keimor cement	Removement of GE SEOS										
S&GS	S&GS	Active	Social	Sustain	Div	Crea	Global	Oral	Writt	Crit.	Quant.
Pathway Area	SLO	Inquiry	Resp.			tivit	Eng.	com.	en	Thin	Reas.
	required					у			com.	king	
Arts	2, 8				X		X			X	
Humanities	2, 8				X		X			X	
Individual &	2, 4, 9		X		X					X	
Society											
Societal	3, 6	X			X			X	X	X	X
Institutions											
Learning for	4, 5, 7		X	X	X	X				X	
Life											
UD Hum	1, 2, 10	X			X	X	X	X	X	X	
UD Soc Sci	1, 2, 4,	X	X	X	X	X	X	X	X	X	X
	10										
UD Sciences	1, 2, 10	X		BIOL	X	X	X	X	X	X	X
Writing	10				X	X		X	X	X	
courses											
Capstone	3, 5, 6,	X	X	X	X	X	X	X	X	X	

7,9

6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges.

We worked diligently to foster a conversation among potentially interested faculty. In mid-Spring we emailed all faculty who teach courses in the Gender Perspectives Theme, the Women's Studies Theme, or other courses that seem to have a direct relation with our topic; they were all invited to meet and discuss the proposal. We then had an initial two meetings toward the end of the Spring semester with all interested respondents, who promised to contact more colleagues in their fields. We built an email list to communicate with all interested individuals and have sent updates through the summer and fall, with drafts of the proposal, soliciting comments and suggestions, which have been forthcoming. We were awarded a Faculty Learning Community grant to continue development over the summer and sent email invitations for collaboration to our list, which prompted some excellent email communication.

Cooper worked with student interns in First Year Experience during the summer to craft a new week-long unit in Sexuality and Gender Studies for UNIV 101, and instructors of this course have expressed great interest in the subject.

At the GE Mixer we were approached by over a dozen faculty members with whom we had not met previously. We added them to our email list and integrated their ideas into the development of the proposal. We have continued to be active in the other venues for proposal discussion, so that potentially interested faculty would be aware of our activity.

Since then, we have been approached by additional faculty who heard about the pathway at GE presentations or from other colleagues. For instance, in the last month new courses or course revisions have been suggested in Biology (Christopher Ivey and Andrea White), Economics (Freddie Shockley), Art Ed (Masami Toku). We have continued to invite all to our planning meetings.

Through our outreach we already have been able to garner participation from 34 interested faculty from across the campus, which has led to a word-of-mouth dissemination that supplements official channels of outreach. Our grid of possible courses to include in the Pathway includes offerings from 18 different departments or programs.

We will continue promote our pathway at places like the monthly "Conversations on Diversity" the Women's Center, GLBT campus community meetings, and MCGS meetings. We also will continue to work with the Office of Diversity (Tray Robinson), the A.S. Women's Center, the Cross-Cultural Leadership Center, the A.S. Chair of Multicultural Affairs Council, and Thia Wolfe for the First Year Experience.

Finally, we have tried to contact department heads in areas that we see as underrepresented, with some success. If this Pathway is chosen, we hope that the GEIC team can help make a strong case for possible inclusion of courses listed below the grid, or other appropriate courses, which have not yet been authorized by faculty/instructors teaching them.

## 7. Describe planned or actual student outreach efforts to gauge student interest in proposed Pathway.

- (1) The A.S. Women's Center circulated a petition among students to investigate informally the level support of this pathway, an effort that garnered 390 signatures from students who reported majoring in 68 distinct majors or options (see attached copy of student petition.)
- (2) Faculty who teach First Year Experience courses have reported that more incoming students are interested in educating themselves about issues surrounding sexuality. For this reason, we worked with Thia Wolf over the summer to create curriculum for a new week-long unit in Sexuality and Gender Studies, which was implemented this semester. Student response to this unit should provide valuable feedback.
- (3) We also plan to work with the Student Pride group, Safezone, Transgender Task Force, Multicultural and Gender Studies faculty, and other faculty that want classes in the pathway to find student populations with whom we may discuss the pathway. We do this in order to assure ourselves that (a) students are truly interested in this pathway and (b) we will structure the pathway in a manner that provides a quality cohesive and coherent liberal arts education as understood by the student body.

### 8. Additional information on Pathway.

8.1 The content of this Pathway will be complementary to various other endeavors across the campus. The A.S. Women's Center and Cross Cultural Leadership Center have been working together on yearly LGBTQ Leadership conferences, and currently staff is working on a proposal to convert the Women's Center into a Gender Equity Center. As mentioned before, the Diversity Action Plan includes gender expression and sexual orientation as deserving of support and consideration. Also outlined earlier in this proposal, First Year Experience faculty have seen the need to introduce students to LGBTQ diversity in their first year here. Thia Wolf, Director of First Year Experience, has informed us that she is part of a team proposing a new foundation course that would "preview" three Pathways, and she indicates that she would like to build on the new UNIV 101 unit so as to include the Sexuality and Gender Pathway. Obviously there is great impetus to make CSUC a leader in the area of inclusive and respectful treatment of diversity in gender and sexuality; we should not fall behind in academic programming. With MCGS moving from GIIS to BSS, it is more important than ever to emphasize that the matters of sexuality and gender are not exclusive to any one discipline, but truly are foundational societal issues that inform our daily existence.