

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Designation Code: 2008-09 **CAPR 04**

*(as revised by 08-09 BEC 5)*

Date Submitted: October 16, 2008

TO: The Academic Senate  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: B.A. in Women's Studies  
PURPOSE: For Action by the Academic Senate  
ACTION REQUESTED: Approval of the B.A. in Women's Studies; effective Fall 09

At the CAPR meeting of October 16, the committee members voted unanimously to approve the B.A. in Women's Studies to be placed on the Academic Plan. The program review date will be 2014-15.

**RECOMMENDATION**

That the Academic Senate approve the B.A. in Women's Studies to be placed on the Academic Plan.

Program submission documents can be found on the CAPR Sharepoint site within the October 16<sup>th</sup> workspace at:

<https://sharepoint.csueastbay.edu/sites/AcademicSenate/capr/CAPR%20Meeting/default.aspx?In stanceID=20081016>

See also 08-09 CIC 12

**NOTE:**

Highlighted language was added or changed by 08-09 BEC 5. Where this information is duplicated in the attached form, it should be changed to comply with the language approved by the Senate. This highlighted information was approved by the Senate to be changed on both the Chancellor's office form and the catalog copy.

It was also noted by ExCom and the Senate that any changes to the WOST minor or a request to offer this program online should be routed through the standing committees and the Senate.

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**Proposing New CSU Degree Programs  
Bachelor's and Master's Levels  
Offered through Self-Support and State-Support Modes**

This document presents the format, criteria, and submission procedures for CSU bachelor's and master's degree program proposals.

**Criteria**

Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualification of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

**Procedures**

Before a proposal is submitted to the Chancellor's Office, the campus proposes adding the projected degree program to the campus academic plan. Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to Chancellor's Office for review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. [Campus Academic Plans](#) appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

**Submission**

1. Please prepare the degree program proposal using the enclosed template.
2. Submit **four** complete hard copies of the campus-approved implementation proposal, including documentation of campus approval, to:

Academic Program Planning  
SU Office of the Chancellor  
401 Golden Shore  
Long Beach, California 90802-4210

3. Additionally, campuses are requested to send an electronic copy to [APP@calstate.edu](mailto:APP@calstate.edu).

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# CSU Degree Program Proposal Template

## Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
  - Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- 

## 1. Program Type (Please specify any from the list below that apply—delete the others)

- √ [Fast Track](#)
- √ [New Program](#)

## 2. Program Identification

- a. Campus: **California State University, East Bay**
- b. Full and exact degree designation and title

**Bachelor of Arts, Women's Studies**

- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

**This is a fast track degree proposal and so the program projection to the campus academic plan and proposed degree offering are being reviewed and approved concurrently.**

- d. Term and academic year of intended implementation. **Fall 2009**
- e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

**Department of Human Development\***

- f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

**Lynn Comerford, Ph.D., Associate Professor  
Department of Human Development\*  
Patricia Guthrie, Ph. D., Professor and Chair  
Department of Human Development\***

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- g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

**The addition of this program is completely consistent with the mission of the university to educate and promote diversity and multiculturalism and to prepare its students for the workforce of the 21<sup>st</sup> century. Moreover, Women’s Studies and the minor degree have existed for many years on campus; this proposal is recognizing and rectifying the long overdue need and interest for a major in the interdisciplinary field. In a sense, it is conforming to the standards of a contemporary university as the women’s studies degree already exists at eight other CSU campuses. The Provost and President of CSUEB both recognize the importance and relevance of an online degree and have encouraged the submission of a degree in Women’s Studies through the fast track rather than regular two-step process. Women’s Studies currently offers a minor degree program and general education requirement courses in CLASS and has a regular teaching allocation. This budget allocation is more than sufficient to offer proposed major courses as well as existing minor and general education sections. The offering of the degree program is to be implemented completely within existing resources allocated to the program and will not require any redirecting of funds from existing academic programs.**

- h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

**CIC, CAPR, Executive Committee of the Senate and the Senate**

- i. Please specify whether this proposed program is subject to WASC Substantive Change review.

**It is not.**

- j. Optional: Proposed Classification of Instructional Programs ([CIP Code](#)) and CSU Degree [Program Code](#)

**Degree Program Code: 05.0207**

**3. Program Overview and Rationale**

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- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods.

**Women’s Studies is an interdisciplinary area of scholarship and research and raises questions which have often been ignored or marginalized in traditional academic disciplines. The Women’s Studies Program is designed to acquaint students with feminist scholarship on women, gender, sexuality, research methods and theory. Course offerings in Women’s Studies examine the way gender is culturally constructed and the relationship between gender and other**

**systems of social difference such as race, ethnicity, class, nationality, and sexual orientation. Our program builds on several decades of feminist work in Women’s Studies and deliberately integrates theory, research methods and service learning.**

**Women’s Studies courses emphasize participatory education in which student involvement, critical thinking, and personal insight are encouraged and made relevant in the learning process. In the Women’s Studies Program, theory and practice are combined creatively and productively. Research, fieldwork, and service are central to the process of learning and applying knowledge. The program stresses the importance of social responsibility, political activism, and community outreach. The curriculum explores how institutionalized sexism, racism, classism, and heterosexism limit human achievement and dignity through both coursework and local community agency fieldwork projects which provide an opportunity to examine first-hand the changes necessary for society to eliminate these limitations.**

**A major in Women’s Studies is consistent with the mission of the university to educate and promote diversity and multiculturalism and to prepare its students for the workforce of the 21<sup>st</sup> century. Women’s Studies and the minor degree have existed for many years on campus and evidence suggests students would like the opportunity to major in Women’s Studies. We need to rectify the long overdue interest for a major in this interdisciplinary field. We would like to add courses so that students can major in Women’s Studies and non-majors have more opportunity to examine gender issues from a feminist perspective related to sexuality, the social construction of the body, poverty, theory, violence, law, politics, health, developing societies, feminist research methods, and other areas.**

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**This proposal requires majors in Women’s Studies to participate in a service learning fieldwork project which provides the opportunity to create richly detailed accounts of women as social agents whose identities and experiences are shaped by political and economic forces. This will allow Women’s Studies majors to gain experience off-campus in the Bay Area in an organization or agency whose mission embraces some aspect of Women’s Studies. Service learning opportunities are incorporated into the major through fieldwork in organizations focused on advocacy of all kinds, law and policy, reproductive rights and health, support services for survivors of violence and abuse, and U.S. politics.**

**Women’s Studies builds connections to the social and political environment outside CSUEB and is excellent preparation for life, careers and graduate study in a wide range of fields, including government and public policy, non-profit and social justice organizations, law, educational institutions, and many other professional and human-service fields.**

- b. Proposed catalog description, including program description, degree requirements, and admission requirements.

**Proposed Women’s Studies Mission Statement:**

**Women’s Studies, at California State University, East Bay, has as its mission theoretical and empirical approaches to undergraduate education that affect women across a range of contexts. Courses seek to connect academic work with the social and political world outside the university, to educate our students about a range of social issues and problems that relate to sexism, racism, classism, heterosexism, and ethnocentrism; and to link knowledge, research, teaching, and social activism. We seek to engage students in the discovery and production of knowledge that emerges from multiple perspectives. We seek to engage students in the study of gender and the intersection of gender with other substantive categories of analysis and identity, including race, sexuality, class, disability, and nationality. We seek to promote responsible citizenship in a diverse local and global environment. We seek to empower and engage students through exposure to multiple theoretical, analytical and empirical approaches which encourage them to think more critically about their own lives and that may lead to the critique of social, cultural, and institutional structures, policies and practices.**

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**Proposed Program Description:**

Undergraduate courses in Women’s Studies ensure that B.A. students receive an interdisciplinary education that bridges theory and practice, and focuses on the intersections of gender, race, class, sexuality, and nationality in all areas of research. **Electives in the social sciences, sciences, and humanities increase the interdisciplinary strength of the program.**

A two-quarter service learning field-study seminar, taken in the senior year, and a two-quarter senior capstone course bring majors together to think through connections among the diverse theoretical and methodological approaches they have encountered as well as between scholarship and social action.

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**Women’s Studies Major: (80 units)**

The major in Women’s Studies requires a minimum of 17 upper division courses for a total of 68 units. Students will be required to take 15 courses in the Women’s Studies Program and 2 courses from a coherent elective theme in Women’s Studies. In addition, students must fulfill 12 units of lower division requirements.

**Lower Division Requirements: 12 units**

~~(You have met these requirements if you have completed your lower division G.E. requirements.)~~ **If chosen wisely, these courses can be double-counted in GE and (excluding WOST courses) in the WOST major.**

Select three 4-unit courses from the following categories, with no more than one course from each category:

- |                 |                           |                              |
|-----------------|---------------------------|------------------------------|
| 1. Anthropology | 4. Ethnic or area studies | 7. English                   |
| 2. Psychology   | 5. History                | 8. Communication Studies     |
| 3. Sociology    | 6. Philosophy             | 9. Economics                 |
|                 |                           | <b>10. Political Science</b> |

(Additional categories may be approved by the department.)

**Upper Division Required Courses: (68 units):**

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**Fifteen upper division 4-unit courses in Women's Studies and a two course 4-unit upper division coherent elective theme in Women's Studies.** Fifteen upper division 4-unit courses in Women's Studies (students with a specific interest/emphasis may substitute courses in other departments, with department approval) and a two course 4-unit upper division coherent elective theme in Women's Studies.

- WOST 3110 Theories of Feminism I  
WOST 3200 Theories of Feminism II  
(Prerequisite: WOST 3110)  
WOST 3300 Women, Law, Policy and Activism in the Contemporary U.S.  
WOST 3440 Women and Social Constructions of Sexuality  
WOST 3545 Women's Health and Health Care  
WOST 3600 Women and Work in the U.S.  
WOST 3700 Comparative Perspectives on Global Feminisms  
WOST 3810 Domestic Discontents in the Contemporary U.S.  
WOST 3850 Research Practices and Methods for Feminist Scholarship  
WOST 3900 Violence Against Women  
WOST 4500 Feminist Thought into Action  
WOST 4600 Action Research Seminar I  
(Prerequisites: Senior standing, WOST 3850, WOST 4500; Co-requisite: WOST 4700)  
WOST 4700 Action Fieldwork in Women's Studies I  
(Prerequisites: Senior standing, WOST 3850, WOST 4500; Co-requisite: WOST 4600)  
WOST 4800 Action Fieldwork in Women's Studies II  
(Prerequisites: Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700; Co-requisite: WOST 4910)  
WOST 4910 Action Research Seminar II  
(Prerequisites: Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700; Co-requisite: WOST 4800)

#### Coherent Elective Theme in Women's Studies (8 units)

~~The specific upper division courses to satisfy the 8 unit requirement are selected with advisor approval from the department's subject area course list.~~ The specific upper division courses to satisfy the 8 unit requirement are selected with advisor approval from the department's subject area course list, which will include appropriate courses from other disciplines.

#### Choose one of the following:

##### a. Social Justice and Community Activism

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**b. Resources, Technology and Globalization**  
**c. Arts, Humanities and Society**

**Approved Electives for Women's Studies' Majors**  
**2009-2010 Draft**

Women's Studies' majors are encouraged to take up to 8 units (2 classes) from departments across campus. We encourage, but do not require, students to take 8 units listed under *one* of the themes.

Additional courses, not found on this list, may be approved on a case-by-case basis.

**Social Justice and Community Activism**

CRJA 4124 Sex Crime Investigation  
CRJA 4125 Women in Criminal Justice  
PHIL 3503 Philosophy and Law  
PHIL 3510 Human Rights and Social Justice: Cultural Groups and Women in the U.S.  
PHIL 3515 Race and Social Justice  
POSC 3333 Ethnic and Minority Politics  
POSC 3340 Women and Politics  
POSC 3360 Culture and Politics in the United States  
POSC 3170 Public Policy and the Family  
POSC 3419 Labor Policy and Law  
POSC 3715 The State and the Family  
SOC 3710 Social Policy  
SOC 4450 Urban Sociology

**Resources, Technology and Globalization**

BIO 3800 Achievements of Women in Science  
COMM 4500 Women in Media  
NURS 3404 Care of Childbearing Families  
PHIL 3511 Philosophy of Human Rights and Global Justice  
POSC 3500 World Problems and Global Response  
POSC 3521 Politics of the Global Economy  
POSC 3418 U.S. Immigration Policy and Law  
SOC 3431 Seminar in World Development  
SOC 3700 Introduction to Social Services

**Arts, Humanities and Society**

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ANTH 3750 Women in Cross-Cultural Perspective  
ART 3227 Women in Art  
COMM 4850 Gender and Communication  
ENGL 3050 Language and Gender  
ENGL 3071 Writing Women's Lives: A Workshop  
ENGL 3650 Woman and Literature  
ENGL 3770 Gay and Lesbian Literature  
ENGL4650 Studies in American Women's Literature  
ES 3030 Immigrant and Refugee Women  
ES 3730 Women of Color Genders and Sexualities  
ES 4300 Queer of Color Subjects and Critical Theory  
ES 3210 Latinas in the United States  
HIST 3570 The Family and Sexuality in American History  
HIST 3571 Women in American History  
HIST 3572 American Women in the Twentieth Century  
HDEV 3304 Girls and Women Across the Lifespan  
HDEV 4440 Lesbian and Gay Lifespan Development  
MLL 3938 Italian American Women Through Literature  
PHIL 3161 Philosophy and Sex  
PHIL 3720 Feminist Philosophy  
PSYC 3410 Psychology of Women  
REC 3202 Women and Leisure  
SOC 3410 Sociology of the Family  
SOC 3411 Sociology of Gender  
SOC 3412 Marriage and Sex  
SOC 3413 Sociology of Parenting  
SOC 3420 Social Inequality  
SOC 3425 Prejudice and Discrimination  
SOC 3510 Sociology of Identity  
SOC 3520 Sociology of Minority Groups  
SOC 3525 The African American Male  
SOC 3880 Work and Professions  
THEA 3209 Sex, Love, and Women on Stage and in Film  
THEA 3226 The Woman Artist  
THEA 3310 Interpretation of Women's and Ethnic Literature  
THEA 3326 Ethnic Women Playwrights and Performers  
THEA 3300 Sex, Race, and Body Politics in Dance

**Women's Studies Minor: (24 units): Note: no change from current requirements listed in the Catalog.**

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#### 4. Curriculum

- a. Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

**The Goals of the Women’s Studies Program:**

- **To provide students with the theoretical and methodological tools to examine the intersections of gender with other forms of difference and power—such as sexuality, race, class, and nation—in local and transnational contexts.**
- **To provide a forum for intellectual debate and a catalyst for students committed to social action which addresses various forms of social injustice.**
- **To provide service learning fieldwork placements on issues pertaining to the lives of women which culminate in a senior thesis.**
- **To build supportive local community environments for women by disseminating fieldwork research findings back to the community.**

**Student Learning Outcomes:**

- **Graduates will be able to identify feminist theoretical and methodological perspectives on culture and society.**
- **Graduates will have the analytic competency to critique social inequalities founded on the intersections of gender, race, ethnicity, class, sexuality, and nation.**
- **Graduates will be able to critically reflect upon their own lives and social, cultural, and institutional structures from a feminist perspective.**
- **Graduates will comprehend the factors involved to become leaders committed to dismantling sexism and other oppressive beliefs and work for social justice.**

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- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “Maintenance and Improvement of Quality”)

<b>Student Learning Outcomes:</b>	<b>Introduced</b>	<b>Reinforced</b>	<b>Mastery</b>
<b>Graduates will be able to identify feminist theoretical and methodological perspectives on culture and society.</b>	<b>WOST 3110</b>	<b>WOST 3200</b>	<b>WOST 3850 WOST 4500</b>
<b>Graduates will have the analytic competency to critique social inequalities founded on the intersections of gender, race, ethnicity, class, sexuality, and nation.</b>	<b>WOST 3440 WOST 3300</b>	<b>WOST 3545 WOST 3600 WOST 3900</b>	<b>WOST 3700 WOST 3810</b>
<b>Graduates will be able to critically reflect upon their own lives and social, cultural, and institutional structures from a feminist perspective.</b>	<b>WOST 3110 WOST 3850</b>	<b>WOST 3200 WOST 3700</b>	<b>WOST 3900 WOST 3300</b>
<b>Graduates will comprehend the factors involved to</b>	<b>WOST 4500</b>	<b>WOST 4600 WOST 4700</b>	<b>WOST 4800 WOST 4910</b>

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<p><b>become leaders committed to dismantling sexism and other oppressive beliefs and work for social justice.</b></p>			
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- c. Total number of units required for the major: **80 units**
  
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.

**Not applicable.**

- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls), you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum. **None.**
  
- f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

**Upper Division Required Courses: (68 units)**

**Fifteen upper division 4-unit courses in Women’s Studies, two upper division 4-unit courses coherent elective theme in Women’s Studies (see next question).**

**Required Courses for the Major in Women’s Studies:**

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- WOST 3110 Theories of Feminism I**  
**WOST 3200 Theories of Feminism II**  
**(Prerequisite: WOST 3110)**  
**WOST 3300 Women, Law, Policy and Activism in the Contemporary U.S.**  
**WOST 3440 Women and Social Constructions of Sexuality**  
**WOST 3545 Women's Health and Health Care**  
**WOST 3600 Women and Work in the U.S.**  
**WOST 3700 Comparative Perspectives on Global Feminisms**  
**WOST 3810 Domestic Discontents in the Contemporary U.S.**  
**WOST 3850 Research Practices and Methods for Feminist Scholarship**  
**WOST 3900 Violence Against Women**  
**WOST 4500 Feminist Thought into Action**  
**WOST 4600 Action Research Seminar I**  
**(Prerequisites: Senior standing, WOST 3850, WOST 4500; Co-requisite: WOST 4700)**  
**WOST 4700 Action Fieldwork in Women's Studies I**  
**(Prerequisites: Senior standing, WOST 3850, WOST 4500; Co-requisite: WOST 4600)**  
**WOST 4800 Action Fieldwork in Women's Studies II**  
**(Prerequisites: Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700; Co-requisite: WOST 4910)**  
**WOST 4910 Action Research Seminar II**  
**(Prerequisites: Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700; Co-requisite: WOST 4800)**

- g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

**Coherent Elective Theme in Women's Studies (8 units)**

Students must select one from among the following three themes and take 2 upper division 4-unit courses. The specific courses to satisfy the 8 unit requirement are selected with advisor approval from the department's subject area course list.

**a. Social Justice and Community Activism**

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**b. Resources, Technology and Globalization**  
**c. Arts, Humanities and Society**

**Approved Electives for Women's Studies' Majors**  
**2009-2010 Draft**

Women's Studies' majors are encouraged to take up to 8 units (2 classes) from departments across campus. We encourage, but do not require, students to take 8 units listed under *one* of the themes.

Additional courses, not found on this list, may be approved on a case-by-case basis.

**Social Justice and Community Activism**

CRJA 4124 Sex Crime Investigation  
CRJA 4125 Women in Criminal Justice  
PHIL 3503 Philosophy and Law  
PHIL 3510 Human Rights and Social Justice: Cultural Groups and Women in the U.S.  
PHIL 3515 Race and Social Justice  
POSC 3333 Ethnic and Minority Politics  
POSC 3340 Women and Politics  
POSC 3360 Culture and Politics in the United States  
POSC 3170 Public Policy and the Family  
POSC 3419 Labor Policy and Law  
POSC 3715 The State and the Family  
SOC 3710 Social Policy  
SOC 4450 Urban Sociology

**Resources, Technology and Globalization**

BIO 3800 Achievements of Women in Science  
COMM 4500 Women in Media  
NURS 3404 Care of Childbearing Families  
PHIL 3511 Philosophy of Human Rights and Global Justice  
POSC 3500 World Problems and Global Response  
POSC 3521 Politics of the Global Economy  
POSC 3418 U.S. Immigration Policy and Law  
SOC 3431 Seminar in World Development  
SOC 3700 Introduction to Social Services

**Arts, Humanities and Society**

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ANTH 3750 Women in Cross-Cultural Perspective  
ART 3227 Women in Art  
COMM 4850 Gender and Communication  
ENGL 3050 Language and Gender  
ENGL 3071 Writing Women's Lives: A Workshop  
ENGL 3650 Woman and Literature  
ENGL 3770 Gay and Lesbian Literature  
ENGL4650 Studies in American Women's Literature  
ES 3030 Immigrant and Refugee Women  
ES 3730 Women of Color Genders and Sexualities  
ES 4300 Queer of Color Subjects and Critical Theory  
ES 3210 Latinas in the United States  
HIST 3570 The Family and Sexuality in American History  
HIST 3571 Women in American History  
HIST 3572 American Women in the Twentieth Century  
HDEV 3304 Girls and Women Across the Lifespan  
HDEV 4440 Lesbian and Gay Lifespan Development  
MLL 3938 Italian American Women Through Literature  
PHIL 3161 Philosophy and Sex  
PHIL 3720 Feminist Philosophy  
PSYC 3410 Psychology of Women  
REC 3202 Women and Leisure  
SOC 3410 Sociology of the Family  
SOC 3411 Sociology of Gender  
SOC 3412 Marriage and Sex  
SOC 3413 Sociology of Parenting  
SOC 3420 Social Inequality  
SOC 3425 Prejudice and Discrimination  
SOC 3510 Sociology of Identity  
SOC 3520 Sociology of Minority Groups  
SOC 3525 The African American Male  
SOC 3880 Work and Professions  
THEA 3209 Sex, Love, and Women on Stage and in Film  
THEA 3226 The Woman Artist  
THEA 3310 Interpretation of Women's and Ethnic Literature  
THEA 3326 Ethnic Women Playwrights and Performers  
THEA 3300 Sex, Race, and Body Politics in Dance

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog

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descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

**WOST 3110 Theories of Feminism I (4)**

**What is feminism? This course will provide an overview of feminist theories, including issues of representation, agency and subjectivity, capitalism and patriarchy. Introductory perspectives cover a range of frameworks for analysis from “first wave” statements to “second wave” feminism, including liberal, radical, separatist, and socialist/materialist feminisms. By critically engaging the underlying assumptions of a range of theories, students will become more aware of their own assumptions and sharpen their analytic skills in their own lives and work. The course provides a review of theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations.**

**WOST 3200 Theories of Feminism II (4)**

**This course is a continuation of WOST 3110, Theories of Feminism I, and offers perspectives on intersectional feminist theory and contemporary issues in feminist thought from “second wave” feminism to the present, including post-structural and postmodern perspectives, postcolonial and third-world feminism, and ecofeminism. It provides an analysis of the implications of current feminist discussion and debate in various academic, cultural, and political contexts, and explores the relationship between feminist theory, social practice, and political organizing.**

**Prerequisite: WOST 3110**

**WOST 3300 Women, Law, Policy and Activism in the Contemporary U.S. (4)**

**This course provides an examination of legislation, educational and social policy; and legal/policy activism in the U.S. through the lens of gender hierarchy. Emphasis on how notions of masculinity and femininity shape and are shaped by law and social policy. Examines how law in the United States is used to confer rights, create obligations, and define identities which impact social actors differently based on gender, sexuality, race, class, age, and nationality. Explores the theoretical, historical, and empirical basis for gender in law, and focuses on how and when gender-based laws have changed over time. Topics may include educational and workplace equity, privacy, family law, domestic violence, LGBT rights, reproductive rights, affirmative action and equal protection laws, and the U.S. role in international human rights for women and children.**

**WOST 3440 Women and Social Constructions of Sexuality (4)**

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**This course examines the relationship of modern sexualities and the rise of capitalism, secularism, urbanization, sexology, and sexual identity politics. In this course, sexuality is understood to be a complex array of social codes and forces, and institutionalized power relations. A feminist analysis of contemporary theories of sexual development, identity, including concepts of “normal” and “deviant” sexualities is provided. Topics may include: theories of gender and sexuality; constructions and practices of masculinity and femininity; historical and cultural constructions of heterosexuality and homosexuality; lesbian/gay/bi/trans sexuality; sexual objectification and commodification; reproduction; sexual politics; sexual/social violence and resistance; and sexuality as mitigated by codes of race, class, gender, nationality and age.**

**WOST 3600 Women and Work in the U.S. (4)**

**This course examines patterns of women’s labor, with a focus on debates over the definition of “work,” patterns of gender inequality in paid and domestic labor, and experiences of labor (and labor exploitation) according to race, class, sexuality, ethnicity, and immigrant status. Topics may include gender and organizations, social determinants of career choice, affirmative action and comparable worth, work and family issues, and occupational sex segregation.**

**WOST 3700 Comparative Perspectives on Global Feminisms (4)**

**This course focuses on an examination of women around the world in local and transnational contexts and the rise of global women’s movements for economic and social justice. Particular attention paid to issues of violence against women and children, poverty, economic and global migration, sexual and civil rights, immigration and citizenship, and sex trafficking. Ideas about feminism, which are often rooted on Western feminist concerns, will be de-centered. Students will be encouraged to trace the connections between local, global, and national feminist perspectives. Topics may include political fundamentalism, nationalism, legacies of colonialism, the globalization of capitalist economy, the social control of women’s bodies, and environmental degradation.**

**WOST 3800 Women and Consumption (4)**

**This course will draw from feminist perspectives to explore the commodification of women’s bodies which fuel globalized capitalist economies through labor and consumerism. The complex relationship between women’s representations in mass media (signs of womanhood) and race, class, nationality, sexuality, and dis/ability—and the markets that produce them—will be examined in both local and global media.**

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Through interdisciplinary readings, and a variety of activities, practices of women's consumption, and the consumption of women, will be examined and critiqued from feminist, Marxist, and global/environmental perspectives.

**WOST 3810 Domestic Discontents in the Contemporary U.S. (4)**

This course provides an analysis of problems facing the contemporary U.S. family including gender and the division of labor within the household and changes in economic and social roles for women. Marriage will be examined as a political institution that creates alliances between groups, systems of inequality between men and women, exclusive boundaries by law, and perpetuates social class inequality. The social construction of motherhood in the U.S. and the expectations of mothers will be examined with particular attention paid to marginalized mothers, such as: teen mothers, lesbian mothers, poor mothers, noncustodial mothers, homeless mothers, and adoptive mothers.

Topics may include: occupational segregation, discrimination, the role of "protective legislation" in the history of labor law, the economics of marriage, divorce, and child custody, teen pregnancy, reproductive issues, day care, care work, welfare, equality between spouses/partners, and public policy solutions.

**WOST 3850 Research Practices and Methods for Feminist Scholarship (4)**

This course provides an interdisciplinary exploration of feminist research methods and emphasizes how feminist inquiry has transformed the way we study gender. We will critique research methodologies (that is, the theory and analysis of how research ought to be conducted) from a feminist perspective. This involves rethinking disciplinary assumptions about the research process, questioning what counts as knowledge, posing new questions, and redefining the relationship between subjects and objects of study as one that involves power. A feminist critique of social science research methods and interpretive models from the humanities will allow students to understand the tension between the production and interpretation of data and the importance of considering power relations in the formation of knowledge. Students will consider questions of epistemology (how we know what we know) while testing various research methods, interpretative strategies and analyzing research studies.

**WOST 3900 Violence Against Women (4)**

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**This course examines violence in intimate relationships from a feminist perspective and explores how violence against women institutes structured gender inequality. We will focus on sexual, physical and psychological abuse of, and violence against, women and girls by intimates, family members, partners, dates, friends, acquaintances and strangers. In addition, violence against women and girls perpetrated by political, social and economic institutions locally, nationally, and internationally will be explored. The intersections of gender, race, class, ethnicity, nationality, and sexuality in intimate violence will be investigated. Topics may include: domestic violence, rape, incest, pornography, causes of abuse, institutional barriers maintaining domestic violence, and local, national and global tactics for positive solutions and change.**

**WOST 4200 Gender, Sexuality and Popular Culture in the U.S. (4)**

**This course surveys the meaning and construction of masculinity, femininity, and sexuality in both mainstream and sub-cultural popular culture contexts (film, fiction, non-fiction, theater, music, television, journalism, the internet) from a feminist perspective with particular attention paid to: race, ethnicity, class, sexuality, age, dis/ability, and nationality. The following question will be addressed: How does popular culture produce and reproduce stereotypes? Topics may include: gender and the power of the image, sex and spectatorship, the male gaze, women and MTV, masculinity and femininity, violence, agency and resistance, pornography, and media industry economics.**

**WOST 4300 Women and Global Intersecting Structures of Oppression (4)**

**This course will explore how sexism, racism, classism, heterosexism, nationalism, ethnocentrism, homophobia, ageism, and ideologies intersect to shape systems of oppression with particular attention paid to education, political economies, and media across the globe. We will examine the means by which women around the globe have worked collectively and individually to resist oppression. We will identify the mechanisms of women’s activism in formal institutions, at the community and grassroots level, and through national and international movements, and examine feminist response to “master narratives” that support those in power or maintain the status quo of inequality. Students will learn to identify sexism and its interplay with ideologies of dominance as well as learn to recognize marginal versus dominant perspectives. Possible solutions will be considered that will dismantle our various “isms.”**

**WOST 4500 Feminist Thought into Action (4)**

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**This course will examine the relationship between feminist research and community/political activism. We will explore following questions: What is the state of women’s activism today? What kind of future do women want? How does social justice for women and girls happen? What are feminist activists doing locally, nationally, and internationally? These questions will be addressed in the context of social movements and the theoretical perspectives social movement activists draw upon. Topics may include: feminist, queer, anti-racist, and anti-colonial organizing; globalization movements; and, environmental movements. In addition, students will learn how to identify goals, contact media outlets, write grant proposals, and negotiate ethical issues in feminist praxis.**

**WOST 4600 Action Research Seminar I (4)**

**This course is taken in conjunction with students’ supervised service learning fieldwork placement in WOST 4700 (Action Fieldwork in Women’s Studies I). This course is the first quarter of a two-quarter senior thesis project designed to be taken in conjunction with the two-quarter fieldwork service learning placement. This course provides a space for reflection, discussion, and instruction on how to write a senior thesis. The senior thesis, begun in this course and finished in WOST 4910 (Action Research Seminar II), represents a culmination of each student’s undergraduate experience; it synthesizes coursework and two-quarters of fieldwork into a coherent statement of intellectual growth and insight. The focus is to develop a deeper understanding of theory and action in relation to Women’s Studies. Students will be encouraged to deepen their thinking about research questions, their roles and responsibilities as researchers in the field, and the challenges of representation in the writing process. Students will do background research on their fieldwork site and topic and develop and apply useful theoretical models to service learning at the local level. Topics applied to service learning fieldwork may include: gender, class, race, dis/ability, age, globalization, sexuality, community, capitalism, democracy, and civil society. The focus will be to develop a deeper understanding of theory and action in relation to Women’s Studies through directed readings related to fieldwork service learning placement in WOST 4700. The result will be the initiation of an applied research project that includes the project’s significance and methodology. The course is designed to strengthen writing skills, including analysis, evaluation, and argumentation.**

**Prerequisites: Senior standing, WOST 3850, WOST 4500**

**Co-requisite: WOST 4700, Action Fieldwork in Women’s Studies I**

**WOST 4700 Action Fieldwork in Women’s Studies I (4)**

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**This course is the first quarter of a two-quarter service learning fieldwork placement, arranged through instructors, that promotes feminist social justice. Supervised fieldwork placements include government, advocacy and education, social service agencies, legal, and/or local or national organizations relevant to feminist studies and/or queer studies. A weekly seminar connects fieldwork community action service learning placements with feminist theorizing and related academic work. Service learning placements prepare students for career development, lifelong work for social justice, and responsible citizenship. This is a supervised, independent fieldwork project taken in conjunction with WOST 4600, Action Fieldwork in Women’s Studies I. Students will learn first-hand from those involved in social change projects, and collect research data during their field placement. This intensive service learning fieldwork placement will include lectures, workshops, site visits, and interactions with people from a diverse cross-section of local society. A fieldwork data collection outline plan will be developed individually between the student and the faculty sponsor. Analytical journal required.**

**Prerequisites: Senior standing, WOST 3850, WOST 4500**  
**Co-requisite: WOST 4600, Action Research Seminar I**

**WOST 4800 Action Fieldwork in Women’s Studies II (4)**

**This course is the second quarter of a two-quarter service learning fieldwork placement, arranged through instructors, in which students continue to collect research data for their senior thesis. A fieldwork data collection outline plan will be developed individually between the student and the faculty sponsor. Analytical journal required. (See WOST 4700 description.)**

**Prerequisites: Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700.**  
**Co-requisite: WOST 4910, Action Research Seminar II**

**WOST 4910 Action Research Seminar II**

**This course is the second quarter of a two-quarter senior thesis project designed to be taken in conjunction with the two-quarter fieldwork service learning placement (WOST 4800 Action Fieldwork in Women’s Studies II). The senior project represents a culmination of each student’s undergraduate experience; it synthesizes coursework, two-quarters of fieldwork, discussion and personal reflection into a focused statement of intellectual growth and insight. This course allows for intensive study of a topic or issue within the field of Women Studies and incorporates fieldwork data collected in WOST 4700 and WOST 4800. The course explores the relationship between academic theorizing, data collection, and positive social and political change at the local level. The**

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field study or applied research project will result in a completed senior thesis that demonstrates independent thinking, organization and appropriate methodology, includes the project’s significance, thorough documentation and relevant conclusions or recommendations. A copy of the thesis will be provided to fieldwork service learning placement site.

**Prerequisites:** Senior standing, WOST 3850, WOST 4500, WOST 4600, WOST 4700.  
**Co-requisite:** WOST 4800, Action Fieldwork in Women’s Studies II

- 
- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

**Year One**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
<b>WOST 3110</b> <b>(Comerford)</b>	<b>WOST 3200</b> <b>(Comerford)</b>	<b>WOST 3300</b> <b>(2008 new hire)</b>	<b>WOST 3440</b> <b>(Williams)</b>
<b>WOST 3545</b> <b>(O’Neal)</b>	<b>WOST 3600</b> <b>(Comerford)</b>	<b>WOST 3700</b> <b>(Borish)</b>	<b>WOST 3900</b> <b>(Chandra)</b>
<b>WOST 3440</b> <b>(O’Neal)</b>	<b>WOST 3810</b> <b>(Comerford)</b>	<b>WOST 3030</b> <b>(Jarrah)</b>	<b>WOST 4200</b> <b>(O’Neal)</b>
<b>WOST 3420</b> <b>(Guthrie)</b>	<b>WOST 4160</b> <b>(2008 new hire)</b>	<b>WOST 4130</b> <b>(Rasmusson)</b>	<b>WOST 4300</b> <b>(Williams)</b>
<b>WOST 3800</b> <b>(Williams)</b>	<b>WOST 3530</b> <b>(Barnes)</b>	<b>WOST 3520</b> <b>(Williams)</b>	<b>WOST 3030</b> <b>(Jarrah)</b>

**Year Two**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
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<b>WOST 3900</b> <b>(O'Neal)</b>	<b>WOST 4600</b> <b>(Guthrie)</b>	<b>WOST 4800</b> <b>(D'Alleva)</b>	<b>WOST 3810</b> <b>(Chandra)</b>
<b>WOST 4500</b> <b>(Davis)</b>	<b>WOST 4700</b> <b>(D'Alleva)</b>	<b>WOST 4910</b> <b>(Guthrie)</b>	<b>WOST 3850</b> <b>(Borish)</b>
<b>WOST 3850</b> <b>(O'Neal)</b>	<b>WOST 3530</b> <b>(Staff)</b>	<b>WOST 3800</b> <b>(Williams)</b>	<b>WOST 3600</b> <b>(Jarrah)</b>
<b>WOST 3420</b> <b>(Guthrie)</b>	<b>WOST 3030</b> <b>(Jarrah)</b>	<b>WOST 3810</b> <b>(Comerford)</b>	
		<b>WOST 3700</b> <b>(Chandra)</b>	

**Year Three**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
<b>WOST 3110</b> <b>(Comerford)</b>	<b>WOST 3200</b> <b>(Comerford)</b>	<b>WOST 3300</b> <b>(2008 new hire)</b>	<b>WOST 3440</b> <b>(Williams)</b>
<b>WOST 3545</b> <b>(O'Neal)</b>	<b>WOST 3600</b> <b>(Comerford)</b>	<b>WOST 3700</b> <b>(Borish)</b>	<b>WOST 4200</b> <b>(O'Neal)</b>
<b>WOST 3440</b> <b>(O'Neal)</b>	<b>WOST 3810</b> <b>(Comerford)</b>	<b>WOST 3030</b> <b>(Jarrah)</b>	<b>WOST 4300</b> <b>(Williams)</b>
<b>WOST 3420</b> <b>(Guthrie)</b>	<b>WOST 4160</b> <b>(2008 new hire)</b>	<b>WOST 4130</b> <b>(Rasmusson)</b>	<b>WOST 3900</b> <b>(O'Neal)</b>
<b>WOST 3800</b> <b>(Williams)</b>	<b>WOST 3530</b> <b>(Barnes)</b>	<b>WOST 3520</b> <b>(Williams)</b>	

- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](#) of [Title 5 of the California Code of Regulations](#).

**Not applicable.**

- k. Admission criteria, including prerequisite coursework.

**Normal university admissions criteria with prerequisite coursework.**

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1. Criteria for student continuation in the program.

**GPA 2.0 or higher.**

- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.

**The Women's Studies degree lower division requirements may be satisfied at the community college.**

- n. If there is a [Lower-Division Transfer Pattern](http://www.calstate.edu/AcadAff/ldtp.shtml) (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>

**Not applicable. The Women's Studies degree is not one of the disciplines with an approved LDTP component or courses for transfer students.**

- o. Advising "roadmaps" that have been developed for the major.

**The Department of Human Development\* holds advising meetings each quarter on both the Hayward campus and the Concord campus attended by the entire faculty for all our majors. At these advising meetings, we provide graduation check forms that we encourage students to fill out with a faculty advisor. Once the major is approved for offering, an advising roadmap will be developed and posted on the degree Web page as is consistent with each major offered on campus.**

- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(Accreditation note finished on next page.)

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

**Not applicable.**

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**5. Need for the Proposed Degree Major Program  
(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and  
“Advancement of the Field”)**

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

**California State University Campuses currently offering a major in  
Women’s Studies:**

**CSU Fresno**  
**CSU Fullerton**  
**CSU Long Beach**  
**CSU Northridge**  
**San Diego State University**  
**San Francisco State University**  
**CSU San Marcos**  
**Sonoma State University**

**Public and Private Neighboring Institutions:**

**San Francisco State University (public)**  
**University of California, Berkeley (public)**  
**Mills College (private)**  
**St. Mary’s College (private)**  
**Stanford University (private)**

- b. Differences between the proposed program and programs listed in Section 5a above.

**The Women’s Studies major at CSUEB emphasizes service learning, participatory education in which student involvement, critical thinking, and personal insight are**

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encouraged and made relevant in the learning process. Unlike other area Women’s Studies Programs, Women’s Studies majors at CSUEB will, as a required component of their major, gain experience off-campus in the Bay Area in an organization or agency whose mission embraces some aspect of Women’s Studies. Service learning opportunities include fieldwork in organizations focused on advocacy of all kinds, law and policy, reproductive rights and health, support services for survivors of violence and abuse, and U.S. politics. The service learning fieldwork project in Women’s Studies is unique to the Bay Area and provides students the opportunity to create richly detailed accounts of women as social agents whose identities and experiences are shaped by political and economic conditions.

- c. List of other curricula currently offered by the campus that are closely related to the proposed program.

**A minor in Women’s Studies is offered in the Department of Human Development\*.**

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

**Mary D’Alleva, Director of Service Learning, Dr. Pat Guthrie, Professor and Chair of Human Development and Women’s Studies, and Dr. Lynn Comerford, Associate Professor of Human Development and Women’s Studies, have formed a Women’s Studies Advisory Board and are in the process of compiling a list of community partners who would like to join. Girls Inc., a local feminist activist organization which has agreed to provide service learning opportunities to CSUEB Women’s Studies majors, is one of our first partners and a potential prospective employer of graduates.**

- e. Applicable workforce demand projections and other relevant data.

**Women’s Studies is excellent preparation for life, and careers and graduate study in a wide range of fields, including government and public policy, non-profit and social justice organizations, law, educational institutions, and many other professional and human-service fields.**

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- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.

**This proposed program meets society's need for the advancement of a feminist approach to the study of women, gender and society. There is a need in society for students to be offered an interdisciplinary education that bridges feminist theory and practice, and focuses on the intersections of gender, race, class, sexuality, and nationality. The program also meets this need with our required two-quarter service learning field-study seminar, taken in the senior year; and, a two-quarter senior capstone course which bring majors together to think through connections among the diverse theoretical and methodological approaches they have encountered as well as between scholarship and social action.**

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

[Labor Forecast](#)

**6. Student Demand (CPEC "Student Demand")**

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

**According to the National Women's Studies Association, there were approximately 4300 Women's Studies majors and 10,500 minors nationally in 2005-06. See:**

**<http://www.nwsa.org/projects/database/index.php> In the San Francisco Bay Area, data from local institutions on the number of Women's Studies majors reveals, for example, at the University of California, Berkeley, statistical information for 2005 reported 25 majors while fall 2007 figures for San Francisco State University noted 40 majors.**

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An online survey was administered (via BlackBoard) to 469 California State University, East Bay students enrolled in 2008 Spring Quarter Women’s Studies courses. Students were asked to respond to two questions: Should California State University, East Bay offer a major in Women’s Studies? and Would you consider Women’s Studies as a possible major?

In answer to the question, Should California State University, East Bay offer a major in Women’s Studies?, 28% of the students (131 individuals) responded. Of the 131 respondents, 93.1% (122 respondents) indicated “yes” California State University, East Bay should offer Women’s Studies as a major. As to the second question relating to a student’s personal interest in a Women’s Studies major, Would you consider Women’s Studies as a possible major? 24% of the students (112) responded. Of the 112, a total of 41.1% (46 respondents) stated that they would consider Women’s Studies as a possible major.

- b. Issues of access considered when planning this program.

**CSUEB is compliant with the federal ADA legislation.**

- c. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

**Not applicable.**

- d. Professional uses of the proposed degree program.

**The proposed degree program will provide excellent preparation for careers and graduate study in a wide range of fields, including government and public policy, non-profit and social justice organizations, law, educational institutions, and many other professional and human-service fields.**

- e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

**Number of majors in the Year of initiation: 25**

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**After three years: 75**

**After five years: 100**

**Number of graduates in the Year of Initiation: 0 (the program requires students to complete two years of upper division courses in order to graduate)**

**Number of graduates after three years: 60**

**Number of graduates after five years: 100**

**7. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.

**Current Faculty in the Department of Human Development\*:**

**Godwin Ashiabi, Assistant Professor, Department of Human Development\***

B.A., University of Ghana, M.A., Wilfred Laurier University  
Ph.D., University of Tennessee (Child and Family Studies, 2002)

**Donna Barnes, Women’s Studies Lecturer**

B.S. University of California, San Francisco, M.A. San Francisco State University  
Ph.D. University of California, San Francisco (Sociology, 1992)

**Rainer Bauer, Associate Professor, Department of Human Development\***

B.A., University of Chicago  
M.A. and Ph.D., Stanford University (Anthropology, 1983)

**Steven Borish, Assistant Professor, Department of Human Development\***

B.A., Carlton College  
M.S. and Ph.D., Stanford University (Anthropology, 1982)

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**Vibha Chandra, Women's Studies Lecturer**  
B.A., Maharaja Sayaji Rao University of Baroda, India  
M.A. Maharaja Sayaji Rao University of Baroda, India  
M.A. State University of New York, Stony Brook  
Ph.D., State University of New York, Stony Brook (Sociology, 1994)

**Christina Chin-Newman, Assistant Professor, Department of Human Development\***  
B.A., University of California, Berkeley, Ed.M., Harvard University  
M.S. and Ph.D., University of California, Santa Cruz (Developmental Psychology, 2004)

**Lynn Comerford, Associate Professor, Department of Human Development\***  
B.A. and M.A., Fordham University  
Ph.D., State University of New York, Albany (Sociology, 2001)

**Dina Jarrah, Women's Studies Lecturer**  
B.A. Brigham Young University, M.P.A. Brigham Young University  
Ph.D. University of California, San Francisco (Public Administration, 1990)

**Jiansheng Guo, Associate Professor, Department of Human Development\***  
B.A., Beijing Insitute, China, M.A., University of Wellington, New Zealand  
Ph.D., University of California, Berkeley (Developmental Psychology, 1994)

**Patricia Guthrie, Professor; Chair; Director, Department of Human Development\***  
B.S., Springfield College, M.S., State University of New York, Buffalo  
Ph.D., University of Rochester (Anthropology, 1977)

**Keri O'Neal, Assistant Professor, Department of Human Development\***  
B.S., Northern Arizona University, M.S., Arizona State  
Ph.D., Texas Tech University (Human Development, 2001)

**Xeno Rasmusson, Assistant Professor, Department of Human Development\***  
B.A., Augustana College  
M.S., Ph.D., University of Georgia (Biopsychology, 1992)

**Judith Williams, Women's Studies Lecturer**  
B.S., Western Kentucky University, M.S. Vanderbilt University  
Ph.D. University of Hawaii (Biology)

- b. Space and facilities that would be used in support of the proposed program.

**No additional space for facilities will be needed to support the proposed program.**

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- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

**The multidisciplinary nature of Women's Studies allows the CSUEB University Libraries to support the department through broad collections in the Humanities & Social Sciences in areas such as literary studies, communication, gender studies, psychology, human development, anthropology and sociology. In addition to online databases and journal subscriptions, the Libraries are actively building e-book, e-reference, and streaming media collections. The Libraries have added some excellent resources in recent years, including a large number of electronic books. The Libraries would support the program through a suite of related electronic databases, including: Project Muse, Modern Language Abstracts, Communication Abstracts, Genderwatch, PsycINFO, Sociological Abstracts & Academic Search Premier. However, a further review of the indexing for the literature in the field is needed to investigate the possibility of additional journal subscriptions and database acquisitions.**

**In addition, the Libraries maintain a separate budget for book & e-book acquisitions in gender and women's studies, typically about \$1500 per fiscal year. Women's Studies also shares in the interdisciplinary fund allocated by the Libraries for the College of Letters, Arts & Social Sciences. Ideally, in order to support the new major, additional funds would be allocated to the Library to expand the collection through the purchase of a variety of materials, including media items, databases and electronic collections of books and primary sources.**

**Finally, it is expected that with the addition of departmental majors, the Women's Studies liaison librarian would provide additional direct instruction through invited lectures in the department's courses, as well as direct research support for students and faculty upon request.**

- d. Existing academic technology, equipment, and other specialized materials currently available.

**For online courses offered in Women's Studies, the faculty is trained and experienced in online instruction. They regularly attend workshops and receive individual training from CSUEB's Office of Faculty Development. All faculty teaching in the program participated in a Faculty Learning Community in Spring/Summer 2007 on Best Practices in Online Course Design offered by the Office of Faculty Development and the Center for Teaching & Learning with Technology. All classes taught on our campus have a Blackboard component. Moreover, the campus supports several SMART**



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classrooms. The CSUEB Help Desk supports online education by coordinating help requests with the appropriate technical support personnel to resolve both hardware and software problems. Students, faculty and staff can submit requests for assistance by using online forms, email and voicemail. Requests can be submitted twenty-four hours a day.

**8. Additional Support Resources Required  
(CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

**No additional space or resources will be needed to support the proposed program**

- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

**None needed.**

- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

**None needed.**

- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

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**None needed.**

\*The Department of Human Development will be submitting a request in Fall 2008 to change their name to the Department of Human Development and Women's Studies.

## Submit completed proposal packages to:

[APP@calstate.edu](mailto:APP@calstate.edu) and  
Academic Program Planning  
CSU Office of the Chancellor  
401 Golden Shore  
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## Contact Academic Program Planning

Dr. Christine Hanson  
Interim Dean  
Academic Program Planning

Phone (562) 951-4672

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[chanson@calstate.edu](mailto:chanson@calstate.edu)

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Academic Programs

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Academic Program Planning is on the Web <http://www.calstate.edu/APP/>

## Contact Extended Education

Dr. Edward McAleer  
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