# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |
| --- | --- | --- |
| A.1.  [program](#Proposal) | **Queer studies minor (under the auspices of Gender and Women’s Studies)**  |  |
|  |  |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) **|**  |
| A.3. [Originator](#Originator) | **Leslie Schuster**  | Home Department | Gender and Women’s Studies program |
| A.4. [Context and Rationale](#Rationale)  |

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| --- |
| Our rationale for the course has four elements; the importance of the scholarship, its fit as part of our inclusive curriculum, professional development and identity. **Academic / curriculum**The minor offers an important field of scholarship to our students that dozens of colleges and universities have been providing for decades. Queer Studies is an interdisciplinary field of inquiry that examines the histories, lives, identities, experiences and struggles of queer people. Queerness is an umbrella term that is broadly used to refer to individuals and identities that are (currently) understood as culturally non-normative, especially of genders and sexualities such as lesbian, gay, bisexual, transgender, intersexed, asexual, and others. Some central questions in queer studies include: How is gender and sexuality constructed and maintained? How to other social identities (e.g. race, class, age, nation, ability, etc.) and institutional structures (e.g. the state, religion, education, etc.) shape and inform queerness? What do members of queer communities have in common? How do they differ? As Queer Studies is an interdisciplinary endeavor, Rhode Island College already currently offers courses and employs faculty members in Psychology, English, Anthropology, Social Work, and Education (to name just a few) with expertise in areas that will serve the minor.In Winter 2012, the Association of American Colleges and Universities offered a special collection of essays that includes language that dovetails with the five pillars of excellence articulated by Dr. Frank Sanchez. The collection was entitled, “Making Excellence Inclusive: Higher Education's LGBTQ Contexts.” In that special issue, Nick Davis (2012) states, “Genders and sexualities of all stripes deserve to be valued as centerpieces, not sidebars, within histories of human thought. To address these subjects as complex ideas in perpetual flux—as theories, not facts—challenges students to think critically and to engage across differences.”New knowledge and perspectives force educators to constantly rethink a standard or traditional curriculum and pedagogy, also deemed “Learning Innovation” by Dr. Frank Sanchez. For example, over the last 50 years, historians have been confronted with new knowledge and perspectives that moved the field, often reluctantly, from the study of those in power to the study of women, the working class, immigrants and other marginalized groups. Unlike many private liberal arts schools, Rhode Island College’s serves significant numbers of students represented in these underserved and disenfranchised groups. Gender Studies as a discipline developed from similar dynamics, emerging from the streets to the ivory tower, that led to independent Gender Studies programs and departments. In that same vein, Queer Studies centers the experiences of queer people from interdisciplinary and multidisciplinary perspectives. Finally, a minor in Queer Studies strengthens gender and women’s studies by expanding its focus and attracting new students. **Identity** Perhaps most importantly, students report that they need classroom experiences that offer a safer space, where their various identities and experiences are reflected in their studies, not excluded from them. Their lifelong academic journey will be more rewarding and meaningful if they are not “kept from” queer studies. It is impossible to adequately explain what the Introduction to Queer Studies course has meant to them, both in terms of content and climate. Many report that this curriculum has impacted them in powerful ways. One student reported that they have never spoken in any other class because of the ways that fellow students and faculty have overtly mocked or silently derided them for their gender and sexuality expression. Another student said, “Having knowledge about something so important is powerful. The singular queer studies course we offer at RIC has taught me so much about myself and the LGBTQ+ community in general.”Another wrote, “Being queer is part of my identity and I think it's important to know about what queers had to do in history for us to get to where we are now. Having queer studies available would also help me to learn about the many aspects of being queer so that I don't only understand myself but others too that identify as queer in other ways. It's important for everyone in the college to get the opportunity to study the LGBTQ+ community because it is a growing community that not many people understand or are properly educated about, and that only allows growth for ignorance and stigmatization upon the community."While some of the required electives in other department have prerequisites that students taking this Minor may not have completed, they all allow for consent of director or department chair as an option, which would allow for students to request enrollment from those department, and they are aware of this possibility and willing to accept students who appear ready for the courses. |

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| A.5. [Student impact](#student_impact) | This proposal emerged from student interest. Students independently organized to express their arguments and rationale for the creation of this minor.  |
| A.6. [Impact on other programs](#impact)  | **This interdisciplinary program will build on courses that exist in other programs, including ANTH, FILM, PSYC, and SWRK. In this way, it will introduce students to these programs but will not require additional resources.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **none** |
| [*Library*:](#library) | **none** |
| [*Technology*](#technology) | **none** |
| [*Facilities*](#facilities): | **none** |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **Students who have already taken many of these courses, and are graduating in the spring, would like their transcript to reflect completion of the Queer Studies Minor. Many of these students will pursue careers working within the LGBTQ+ community. Recognition of this minor would be advantageous in their pursuit of employment.** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  |   | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **PSYC 351; PSYC 356** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  |  |
| B.4. [Course description](#description)  | **351:** Psychology of Human Diversity **356:** Psychology of Gender |  |
| B.5. [Prerequisite(s)](#prereqs) | **351: PSYC 110 or PSYC 215 and PSYC 221.****356: PSYC 221 and PYSC 251 or equivalent.** | **Add to both: “or by consent of department chair.”** |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | .  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.17. [Redundancy statement](#competing) |  |  |
| B. 18. Other changes, if any |  |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal. Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  | **12 initially, 10-20 over the first year.** |
| C.2. [Admission requirements](#admissions) |  | **college** |
| C.3. [Retention requirements](#retention) |  | **college** |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  | **Required**GEND 200 Gender and Society (f, sp) 4GEND 205 Introduction to Queer Studies (f) (NEW course see other proposal) 4 **Choose 3**GEND 201 Introduction to Feminist Inquiry (f) 4GEND 357 Gender & Sexuality (f) (4)GEND 461 Race, Class & Gender (sp) (4)ANTH 329 Queer and Trans Anthro (alt years) (4)FILM 352 Queer Cinema (4)PSYC 356 Psychology of Gender (f, sp) (4)PSYC 351 Psychology of Human Diversity (f, sp) (4)SWRK 472 Sexual Orientation and Gender Identity (sp) (3) |
| C.5. [Credit count](#credit_count) for each program option |  | **19-20** |
| C.6. Other changes if any |  | Note to be included under the course list: “Note: The interdisciplinary courses have prerequisites, which may need to be met, or in some cases, it is possible to enroll by consent if requested. See advisor. |
| C.7 [Program goals](file:///C%3A/Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  | Students who advocated for this program are intent on specializing in work with the LGBTQ+ community, and expressed their need and desire for focused training in this area. Gender and Women’s Studies, Social Work, Youth Development, Nursing, Sociology and Education will prepare them for their professions, but this minor will make enormous contribution to their professional development. While some college courses touch on LGBTQ+ issues and perspectives, it is critical for our students, and for the broader community that our students serve, to establish an academic program that focuses explicitly on the interdisciplinary field of queer studies. A minor in Queer Studies prepare students for a large variety of careers. Students can work in LGBTQ+ non-profit agencies, law, local and national politics, health care settings, counseling centers, journalism, news media, theatre, film, fine arts, and education. A nursing major explained the professional benefits of a background in queer studies; it would “help me to better care for patients of all sexual orientations and gender identities.” Another student stated, “I think we need this program; we need these spaces. I am currently in the midst of a practicum placement in education. The class I am working with is currently writing cultural narratives. Last week I worked alongside a young girl who asked me if she could write about gender roles and sexuality. She is writing her paper about the LGBTQ+ community. She is in seventh grade.”For RIC graduates interested in entering specialized fields, this degree provides a credential for potential employers. Of course, even for students pursuing other paths of study or careers, Queer Studies strengthens and extends the kinds of questions we ask, contributing to critical thinking and innovative problem solving. For example, Queer Studies fosters interrogations such as: Whose voice is missing? Why and how have they been excluded? Whose voice is represented? Why? One result of Queer Studies scholarship is the use of queer as a verb, so that students learn to “queer” their lens, “queering” their perspective, tipping “normality” upside down.As Rhode Island College attempts to broaden our vision and perspective for 21st century goals, this course supports that mission of addressing diverse needs in the Rhode Island community as well as among our students.**Service to the campus community**In addition to students interested in the topic area, the minor is also intended to serve the LGBTQ+Allyship Living Learning Community (LLC), located in Thorp Hall. This new and successful LLC will be aligned with a curricular component, namely in the form of courses in this minor, aligning with the mission and goals of LLCs on campus. The minor is also intended to support the interests and needs of students involved in the Unity Center, especially those seeking community around issues of gender and sexuality.  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Leslie Schuster | Program Director, Gender and Women’s Studies |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  |  |
| Praveena Galipuli | Chair of Anthropology |  |  |
| Randi Kim | Chair of Psychology |  |  |
| Vince Bohlinger | Program director, Film Studies |  |  |
| Wendy Becker | Chair of BSW |  |  |
| Jayshree Nimmagadda | Dean of School of Social Work |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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