

Professional Development Leave Proposal--Social Justice Studies Program

Dennis Lee

Fall 2018

Submitted to: ARC-PD-TypeAorBLeave@arc.losrios.edu

Title of Proposal: New Program: Social Justice Studies

1. Describe the focus of the work proposed and completed during your leave.

The proposal was for reassigned time to create a new program for American River College called Social Justice Studies, which will align with the College redesign and our focus on equity and pathways. The new program includes two new degrees, which I wrote and took through the curriculum process. Part of this process involved writing and working with other faculty to write two new courses for the degrees and creating a new course designator for these courses. Since this is an interdisciplinary program, development of the degrees involved coordination with multiple College program areas to ensure we have as much agreement as possible about what courses should be included in the degree. It also included some consideration to how courses would be added to the degrees over time in the future.

NOTE: It should be noted that the process for full approval before offering the courses is lengthy, and so I did not expect it to be fully completed at the end of this leave. However, we have C-ID approval of new courses and they are in the college catalog, and CSU course articulation, California Community College Chancellor's Office degree approvals, and Financial Aid processing for new degrees are on their way through the process.

2. What was accomplished as a result of your leave?

- Researched the limitations of the Area of Emphasis (AOE) degree type and determined the best patterns for ARC's SJS degree or degrees. This included meeting with another college's program director. This AOE was difficult to fully research at first because there were some new rulings by the Chancellor's Office allowing for multiple TOP codes and thus multiple degrees for this type of degree.
- Determined which courses in ARC's curriculum catalog generally fit the degrees and what new courses needed to be written. This included follow up meetings with discipline faculty and our Articulation Officer.
- Drafted sample degrees with ARC courses and held meeting with ARC faculty from diverse disciplines to discuss the degree options.
- Made some initial determination about how courses in our degree will articulate to CSUs for each degree and for various transfer options (e.g. LGBTQ Studies, Womens Studies,

Ethnic Studies, etc.). This will be important in helping students understand what pathways work best and it will be important in determining what courses we want to include in each degree. Ultimately, our articulation officer will finalize this work and make sure all the courses do in fact articulate in the way we intend. Part of this process has involved lengthy conversations about which approaches would be better for students as the degrees were constructed.

- Researched our ability to customize the degrees and whether we needed to get on the District PPC list.
- Met multiple times with ARC Articulation Officer to discuss the degree and various options for the degree programs.
- Proposed a new SJS designator to District and College curriculum committees for approval. This involved including a work group in the process, so others had a say in the creation of thematic blocks, for example. The designator was approved and is being used for the new curriculum.
- Composed SJS 310: Introduction to LGBTQ Studies (C-ID SJS 130). This involved coordination with two other local LGBTQ Studies programs. Since this is the foundational course for LGBTQ Studies and it has not been taught at the college before, more extensive research had to be done to create the course, review its content, and determine resources that need to be developed to support the new curriculum. While the curriculum is completed and in process of articulation, there is still need for more course development before this course is taught for the first time.
- Worked with appropriate faculty to create SJS 300: Introduction to Social Justice Studies (C-ID SJS 110). Since this is the foundational course for SJS and it has not been taught at the college before, extensive work had to be done to create the course, review its content, determine resources that need to be developed to support the new curriculum. A faculty member in Sociology has created the course, and it is currently in the process of being articulated for the new degrees.
- Met with faculty interested in adding courses to the degree and with faculty who may want to revise courses to better fit into the degree.
- Created new degree: Social Justice Studies: Race and Ethnicity and took the degree through the curriculum process.
- Created new degree: Social Justice Studies: Women, Gender, and LGBTQ Studies and took the degrees through the curriculum process.

- Communicated with academic departments who will have courses in the degrees about the new degree proposals and potential timelines for degree cataloguing.
- Worked with articulation officer/Instruction Office to complete narratives and submit degrees to the Chancellor's Office for approval.
- Began to examine the suggested pathways for the new degrees, which will have to be coordinated among several departments. At the time of submission of this report, I am working with faculty in Sociology, History, Psychology, and English to ensure we have working Pre-Maps created for the pathways for both degrees.
- I reached out to other colleges in our district interested in pursuing similar degrees. One of the colleges has met with me twice already to evaluate whether they can adopt a similar degree pattern. I shared all of my materials. I have been told that things at other colleges will be easier with the new designator and the new courses already created.

Still to be done:

- I hope to begin the process of integrating the program with Unite and Pride Center programming when the degrees are officially approved by the Chancellor's Office and the course are scheduled to be taught. This may include meeting with the Dean of Equity and Program Pathways and the coordinators of UNITE and the Pride centers. I don't have a firm idea of how the Social Justice Studies program can integrate with these two centers, but I would like the chance to explore that with these stakeholders.
- I hope to meet with the Dean of Behavioral and Social Science and the Chair of Sociology (the department where the SJS designator is currently held) to discuss the timing of when the two degrees should be offered and scheduled (based on what I know about the articulation timeline).

3. Explain how the work completed during your leave relates to ARC's goals and focus areas and to the state's professional development guidelines.

ARC's STRATEGIC GOALS list

Students First -

By providing students with an option to transfer with ADT degrees into CSU degrees in areas such as Women's Studies, African American Studies, LGBTQ Studies, Chicano Studies, etc., we are expanding the nature and options available in our curriculum for all students and enriching the education experience, which we hope will positively impact historically underserved and marginalized students to succeed, learn and persist.

Clear and Effective Paths -

The Social Justice Studies degree programs will be supported in unusual ways. We hope to be connected to the Unite and Pride Center programming, for example, and we hope that our interdisciplinary nature will connect us to resources across campus in each of the college disciplines. The direct connection of the SJS curriculum to the college mission and values has ignited unusual support and connection among faculty and staff, which we hope will help students. As part of this project, we created the first draft of the pathway maps for each degree. The nature of the Area of Emphasis degree profile is to create clear, effective degree paths because most of the course in the degree fit neatly into the articulated CSU pathway.

Exemplary Teaching, Learning & Working Environment -

We hope the Social Justice Studies program will become a model program for teaching, learning and culturally relevant curriculum. The goal is for the program to attract faculty from each of the involved departments who are interested in social justice and the college mission. And, we hope to partner with existing college groups such as Unite, the Pride Center, the Center for Teaching and Learning, the Equity Action Institute, and the New Faculty Academy to build safe, equitable and inclusive teaching environments. The creation of the curriculum and program maps are the first step toward this goal.

State Professional Development Guidelines

Guideline A: Course instruction and evaluation.

This project related directly to course instruction and evaluation because it involved creating an interdisciplinary Area of Emphasis degree program. As part of the curriculum development process, faculty discussed ways to integrate equity minded practices into the new courses that were developed, for example, and there was discussion of how the overall program evaluation could be integrated among all of the disciplines involved. In the longer term, there is interest in adding some sort of service component and in pursuing a grant for a Social Justice Institute at the college. Many see the ability to leverage the instructional, service, and professional development aspects of these new programs for a greater community purpose.

Guideline C: Program and course curriculum or learning resource development and evaluation.

Since the end result of this project was the development of a new course designator, two new courses—SJS 300 and SJS 310 and two new degrees—SJS: Race and Ethnicity and SJS: Women, Gender, and LGBTQ Studies, this project deeply met state professional guideline C. What is particularly exciting about the curriculum created through this project is that it involves so many disciplines. These new programs provide an opportunity for faculty and students from many different disciplines to work together toward the shared goal of focusing on Social Justice. Additionally, by maximizing the tool of the “Area of Emphasis” degree, we will provide many students the opportunity to transfer into CSU degrees with ADT degree in areas that were previously not possible before (e.g. Womens Studies, African American Studies, LGBTQ Studies, Chicano Studies, etc.).

4. **As a result of your leave, what will you take back with you to your current assignments and/or to the college as a whole (including how you shared or plan to share the results of your project).**

Once the degree or degrees are approved and cataloged, I plan to help publicize the degree to all of the departments who have courses in the degree by contacting each department and providing materials about the degree requirements. I also hope to work more closely with our counselors to make sure all are aware of the new program, and I plan to work with our Dean of Equity and Program Pathways and the coordinators of UNITE and the Pride Center to include the degrees in their programming materials. Since so many disciplines may potentially have courses in these degrees, I believe that there will be a great deal of interest. Since the new degrees will eventually be in the catalog, the information will be widely disseminated. There is a high degree of interest in both of these new degrees, so I believe this part of the project will be especially rewarding.

APPENDICES:

NEW DESIGNATOR

NEW COURSES

NEW DEGREES

NARRATIVE DRAFTS FOR THE CHANCELLOR'S OFFICE



District Curriculum Coordinating Committee (DCCC)
NEW COURSE DESIGNATOR/NEW THEMATIC BLOCK REQUEST/DESIGNATOR REMOVAL FORM

Faculty Developer:	College:	Email:	Phone:
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Proposal Type: <i>Please indicate by checking the appropriate box(es) at right</i>	New Course Designator and Thematic Blocks <i>complete sections 1, 2, 4 and 5</i>	New Thematic Block(s) Only <i>complete sections 2, 4 and 5</i>	Designator Removal <i>complete sections 3, 4 and 5</i>
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1. Complete this section if you are requesting a **NEW COURSE DESIGNATOR**:

Proposed Subject: <i>Example: Political Science</i>	Proposed Designator: <i>Example: POLS</i>
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2. Complete this section if you are requesting a **NEW THEMATIC BLOCK(S)**:

Proposed Thematic Block(s)	Proposed Courses
Example: <i>TA 340 – 349 Beginning Acting</i>	Example: <i>TA 340 Beginning Acting TA 342 Introduction to Acting</i>

3. Complete this section if you are **REMOVING A DESIGNATOR**:

PROPOSED DESIGNATOR REMOVAL: <i>Example: HIST</i>

4. **RATIONALE/PPC:** *Required for all proposals.*

Rationale: <i>Explain the background and need. How does this fit with other colleges in Los Rios and the surrounding area (if applicable)?</i>	
Program Placement Council: <i>If new degree(s) and/or certificate(s) are being planned in connection with this proposal, have they been proposed to and recommended by the PPC?</i>	Response: Yes Date: _____ No Not applicable <i>If the response is "no," when will a presentation be made to the PPC?</i>

5. **Collegial Consultation:**

College	Faculty Contact	Contact Date	Notified	Comments	New Designators Only: Check box if your college wants immediate access to the designator*

* Once a designator has been created at one Los Rios college, any other Los Rios college may use it without permission, assuming the program has been approved through appropriate channels, such as the PPC process. Collegial Consultation is still required.

6. **DCCC ACTIONS:** *The following are to be completed by the DCCC Chair:*

DCCC Chair Signature:	DCCC Approval (Date):
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Request sent for addition to SOCRATES and PeopleSoft: *Contact and Date*

SOCRATES:	PeopleSoft:
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Notification of Instruction Offices: *Contact and Date*

ARC:

CRC:

FLC:

SCC:

Once you have completed this form, ***please save it as separate document with a descriptive title***, for example: "CRC Thematic Block Request January 2016"

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	SJS 310: Introduction to LGBTQ Studies
Proposal Type:	New to District
Faculty Initiator:	Dennis Lee
Outline Status:	CCCCO
Last Full Review:	
Last Curriculum Action:	Nov 11, 2018
Official:	No

Section 2: Submission Information

Proposal:	<i>To add a course to the ARC catalog that is not currently offered by any Los Rios college.</i>
Explanation:	This course provides an introduction to LGBTQ studies. It prepares students for transfer and will be required for two degrees: Social Justice Studies: Women, Gender, and LGBTQ Studies and Social Justice Studies: Race and Ethnicity.

Section 3: Basic Course Information

Identifier:	SJS 310
Title:	Introduction to LGBTQ Studies
Units:	3.00
Prerequisite:	None.
	<i>[Prerequisite list: None; Special prerequisite: None.]</i>
	<i>[Corequisite list: None; Special corequisite: None.]</i>
	<i>[Advisory list: None; Special advisory: None.]</i>
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course introduces students to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) studies. It explores how LGBTQ individuals and communities are impacted by various social, cultural, historical, and political factors. Topics include politics of sexuality and sexual identities; forms of oppression including heterosexism, homophobia, and transphobia, as well as resistance to oppression, violence against LGBTQ individuals and communities, and queer

activism. This course also includes contemporary issues in families, education, religion, and the law.

[Courses embedded in catalog description: None.]

Section 4: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- analyze the various ways people identify their sexual orientation and/or their gender identity and expression.
- explore the intersections of homophobia, sexism, heterosexism, transphobia, racism, classism, ageism, ableism and other intersecting identities within the context of LGBTQ political struggles in the United States.
- assess theories about sexual orientation and gender identity and expression within the context of feminist theory, gender theory, and queer theory.
- examine the continuous evolution of legal policies and societal views of LGBTQ people on a global level.
- examine sexual orientation and gender identity within Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, and recent immigrant communities in the United States.
- identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.
- assess the impact of hate crimes on LGBTQ individuals, the LGBTQ community, the community at large, and public policy.
- research the history of public health policy in the United States as well as internationally to explore the ways that LGBTQ people have consistently suffered under homophobic, biphobic, and transphobic policies.
- examine the evolution of LGBTQ culture in literature, the media, and the arts.
- explore the impact of our education system on the ability of LGBTQ individuals and communities to achieve social justice and equity.

Section 5: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 5 Intersecting identities and LGBTQ communities, such as the intersection of race, ethnicity, class, gender, sexuality, ability, immigration status, and age.
- 2 Heterosexism and heteronormative culture.
- 5 Feminist Theory, Gender Theory, and Queer Theory.
- 3 Sexual orientation including Asexual identity.
- 3 Intersex, gender identity, and expression.
- 4 LGBTQ identity across cultures in the United States.
- 4 Global LGBTQ laws, rights, and policies.
- 5 Key figures in LGBTQ history.
- 5 LGBTQ Civil Rights and Human Rights Movement.

- 4 Impact of hate crimes on the LGBTQ community.
 - 3 The influence of education policy and religion on the LGBTQ community.
 - 2 LGBTQ issues in healthcare, including issues related to HIV/AIDS, Transgender health, and LGBTQ access to care.
 - 4 LGBTQ protest and pride.
 - 5 LGBTQ literature, culture, and media.
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54 Total Hours

Section 6: Methods of Instruction

Lectures, discussions, guided individual and group activities, assigned reading and writing, and media presentations.

Section 7: Typical Student Assignments

Sample assignment #1:

Write a 3-page essay focused on a specific aspect of the LGBTQ Civil Rights Movement. This may include an exploration of marriage equality, visibility in books and tv shows, the ability to adoption children, access to quality healthcare, or some other obstacle or concern. Your essay should explore the various barriers that have been overcome or need to be overcome in order to achieve equality for LGBTQ Americans and analyze the ways in which the issue has been treated by the media.

(Addresses SLO:

-identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.)

Sample assignment #2:

In a 3-page essay, analyze some aspect of a film such as Moonlight, Brokeback Mountain, Mosquita Y Mari, Fire, The Danish Girl, or Boys Don't Cry using the Queer or Gender Theory lens. Remember that queer theory asks us to closely examine the socially constructed nature of sexual acts and identities, suggesting that sexuality is more complex than we are led to believe. Your analysis may provide some insight into the role "queerness" played in the various characters' lives and in the film's overall theme.

(Addresses SLO:

-examine the evolution of LGBTQ culture in literature, the media, and the arts.)

Section 8: Evaluation and Assessment Methods

Essays, exams, quizzes, writing samples and exercises, and participation in discussions.

Section 9: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 10: Representative List of Textbooks

- Alexander, J., Meem, D. T., and Gibson, M. A. (2018). *Finding Out: An Introduction to LGBTQ Studies* (3rd ed.). Sage Publishing. [ISBN: 9781506337401]
- Killermann, S. (2017). *A Guide to Gender: The Social Justice Advocate's Handbook* (2nd ed.). Impetus Books. [ISBN: 978-0989760249]
- Stryker, S. (2017). *Transgender History: The Roots of Today's Revolution* (2nd ed.). Microcosm Publishing. [ISBN: 978-1-5800-5689-2]

Section 11: Additional Course Information

Faculty Discipline(s):	English, History, Psychology, or Sociology
Short Title for Transcripts:	Introduction to LGBTQ Studies
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2201.30 (<i>Social Justice Studies: General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course provides an introduction to LGBTQ studies. It prepares students for transfer and will be required for two degrees: Social Justice Studies: Women, Gender, and LGBTQ Studies and Social Justice Studies: Race and Ethnicity.
Developer Request:	Please ADD AA/AS General Education V(b). Social and Behavioral Sciences - Other to this course.
Developer Request:	Please ADD Ethnic/Multicultural Studies Requirement to this course.
Degrees and Certificates:	Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Course Identification (C-ID) Number

Developer Request: Please ADD C-ID SJS 130 to this course.

Section 14: Relationship to Transfer Institutions

Developer Request: Please ADD CSU Transfer to this course.

Developer Request: Please ADD UC Transfer to this course.

Developer Request: Please ADD CSU General Education D: Social Sciences to this course.

Developer Request: Please ADD IGETC 4: Social and Behavioral Sciences to this course.

Section 15: Feasibility

Department Planning: This new course is part of two new degree programs in Social Justice Studies. These two degree programs relate directly to the College's new mission statement and commitment to social justice and equity. Furthermore, the new degrees align with the College's commitment to creating more clearly aligned degree pathways. Students interested in a class of related majors will now have a better aligned TMC.

American River College Impact: No other related courses are currently offered at ARC, so we do not expect there to be a direct impact on other courses. However, this course may spark an interest in other Social Justice courses and the degree programs.

Los Rios Impact: No other Los Rios Colleges offer an LGBTQ Studies course, so we don't expect this will impact the other colleges or their degree programs and certificates. We expect this course to have a positive impact on the college community by providing greater insight about the LGBTQ community and Social Justice.

Staffing: No additional staff is necessary for the implementation of this course.

Facilities: There are enough classrooms available in order to facilitate this course.

Equipment and Supplies: No new equipment or supplies are needed to implement this course.

Essential Library or Media Materials: No essential new books, periodicals, or electronic resource collections must be purchased in order for this course to be offered.

Supplementary Library or Media Materials: There are no supplementary new books, periodicals, or electronic resource collections that must be purchased in order for this course.

Section 16: Digital Signatures

Faculty Initiator: Dennis Lee

Department/Subject: SJS

Department Vote: *Yes:* 4

No: 0

Abstain: 0

Total: 4

**Department Chair/
Designated Contact:** Pamela Chao (**Signed:** Sep 02, 2018)

Librarian: Sarah Lehmann (**Signed:** Oct 11, 2018)

Division Dean: "This new LGBTQ studies course has the approval of the BSS Division."
--Steven Boyd (**Signed:** Aug 03, 2018)

CRC Contact: Paul Zisk (**Unsigned**) *Requested: Aug 03, 2018*

FLC Contact: Diane Carlson (**Signed:** Aug 30, 2018)

SCC Contact: Nicholas Miller (**Unsigned**) *Requested: Aug 03, 2018*

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	SJS 300: Introduction to Social Justice Studies
Proposal Type:	New to District
Faculty Initiator:	Pamela Chao
Outline Status:	CCCCO
Last Full Review:	
Last Curriculum Action:	Nov 11, 2018
Official:	No

Section 2: Submission Information

Proposal: *To add a course to the ARC catalog that is **not** currently offered by any Los Rios college.*

Explanation: This is the introductory course for our two new AAT Social Justice Studies majors (SJS-Race and Ethnicity and SJS- Women, Gender, and LGBTQ Studies). There has been a strong focus for transferable majors that feed into CSU and UC majors and Social Justice is a strong interdisciplinary course within a major that can feed students into a number of majors. Introduction to Social Justice Studies is both an academic and practical course that will help students understand and navigate modern group relations. This course provides the cultural, historical, socio-economic, and sociological frame to understand the structural and the individual dynamics of asymmetrical power relations between groups and explores the complexities of intersectional identities.

Section 3: Basic Course Information

Identifier:	SJS 300
Title:	Introduction to Social Justice Studies
Units:	3.00
Prerequisite:	None.
	<i>[Prerequisite list: None; Special prerequisite: None.]</i>
	<i>[Corequisite list: None; Special corequisite: None.]</i>
	<i>[Advisory list: None; Special advisory: None.]</i>
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This interdisciplinary course introduces students to the theoretical and practical foundations of social justice and the social processes that create and resist oppression. It covers the sociology, history, and psychology of oppressions based upon race, ethnicity, class, gender, sexuality, and other group identities in the United States and the corresponding social justice movements for liberation. It investigates how creating and undoing asymmetrical power relations are linked to social structures, institutional processes, and culture. Additionally, it provides a basis for a better understanding of socioeconomic, political, and cultural conditions of key social groups in the United States. Topics include theoretical foundations of social justice and oppression, history and politics of group identity, culture and ideologies, forms of oppression, privilege, and forms of resistance. Field trips may be required.

[Courses embedded in catalog description: None.]

Section 4: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- define the foundational theories within social justice studies.
- differentiate between oppression and other forms of mistreatment.
- explain power asymmetry as it is linked to social structure and institutional processes.
- analyze theories on how identity is created for groups in a society via power, economic, political, and cultural structures.
- summarize the modern histories and experiences of groups oppressed because of race, ethnicity, class, gender, and sexuality in the United States.
- compile contributions of oppressed groups to the development of American society.
- assess the complex intersections and relationships within and across race, ethnicity, socioeconomic class, gender, sexual orientation, and other identities.
- identify and analyze the role of culture in oppression and in empowerment, including art, film, literature, or music reflecting different groups.
- understand theories on how and why groups resist.
- identify struggles for social justice, liberation, and decolonization.
- apply how privilege and oppression operate in the major institutions of the United States, including education, health care, the economy, and the criminal justice system.

Section 5: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 6 Theoretical foundations of social justice.
- 3 Privilege and intersectionality.
- 6 Racism and Oppression. History and culture of racial and ethnic groups in the United States. Forms of resistance to oppression.
- 6 Sexism, Heterosexism, Transgender People and Non-Binary People Oppression. History and culture of gender, heterosexism, transgender people and non-binary people in the United States. Forms of resistance to oppression.
- 6 Classism and Oppression. History and culture of classism in the United States. Forms of resistance to oppression.

- 6 Other forms of oppression in the United States.
 - 4 Culture as oppression and culture as resistance and empowerment.
 - 4 Theories of space, place, and power: immigration, indigeneity, diaspora, and colonization.
 - 6 Oppression and struggles for social justice in our social institutions. Laws, rights, economic differentials, healthcare, education, and the criminal justice system.
 - 3 Identity, Culture, Institutions and the complexity of oppression and liberation.
 - 4 Working towards social justice: Strategies for change.
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54 Total Hours

Section 6: Methods of Instruction

Lectures, discussions, interactive learning activities, student reports, guest speakers, media presentations, and field trips.

Section 7: Typical Student Assignments

Sample assignment #1:

In a 3-page essay, analyze the cultural construction of race in a contemporary popular film. How does this film's construction of race either support or deconstruct the dominant narrative of race for dominant and oppressed group identity and power? Use academic terms and definitions to set up your analysis.

(Addresses SLO:

-identify and analyze the role of culture in oppression and in empowerment, including art, film, literature, or music reflecting different groups.)

Sample assignment #2:

Working in your assigned class groups, select a social group who experiences a marginalized identity in the United States. Construct a timeline for that group that includes its initial contact into the United States, important events that create identity for the group (legal, political, economic, cultural), leaders and notable lives, and struggles for social justice, liberation, and decolonization. Each person in that group will turn in a 5-page paper on one aspect of their timeline and the group will present a synthesized summary of their timeline and share their timeline to the class.

(Addresses SLO:

-summarize the modern histories and experiences of groups oppressed because of race, ethnicity, class, gender, and sexuality in the United States.)

Section 8: Evaluation and Assessment Methods

Application/written exercises, exams and quizzes, research reports, oral and written presentations, and team projects.

Section 9: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 10: Representative List of Textbooks

- Johnson, A. G. (2018). *Privilege, Power, and Difference* (3rd ed.). McGraw Hill. [ISBN: 9781260152579]
 - Sensoy, O. & DiAngelo, R. (2017). *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education* (2nd ed.). Teachers College Press. [ISBN: 9780807758618]
 - Rothenberg, P. (2016). *Race, Class, and Gender in the United States: An Integrated Study* (10th ed.). Macmillan Learning. [ISBN: 978-1-4641-7866-5]
 - Ferguson, S. (2016). *Race, Gender, Sexuality and Social Class: Dimensions of Inequality & Identity* (2nd ed.). Sage. [ISBN: 9781483374956]
 - Adams, M., Blumenfeld, W., Chase, D., Catalano, J., Dejong, K., Hackman, H., Hopkins, L., Love, B., Peters, M., Shlasko, D., & Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th ed.). Routledge. [ISBN: 9781138055285]
 - Takaki, R. (2008). *A Different Mirror: A History of Multicultural America revised edition*. Little, Brown, & Co. [ISBN: 978-0-316-83112-3]
 - Barusch, A. (2017). *Social Justice in Human Perspective* (3rd ed.). Cengage. [ISBN: 978-1305943247]
 - Goodwin, J. & Jasper, J. (2014). *The Social Movements Reader: Cases and Concepts* (3rd ed.). Wiley. [ISBN: 978-1118729793]
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Section 11: Additional Course Information

Faculty Discipline(s):	History, Psychology, or Sociology
Short Title for Transcripts:	Intro/Social Justice Studies
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2201.30 (<i>Social Justice Studies: General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 12: Relationship to College Programs

Need/Purpose for the Course: This is the introductory course for our new AAT Social Justice Studies majors (SJS Race and Ethnicity and SLS Women, Gender, and LGBTQ Studies). There has been a strong focus for transferable majors that feed into CSU and UC majors and Social Justice is a strong interdisciplinary course within a major that can feed students into a number of majors. Introduction to Social Justice Studies is both an academic and practical course that will help students understand and navigate modern group relations. This course provides the cultural, historical, socio-economic, and sociological frame to understand the structural and the individual dynamics of asymmetrical power relations between groups and explores the complexities of intersectional identities.

Developer: Please ADD AA/AS General Education V(b). Social and Behavioral Sciences - Other to this

Request:	course.
Developer Request:	Please ADD Ethnic/Multicultural Studies Requirement to this course.
Degrees and Certificates:	Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Relationship to Transfer Institutions

- Developer Request:** Please ADD CSU Transfer to this course.
- Developer Request:** Please ADD UC Transfer to this course.
- Developer Request:** Please ADD CSU General Education D: Social Sciences to this course.
- Developer Request:** Please ADD IGETC 4: Social and Behavioral Sciences to this course.
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Section 14: Feasibility

Department Planning:	This new course is part of two new degree programs in Social Justice Studies. These two degree programs relate directly to the college's new mission statement and commitment to social justice and equity. Furthermore, the new degrees align with the College's commitment to creating more clearly aligned degree pathways. Students interested in a class of related majors will not have a better aligned TMC.
American River College Impact:	No other related courses are currently offered at ARC, so we do not expect there to be a direct impact on other courses. However this course may spark an interest in other Social Justice courses and the degree programs.
Los Rios Impact:	No other Los Rios Colleges offer an Introduction to Social Justice Studies course so we do not expect that this will impact other colleges or their degree programs and certificates. We expect this course will have a positive impact on the college community by providing greater insight about marginalized groups and social justice.
Staffing:	No additional staff is necessary for the implementation of this course.
Facilities:	There are enough classrooms to facilitate this course.
Equipment and Supplies:	No new equipment or supplies are needed to implement the course.
Essential Library or	No essential new books, periodicals, and electronic resource collections must be purchased in order for this course to be offered.

Media**Materials:**

Supplementary Library or Media Materials: No supplementary library or media materials must be purchased in order for this course to be offered.

Section 15: Digital Signatures

Faculty Initiator: Pamela Chao

Department/Subject: SJS

Department Vote:

<i>Yes:</i>	4
<i>No:</i>	0
<i>Abstain:</i>	0
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<i>Total:</i>	4

Department Chair/ Designated Contact: Pamela Chao (**Signed:** Sep 02, 2018)

Librarian: Sarah Lehmann (**Signed:** Oct 11, 2018)

Division Dean: "This course proposal has my approval.

Steven Boyd Ed.D.
Dean, BSS "
--Steven Boyd (**Signed:** Aug 03, 2018)

CRC Contact: Paul Zisk (**Unsigned**) *Requested: Aug 03, 2018*

FLC Contact: Diane Carlson (**Signed:** Aug 30, 2018)

SCC Contact: Nicholas Miller (**Unsigned**) *Requested: Aug 03, 2018*

Program Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Program:	Social Justice Studies: Race and Ethnicity
Program Type:	A.A. for Transfer (AA-T) Degree
Proposal Type:	New Program
Faculty Initiator:	Dennis Lee
Outline Status:	CCCCO
Status Date:	Nov 11, 2018
Official:	No

Section 2: Submission Information

Proposal: *To create a new program of study.*

Explanation: This program proposal meets the needs of our students and the college community. The structure and content of the degree is the result of feedback from meetings with an interdisciplinary group of faculty at the college. As an Area of Emphasis AA for Transfer this degree provides the unique opportunity for students to transfer into a variety of CSU majors.

Section 3: Program Information and Overview

Title: Social Justice Studies: Race and Ethnicity

Catalog Department: Social Justice Studies

Description: The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer (AA-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer (AA-T) degree provides a curricular track for students who wish to transfer into a variety of CSU majors related to race and ethnicity, such as Ethnic Studies, Chicano Studies, or African American Studies. This Transfer Model Curriculum is an “Area of Emphasis” (AOE), which

allows for students to transfer into more than one CSU major related to Race and Ethnicity. Students interested in transferring to a CSU campus to pursue a bachelor's degree in an Area of Emphasis should meet with a counselor to confirm the courses required for lower division preparation in the major. This degree exposes students to the core principles and practices of the Social Justice Studies field in order to build a foundation for their future personal, academic, or vocational paths.

Career Opportunities: The AA-T degree provides students with a solid foundation in Social Justice Studies as well as prerequisites for upper division coursework leading to the baccalaureate degree in a variety of Areas of Emphasis. The degree gives students a pathway to possibilities, options, and baccalaureate degrees focusing on social justice. In addition, a student can use the AA-T in Social Justice Studies to get into a CSU and then complete a graduate degree in a related field. Students with degrees in this field often assume careers as (or in) the following: activists, community organizers, political campaigners, human rights groups, religious organizations, international agencies, lobbyists, and mediators. This program is also an excellent starting point for students interested in a career in law, law enforcement, social work, clinical psychology, or any social science, politics, business, education, or public policy.

Section 4: Learning Outcomes

Upon completion of this program, the student will be able to:

- research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical, and cultural circumstances surrounding justice as they relate to race and ethnicity as well as other intersectional aspects of life in society.
- define and analyze power and oppression to better understand how they operate at the individual, cultural, and institutional levels.
- explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural, and institutional levels.
- recognize the historical origins and similarities in struggles for social justice among different ethnic and racial groups.
- assess artistic works that examine oppression, power, and justice as they relate to race and ethnicity.

Section 5: Course List

Required Program

SJS	300	Introduction to Social Justice Studies	3
SJS	310	Introduction to LGBTQ Studies	3
SOC	320	Minorities in America	3
<i>A minimum of 9 units from the following:</i>			9

Select three courses from at least two of the following areas:

Area 1: History or Government

HIST	320	History of the United States: African-American Emphasis (3)
HIST	321	History of the United States: African-American Emphasis (3)

HIST 323 History of the United States: The American Indian Experience (3)

HIST 325 History of Asian/Pacific Americans (3)

HIST 327 History of the Chicano/Mexican American (3)

Area 2: Arts and Humanities

ENGLT 335 Latino, Mexican-American, and Chicano Literature (3)

ENGLT 338 Native American Literature (3)

HUM 320 Asian Humanities (3)

Area 3: Social Sciences

ANTH 334 Native Peoples of North America (3)

JOUR 320 Race and Gender in the Media (3)

SOC 342 Gender Relations in American Society (3)

Area 4: Quantitative Reasoning

PSYC 330 Introductory Statistics for the Behavioral Sciences (3)

or STAT 300 Introduction to Probability and Statistics (4)

or STAT 480 Introduction to Probability and Statistics - Honors (4)

Area 5: Major Preparation

PSYC 300 General Principles (3)

or PSYC 480 Honors General Principles (3)

SOC 300 Introductory Sociology (3)

or SOC 480 Introductory Sociology - Honors (3)

Total Units:

18

Associate in Arts for Transfer Degree

The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Section 6: Additional Program Information

Taxonomy of Programs (TOP) Code: 2201.50 (*Social Justice Studies: Ethnic Studies*)

Program Goal: Transfer

Board Approval Date:

State Program ID Number: *Not yet entered.*

Section 7: Digital Signatures

Faculty Initiator: Dennis Lee

Department/Subject: SJS

Department Vote: *Yes:* 4

No: 0

Abstain: 0

Total: 4

**Department Chair/
Designated Contact:** Pamela Chao (**Signed:** Sep 02, 2018)

Librarian: Sarah Lehmann (**Signed:** Sep 12, 2018)

Division Dean: "This program proposal has my approval.

Than"

--Steven Boyd (**Signed:** Aug 06, 2018)

CRC Contact: Paul Zisk (**Unsigned**) *Requested: Aug 03, 2018*

FLC Contact: Diane Carlson (**Signed:** Aug 30, 2018)

SCC Contact: Nicholas Miller (**Unsigned**) *Requested: Aug 03, 2018*

Program Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Program:	Social Justice Studies: Women, Gender, and LGBTQ Studies
Program Type:	A.A. for Transfer (AA-T) Degree
Proposal Type:	New Program
Faculty Initiator:	Dennis Lee
Outline Status:	CCCCO
Status Date:	Nov 11, 2018
Official:	No

Section 2: Submission Information

Proposal:	<i>To create a new program of study.</i>
Explanation:	This program proposal meets the needs of our students and the college community. The structure and content of the degree is the result of feedback from meetings with an interdisciplinary group of faculty at the college. As an Area of Emphasis AA for Transfer this degree provides the unique opportunity for students to transfer into a variety of CSU majors.

Section 3: Program Information and Overview

Title:	Social Justice Studies: Women, Gender, and LGBTQ Studies
Catalog Department:	Social Justice Studies
Description:	<p>The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer (AA-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.</p>

The Associate in Arts in Social Justice Studies: Women, Gender, LGBTQ Studies for Transfer (AA-T) degree provides a curricular track for students who wish to transfer into a variety of CSU majors related to Women, Gender, LGBTQ Studies, such as Women's

Studies, Gender Studies, or Queer Studies. This Transfer Model Curriculum is an “Area of Emphasis” (AOE), which allows for students to transfer into more than one CSU major related to Women, Gender, LGBTQ Studies. Students interested in transferring to a CSU campus to pursue a bachelor’s degree in an Area of Emphasis should meet with a counselor to confirm the courses required for lower division preparation in the major. This degree exposes students to the core principles and practices of the Social Justice Studies field in order to build a foundation for their future personal, academic, or vocational paths.

Career Opportunities: The AA-T degree provides students with a solid foundation in Social Justice Studies as well as prerequisites for upper division coursework leading to the baccalaureate degree in a variety of Areas of Emphasis. The degree gives students a pathway to possibilities, options, and baccalaureate degrees focusing on social justice. In addition, a student can use the AA-T in Social Justice Studies to get into a CSU and then complete a graduate degree in a related field. Students with degrees in this field often assume careers as (or in) the following: activists, community organizers, political campaigners, human rights groups, religious organizations, international agencies, lobbyists, and mediators. This program is also an excellent starting point for students interested in a career in law, law enforcement, social work, clinical psychology, or any social science, politics, business, education, or public policy.

Section 4: Learning Outcomes

Upon completion of this program, the student will be able to:

- research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical, and cultural circumstances surrounding justice as they relate to gender, sexuality, and race as well as other intersectional aspects of life in society.
- define and analyze power and oppression to better understand how they operate at the individual, cultural, and institutional levels.
- explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural, and institutional levels.
- recognize the historical origins and similarities in struggles for social justice among diverse groups.
- assess artistic works and political achievements that expose oppression and injustice as they relate to women, gender, or the LGBTQ community.

Section 5: Course List

Required Program

SJS	300	Introduction to Social Justice Studies	3
SJS	310	Introduction to LGBTQ Studies	3
SOC	342	Gender Relations in American Society	3

A minimum of 9 units from the following: 9

Select three courses from at least two of the following areas:

Area 1: History or Government

HIST	330	Women in American History (3)
POLS	342	Women and Politics from a Global Perspective (3)

Area 2: Arts and Humanities

ENGLT 360 Women in Literature (3)

ENGLT 365 Introduction to Gay, Lesbian, Bisexual and Transgender Literature (3)

Area 3: Social Sciences

ANTH 336 Anthropology of Sex, Sexuality and Gender (3)

JOUR 320 Race and Gender in the Media (3)

PSYC 356 Human Sexuality (3)

PSYC 361 Psychology of Women in a Multicultural Society (3)

SOC 320 Minorities in America (3)

Area 4: Quantitative Reasoning

PSYC 330 Introductory Statistics for the Behavioral Sciences (3)

or STAT 300 Introduction to Probability and Statistics (4)*or* STAT 480 Introduction to Probability and Statistics - Honors (4)**Area 5: Major Preparation**

HIST 308 History of World Civilizations, 1500 to Present (3)

PSYC 300 General Principles (3)

or PSYC 480 Honors General Principles (3)

SOC 300 Introductory Sociology (3)

or SOC 480 Introductory Sociology - Honors (3)**Total Units:****18****Associate in Arts for Transfer Degree**

The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Section 6: Additional Program Information**Taxonomy of Programs (TOP) Code:** 2201.70 (*Social Justice Studies: Gender Studies*)**Program Goal:** Transfer**Board Approval Date:****State Program ID Number:** *Not yet entered.*

Section 7: Digital Signatures

Faculty Initiator: Dennis Lee

Department/Subject: SJS

Department Vote: *Yes:* 4

No: 0

Abstain: 4

Total: 8

**Department Chair/
Designated Contact:** Pamela Chao (**Signed:** Sep 02, 2018)

Librarian: Sarah Lehmann (**Signed:** Sep 12, 2018)

Division Dean: "This Program Proposal has my approval.

Dr. Steven Boyd, Dean BSS"

--Steven Boyd (**Signed:** Aug 06, 2018)

CRC Contact: Paul Zisk (**Unsigned**) *Requested: Aug 03, 2018*

FLC Contact: Diane Carlson (**Signed:** Aug 30, 2018)

SCC Contact: Nicholas Miller (**Unsigned**) *Requested: Aug 03, 2018*

Item 1. Statement of Program Goals and Objectives

The proposed Associate in Arts in Social Justice Studies: Race and Ethnicity Studies for Transfer degree (AA-T in Social Justice Studies: Race and Ethnicity Studies) is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in into a variety of CSU majors related to Race and Ethnicity Studies. This Transfer Model Curriculum is an “Area of Emphasis” (AOE) degree, which allows for students to transfer seamlessly into more than one CSU major related to Race and Ethnicity Studies.

The Associate in Arts in Social Justice Studies: Race and Ethnicity Studies for Transfer degree (AA-T in Social Justice Studies: Race and Ethnicity Studies) is consistent with and supports the college’s mission of providing students with lower division post-secondary education to achieve transfer to and success in obtaining a baccalaureate degree from a post-secondary education institution.

Upon completion of the Associate in Arts in Social Justice Studies: Race and Ethnicity Studies for Transfer degree (AA-T in Social Justice Studies: Race and Ethnicity Studies), students will be able to:

- research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical, and cultural circumstances surrounding justice as they relate to race and ethnicity as well as other intersectional aspects of life in society.
- define and analyze power and oppression to better understand how they operate at the individual, cultural, and institutional levels.
- explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural, and institutional levels.
- recognize the historical origins and similarities in struggles for social justice among different ethnic and racial groups.
- assess artistic works that examine oppression, power, and justice as they relate to race and ethnicity.

Item 2. Catalog Description

The Associate in Arts in Social Justice Studies: Race and Ethnicity Studies for Transfer degree provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of Social Justice Studies. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths.

The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer (AA-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

The Associate in Arts in Social Justice Studies: Race and Ethnicity for Transfer (AA-T) degree provides a curricular track for students who wish to transfer into a variety of CSU majors related to race and ethnicity, such as Ethnic Studies, Chicano Studies, or African American Studies. This Transfer Model Curriculum is an “Area of Emphasis” (AOE), which allows for students to transfer into more than one CSU major related to Race and Ethnicity. Students interested in transferring to a CSU campus to pursue a bachelor’s degree in an Area of Emphasis should meet with a counselor to confirm the courses required for lower division preparation in the major. This degree exposes students to the core principles and practices of the Social Justice Studies field in order to build a foundation for their future personal, academic, or vocational paths.

Program requirements:

Associate degree for transfer student completion requirements:

- Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University.
- The Intersegmental General Education Transfer Curriculum (IGETC) Requirements or the California State University General Education-Breadth Requirements.
- A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum grade point average of 2.0.
- A grade of “C” or better in all courses required for the major or area of emphasis.

In addition to the general education pattern for CSU or IGETC, students must complete course requirements listed below for the Associate in Arts in Social Justice Studies: Race and Ethnicity Studies for Transfer degree.

REQUIRED CORE:

SJS 300	Introduction to Social Justice Studies	3
SJS 310	Introduction to LGBTQ Studies	3
SOC 320	Minorities in America	3

A minimum of 9 units from the following: **9**

Select three courses from at least two of the following areas:

Area 1: History or Government

HIST 320	History of the United States: African-American Emphasis (3)
HIST 321	History of the United States: African-American Emphasis (3)
HIST 323	History of the United States: The American Indian Experience (3)
HIST 325	History of Asian/Pacific Americans (3)
HIST 327	History of the Chicano/Mexican American (3)

Area 2: Arts and Humanities

ENGLT 335	Latino, Mexican-American, and Chicano Literature (3)
ENGLT 338	Native American Literature (3)
HUM 320	Asian Humanities (3)

Area 3: Social Sciences

ANTH 334	Native Peoples of North America (3)
JOUR 320	Race and Gender in the Media (3)
SOC 342	Gender Relations in American Society (3)

Area 4: Quantitative Reasoning

PSYC 330 Introductory Statistics for the Behavioral Sciences (3)

Or STAT 300 Introduction to Probability and Statistics (3)

Area 5: Major Preparation

PSYC 300	General Principles (3)
SOC 300	Introductory Sociology (3)

American River College
Associate in Arts in Social Justice Studies for Transfer Degree (AA-T in Social Justice Studies:
Race and Ethnicity Studies)

Major Total:	18
CSU GE Breadth:	39
CSU IGETC:	37
CSU transferrable Electives (as needed):	11-16
Double-Counted for CSU GE:	9-12
Double-Counted for IGETC:	9-12
Degree Total (maximum):	60

Item 1. Statement of Program Goals and Objectives

The proposed Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer degree (AA-T in Social Justice Studies: Women, Gender, and LGBTQ Studies) is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in into a variety of CSU majors related to Women, Gender, and LGBTQ Studies. This Transfer Model Curriculum is an “Area of Emphasis” (AOE) degree, which allows for students to transfer seamlessly into more than one CSU major related to Women, Gender, and LGBTQ Studies.

The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer degree (AA-T in Social Justice Studies: Women, Gender, and LGBTQ Studies) is consistent with and supports the colleges’ mission of providing students with lower division post-secondary education to achieve transfer to and success in obtaining a baccalaureate degree from a post-secondary education institution.

Upon completion of the Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer degree (AA-T in Social Justice Studies: Women, Gender, and LGBTQ Studies), students will be able to:

- research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical, and cultural circumstances surrounding justices as they relate to gender, sexuality, and race as well as other intersectional aspects of life in society.
- define and analyze power and oppression to better understand how they operate at the individual, cultural, and institutional levels.
- explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural, and intuitional levels.
- recognize the historical origins and similarities in struggles for social justice among diverse groups.
- assess artistic works and political achievements that expose oppression and injustice as they relate to women, gender, or the LGBTQ community.

Item 2. Catalog Description

The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of Social Justice Studies. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths.

The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer (AA-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

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- A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum grade point average of 2.0.
- A grade of "C" or better in all courses required for the major or area of emphasis.

American River College

Associate in Arts in Social Justice Studies for Transfer Degree (AA-T in Social Justice Studies: Women, Gender, and LGBTQ Studies)

In addition to the general education pattern for CSU or IGETC, students must complete course requirements listed below for the Associate in Arts in Social Justice Studies: Women, Gender, and LGBTQ Studies for Transfer.

REQUIRED CORE:

SJS 300	Introduction to Social Justice Studies	3
SJS 310	Introduction to LGBTQ Studies	3
SOC 342	Gender Relations in American Society	3

A minimum of 9 units from the following: 9

Select three courses from at least two of the following areas:

Area 1: History or Government

HIST 330	Women in American History (3)
POLS 342	Women and Politics from a Global Perspective (3)

Area 2: Arts and Humanities

ENGLT 360	Women in Literature (3)
ENGLT 365	Introduction to Gay, Lesbian, Bisexual, and Transgender Literature (3)

Area 3: Social Sciences

ANTH 336	Anthropology of Sex, Sexuality, and Gender (3)
JOUR 320	Race and Gender in the Media (3)
PSY 356	Human Sexuality (3)
PSYC 361	Psychology of Women in a Multicultural Society (3)
SOC 320	Minorities in America (3)

Area 4: Quantitative Reasoning

PSYC 330	Introductory Statistics for the Behavioral Sciences (3)
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Or STAT 300 Introduction to Probability and Statistics (3)

Area 5: Major Preparation

HIST 308	History of World Civilization, 1500 to Present (3)
PSYC 300	General Principles (3)
SOC 300	Introductory Sociology (3)

American River College
Associate in Arts in Social Justice Studies for Transfer Degree (AA-T in Social Justice Studies:
Women, Gender, and LGBTQ Studies)

Major Total:	18
CSU GE Breadth:	39
CSU IGETC:	37
CSU transferrable Electives (as needed):	11-16
Double-Counted for CSU GE:	9-12
Double-Counted for IGETC:	9-12
Degree Total (maximum):	60