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STATE UNIVERSITY**

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To: Linda Buckley, Associate Vice President
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From: Ed McCaughan, Chair
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Cc: Alvin Alvarez, Associate Dean
College of Health and Social Sciences
Sociology & Sexuality Studies Department faculty members

Date: February 25, 2013

Re: Sexuality Studies MA Assessment Report

Program Mission Statement: The mission of the Sexuality Studies program is to advance multidisciplinary teaching, research, and advocacy in sexuality studies, sexual literacy, wellbeing and social justice.

Learning Objectives: Students who complete the MA in Sexuality Studies will:

- Possess strong writing skills in sexuality topics, with the ability to write for a diverse audience including academics and non-academics and those in advocacy and political positions.
- Possess strong presentation skills in sexuality topics.
- Have a broad understanding of sexuality-related issues.
- Possess a good foundation in sexual theory.
- Possess a good understanding of gender and sexuality identity.
- Possess good research skills.
- Possess a good understanding of ethical considerations in sexuality research.

Preface: This year's assessment report is a modified and less comprehensive version of reports submitted in the past. This is because the Sexuality Studies Department was merged with the Sociology Department last year, as part of the university's reorganization, and as a result, we have been focused on integrating the two units, including incorporation of more Sociology faculty members into the Sexuality Studies graduate program. In addition, a retirement and a resignation left the core Sexuality Studies faculty stretched quite thin, and some pieces of the regular assessment (e.g., the pre-assessment writing assignment and the exit survey) were not administered in 2011-12. This was an oversight, for which I apologize.

On a positive note, the Sociology and Sexuality Studies faculty held a retreat in the Spring of 2012 to discuss the curriculum, structure, and governance of the MA program. We invited faculty members from across the university who have had an association with the Sexuality Studies program over the years, and

approximately thirty people spent several hours discussing and brainstorming about the future of the program. The retreat helped us to identify important curriculum and governance issues, which we are continuing to work on. Over the next year we may likely make some revisions to the curriculum, learning objectives, and approach to assessment.

This year's assessment report focused on only four of the program's learning objectives and was based solely on a careful reading of the theses produced by the graduating MA students in Spring 2012. In addition, we continued the practice of contacting alumni in order to learn how their experience in the MA program served their career path in the years since graduation. The results are summarized below.

Theses evaluation:

As part of the assessment of student learning outcomes for the Sexuality Studies MA program, Rita Melendez, Associate Professor in Sexuality Studies and Sociology, read the theses produced in the 2012 graduating cohort and evaluated them with regard to four main learning objectives:

Theory: Was there a sufficient review of the relevant theoretical literature? How well did the student articulate theoretical perspectives? Did the student present more than one perspective, opposing perspectives?

Method: Was the methodology used explained well? Was the method well-constructed? Was it ethical? Were limitations of the methodology presented in the thesis? If a theoretical thesis, was there an explanation of the source of literature or possibility of personal bias.

Writing: Was the writing clear and to the point? Was the thesis well organized and easy to follow? Can this thesis be sent to a peer-reviewed journal and not be rejected outright (receive a revise and resubmit or accept) or to another publication suitable for the thesis style?

Advocacy: Did the thesis present a problem? Is there a presentation of how this problem is relevant outside of academia? Was there a presentation of some sort of advocacy around the topic? Is the topic relevant for today?

In addition to conducting a careful read of the theses, Dr. Melendez consulted with instructor Deborah Brown, who taught the Professional Development class in which the 2012 theses were produced. The Professional Development class guides students through the writing and development of the final phase of their MA project.

Following is Dr. Melendez's summary evaluation of the theses with regard to each learning objective:

Theory: The theoretical understanding of our MA students, as observed in their MA theses, was good. There were some exciting combinations of theory that presented a new understanding of how theories can work together. One of the best examples of this was a thesis that explored educational learning theories with theories around sexual identity. This combination was presented in a thesis exploring how to improve knowledge among transgender women who are at high risk for HIV. Another thesis that did an excellent job of incorporating theory examined the archetypes of female sexuality throughout different genres of literature including theory and empirical work. This thesis did an outstanding job of describing developmental psychology theories starting with the work of Erikson. Finally, another thesis that demonstrated an outstanding grasp and incorporation of theory provided a comprehensive overview of

empirical and theoretical understandings the identities of HIV-positive gay men who have been living with HIV for a long time. This thesis does a great job of combining medical, psychological and anthropological literature. While this was not the norm in the theses, all the theses with one or two exceptions presented good understanding of sexual theories, especially those relating to sexual identity. What was equally impressive was that all the theses without exception were able to adequately cite and refer to empirical data surrounding their topics. An observed weakness was that some theses did not tie together theoretical understandings of sociological, anthropological and psychological theory with empirical studies. The results of the assessment will be shared with the faculty to ensure that advisers make sure that the theses they supervise continue to incorporate both theoretical as well as empirical research.

Method: All but one MA theses had a research component involving collecting and analyzing data from participants. All students in the program complete two semesters of course work in research methodologies as part of the core of the MA program. Although students are given the option of writing a thesis that does not involve collecting data, most students chose to do so. While in years past, most students chose to conduct individual interviews or surveys with participants, there were some exciting new methodologies that were introduced. Two theses detailed using identity maps. In this method, participants are asked to write down (or draw, collage) various aspects of their identity. The product is then used as a starting point for an interview that focusses on identity as a central theme. Another thesis used survey techniques to collect 413 completed questionnaires that inquire about sexual identity. This student analyzed how responses to sexual identity on a three-point scale (gay, bisexual, or straight) differed from a 100 point scale. The methodology sections were clearly written. While most wrote a straight forward method section in their paper, some theses were interesting and innovative in linking their work on narratives with psychological theory that explains why telling stories reveals important facets for people's sexual identities. The results of this finding suggest that we continue with the established curriculum of having one-year and two research method courses as part of the core curriculum for MA students.

Writing: The theses varied somewhat in terms of writing style and clarity. While the structure of most theses was clear, some of the writing itself varied from extremely clear and concise to too long and unclear. It was a pleasure to see that a majority of the theses employed the paramedic method to some extent – a technique that was discussed and practiced in the first semester theory course. While the writing has improved considerably from years past, it is an area where there is more room for improvement. As a result of this finding, we will consult with the faculty who take teach the program's theory courses to suggest that they continue to emphasize writing style as part of these core courses. In particular more emphasis may be placed on teaching the paramedic method of writing which encourages a short and clear writing style.

Advocacy: The extent of emphasis on advocacy varied quite a bit in the theses reviewed. Overall, the MA theses represent some dynamic and complex topics that stem from advocacy issues. For example, one student wrote his research paper on weight management and obesity among bear-identified gay men in SF (who tend to encourage large bodies and de-emphasize fitness). The study itself was developed as a means of addressing what this student saw as a potential health problem. However, the thesis itself did not provide a means of turning the findings into action. What would have been helpful, in this particular thesis, was for the student to come up with bullet points or recommendations in terms of how the bear

community may be educated about weight-related health concerns and possibly assisted in weight management. Most theses read did provide some means for turning the research into advocacy. For example, one student conducted research with HIV-positive Black women, and provided a list of needed resources that these women need to better manage their HIV. Another student likewise provided guidelines for improving knowledge for transgender women and another deconstructed how female sexual desire is constructed in clinical trials and provided guidelines for ensuring that women's sexuality is regarded similarly to men's in the testing of pharmaceutical drugs for enhancing sexual desire (such as Viagra). The results of this assessment will be shared with the faculty and together we may think of ideas in terms of encouraging students to think through advocacy in their theses – in particular including guidelines or recommendations may be an easy and practical way to tie the research with advocacy.

Alumni Follow Up:

We have made an effort to monitor and seek guidance from our alumni of the MA program in Sexuality Studies over the past few years. We have sought the following kinds of information as part of our continuing assessment efforts:

1. Current Position
2. Any Degrees/ Education since graduation from MA program
3. How has the MA Program in Sexuality Studies helped your career?

In general, the MA degree has contributed to their current careers tracks. The research focus of the MA program prepared a majority of the past two cohorts of alumni with methodological skills for pursuing a range of careers trajectories from PhD programs to positions in research institutes to applied research in corporate settings. Many students report that their "sexuality studies" specific title of the degree, actually affords the MA graduates a type of "expert" in the field. Many graduates have found career trajectories that integrate their sexuality training into a range of different kinds of occupations and work settings. Students who did not follow a PhD track, but are currently employed in CBO's or NGO's now see the degree as a major contribution to their understanding and navigation of their current occupations.

On the following pages, we include a list of current profiles of alumni from the classes of 2012, 2011, 2010, and select profiles from earlier cohorts.

Class of 2012

Alum

1. Current Position: PhD Program in Sociology, Vanderbilt University. 2nd Year.
2. Any Degrees/ Education since graduation from MA program
3. How has the MA Program in Sexuality Studies helped your career?

The MA in Sexuality Studies provided me with the methodological and theoretical foundation to study sexuality from a social science perspective. It prepared me for the rigors of a doctoral program and a life as an academician.

Class of 2012

Alum

1. Current Position: PhD Program in Kinesiology, University of Maryland, College Park. 2nd Year.
2. Any Degrees/ Education since graduation from MA program.
3. How has the MA Program in Sexuality Studies helped your career?

The Sexuality MA gave me training in sexuality on a range of topics. I plan to pursue a PhD in Kinesiology and then work with undergraduate students who are planning to become teachers. In particular, gym and health education teachers, the people who provide much of the sexuality education of young people.

Class of 2012

Alum

1. Current Position: Program Supervisor at St. Jude's Ranch for Children
2. Any Degrees/ Education since graduation from MA program. No.
3. How has the MA Program in Sexuality Studies helped your career?

The MA in Sexuality Studies provided me with the skills to understand kids from a diverse set of social and cultural backgrounds and enables me to teach about sexuality in a context where kids have had very little accurate and caring sex education.

Class of 2012

Alum

1. Current Position: Research Assistant at Empirical Education Inc.
2. Any Degrees/ Education since graduation from MA program. No.
3. How has the MA Program in Sexuality Studies helped your career?

Class of 2012

Alum

1. Current Position: Research Assistant UCSF Health Equities Initiative.
2. Any Degrees/ Education since graduation from MA program. No
3. How has the MA Program in Sexuality Studies helped your career?

My research training courses at SFSU provided me with the skills I need to work on a range of studies conducted within the Health Equities Initiative at UCSF.

Class of 2011

Alum

1. Current Position: User Experience Researcher at AnswerLab.com
2. Any Degrees/ Education since graduation from MA program. No
3. How has the MA Program in Sexuality Studies helped your career? My research training skills translated well from the MA program to my research work in a start up company focused on consumer research.

Class of 2011

Alum

1. Current Position: PhD Program in Public Health, Colorado State University
2. Any Degrees/ Education since graduation from MA program. PhD
3. My experience in research methodologies and the structured experience of the MA thesis made my transition to a PhD program quite easy. I am already teaching courses in sexual health and I am well ahead of my cohort peers in my dissertation research.

Class of 2011

Alum

1. Current Position: PhD Program in Sociology, University of Illinois at Chicago
2. Any Degrees/ Education since graduation from MA program. PhD

3. Currently working on a 4-year Ford Foundation research study aimed to decrease the prevalence of peer harassment that is related to gender, sex, and sexuality in Illinois schools.

Class of 2011

Alum

1. Current Position: Assistant Executive Director, California Medical Association
2. Any Degrees/ Education since graduation from MA program. No.
3. NA

Class of 2011

Alum

1. Current Position: Supportive Housing Worker at Houselink Community Homes, Toronto, Canada
2. Any Degrees/ Education since graduation from MA program. MPH
3. My interest in social justice, cultivated at SFSU, led me to pursue a career in social work with a focus on mental health recovery. I have a number of years of experience in direct service provision to people who experience mental health issues.

Class of 2011

Alum

1. Current Position: I recently finished directing 2 qualitative research projects at The Institute for Policy Research, Northwestern University. My official title was project director/research coordinator.
2. Any Degrees/ Education since graduation from MA program. I am working toward an MFA in Media Design
3. My MA degree enabled me to secure a position at Northwestern conducting qualitative interviews and working with Dr. Carillo.

Class of 2007

1. Current Position: Assistant Professor of Health Promotion, Social and Behavioral Health at University of Nebraska Medical Center College of Public Health

2. Any Degrees/ Education since graduation from MA program: PhD in Health Behavior from Indiana University

3. Presentations or Publications

- Fisher, C.M., Reece, M., Wright, E., Dodge, M., Sherwood-Laughlin, C., & Baldwin, K. (in press). The role of community-based organizations in adolescent sexual health promotion, *Health Promotion Practice*.
- Fisher, C.M., Reece, M., Dodge, B., Wright, E., Sherwood-Laughlin, C., & Baldwin, K. (2010). Expanding our reach: The potential for youth development professionals in community-based organizations to provide sexuality information. *American Journal of Sexuality Education*, 5(1), 36-53.
- Fisher, C.M., Herbenick, D., Reece, M., Dodge, B., Satinsky, S., & Fischtein, D. (2010). Exploring sexuality education opportunities at in-home sex toy parties in the United States. *Sex Education*, 10(2), 131-144.
- Fisher, C.M., & Schonfeld, T. (2010). Sex and blood: A deeper exploration of discrimination in the FDA blood donor policy. *American Journal of Bioethics*, 10(2), 40-41.
- Fisher, C.M. (2009). Queer youth experiences with abstinence-only until marriage sexuality education: "I can't get married so where does that leave me?" *Journal of LGBT Youth*, 6(1), 61-79.
- Dodge, B., Reece, M., Herbenick, D., Fisher, C.M., Satinsky, S., & Stupiansky, N. (2008). Relations between sexual compulsivity and sexually transmitted infection diagnosis among a community-based sample of men who have sex with men (MSM). *Sexually Transmitted Infections*, 84, 324-327.
- Satinsky, S., Fisher, C.M., Stupiansky, N., Dodge, B., Alexander, A., & Reece, M. (2008). Sexual compulsivity among men in a decentralized gay community. *AIDS Patient Care and STDs*, 22(7), 553-560.
- Reece, M., Dodge, B., Herbenick, D., Fisher, C.M., Alexander, A., & Satinsky, S. (2007). Experiences of condom fit and feel among African-American men who have sex with men (MSM). *Sexually Transmitted Infections*, 83, 454-457.
- Fisher, C. M. (2007). Readings for the sexual literacy warrior. *Journal of Sex Research*, 44(4), 398-401.
- Fisher, C. M. (2006). Automated classroom response systems: Implications for sexuality education and research. *American Journal of Sexuality Education*, 1(4), 23-31.
- Fisher, C. M. (2004). SB71 - The state of sexuality education in California. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 416-417). San Francisco: Edan Programs.
- Fisher, C. M. (2004). A brief history of same-sex marriage. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 424-426). San Francisco: Edan Programs.
- Fisher, C. M. (2004). The anus: The taboo erogenous zone. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 427-429). San Francisco: Edan Programs.

Abstracts and preliminary communications

- Fisher, C.M. & Irwin, J. (2010). Resiliency and stigma in the Midlands: HIV risk and testing for LGBT Nebraskans. National Summit on HIV Diagnosis, Prevention and Access to Care, National Harbor, MD
- Fisher, C.M., Reece, M., Dodge, B., Wright, E., Sherwood-Laughlin, C., & Baldwin, K. (2010). Participatory research approaches to improve sexual health. Annual Meeting of the Society for the Scientific Study of Sexuality, Henderson, NV
- Kyaw, T.A., Fisher, C.M., Reece, M., Dodge, B., Ona, F., & Than Oo, Z. M. (2010). HIV related knowledge and risk behaviors of US Burmese refugees. Annual Meeting of the American Public Health Association, Denver, CO
- Satinsky, S., Reece, M., Stupiansky, N., & Fisher, C.M. (2010). Contextualizing community-based participatory research on HIV among MSM: A study of a decentralized Midwestern community. Annual Meeting of the American Public Health Association, Denver, CO
- Puckett, G.T., Fisher, C.M., Gatere, M., & Issoufou, M. (2010). Using community-based participatory research (CBPR) to address HIV prevention and care for Latino men who have sex with men (MSM).

Annual Meeting of the American Public Health Association, Denver, CO

- Gateri, M., Fisher, C.M., Puckett, G.T., Wright, E.R., & Kooreman, H. (2010). Growing up gay: Effects of perceived discrimination on LGBT individuals' health in Indiana. Annual Meeting of the American Public Health Association, Denver, CO
- Carlson, K., Fisher, C.M., & Yaroch, A. (2010). Food pantry characteristics in urban and rural areas of Nebraska. Annual Meeting of the American Public Health Association, Denver, CO
- Fisher, C.M., Herbenick, D., Reece, M., and Dodge, B. (2009) Exploring the advancement of sexual health knowledge among women at in-home sex toy parties. Annual Meeting of the American Public Health Association, Philadelphia, PA.
- Fisher, C. M., Wright, E., Kooreman, H., & Reece, M. (2008). Results of a community-based participatory study assessing long-term impacts of LGBT youth groups. Annual Meeting of the Society for the Scientific Study of Sexuality, San Juan, PR.
- Fischtein, D., Satinsky, S., Herbenick, D., Reece, M., & Fisher, C. M. (2008). Women's questions at in-home sex toy parties: Examining the heterosexual script. Annual Meeting of the Society for the Scientific Study of Sexuality, San Juan, PR.
- Fisher, C. M. (2008). Development and deployment of a theory-based pedagogy for sexual health education. Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M., Wright, E., & Kooreman, H. (2008). LGBT youth service organizations: Is there a relationship between participating in them and HIV/AIDS knowledge, testing behaviors, and serostatus? Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M., Koceja, D., Reece, M., Dodge, B., & Satinsky, S. (2008). Assessing risk in men who have sex with men (MSM) based on number of sexual partners. Annual Meeting of the American Public Health Association, San Diego, CA.
- Dodge, B., Reece, M., Herbenick, D., Fisher, C.M., Satinsky, S., & Stupiansky, N. (2008). Relations between sexually transmitted infection diagnosis and sexual compulsivity in a community-based sample of men who have sex with men (MSM). Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M. (2007). Narrative exploration of gay/bi male experiences of abstinence-only sex education. Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Fisher, C. M., Eggleston, B., Reece, M., & Satinsky, S. (2007). Barebacking and MSM: Does assessing behavior alone really tell us much about risk? Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Satinsky, S., Fisher, C.M., Reece, M., & Eggleston, B. (2007). Sexual compulsivity and venue-related sexual activity among men who have sex with men in Indiana. Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Fisher, C. M. (2007). Sexual health of same-sex attracted male youth: Impacts of abstinence-only sexuality education. Annual Meeting of the American Public Health Association, Washington, D.C.
- Fisher, C. M., Reece, M., & Herbenick, D. (2007). Perceptions of condom fit and feel and condom access among African-American men who have sex with men. Annual Meeting of the American Public Health Association, Washington, D.C.

4. How has the MA Program in Sexuality Studies helped your career?

The MA in Sexuality Studies provided me with the content and theoretical foundation to study sexuality through the lens of public health. It prepared me for the rigors of a doctoral program and a life as an academician.

Class of 2007

Alum

1. Current Position: Research Assistant and Support to the heart transplant and heart failure teams at The Children's Hospital in Colorado. Working as a consultant starting an adolescent transition program from our institution to the adult hospital.

2. Any Degrees/ Education since graduation from MA program: Currently working on my MA in Couples and Family Counseling at the University of Colorado - Denver. Will eventually become a Licensed Professional Counselor and Marriage and Family Therapist.

3. Presentations or Publications

Presenting at the ACES conference in October for Counseling regarding our ethics class and the situational framework we operated in throughout the course. It is a presentation on the teaching model.

4. How has the MA Program in Sexuality Studies helped your career?

The program has helped my career in many ways. While not many people understand or give credit to the MA in HMSX, I believe it has helped me as a human being to be more understanding, empathetic, and non-judgmental. The MA in HMSX is going to dovetail wonderfully with my next degree in Counseling. I hope to work with the transgender population and couples and families dealing with transition. Without my MA in HMSX, I wouldn't feel adequately prepared to work in this arena.

Class of 2005

Alum

1. Current Position: Project Director (of an HIV prevention research study at SFSU)

2. Any Degrees/ Education since graduation from MA program: Not since graduating.

3. Presentations or Publications

- Beougher, S. C., Gómez, W., & Hoff, C. C. (in press). The couple as context: Latino gay male couples and HIV. *Culture, Health and Sexuality*.
- Darbes, L. A., Chakravarty, D., Beougher, S. C., Neilands, T., & Hoff, C. C. (in press). Partner-provided social support influences choice of risk reduction strategies in gay male couples. *AIDS and Behavior*.
- Hoff, C. C., Beougher, S. C., Chakravarty, D., Darbes, L. A., & Neilands, T. (2010). Relationship characteristics and motivations behind agreements among gay male couples: Differences by agreement type and couple serostatus. *AIDS Care*, 22(7), 827-835.

- Hoff, C. C., & Beougher, S. C. (2010). Sexual agreements among gay male couples. *Archives of Sexual Behavior*, 39(3), 774-787.
- Neilands, T., Chakravarty, D., Darbes, L. A., Beougher, S. C., & Hoff, C. C. (2010). Development and validation of the Sexual Agreement Investment Scale. *Journal of Sex Research*, 47(1), 24-37.
- Hoff, C. C., Chakravarty, D., Beougher, S. C., Darbes, L. A., Dadasovich, R., & Neilands, T. (2009). Serostatus differences and agreements about outside sex partners among gay male couples. *AIDS Education and Prevention*, 21(1), 25-38.

4. How has the MA Program in Sexuality Studies helped your career?

I do not think I would have been able to get this position without my MA in Sexuality Studies. It fits nicely with HIV prevention research as well as with other relationship and sexuality-focused research.

Class of 2007

Alum

1. Current Position: Coordinator of Health Information and Communication at The Hetrick-Martin Institute: Home of the Harvey Milk High School

2. Any Degrees/ Education since graduation from MA program : Nope not yet at least. I'm thinking about it.

3. Presentations or Publications Not really. Informally.

4. How has the MA Program in Sexuality Studies helped your career?

Extremely. Having done my research project and made some of the connections i made has given me the information I need to inform the evaluation process of the peer sex education program I run at HMI. In general the MA has given me theoretical insight into the larger picture of how in the multiple intersecting race, class, gender identities can greatly informs the sexuality work I do when creating sex ed programs directed towards "at risk" youth.

Class of 2007

Alum

1. Current Position: Stay at home mom who does occasional sex education consulting for pain patients at an out-patient wellness facility.

2. Any Degrees/ Education since graduation from MA program: No

3. Presentations or Publications: Many (past) feature article publications in AMSEX and Alternet.com

4. How has the MA Program in Sexuality Studies helped your career? It helped give me the credentials to be a "go to" sex educator and expert for journalists and the like, as well as launch my own "sex writer" career. And it gave me the credentials to do sex ed on a consulting basis later on.

Class of 2007

Alum

1. Current Position: Sexual health educator/ author/ nonprofit consultant

2. Any Degrees/ Education since graduation from MA program :
MBA in nonprofit management from UC Berkeley

3. Presentations or Publications: Too numerous to list, but details are at www.amyandre.com. In summary, I've spoken on sexual health at over 100 universities, conferences, and organizations across the US, including Harvard, Stanford Medical School, and Microsoft, educating thousands of people. I've been interviewed by journalists from CNN to the Associated Press to PBS. In addition, I've published dozens of articles, essays, and book chapters, and co-authored a book on bisexual health.

4. How has the MA Program in Sexuality Studies helped your career?

Having an MA in sexuality studies helped me get my first book contract! It has also been an invaluable asset in my work as a sexual health educator. I'm currently serving on a federal task force to prevent suicide among LGBT youth, and my background in LGBT health (from my studies in the MA program) is a big part of what got me invited by the US government to serve on this task force. The MA program changed/ improved my life, and I use that knowledge and experience every day to try to change and improve the world around me.

Class of 2008

Alum

1. Current Position: I am currently working (since Aug. 2010) towards my Ph.D. in Educational Psychology at University of Hawai'i at Manoa

2. Any Degrees/ Education since graduation from MA program: Other than my current educational training I have not received any degrees since completing my Masters degree. Upon my M.A. graduation in May 2008, I worked as a lecturer at SFSU teaching sex education to undergraduate students until 2010.

3. Presentations or Publications:

- Brandon, P., Harrison, G., & Vallin, L.M. (2010). *Evaluation of the Final Year (2009-2010) of the Arts and Literacy for All Project*. Curriculum Research & Development Group, CRDG. Hawai'i: University of Hawai'i at Manoa.
- Vallin, L. M. (2009, June 21-25th). "Swedish and American Youth: Their Thoughts and Perceptions Surrounding Sexual Literacy." Gothenburg, Sweden. WAS 19th World Congress For Sexual Health.
- Vallin, L. M., White, C., & O'Donnell, J. (2009, June 21-25th). "Pleasure, Desire and Responsible Choices: Reframing Sexuality Education and Research in the Context of Sexual Literacy." Gothenburg, Sweden. WAS 19th World Congress.
- Vallin, L. M. (2008, October 31st). "Swedish and American Youth: Their Thoughts and Experiences Surrounding Sexual Literacy." San Francisco, CA. NSRC: Campus Coalition For Sexual Literacy (CCSL).

4. How has the MA Program in Sexuality Studies helped your career?

I have very positive experiences from the Sexuality Studies M.A. program at San Francisco State University. The program focused on theoretical aspects of sexuality, preparing students for future academic work, and I very much appreciate having had the opportunity to not only study theory and research methods of sexuality, but also having had the opportunity to develop a research project, collect and analyze data, and finally write a comprehensive thesis. The program's foundational focus of academic work, truly prepared me well for my current studies as a Ph.D. student. I feel very fortunate having been able to obtain a Masters degree in Sexuality Studies. My two years as a Masters student at San Francisco State University has been some of the most intellectually challenging and rewarding years of my academic career. Aside from solid course work, I think one of the strongest elements of the Sexuality Studies department at SFSU is its faculty. Being privilege with the opportunity not only to learn about the unique subject of sexuality, but also having been a student of such exceptional professors has contributed enormously to my learning and what it means to be a graduate student. To illustrate this, I'll briefly mention how three of the professors with whom I worked closely with contributed to my educational career.

My 1st adviser on my thesis, Dr. Gil Herdt was a tremendous encouragement in my work from the very beginning. His great knowledge and genuine interest in my research really pushed me to stay focused and finish the study.

Dr. Jessica Fields served as my 2nd adviser and made a deep impression on me with her remarkable teaching style. I admire the dedication to her students, her research and her professionalism. She made every class meeting inspirational and meaningful emphasizing that it is not only *what* we teach, but also *how* we teach that has an effect on the ability to learn. Aside from being an integral part of the process of my thesis work, Dr. Fields strengthened my own desire to become a professor.

Dr. Rita Melendez, such an encouraging teacher, so positive, knowledgeable and approachable, always willing to help. Even though she did not serve on my thesis committee she spent numerous hours helping me assess and evaluate the quality of my thesis and particularly in regard to my data analysis. She played a major role helping me turn my statistical findings into a relevant and important aspect of my thesis study.

San Francisco State University's M.A. program in Sexuality Studies is a unique degree with its academic interdisciplinary approach to sexuality. The program equipped me with distinguished and valuable knowledge that has greatly contributed to the furthering of my academic career, as well as, anchoring my future goal of becoming a professor dedicated to education of sexuality.

Class of 2008

Alum

1. Current Position : Consultant at LFA Group, a San Francisco boutique consulting firm focused on research, evaluation, and strategic planning for the social sector
2. Any Degrees/ Education since graduation from MA program: Ongoing professional development, no specific degrees
3. Presentations or Publications:
 - Hentz, Kathleen, & Jessica Fields. (2008). Sex Education/Abstinence Education. In Deborah Carr, Robert Crosnoe, Mary Elizabeth Hughes & Amy Pienta (Eds.), *Encyclopedia of the Life Course and Human Development*. New York: Macmillan Reference USA.
 - Hentz, Kathleen, & Jessica Fields. (2008). Virginity Pledges. In Deborah Carr, Robert Crosnoe, Mary Elizabeth Hughes & Amy Pienta (Eds.), *Encyclopedia of the Life Course and Human Development*. New York: Macmillan Reference USA.
 - Fields, Jessica, Isela González, Kathleen Hentz, Margaret Rhee, & Catherine White. (2008). Learning from and with incarcerated women: Emerging lessons from a participatory action study of sexuality education. *Sexuality Research & Social Policy*, 5(2), 71-84.
 - Hentz, Kathleen. (2008). Participatory engagement and HIV prevention strategies. San Francisco State University. *Written Thesis in fulfillment of Masters Requirement*.
 - Hentz, Kathleen. (2008). Affirming incarcerated women of color as HIV experts: Feminist insight into the possibilities of HIV education and participatory action research. Paper presented at the Thinking Gender Conference, University of California, Los Angeles.
 - Hentz, Kathleen. (2007). Competing compulsions: Compulsory heterosexuality and hegemonic masculinity in the lives of incarcerated women of color. Unpublished Poster at the SF State of Sexuality Conference, San Francisco State University, Sexuality Studies.
4. How has the MA Program in Sexuality Studies helped your career? The research methods learned in the MA program have been invaluable to my current career which includes evaluating a national initiative to institutionalize comprehensive sex ed. The content knowledge I bring about sex ed, much of which was learned through the MA program, provides a strong foundation for this project. I have no doubt that my MA degree helped me attain this position that I would have otherwise been unqualified for.

Class of 2006

Alum

1. Current Position: Education Coordinator, Section of Family Planning, University of Chicago
2. Any Degrees/ Education since graduation from MA program: Fulbright Scholar, Rio de Janeiro, Brazil, 2009
3. Presentations or Publications : Abstract accepted to Sex:Tech 2011, April 1-2 ; Working on publication reviewing sexuality education programs for adolescence using new digital media to be submitted to Journal of Adolescent Health
4. How has the MA Program in Sexuality Studies helped your career?
The MA Program in Sexuality Studies has given me the scholarly tools necessary to design and implement effective sexuality education interventions, as well as the research tools necessary to rigorously evaluate these

programs in order to improve sexual and reproductive health outcomes

Class of 2008

1. Current Position: Doctoral student, Sociology, University of Massachusetts, Amherst

2. Any Degrees/ Education since graduation from MA program:

3. Publications

Manuscripts in Progress

- Nordmarken, Sonny and Bethany Stevens. "Affective Politics: Notes on Forging Socioemotional Solidarity Between Trans and Disabled People,"
- Nordmarken, Sonny "Imaginations of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S."
- Nordmarken, Sonny "Imperial Utopia: Transbodiedness, Disability Erasure, and Masked White Guilt in Cameron's *Avatar*"
- Nordmarken, Sonny "'I Don't Have the Jealousy Issues; The Only Time I Feel Jealous Is When. . . .' Negotiating the Emotional Habitus of Compersion: Experiences of Queer Polyamorists in Triads"

Invited Presentations

- Nordmarken, Sonny. 2010. "Coalition Politics, Intersex Politics, Queer Politics." Sexuality and Society lecture, UMass Amherst
- (featured presenter) Nordmarken, Sonny. 2010. Humanities, Arts, Sciences, Technology Advanced Collaboratory (HASTAC)
- Nordmarken, Sonny. 2010. "Affect in Queer, Polyamorous Triads." Sexuality and Society lecture, UMass Amherst
- Fields, Jessica, with Kendra Bloom, Sonny Nordmarken, and Julia Sinclair-Palm. 2008. "Public Space and the Costs of Being Seen: U.S. Youth Developing a Sense of Self in the Midst of Racial and Sexual Inequalities." Race, Sexuality, and Gender in International Comparative Perspective, University of São Paulo, Brazil
- Nordmarken, Sonny. 2007. "Polyamory and the Social Construction of Love." Variations in Human Sexuality lecture, San Francisco State University
- Nordmarken, Sonny. 2003. "The Ethics of Intersexuality: Questioning the Paradigm of Intersex Treatment." Choosing Health Regional Conference, Medical Students for Choice, UC Davis

Refereed Presentations

- Nordmarken, Sonny, and Bethany Stevens. 2010. "Transgender and Disabled Queer-Bodiedness: Towards Embodied Coalitional Politics for Bodiosexual Justice." National Women's Studies Association Conference, Denver, CO.
- Nordmarken, Sonny. 2010. "Bodies of Multiple Crossings: State Policing of U.S.-Bound Transgender Immigrants." SSSP Annual Meeting, Atlanta, GA
- Nordmarken, Sonny. 2010. "Imaginations of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S." Shifting Tides, Anxious Borders Transnational American Studies Conference, Binghamton University, New York
- Nordmarken, Sonny. 2010. "Imaginations of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S." Material and Imagined Bodies American Studies Conference, Brown University, Providence, Rhode Island
- Stevens, Bethany, and Sonny Nordmarken. 2009. "Queer Corpo(realities) of Transgender,

Intersex, and Disability: Towards a Coalitional Politics for Bodiosexual Justice.” Disorderly Conduct Conference, Wilfrid Laurier University and Waterloo University, Waterloo, Ontario, Canada

- Nordmarken, Sonny, Bethany Stevens, and Betsy Dorsett. 2009. “Queering Intersexuality: A Framework for Bodiosexual Justice.” GLBTQ Studies Conference, UNC Asheville, North Carolina
- Nordmarken, Sonny. 2008. “Power Balance and Exchange: Interactive Dynamics within Queer Triads.” Sexual Literacy and Social Change Western Regional Conference, National Sexuality Resource Center, San Francisco State University, California
- Nordmarken, Sonny. 2008. “Experiences of Emotions in Queer, Three-Way Relationships.” SF State of Sexuality Conference, San Francisco State University, California
- Davis, Shannon, Sonny Nordmarken, Antoinette Kohlmeister, and Marie Masson. 2003. “The Vagina Monologues’ Role in Feminist/Sexual/Violence Theater.” Undergraduate Research Conference, University of California, Davis

4. How has the MA Program in Sexuality Studies helped your career?

The MA program has definitely helped my career by giving me experience doing ethnographic research and giving me a foundational understanding of the social science research literature and theory on sexuality. This has helped prepare me for the work I've been doing in my doctoral program.