Self-Study: Department of Sociology

San Francisco State University Academic Program Review: Seventh Cycle

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Executive Summary

The Department of Sociology has used the self-study process to analyze and review our program’s mission, curriculum, and resource needs related to students, faculty, and staff. In the following pages, we provide an overview of the program (and how we addressed and implemented APRC recommendations in 2004), including our 2012 merger with Sexuality Studies. We also focus on the importance of impaction on our goals of revising our curriculum, formalizing our course assessment process, and the further integration of Sociology and Sexuality Studies.

1. General Overview of the Program

The Department of Sociology and Sexuality Studies at San Francisco State University is a recently reconfigured department, having merged in 2012. Since this merger, the programs have continued to operate independently with regards to degree offerings and hiring of faculty. In line with these practices, this self-study focuses on the program in Sociology, solely.

The Department of Sociology acquired departmental status at San Francisco State (College) in 1937. One of the primary goals for the past eighty years has been centered on providing a liberal arts approach to education for undergraduate students pursuing a major (B.A.) or minor in our department and throughout campus. Since our last academic program review in 2003, the department has weathered changes in student enrollment, faculty and staff hires and retirement, impaction and the aforementioned merger with Sexuality Studies.

The Sociology department at SFSU has continued to stay current with trends in Sociology through our substantive and methodological course offerings. We recently hired two new faculty (Drs. Francisco and Ramirez) with expertise in global migrations and innovative methodologies, which reflect emerging trends in the discipline. Both faculty have brought their expertise to the classroom and to their roles as mentors of undergraduate and graduate students. Dr. Francisco draws on traditions of participatory action research to tell the stories of family and kinship among Filipina domestic workers in New York City and San Francisco. Dr. Ramirez uses historical archives and qualitative interviews to trace the multi-generation narratives of United States citizens of Mexican descent who were banished to Mexico in the 1930s. Both faculty have developed new courses that reflect these trends in the discipline of Sociology. Dr. Ramirez created a new undergraduate course focused on the social history of Mexican migration in the U.S. and Dr. Francisco created a new graduate course focused on transnational sexualities. Methodologically, our department continues to stay current with trends in Sociology that include intersectional approaches to studying significant social issues such as race and racism, immigration, sexuality, HIV/AIDS. Oral histories, archival work, digital stories, and participatory mapping focus groups are all examples of methods used by our Sociology faculty. These methods are also taught to our undergraduates in the classroom throughout their two-semester methodological training.
1.2 Synopsis of the Previous Program Review Recommendations

Based on an external review with members from the CSU’s and other, similar Sociology programs in 2004, the Sociology department embarked on the following changes, based on recommendations outlined in the 5th Cycle Memorandum of Understanding (see Appendix 3). Briefly, those recommendations were to:

1. Review undergraduate curriculum and engage in curricular revision as needed
2. Identify courses with relevant sociological content in similar department on campus, in an effort to cross-list more courses.
3. Provide students the opportunity for community service learning projects
4. Continue to focus on the assessment of students learning outcomes
5. Explore the possibility to merge with Social Science and utilize the existing M.A. program in that department
6. Secure approval for a faculty position in an area specified and in consultation with the Dean (for Fall 2006).
7. Engage students on and off campus for recruitment
8. Provide more students support related to the development of their writing skills.
9. Assign students to an advisor when they enter the program.
10. Provide computing resources to lecturers
11. Create individual office spaces for full-time faculty.

Between 2005-2012, Sociology faculty addressed these recommendations with minor curriculum revisions, three faculty hires, and an ongoing effort to address students’ needs. One specific recommendation was to offer more courses in Social Movements and the Sociology of Culture, on trend with Sociology departments nationwide. Since that time, Sociology has begun to offer more courses in social movements and social change. For instance, we have offered courses in grassroots organizing (SOC 410) and social movements (SOC 424) at least once a year, though neither have been taught by full-time faculty. However, faculty have incorporated social movements and social change more broadly in their course offerings, by discussing current movements and acts of resistance into their overall frameworks. A new course, titled, Popular Culture and Society (SOC 490) was also created and offered by full and part-time faculty. Courses that allow for variable topics, like our SOC 300 GWAR course, has also allowed faculty to focus on the media and music in their course offerings. Importantly, we have also increased our cross-listed offerings in similar departments, including Race and Resistance Studies (SOC 330, SOC 410, SOC 580); Latina/o Studies (SOC 487, SOC 640); American Indian Studies (SOC 491); Criminal Justice Studies (SOC 451, SOC 452, SOC 455) and Sexuality Studies (SOC 110, 467, SOC 468).

Given the small number of faculty at the time of the previous self-study (eight full-time), the department and college (the now defunct College of Behavioral and Social Sciences) created three, new positions to address impending curricular revisions, new course offerings, and increasing student enrollment. Between 2005 and 2012, the Department of Sociology hired four new tenure track faculty (two Assistant, one Full, and one Associate, who has since retired). After merging with Sexuality Studies in 2012, we acquired a Master’s program in Human Sexuality, with five Sociology faculty teaching in the program, in addition to the fulltime faculty.
hired in Sexuality Studies.

Our efforts to address student need are ongoing and include minor and, currently, major curriculum revisions, as well as providing ongoing advisement for new majors. Beginning in 2005, we began assigning incoming students to individual full-time faculty for advisement. Each semester, we assign new students with an advisor, based on the student’s last name (see table below). We update this list each semester, to accommodate for faculty leaves, course buyouts, etc.

### Spring 2018 Sociology Faculty Advisors

<table>
<thead>
<tr>
<th>A - Br</th>
<th>Luiz Barbosa</th>
</tr>
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<tbody>
<tr>
<td>Bu - De</td>
<td>Andreana Clay</td>
</tr>
<tr>
<td>Di - Go</td>
<td>Clayton Dumont</td>
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<tr>
<td>Gr - K</td>
<td>Valerie Francisco-Menchavez</td>
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<td>L - Mi</td>
<td>Karen Hossfeld</td>
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<tr>
<td>Mo - Q</td>
<td>Alexis Martinez</td>
</tr>
<tr>
<td>R – St</td>
<td>Marla Ramirez</td>
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<tr>
<td>Su - Z</td>
<td>Clare Sears</td>
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One way that we ensure that students visit their assigned advisor is to make it a requirement in their SOC 300GWAR courses. SOC 300GWAR is also the site where we have focused our attention on writing in the curriculum. To address some of the writing needs of incoming students, we hire a graduate student writing tutor each semester, who holds office hours to meet with students on a voluntary basis. They are introduced to the writing tutor in their SOC 300GWAR course/their first semester of the required program.

Two of the remaining recommendations that were to 1) provide better computer resources to adjunct faculty; and 2) create individual faculty offices. At the time of the last program review, adjunct faculty brought their own laptops for use on campus. Shortly after our merger with Sexuality Studies and our movement into the College of Health and Social Sciences we began to obtain replacement desktop computers for adjunct faculty, providing each lecturer with access to a departmental computer, usually positioned at their desk. In 2017, we received our last replacement computers for adjunct faculty from the College. The next replacements will come out of departmental funds. We hope to maintain providing technological support to lecturers, as financial resources are available.

The final recommendation for individual faculty offices has not been obtained and full-time faculty continue to share offices with, at least, one other full-time or adjunct faculty. In several cases, three faculty share an office. We continue to request individual office space, which is
included in the “Resources” section of this study.

1.3 Impaction

One significant development that has influenced our course offerings, faculty hires, and curriculum is that in March 2013, the Sociology Department applied for program impaction. Our majors had reached 666 in 2012, with eight full time faculty. Between 2007-2010, our number of majors ranged between 350-427, with a sharp increase in 2011 to 518. Based on these numbers and the steady increase in 2012, our projected number of majors for Fall 2013 was 700, which would have brought the student-faculty ratio to 70:1. According to the most recent data collected by the American Sociological Association at the time, mean number of students per full-time faculty ratio was approximately 15:1. Given this data and the increasing numbers in our department, tenure-track faculty began meeting and discussing impaction in 2011-2012. After determining that student needs were not being met, we collectively agreed to apply for impaction, with an aim was to cut student enrollment to 350, which would allow us to effectively run our program.

After declaring impaction in Fall 2014, our number of majors dropped to 306, and has continued to decrease. In January 2017, we decided, as a department, to “relax” impaction, allowing enrolled, on campus students to declare a major, with a 2.0 or better. Because of the dramatic decrease in the number of students, we decided as faculty, that our number of majors was manageable. In Fall 2017, we opened up enrollment to SFSU students and students transferring from a community college. As faculty and staff, we understand that relaxing impaction will increase our numbers, as we work toward a student/faculty ratio that is workable for students and faculty. At the same time, we are also conscious of the need to push our curriculum to offer diverse perspectives that address the social realities and social lives of our students. This has been reflected in our ongoing work to improve the mission, vision and goals of the department, including the faculty we have hired in recent years.

2. Program Indicators

2.1. Program Planning

The Department of Sociology used the self-study process (as well as a grant from the Teagle Foundation for curriculum revision) to review our current mission statement, program learning objectives, and undergraduate curriculum. We started with revising the mission statement to better reflect the research, pedagogy, and community interests of full- and part-time faculty in the department. In many ways, declaring impaction has allowed us the time and pace to examine our department more closely; determining if student needs are being met and, if faculty interests are spread out and incorporated into the curriculum. We sought to address curriculum change, in part, to create space for our new faculty expertise and for the diversity of methodological expertise we have to offer as a department. We are a department with a rich tradition of using mixed methods to answer sociological questions and question assumptions about positivist traditions from a theoretical and epistemological perspective. We continue to provide students with tools to understand the social world using traditional and critical perspectives of knowledge.
Mission Statement

Welcome to the Department of Sociology and Sexuality Studies

The Program of Sociology at SF State is committed to critical analysis of societies, with particular emphasis on inequalities, injustices, and processes of social change. Our primary mission is to provide students with the theoretical and methodological skills needed to better understand, critique, and contribute to the worlds in which they live. The sociology major prepares students for a broad range of career paths, including employment in community-based organizations, local governments, human service agencies, and research settings. The major also provides students with a foundation to successfully pursue graduate work in multiple areas, including sociology, social work, public health, public administration, counseling, law, sexuality studies, and other fields.

The Sociology faculty are engaged teachers, scholars and activists. We offer students the opportunity to study in small class environments, in many areas of sociology, including globalization; the environment; immigration; political economy; popular culture; race, class, gender and sexuality; LGBT studies; health and illness; deviance and social control; Native American studies; youth; social movements; and social change. Faculty use diverse theoretical and methodological approaches, including queer of color critique, poststructuralist theory, quantitative analysis, ethnography, oral history, and archival research, to produce scholarship for academic and community audiences. In addition to studying U.S. societies, students can study transnational sociology, benefitting from faculty expertise on Brazil, Mexico and the Philippines. Sociology faculty help students to develop strong writing skills and to become resources for one another. Faculty also support Project Rebound, which assists formerly incarcerated students in their journey through San Francisco State University.

After completing a Bachelor of Arts in Sociology, students will have developed:

• understanding of the relationship between individual life chances and broader societal structures – an ability that sociologist C. Wright Mills famously termed the “sociological imagination.”

• knowledge of the social, political, economic, and cultural forces that shape everyday life, as well as the processes and possibilities of social change.

• awareness of the intersections of race, class, gender, sexuality and disability in local, national and global contexts,

• skills in using both innovative and traditional techniques of analysis and empirical investigation

• abilities to communicate effectively their sociological knowledge and insights to a broad range of audiences

The Sociology program at San Francisco State University provides students with the theoretical
and methodological skills needed to better understand, critique, and contribute to the worlds in which they live. Students study in small groups with faculty who are engaged teachers, scholars and activists. The major prepares students for a broad range of career paths including employment in community-based organizations, local governments, human service agencies, and research settings. Similar to other Sociology programs at four-year institutions, the Department of Sociology values the core tenets of the discipline: theory and methods. A significant departure is that, as a whole, the department is committed to interdisciplinary research and pedagogy at locally and transnationally.

The mission, values, and programming in the Department of Sociology are strongly aligned with the mission and vision of San Francisco State University. Through our teaching, research, and service, faculty members are engaged with the Bay Area, the community we serve, live and work in. We base our curriculum with an eye towards the everyday experiences of the individuals and communities that make up the Bay Area. And, we are committed to engaging individual students to build upon and understand their individual roles in their local and global social worlds. Centering individual experiences allows students to understand their roles as not only social actors, but their potential as social change agents. As faculty, we challenge one another to not only teach sociological theory and methods but, to combine theory with action in an effort to explain and improve the world we live in.

Because of these commitments, the Department of Sociology has, historically, enjoyed large numbers of majors (and minors). In 2012, the department reached its highest number of majors, with a total of 666 (please see enrollment chart on following page). In March of the following year, the department applied for and, ultimately, declared impaction for its undergraduate majors. After implementing and evaluating enrollment management strategies, declaring impaction was the best strategy for effectively serving our undergraduate program, given the number of faculty and other resources available. Since 2012, full-time faculty and lecturers have largely been fulfilling the needs of “core courses,” without teaching their expertise on a regular basis. We hoped that lifting impaction, along new faculty hires, will allow each faculty to teach various courses, which may overlap with their research and service endeavors.

We have been fortunate to have six T/TT faculty hires in the twelve years since our last program review, in 2005. Two Assistant Professors and one Full Professor were hired in 2006 and 2007. The Full Professor was hired with a 1/1 course load and began teaching this in the early years and, because he was also hired through the Health Equity Initiative was expected to receive large research grants as part of his duties. For the past five years, he has done so, effectively “buying out” two courses a year, which allow us to hire replacement faculty. Several of our T/TT faculty have been successful in applying for and obtaining both large and small research grants, which allows them to buyout courses (average: 2 per year) to strengthen their professional development, research and writing; as well as incorporate their research into their undergraduate teaching and mentorship. For instance, faculty in our department regularly pay research assistants at the undergraduate and graduate (in Sexuality Studies) levels. In 2013, we created a course 503/504 (Research Internship Seminar/Research Internship Experience) that reflects this in a pedagogical way. Our research profile is on par and, sometimes, above other, Sociology programs in the CSU and similar, Master’s One, institutions.
Assessment

Although the Sociology department has been routinely engaged in informal assessments since 2006-2007 AY. Since that time, we have organized periodic, in-depth discussions that involve the entire sociology faculty in evaluating our delivery of the curriculum in terms of the core learning objectives. The department has had two formal assessments in the past twelve years. The most recent, formal assessment covers the 2014-2015 academic year (see Appendix 2).

Overall, these assessments demonstrate the department’s deep commitment to student learning and success by focusing on revising of program outcomes, course curriculum and offerings and student need. It also reveals our commitment to creating a curriculum roadmap that represents trends in the discipline, builds upon previous coursework and the strengths of full-time and adjunct faculty. For instance, in 2011, we spent the academic year focusing on our GWAR offerings, determining guidelines for the course and whether or the initial goals for an “Introduction to the Major” course that focuses on writing and critical thinking, were being met. Faculty submitted their syllabi and we met regularly to go over readings, and oral and written assignments to determine if our goals were being met. As part of the self-study, we have determined that we need to make these goals and guidelines more concrete, across the GWAR courses and, also throughout the curriculum. While the intention is not to limit instructor creativity in the course, we understand the need for an agreed upon set of guidelines that all instructors have for the course. We plan to stretch this across our required course offerings in the future.

The 2012-2013 academic year was spent determining the need for impaction, which we applied for in 2013, and which went into effect Fall semester 2014. This allowed us not only to shrink our number of majors, for a better student to faculty ration but, also allowed us to reflect on our curriculum and goals for the department. Currently, we have a fairly informal process of assessment; we generally spend a year or a semester assessing our core courses, GWAR, and curriculum in faculty meetings and then proceed to the more formal process from there. We hope to formalize this in the next two years as we revise our curriculum, departmental policies and practices and are more stabilized post-impaction.

As the 2013 and 2015 reports indicated, this process includes asking full-time and adjunct faculty to identify core sociological concepts covered in their courses and to share course learning objectives and outcomes with other faculty. The goal of this process was to then, determine how those learning objectives reflected overall program objectives and see how and here individual instructors learning objectives overlapped with one another. This also allowed us to better reflect on how the “core” or required courses in our program—Writing Assessment (SOC 300GWAR), Theory (SOC 370 and 371), Introductory Methods (SOC 392), Advanced Methods (SOC 393 and SOC 394) and the Senior Seminar (SOC 500). We also tried to quantify this process by determining the frequency that identified sociological concepts were covered throughout the curriculum.

To obtain student feedback, we have relied on open-ended questions and, sometimes, collective “focus groups” to determine program outcomes. After reviewing these strategies, we have determined that we need to strengthen our method of student assessment and feedback to better serve their needs.
As part of the self-study process, we plan to formalize the assessment process—engaging in assessment on a regular (yearly) basis—particularly as we revise our curriculum.

2.2 Student Learning and Achievement

In Spring 2016, Sociology was awarded a Teagle grant from the Division of Undergraduate Education and Academic Planning (DUEAP) to revitalize the Bachelor of Arts in Sociology degree. To begin this process, the department focused on revising both the Mission Statement and the Program Learning Objectives. The Sociology Department’s program learning goals focus on four areas of learning: Knowledge, Research Skills, Communication and Application (see Appendix 2). Our curriculum and course offerings reflect these goals each semester as preparation for the major and the range of employment opportunities as a Sociology graduate. Our primary goal, which is reflected throughout our “core” or required courses is for students to be able to describe the social, political, economic, and cultural forces that shape everyday lives, including the processes and possibilities of social change. Additional, elective courses, including our General Education courses, enable students to describe and understand the intersections of race, class, gender, sexuality and disability in both local and transnational contexts.

Throughout our curriculum, students are trained to both communicate their sociological ideas through clear professional writing and oral communication.

Enrollment

Between 2007-2013, the number of students declaring sociology as their primary major grew rapidly, from 373 in the Fall of 2007 to 666 in the Fall of 2012. Based on applications for Fall 2013, the number of sociology majors next year was projected at 700. This projection meant that, on average, each faculty member would be responsible for approximately 63 majors, far above the national average for sociology programs in Master’s I universities like ours.

Only two new tenure-track faculty members have been hired in Sociology since 2013, bringing
the current number of faculty to twelve full-time members, including the department chair (see Appendix 11, for a list of current T/TT faculty).

According to a national survey of sociology departments conducted by the American Sociological Association, the mean number of majors per full-time faculty was only 14.9 in sociology departments in the Master’s I universities surveyed.¹

The Department’s Student to Faculty ratio, based on Full Time Equivalent Students (FTES) and Full Time Equivalent Faculty (FTEF) was projected to hit 37.7 in Fall 2013: Given the number of required and elective sociology courses that need to be offered in order for sociology majors to complete the program in a timely fashion, and given the number of courses that can be offered by sociology faculty members at the time, we estimated our capacity to be approximately 350 majors—even though that would still give us a majors-to-faculty ratio twice that of the national average.

In addition to serving sociology majors, our department staffed, (and continues to staff), roughly ten-to-twelve General Education courses every semester (see Appendix 9). These courses do not primarily serve sociology majors. For example, of the 1292 students who enrolled in the twelve sociology-taught sections of GE courses in Fall 2012, only 398 (31%) were sociology majors. These numbers heavily influenced our decision to apply for impaction.

Almost two years after declaring impaction, the department began to see a dramatic shift in the number of majors, as expected but, without a similar number of students graduating in a timely manner. For instance, in Fall 2014, there were 306 Sociology majors, with a student-to-faculty ration of 27:1. The numbers continue to fall in subsequent years, with the number of majors falling to 213, and a student-to-faculty ration of 19:1 in Fall 2016. Based on these numbers, particularly the sharp decrease in majors over a 3 ½ year period, we began to move toward ending impaction in Spring 2017. This included getting rid of our enrollment criteria, including lowering our incoming GPA to reflect the Central Administration’s requirement of 2.0. We also eliminated the need for pre-majors to complete two Sociology courses (either on campus or, at a community college) and reduced it to completing only one Sociology course.

Though we had an enormous oversubscription to our major five years ago with an excess of 600 majors, post-impaction, our number of majors has dropped below what we originally deemed manageable (roughly 350 majors). As the above chart suggests, in Spring 2016, we had 253 majors.

And, while we believe leaving impaction will address the shortfall and bring us to our target, we are also conscious of the need to push our curriculum to offer more perspectives and training that reflect the social lives and activities of our students.

As per the five years of retention and graduation rate data provided by the Division of Undergraduate Education and Academic Planning (Fall 2005-Fall 2009, see graphs above), Sociology graduation rates reflect the struggles with enrollment faced by the program and, throughout the university. The early data suggests that graduation rates were significantly lower for Sociology than for the College of Health and Social Sciences and the university. For instance, while only 8.7% of first-time freshman entering the Sociology program in Fall 2005 graduated in 4 yrs., the College (13.2%) and University (12.0%) were significantly higher. Our numbers tripled the following year for first time freshman, with 27.6% of students entering in Fall 2006, graduating in Spring 2010. This was almost three times the numbers for the College (10%) and University (13.4%). We don’t have the data to explain the increase in these numbers from one year to the next but, the hiring of four new faculty, available to teach more courses/sections and the changes to the curriculum and advising process, may explain this change. numbers entering full-time first-time freshman cohorts each experienced lower graduation rates than the Fall 2005
Our numbers dipped in 2007 to 14.8% and then jumped again in 2008, to 26.5%. In 2009, our numbers dropped slightly, again to 18.8%.

For 5th and 6th year graduation rates among incoming freshman at SFSU, our numbers have been significantly higher than the College and University. For instance, in 2007 and 2008, our 5th year graduation rates were 44.8% and 50.0%, according to the data. For 6th year, the numbers were 59.3% and 55.9% respectively. These rates are all averaging above the numbers of the College of Health and Social Science (between 12-20 percentage points) and the University (6-14 percentage points).

Students transferring in from Community Colleges (CC) with a range of 70-75% graduating each of the five years that data is presented (2005-2009). In terms of numbers, this means that 48 of the incoming 69 students in the 2005 cohort, graduated within a four-year timeframe (i.e., finishing in two years after entering SFSU). Out of the 94 entering CC transfers in 2009, about 71 students graduated in a four-year timeframe. These numbers mirrored the numbers for CC transfers at the College and University level each year.

According to the Institutional Research data from SFSU, between 2010-2012, the percentage of first year freshman graduating in 4 years remained low, but similar to University numbers, between 12%-19% in our program. The same year we declared impaction in 2013, the rates jumped to 32%. We have little data after this time but, feel that declaring impaction allowed us to curb our enrollment and focus on moving students through our program in a timely manner. In our decision to end impaction, we also changed some of the requirements of our program.

After assessing our curriculum through Teagle, we determined that having SOC 370/1 as a prerequisite for SOC 392 was no longer useful. We originally came up with this plan our of pedagogical concerns that students did not have a good understanding of theory before designing their own projects in the Introductory Methods course. In Spring 2017, we assessed these courses as faculty who regularly teach the courses (full-time and adjunct) and incorporated student feedback, determining that this prerequisite was no longer necessary. Our students do not create their own, independent project until the advanced methods offerings (SOC 393 or 394), SOC 392, Introductory Methods is a prerequisite for these courses so, we changed the requirement and, now allow students to take the courses concurrently. As this prerequisite was also part of our impaction requirements, changing this prerequisite was also part of our decision to relax impaction. We are currently assessing the effects of relaxing impaction and how that impacts our retention, road to graduation, and overall curriculum.

**Pedagogy: Challenges and Opportunities**

Over the past five years, prior to and through declaring impaction, Sociology faculty have maintained a commitment to moving students through the program and onto graduation in a timely manner. And yet, we have also faced pedagogical challenges in the process.

Much of this is related to the number of faculty to student ratio during this time, which limited our ability to teach courses in our expertise, most often electives. Instead, T/TT faculty and longtime lecturers have been teaching considerably in the core, or required courses. This has limited some of the pedagogical innovations related to the development of new courses that more
directly reflect the changing times, including the impact on our student’s lives. The role of social media on both everyday life, and societal norms, values, and institutions has been requested by students over the past few years and, though we have incorporated technology into the classroom more and more, we haven’t been able to develop significant coursework related to this phenomenon. This is one area that we hope to address as we revise our curriculum and assess student learning and success.

Another challenge in our department is defining and fine tuning our culminating experience series, SOC 500, 501/502 (Internship) and 503/504 (Research Internship/Research Internship Experience). While student feedback indicates that these courses fulfill their culminating experience as Sociology majors—incorporating much of what they have learned in their courses up to this point, through the self-study, faculty would like to have a clearer vision of the content and goal of these courses.

In spite of some of these challenges, in 2016, Sociology hired two assistant professors whose research interests and teaching directly address student need. As discussed in the section on faculty, Dr. Francisco-Menchavez and Dr. Ramírez have been hired to add to the transnational or “global” perspectives in Sociology with a specific emphasis on Filipino/a community and migration and Mexican migration, respectively. Their hires have directly impacted the course offerings in the department—along with lifting standards we put in place for impaction in Spring 2017—allowing faculty to teach more in their expertise by teaching elective courses that reflect their research interests. Dr. Ramírez also proposed a new course entitled “Mexican Migration,” which will be offered in Spring 2018 and fulfills a dire need in the discipline and among our student population, specifically.

2.3 Curriculum

Although Sociology and Sexuality Studies merged in 2012, the two programs maintain distinct curriculum and degrees awarded. Part of the reason for the merger, however, was that Sociology courses were already cross-listed with Sexuality courses (SOC 110, SOC 467, and SOC 468) and a number of faculty were hired at “0 percent” time in Sexuality Studies. Since the merger, we continue to maintain separate course and degree offerings and curriculum revisions. As part of the curriculum revision we are currently engaged in, we hope to merge the department even further by having social scientist faculty, hired in Sexuality Studies to teach Sociology.

The Sociology curriculum combines a both a traditional and interdisciplinary approach to understanding, critiquing and contributing to the worlds in which we live. Our goals and overall program align with other undergraduate programs in Sociology in the California State University system, however, our mission is slightly different in that it explicitly addresses inequality and oppression and social justice and social change. We view the study of oppression as intrinsic to the study of society and the discipline of Sociology as a whole.

As part of a Teagle grant awarded to the program in Sociology (solely), to address Sociology curriculum, faculty and students, the 2016-2017 academic year was spent revising the mission statement and program learning objectives, conducting an alumni survey dating back with graduates as far back as 1962, and developing subcommittees to address our curriculum and
departmental bylaws in Fall 2017. These activities culminated in a faculty retreat for the
department and staff, which was held in April 2017. A major outcome of this retreat was the
formation of a curriculum committee (Full-time Faculty Ds. Christopher Carrington, Clare Sears,
Valerie Francisco-Menchavez and Adjunct Faculty, Dr. Jen Reck), who will move forward with
proposed curricular revision. Another outcome was the immediate revision of allowing SOC
370/371 and SOC 392 to be taken concurrently. After assessing the learning outcomes of both
classes at the retreat, it was decided, by majority vote, that the classes could be taken
concurrently, to allow for a shorter path to graduation.

Roadmap for Sociology Students

After completing one lower-division Sociology course and obtaining Junior status (60 units),
students are allowed to enroll in our GWAR course, SOC 300GW (see Appendices 6 and 7).
SOC 300GW acts as the “gateway course,” an introduction to learning how to write and think
critically as a sociologist. Both full-time and (long-term) adjunct faculty teach our GWAR
courses, because they have an in-depth understanding of our approach to writing in the
discipline. Instructors of GWAR courses teach these skills in a number of ways, using variable
topics. For instance, instructors have used youth culture to explore key sociological concepts,
research and writing in the discipline. Each class focuses on and introduces students to the
intellectual foundations of Sociology, sociological concepts and the relationships between
systems of power and individual lives. Courses are typically focused on a set of weekly readings,
in which the students reflect upon in written assignments, in an effort to build their critical
thinking and writing skills. In this course, students are also required to visit the writing tutor, are
introduced to library resources, particularly those related to Sociology (journals, etc.), and meet
with their advisor. Cumulatively, and through various writing assignments, including a final
paper, students are expected to complete a minimum of 20-25 pages of writing throughout the
semester. Through ongoing assessment of this course, this current offering has strengthened
student writing throughout the major. Other factors like a 20-student cap in the course, as well as
the variable topic allow faculty to focus on individual writing and engage students.

Currently, we offer 3-4 GWAR courses per semester. Beginning in Spring 2016 (when we
relaxed impaction criteria), incoming majors have faced challenges getting into this course. We
are currently assessing how to offer more sections to meet student needs, put them on course for
a timely graduation, while maintaining a diverse offering of courses that faculty can teach.

Once the GWAR course is complete with a ‘C’ or better, students may enroll in other, core,
courses, including SOC 371 and/or SOC 392. Each of these courses are prerequisites for the
advanced methods courses (SOC 393 or 394) and senior seminar/culminating experience (SOC
500 series). In these remaining core courses, students receive in-depth training in sociological
theory, both “classical” theorists like Karl Marx, Max Weber, and Emile Durkhiem, as well as
contemporary theorists like Michel Foucault, Pierre Bourdieu and Immanuel Wallerstein.
Beyond these theories, students are also introduced to critical sub disciplines in Sociology,
including feminist theory, queer theory and cultural theory. Here currents serve as a solid base
for understanding how to utilize sociological methods to develop their own research projects in
the Introduction to Research Methods course (SOC 392) and the more advanced research
methods courses, like Field Methods (SOC 394) and Quantitative Analysis (SOC 393). As part of their culminating experience for a B.A. in Sociology, students enroll in either a Senior Seminar (SOC 500) where, using variable topics, students apply their critical research, writing and oral skills in a small, seminar-like setting or through the Internship (501/502) course, where they apply their skills out in the field. Faculty who teach the course work closely with Glendie Domingo-Lipar, the Community Partnerships & Campus Outreach Specialist from the Institute for Civic & Community Engagement (ICCE) on campus. If students do not already have an internship (through their workplace or other organization), they may find internships through the internship database, offered through ICCE. A new course, (SOC 503/504), allows students to apply their skills as research assistants to one of a faculty member’s current research projects. Students sign up for units through 503/504 and work with the individual instructor in that course, as well as the instructor who is leading their research project.

Transfer students who have obtained junior status are allowed to substitute previous Sociology courses for our electives, up to 12 units (see Appendices 7 and 8).

The core, required courses are only offered in the department by Sociology faculty. No other departments offer our core courses nor do other faculty teach the required curriculum. This is also true of our Area I and Area II courses, with some exceptions; several of our elective courses are cross-listed in other departments, which are routinely taught by faculty in those departments. Departments offering cross-listed electives include: Race and Resistance Studies, Latino/a Studies, Political Science, Urban Studies, and Criminal Justice Studies (see Appendix 10). Although faculty regularly discuss course offerings and the scheduling of courses each semester, the Chair makes up the yearly schedule, based on faculty requests. One of the recommendations from our faculty retreat was to determine the most effective way to offer courses to reflect both the mission and program objectives, as well as student needs for successful completion of degree. Although we have met student need to the best of our ability prior to and during impaction, we now plan to revise how course offerings are determined each semester.

A few of our courses have been identified as “bottleneck” courses but, vary from semester to semester. In the Fall of 2017, for instance, our Methods courses—SOC 392 (Intro) and SOC 394 (Field Methods) attracted more students than can be enrolled. That same semester, SOC 300 was also identified as a bottleneck course, which, because it is a prerequisite for other, required courses, impacts a timely path to graduation, setting students back a semester. Our best practice to address these bottlenecks, is to offer additional sections of these courses. However, we have determined that this is a temporary fix and, hope to address this through curriculum revision.

Similar to our course offerings prior to impaction, we continue to offer Sociology electives that count toward General Education Requirements (see Appendix 9). Since 2014, when the university revised the GE requirements (UD-B, UD-C, UD-D), we have revised our elective courses to speak to students outside of the Sociology major (see Appendix 7. These courses appeal to students in and outside of the major because of their local and global relevance and alignment with societal change.

Relevance of Roadmap for Student Progress through the Curriculum
Pre-Sociology majors are required to take at least one Sociology course prior to declaring a major. We changed this requirement for AY 2017-2018, as we began to relax impaction and admission standards. After declaring impaction in 2014, the previous requirement was for students to complete two Sociology courses, to ensure their commitment to and understanding of the major. These courses could be completed at a community college, prior to transferring to SFSU, or as freshman or sophomore on campus. Students may use these courses (and an additional two courses, for a total of 12 units) as part of fulfilling their elective courses toward the major.

As stated above, students are then required to take five core courses and additional, upper division and lower division electives to complete the BA. Through faculty discussion and student feedback, we have concluded that the required curriculum and total number of units (42-43) is too strict and may limit the path to graduation for our majors, when compared to other, similar social science majors (i.e. History, Anthropology, Ethnic Studies). Our proposed curriculum committee, which will convene beginning in Fall 2017, will address any roadblocks (like the ones identified above), in an effort to achieve student success and completion of the degree. To begin this process, we revised the learning objectives for the major, to assess the goals of each core course and the ability of faculty to teach courses relevant to their expertise.

2.4 Faculty: Research, Teaching and Service

The faculty in the Department of Sociology are a diverse group of individuals whose research, teaching and service span a broad range local and transnational interests and expertise. A 2003 external review suggested that the department, at 8 faculty, was too small and, since that time, we have grown considerably. As mentioned previously, since 2005, we have hired five new full-time faculty: four hired at the rank of Assistant and one Full professor. Since that time, two of the faculty members have been promoted and are currently at the rank of Associate Professors (please see chart below):

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Rank</th>
<th>Year Hired</th>
<th>Year Retired</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luiz Barbosa</td>
<td>Professor</td>
<td>1993</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Chris Bettinger</td>
<td>Associate Professor</td>
<td>1996</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Christopher Carrington</td>
<td>Associate Professor</td>
<td>2001</td>
<td>current</td>
<td>SXS Undergraduate Advisor</td>
</tr>
<tr>
<td>Andreana Clay</td>
<td>Associate Professor</td>
<td>2004</td>
<td>current</td>
<td>Department Chair (2015-present)</td>
</tr>
<tr>
<td>Clay Dumont</td>
<td>Professor</td>
<td>1993</td>
<td>current</td>
<td>Retiring May 2018</td>
</tr>
<tr>
<td>Jessica Fields</td>
<td>Professor</td>
<td>2001</td>
<td>current</td>
<td>SXS Grad Coordinator 2013-2017</td>
</tr>
<tr>
<td>Valerie Francisco-Menchavez</td>
<td>Assistant Professor</td>
<td>2016</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Karen Hossfeld</td>
<td>Associate Professor</td>
<td>1991</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Allen LeBlanc</td>
<td>Professor</td>
<td>2007</td>
<td>current</td>
<td>Interim Director Health Equity Institute 2017-present</td>
</tr>
<tr>
<td>Alexis Martinez</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td>SXS Graduate Coordinator 2017-present</td>
</tr>
<tr>
<td>Marla Ramirez</td>
<td>Assistant Professor</td>
<td>2016</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Clare Sears</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td></td>
</tr>
</tbody>
</table>
We have also hired and/or maintained four long-term lecturers who regularly teach on in our department—Drs. Trudie Coker, Hulya Gurtuna, Fatmir Haskaj and Dr. Jen Reck. Long-term adjunct faculty have been included in curriculum decisions and assessment processes, when available.

Currently, full-time Sociology faculty include four Full Professors, six Associate Professors, and two Assistant Professors (this does not include faculty members hired in Sexuality Studies). Additionally, some demographic background of T/TT Sociology faculty is that it is 58% female and 42% male, 42% white, 25% Latinx, 17% Asian American, 8% Black and 8% Native American, respectively. We anticipate 1-2 retirements between 2018-2019 and hope to replace those faculty as our majors continue to grow. All of the full-time faculty are engaged in research projects that impact the community in and outside of the Department of Sociology. Assistant, Associate and Full-time faculty also maintain a national and international profile, as their attached CVs suggest. Below, faculty interests and most recent accomplishments are summarized in alphabetical order:

Dr. Luiz C. Barbosa started his career with the Department in 1991 and has been a full Professor of Sociology since 2000. His areas of research and teaching include globalization and development, environmental sociology, and sociological theory, which translate nicely into the courses he teaches regularly: classical sociological theory (SOC 370), global sociology (SOC 483), and environmental sociology (SOC 477). Professor Barbosa has done extensive research exploring the impact of development and globalization on deforestation, specifically in the Brazilian Amazon rainforest. In addition to a series of journal articles and two monographs on this issue, his latest book, Guardians of the Brazilian Amazon Rainforest: Environmental Organizations and Development, was published 2015 by Routledge Press.

Dr. Chris Bettinger is an Associate Professor of Sociology and has been at San Francisco State since 1996. His work focuses on racial conflict in the United States and civil society in the Pacific Rim. His current research is on the racial narrative structure of stories involving police violence against Black communities and he is currently completing a manuscript, The Color of Numbers, which introduces readers to quantitative data analysis through the use of statistics in the construction of racial knowledge. He incorporates his expertise in courses he regularly teaches, including Quantitative Analysis (SOC 393), Introduction to Research Methods (SOC 392), Comparative Race and Ethnicity in the U.S.: Class, Gender, and Nation (SOC 330), and Ethnic Relations: International Comparisons (SOC 461).

Dr. Christopher Carrington is an Associate Professor of Sociology and Sexuality Studies. His research focuses on lesbian and gay family life and relationships, work & family conflicts, family policy for gay and lesbian people, domesticity in same-sex families, which was highlighted in his groundbreaking 1998 publication, No Place Like Home: Relationships and Family Life among Lesbians and Gay Men (University of Chicago Press). His current research focuses the social and psychological aspects of creating durable and resilient relationships for sexual minorities, specifically, the “sociology of holiday celebrations among L.G.B.T. people who live in San Francisco.” Dr. Carrington regularly teaches the Variations in Human Sexuality (SXS400), Families and Society (SOC464), and Biological and Psychological Foundations of Human Sexuality (SXS801).
Dr. Andreana Clay is an Associate Professor in the Department of Sociology and current Department Chair. She began her career at SF State in 2003. Her research interests include youth activism and social movements, queer sexuality and queer of color critique, and the role of music in everyday lives and community formation. Her book, *The Hip-Hop Generation Fights Back: Youth Activism and Post-Civil Rights Politics* was published by NYU Press in 2012 and she has written extensively on hip-hop culture, queer sexuality, youth activism, and hip-hop feminism. Her current research focuses on music as memoir, with a specific focus on Black, queer communities. She teaches courses on popular culture (SOC 490), contemporary sociological theory (SOC 371), and youth culture (SOC 500).

Dr. Clayton Dumont is a Professor of Sociology and has been at SFSU since 1991. He teaches sociological theory, the sociology of knowledge, environmental sociology, and a course on the Native American Graves Protection and Repatriation Act of 1990. His book, *The Promise of Poststructuralist Sociology: Marginalized Peoples and the Problem of Knowledge*, was published by State University of New York Press in 2008. His current work focuses on furthering Tribes' efforts to control the future of approximately 120,000 of their ancestors designated by scientific institutions as "culturally unidentifiable.” Dr. Dumont regularly teaches courses in the required curriculum, including our GWAR course (SOC 300), Classical Sociological Theory (SOC 370), and Sociology of Knowledge (SOC 500).

Dr. Valerie Francisco-Menchavez is an Assistant Professor of Sociology and was hired in 2017. Dr. Francisco’s academic interests include: global and transnational sociology, migration and immigration studies, diaspora with a special interest on the Philippine migration, gender and the family, racial and ethnic relations in the U.S., labor, transnational social movements with regard to migrant workers, and international political economy. Her recent book project, currently under contract, explores the dynamics of gender and technology of care work in Filipino transnational families in the Philippines and the U.S. Through an examination of neoliberal immigration policies and market forces, Francisco contextualizes the shifts in the long-standing transnational family formation in the Philippines. Dr. Francisco larger research program includes a transnational study of Filipino migrant mothers in New York City and their families left behind in Manila and participatory action research with Filipino immigrants working as caregivers in the U.S. She has also published articles on the transnational activism that emerges from the social conditions of migration, separation and migrant labor. Dr. Francisco teaches (and is set to teach) courses that intersect with her research interests, including Global Sociology (SOC 483) and Families and Society (SOC 464).

Dr. Karen Hossfeld is an Associate Professor of Sociology and joined the faculty in 1988. Her research interests center on the intersections of gender, race, nationality, and class and she regularly teaches courses Social Inequality, Class, Ethnicity and Gender (SOC 272), Families in Society (SOC 464), and our internship course, SOC 501/502. Dr. Hossfeld is engaged in a long-term study of the lives and labors of immigrant women workers in Silicon Valley factories, and works with environmental and labor organizations in Silicon Valley. She also develops diversity awareness modules for Oakland elementary schools and is on the editorial board of Teaching Sociology.
Dr. Jessica Fields is a Professor of Sociology, who joined the department in 2001. She has also been the Graduate Studies Coordinator in Sexuality Studies since 2013, and is Research Faculty at the Center for Research and Education on Gender and Sexuality. Dr. Fields teaches courses on research methods (SOC 394), and social problems (SOC 245) in Sociology and sexuality and education, queerness and health and professional development courses in Sexuality Studies. Dr. Fields is the author of Risky Lessons: Sex Education and Social Inequality (Rutgers University Press), published in 2008, which was awarded the 2009 Distinguished Contribution to Scholarship Book Award from American Sociological Association's Race, Class, and Gender Section. Dr. Fields is currently writing her second book, under contract with the University of Minnesota Press, entitled The Promise: Participatory Sexuality Research with Incarcerated Women of Color, a study of the affective conditions of learning about HIV in the context of risk, betrayal, intimacy, and subjugation (funded by the California HIV Research Program, U.S. Conference of Mayors, and SFSU Center for Health Disparities Research and Training). In 2013, Dr. Fields and colleagues at SF State (Laura Mamo), Teachers College, Columbia University (Nancy Lesko), and York University (Jen Gilbert) launched The Beyond Bullying Project, which uses community based storytelling to understand and interrupt the ordinary hostility in high schools to LGBTQ sexuality and lives (funded by the Ford Foundation). Dr. Fields also collaborates with Canadian and Australian colleagues on Affective Beginnings: LGBTQ Issues in Teacher Education (funded by the Social Sciences and Humanities Research Council of Canada) and is a member of the University of Toronto Mark S. Bonham Centre for Sexuality Diversity Studies School Liaison Committee.

Dr. Allen J. LeBlanc is a Professor of Sociology and a Research Associate in the Health Equity Institute. He has published widely on societal and initial responses to chronic illness and disability; the social etiology of stress and health; and government programs relating to disability and health care for low-income Americans. His current interests include the study of social stress, psychosocial resources, and health. In particular, he examines the relational context of stress experience, focusing for example on how stress is shared between persons in intimate relationships. His ongoing projects include a five- year study of "Minority Stress and Mental Health among Same-Sex Couples," funded by the Eunice Kennedy Shriver National Institute of Child Health & Human Development. He teaches Medical Sociology (SOC 476), Sociology of Mental Health (SOC 486), and Social Problems (SOC 245).

Dr. Alexis Martinez is an Associate Professor of Sociology, who joined the faculty in 2007. She is a medical sociologist with a background in community-based research with marginalized populations. Her current work focuses on the criminalization of drug use in the United States as a structural factor that shapes the HIV risk environment of injection drug users (IDUs). Previously, Dr. Martinez worked with the Urban Health Study at UCSF to understand the relationship between arrests, incarceration, and HIV risk among street-based IDUs in San Francisco.

Dr. Marla Ramírez joined San Francisco State University in fall 2016 and is an Assistant Professor of Sociology. Her research examines the Great Depression era immigration policies focusing on the experiences of Mexican repatriation and banishment of U.S. citizen children of Mexican descent that tore apart thousands of families across the United States-Mexico border. She specializes in oral history, Mexican migrations, mass forced removals, immigration law and policies since the 20th century, gendered migrations, and the “Mexican Repatriation” Program.
She is currently working on a book manuscript tentatively titled: Contested Illegality: The “Mexican Repatriation” Program and Prolonged Consequences Across Three Generations. She teaches course on immigration (SOC 482) and Mexican Migration (SOC 484), specifically.

Dr. Clare Sears is an Associate Professor of Sociology, joining the department in 2007. Her research and teaching interests include critical criminology, queer theory, transgender studies, historical methods, and disability studies. Sears is author of the book, Arresting Dress: Cross-Dressing, Law and Fascination in Nineteenth-Century San Francisco (Duke University Press, 2015) and co-editor of a special issue of the journal Social Justice on sexuality and criminalization. She has several works in progress, including a book project that investigates the historical emergence of emotional disturbance as an administrative and diagnostic category that is primarily used in special education.

Sociology faculty are committed to critical pedagogy in and outside of the classroom. Their commitment to students is reflected in consistent evaluation scores ranging between 1-2, out of 5. Both full and part-time faculty have received Distinguished Faculty Awards from the university, in recognition of their teaching. Most recently, Dr. Jen Reck, a longtime lecturer who teaches in both Sociology and Sexuality Studies received this honor in 2017. In addition to their research and teaching, faculty participate in departmental, university, and community service on a fairly equal basis: we strive to have assistant professors limit their service outside the department to one commitment per year, in the first few years, so that they can become acquainted with their workload. Similarly, faculty who assume the role of Chair and Graduate Coordinator of Sexuality Studies (which has been staffed by Sociology faculty for the past four years), rotate serving on hiring committees, the “executive committee,” which advises the department chair, Master’s theses, undergraduate scholarship committees, student graduation, and computer liaison within the department. For university service, faculty have served on Sexuality Studies university committees, Advisory Committee for the Center for Research and Education in Gender and Sexuality (CREGS), Academic Senate, Project Rebound, Teagle Grant, Leave with Pay and Sabbatical Committees, and the University Tenure and Promotions Committee.

Although our faculty has grown considerably over the past twelve years, we anticipate several retirements in the next five years. Immediately, Dr. Clayton Dumont will be retiring after 27 years of teaching, at the end of Spring 2018. Other faculty, who have been teaching as long or longer than Dr. Dumont, have suggested that they will also be retiring in the coming years. Because of the retirements which will leave significant theoretical and methodological gaps but, more importantly, the increasing number of students we continue to serve as a department, we hope to continue to build our department with the hiring of new T/TT faculty. Specifically, we hope to maintain our strong expertise in sociological theory with the hiring of new faculty to teach from both “classical” and “contemporary” approaches. Additionally, we hope to hire faculty with expertise in the Sociology of Work/Labor, Social Movements, Digital Cultures and Social Media and the Sociology of Education. We believe these emphases will add to the range of expertise in our department as well as the courses we are able to offer to students. Finally, with the addition of new faculty, we have discussed, as faculty, implementing a formal mentor process, where incoming faculty will be assigned a mentor who is a tenured faculty member. We are in the beginning stages of developing this process.
2.5 Resources

For over twenty years, the Department of Sociology has been located in the HSS building, on the main campus of SFSU. Our resources on campus consist of faculty and staff, faculty offices, two student resource rooms (one small room with two computers for Sexuality Studies graduate students), and one “smart” classroom. All full-time faculty, except for the Chair—a rotating position—share offices with at least one other full-time faculty member and, often with lecturers. At times, there may be three people occupying one office. Additionally, all of our staff are located in the main office, which houses our AOC, Assistant AOC, and student assistants. We have one classroom that we utilize every semester, full time, for undergraduate classes, faculty meetings and, sometimes, special events (i.e. graduate student orientation and graduation). We also maintain an undergraduate resource room and library as well as, since our merger with Sexuality Studies, a smaller, office for graduate students who use this space for office hours with students and their own, personal research. Additionally, we are fortunate to have two “closet” spaces for our copier machine, printers, a refrigerator, and office supplies. At times, a writing tutor occupies one of the spaces, holding office hours for undergraduate students; at other times, students take make-up exams in this space. We do not control any other space on campus and rely on academic resources for scheduling the remainder of courses, outside of our classroom. The spaces we do control are used efficiently and full time, often until late in the evening (for evening classes). Below is a sample schedule for the room:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0810</td>
<td>300.01 GWAR Gurtuna</td>
<td></td>
<td>300.01 GWAR Gurtuna</td>
<td></td>
<td>Once a Month Faculty Meetings 12:15-2:15</td>
</tr>
<tr>
<td></td>
<td>8:10-9:50</td>
<td></td>
<td>8:10-9:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1010</td>
<td>393.01 Martinez</td>
<td>370-03 Dumont</td>
<td>393.01 Martinez</td>
<td>370-03 Dumont</td>
<td></td>
</tr>
<tr>
<td>1220</td>
<td>392.01 Bettinger</td>
<td>300.03 GWAR Dumont</td>
<td>392.01 Bettinger</td>
<td>300.03 GWAR Dumont</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:20-2:00</td>
<td>12:20-2:00</td>
<td>12:20-2:00</td>
<td>12:20-2:00</td>
<td></td>
</tr>
<tr>
<td>1410</td>
<td>477.01 Barbosa</td>
<td>SXS 300.01 Reck</td>
<td>477.01 Barbosa</td>
<td>SOC 501.01 Hossfeld</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:10-3:50</td>
<td>2:10-3:50</td>
<td>2:10-3:50</td>
<td>2:10-3:50</td>
<td></td>
</tr>
</tbody>
</table>
We have one course, SOC 393, Quantitative Analysis that regularly uses computer laboratories in HSS and other buildings. Though this is a required course and is offered every semester, between 1-2 sections, we do not have a designated space for this work. Depending on the instructor, our Introduction to Methods course, SOC 392 may also be housed in one of these classrooms. These two courses are subject to the availability of CHSS-owned labs for instruction. Most of our faculty employ technology in their daily classes, from using the smart classrooms to show films, PowerPoints, etc., to using larger lecture halls where students take interactive quizzes during class. Additionally, several of our faculty have begun offering classes online, fully, or offering “hybrid” courses (meeting halftime online and half in the classroom), which means using resources like iLearn for their instruction.

Full time faculty (tenured and tenure track) are advisors for the major and hold a minimum of two-three office hours per week, one for every course taught. Office hours are primarily used for advising but, also include questions related to courses taught, professional development and mentoring. As students often need additional advising, outside of the major, we regularly send students to the Student Resource Center (SRC) in the College of Health and Social Sciences, and Student Services on campus.

We are fortunate to have one Academic Office Coordinator and one Administrative Support Coordinator for our department (one full time and one part time, respectively). Their performance is evaluated each year through the university performance review process. Staff are asked to complete a self-evaluation form, and then the Director in consultation with the staff member, completes the performance evaluation.

A key administrative need is that faculty share offices with one another (a need that will be discussed below). This need also extends administratively to the process of developing class schedules that often rotate faculty members who share offices, with an effort to not have them in their offices on the same day, which allows them to hold office hours, prepare for classes and attend to service duties as needed. The one area that this does not address is professional development: because of shared office space, faculty do not have time to prepare or work on their own research and writing, which is critical for T/TT faculty. Having single faculty offices, as other departments on campus do, would contribute to the professional development of our faculty, significantly.
A second area that faculty have expressed need for is a second seminar space/classroom to teach Sexuality Studies graduate courses. Drs. Carrington, Clay, Fields, Francisco-Menchavez, Martinez, and Sears are all Sociology faculty who regularly teach and mentor in Sexuality Studies. These faculty, in addition to Drs. Bost, Hoff, and Melendez regularly offer classes in SXS and serve on theses for graduate students. An extra seminar room, specifically for SXS graduate students would enrich the experience of the students in our department, as well as the culture and further immersion of the two programs.

3. Conclusions, Plans, and Goals

Based on our process of Sociology, the first major step, and primary goal, is to revise our curriculum so that it better matches student need, given that we have unofficially lifted impaction. These revisions will also include aligning the curriculum more closely with current trends in the discipline and society as a whole. Specifically, we hope to incorporate social media and other technological advancements not only into our pedagogy but, into our content and major concentrations as well. As previously mentioned, a major outcome of our faculty retreat in 2017, the department has formed a curriculum committee. Members include Drs. Clare Sears, Christopher Carrington, Valerie Francisco-Menchavez (full-time faculty) and Jennifer Reck (adjunct faculty).

A second, significant goal is to deepen the relationship between Sociology and Sexuality Studies, determining further overlap in curriculum and course offerings, as well as faculty who teach in each program. While a number of Sociology faculty teach courses in Sexuality studies, the same is not true of Sexuality faculty, several of whom are sociologists, or Social Scientists. We hope that this further “cross-pollination” will assist our students in the program and enhance their understanding of Sociology even further. Another hope is that this will facilitate a preliminary mentoring program between SOC and SXS faculty. Because we have hired junior faculty in both programs in the past four years, we hope that a formal mentoring program will assist in faculty development—around professional development, teaching, and service.

Given the informal assessment process, we plan to revise the assessment process to include a more formal process, as part of our ongoing analysis and revision of our curriculum and meeting student needs. For instance, as part of the self-study, we have determined that we need to make these goals and guidelines of SOC GWAR more concrete and uniform, across course offerings. Student feedback has indicated that while the SOC 500 series (500, 501/2, 503/4) fulfill their culminating experience as Sociology majors—incorporating much of what they have learned in their courses up to this point—through the self-study process, faculty have expressed a need for a clear vision of the content and overall goals of these courses and the culminating experience. Regular, formal assessment will assist in this process. Additionally, although we have incorporated technology into the classroom more and more, we haven’t been able to develop significant coursework related to social media. This is one area that we hope to address as we revise our curriculum and assess student learning and success.

One final development, which is a long-term priority, that came out of the self-study was the need for strategizing on ways to increase our resources in the department: currently extra...
resources, outside of the general fund, are based on funds generated from indirect costs associated with faculty research grants. However, these grants are not guaranteed and are small in number, limiting our ability to hire lecturers at a competitive rate and contribute to the professional development of faculty. We plan to work more closely with CHSS development to develop an alumni association and other avenues to increase our monetary resources, which will benefit the department overall.
Committee Process

The Academic Program Review Committee ("APRC") report is based on the following data:

1. The Department of Sociology Academic Program Review Self-Study, (June 2003) ("Self-Study").


3. The Department's Response to the Outside Reviewers' Report (Semester/date) ("Response").

4. APRC interview on date with Dr. Joel Kassiola, Dean, Dr. Luiz Barbosa, Director of the Dept of Sociology, Dr. Chris Bettinger, Assistant Professor and Dr. Christopher Carrington, Assistant Professor and April 20th 2004. ("Interview").

5. The Guidelines for the Fifth Cycle of Academic Program Review.

6. The APRC Evaluative Procedures.

Taken together, the information sources listed above provided an integrated view of the program's current strengths and future aspirations.

Report

Introduction

The B.A program in Sociology is delivered by a faculty who are committed to a high quality of teaching in their discipline. Considering the small size of the full time faculty, they effectively deliver a full curriculum with a wide variety of classes. Their students express great appreciation for these efforts. The APRC applauds the faculty for their dedication and flexibility in the delivery of their program, especially during the financially difficult times that have befallen public education in the State of California.
Curriculum

The Department of Sociology currently offers a B.A. degree consisting of 42 units of coursework of which 19 are core units. Consistent with the American Sociological Association guidelines, the Department has attempted to develop a "clearer sequencing of required courses and expanding the number of courses focusing on globalization" (Self-Study, p 1-1). The current program, implemented in 1998, is the result of extensive faculty discussions resulting in a focused Core curriculum with greater curricular rigor and the incorporation of capstone courses. The APRC joins the External Reviewers in applauding the Department's attention to the curricular integrity of their course offerings and a curricular framework that is clearly consistent with professional standards.

At the core of the Department's mission, the Self Study notes that the Department strives to help students "develop a critical consciousness of the social, political, economic, and cultural contexts of the social world and the processes and possibilities of social change... " (p. 2-1). To that end, the Department has expanded its major requirements from 35 to 42 units and has included courses such as qualitative methodologies (SOC 394), sociological analysis (SOC 300), and a capstone course (SOC 500). Additionally, given its emphasis on writing skills, the Department has required that English 214 be a prerequisite to upper division courses. Also, consistent with its attempts at developing a more focused curriculum, the Department has been examining its current emphasis on criminology related courses in light of departmental priorities and existing faculty expertise. APRC commends the Department for its efforts at enhancing the academic rigor of their curriculum and for doing so in a manner that optimizes the expertise of their faculty.

Of particular note from a curricular perspective, the Department's emphasis on writing proficiency has been and continues to be a pedagogical foundation of the Department. Indeed, the External Reviewers noted that the University "should consider using Sociology as a model of how to... improve students' competency in writing" (External Review, p. 16). In light of the labor-intensive process that is involved, it is impressive that the Department has managed to incorporate substantive essay exams and term papers in all of their upper division courses. In support of this programmatic goal, the Department has funded a Writing Tutor and has recommended that "they continue to make employing a Writing Tutor a resource priority" (Self-Study, p. 2-16). Consistent with the External Reviewers, the APRC strongly concurs with this recommendation given the Department's strong pedagogical commitment to developing students' writing skills. In line with this suggestion and in order to demonstrate the effectiveness and utility of this position, the APRC recommends that the Department conduct annual outcome evaluations of the services provided by their current Writing Tutor.

The APRC commends the Department for undertaking and implementing a systematic evaluation process as part of their curricular revisions. Specifically, the Department has developed six learning objectives for students at various phases of their educational career. The objectives have been developed after extensive discussion by the faculty who regularly teach the courses. In addition to course-based evaluations of these objectives,
the Department has also implemented focus groups for graduating seniors to evaluate their overall experience within the Department. Although the Self Study is quite candid about the considerable difficulties in developing standardized criteria, the APRC strongly commends the Department for undertaking a collaborative process that truly reflects the "shared pedagogical philosophies of faculty" (Self-Study, p. 2-8). It is a testament to the Department's efforts at developing a pedagogically sound curriculum and a systematic evaluation process that students have rated the department very positively in University-wide exit surveys in areas such as quantitative reasoning, information access, critical thinking, written communication and understanding human diversity.

The Self Study reported that the Department is currently examining two lines of curricular expansion. Specifically, the Department has identified course offerings in sociology of organizations, cultural sociology, and social movements as potential areas for growth. In light of the relatively small size of the Department, it would be ideal for the Department to recruit additional tenure track faculty who could augment the Department's expertise in these areas. Nevertheless, until a shift occurs in the current budgetary crisis, the APRC concurs with the External Reviewers in recommending that students enroll in Sociology-approved courses in other departments (e.g., Anthropology, Ethnic Studies, Human Sexuality, etc.) to obtain exposure to these topics. Moreover, the Department is also considering the development of a graduate program in Sociology. To this end, the Department is actively considering administering the MA program in Social Sciences or developing a concentration in Sociology or Social Justice within that program. Although APRC is supportive of these programmatic goals in principle, APRC is increasingly concerned with a University environment that expects departments and faculty to do more with less. Consequently, the APRC strongly recommends that programmatic expansion be predicated on a commensurate expansion of resources.

Faculty

The faculty is able to deliver the curriculum as it stands presently. However, as discussed above, and as supported by the both the self-study (3-3) and the external review (Page 11), the Department of Sociology needs to expand its curriculum to include courses in social movements and social change to maintain a curriculum that delivers thematic content central to sociological theory and research. This content is not only desired by students, but is part of the programs offered by most other CSU institutions. To maintain a quality B.A degree in Sociology by fulfilling the need for core curriculum content in social change/social movements, the faculty is encouraged to fulfill this need by re-assessment of their course assignments and faculty specialty. Due the financial crisis in the CSU system, the APRC cannot recommend a tenure track position for this need. Rather than a new hire, the APRC recommends that Andreana Clay, who has experience in the arena of Social Movements and Social Change, and other professors in the department, create courses in this subject to fulfill the need in the undergraduate curriculum and share the teaching responsibility.
Students

Both the external review (Page 3) and the self-study (4-7) indicate that the sociology majors are positive about all aspects of their education. We support the faculty effort in recruiting a diverse student population by using Student Outreach Services to community colleges, and creating SOC 272 in the GE Segment IL The creation of another section of SOC I05, with the assistance of a new tenure track hire could increase the ability to meet the needs of the student majors and also recruit new students into the major. The APRC supports these efforts and understands the need for more faculty to extend recruitment and retention efforts.

The APRC also concurs with the external review (page!3) that student majors in sociology should be assigned to a faculty advisor when the major is declared and periodically monitored along their path to ensure a good match for their evolving interests.

Resources

Currently, the Department has one full time support staff to assist faculty in teaching preparation and to maintain Departmental administrative functions. Given the size of the both the faculty and students in the department, the Self Study recommended an "increase [in] office support staff to at least two full time equivalent positions" (Self-Study, p. 5-3). APRC is in support of this recommendation to assist the department in departmental administration, web maintenance, and support for faculty research. While the current budgetary situation may preclude such a position in the near term, the APRC supports this hire as an ongoing priority for the department.

The Self Study noted that "faculty have to share offices and are regularly forced to have more than one conversation taking place while someone else tries to read, write, or otherwise concentrate" (Self-Study, p. 5-3). In light of the impact that the current office allocations will clearly have on relationships with colleagues and students, as well as in conducting course preparation and research, the need for individual offices is vital. Consequently, the APRC strongly recommends that assignment of individual offices be a top priority for both the Department and the College. Nevertheless, in the near term, the APRC also concurs with the External Reviewers in recommending that faculty may need to take the initiative in "reconfiguring the utilization of current space" (External Review, p. 14).

With over 200 majors, the Department has intentionally increased enrollment in introductory courses while concurrently reducing enrollment core courses in order to increase instructional quality with regards to "written and oral communication skills as well as statistical literacy" (Self-Study, p. 5-6). As a result, workload demands on faculty have increased, particularly in regards to evaluating written assignments. Consequently, both the External Review and the Self Study recommended and the APRC concurs with the need to "develop a process for identifying graduate students" to assist Sociology faculty in evaluating course assignments."
To: Mari Fong  
Administrative Support Coordinator, Undergraduate Studies

From: Ed McCaughan, Chair  
Department of Sociology

Cc: John Elia, Associate Dean  
College of Health and Social Sciences  
Sociology & Sexuality Studies Department faculty members

Date: May 26, 2015

Re: Sociology Assessment Report

**Sociology Major Mission**: Provide students critical and reflexive perspectives with which to understand the world; develop the analytical, research, and compositional skills necessary to investigate, understand, analyze, explain, and improve the world around them.

**Sociology Major Learning Outcome Goals:**

<table>
<thead>
<tr>
<th>Measurable Learning Outcomes</th>
<th>Place in curriculum where outcome is addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand and identify the social origins and context of diverse individual and group experiences.</td>
<td>SOC 300 GW (Sociological Analysis ['gateway’ course]), 370 (Classical Theories), 371 (Contemporary Theories), 500 (Senior Seminar), 501/502 (Internship)</td>
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<td>2. Apply key concepts of sociological inquiry in social analysis. For some given social phenomenon, students will be able to: a. Construct a reasoned argument based on a theoretical perspective. b. Articulate the broader theoretical perspective, the social origins and limitations of that perspective, as well as alternative perspectives. c. Utilize this theoretical perspective to illuminate the social arrangements and lived experiences of people.</td>
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</table>
3. Collect and analyze information including empirical data, and develop appropriate interpretations directly from the analysis. Students will be able to:
   a. Conduct a literature review of relevant information.
   b. Construct an appropriate research design taking into account the research question, previous research, methodological concerns, and material constraints.
   c. Articulate clearly their research methods, their findings, and the conclusions drawn from those findings.

4. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality in the United States.

5. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality world-wide.

6. Develop English-language writing skills to effectively communicate sociological ideas; develop a critical awareness of one’s writing as a tool for communicating with and influencing one’s readers.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Course List</th>
</tr>
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<tbody>
<tr>
<td>3.</td>
<td>SOC 300 GW (Sociological Analysis), 392 (Introduction to Research Methods), 393 (Quantitative Analysis of Social Data), 394 (Sociological Field Methods), 500 (Senior Seminar), 503/504 (Research Internship)</td>
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Since the Department’s last report (July 2013), we have continued the approach to assessment begun in 2006-2007 by organizing periodic, in-depth discussions that involve the entire sociology faculty in evaluating our delivery of the curriculum in terms of the core learning objectives. We continued to concentrate on the integration of our sequenced core courses, with a particular focus on the relationship of SOC 300 GW to the subsequent courses. As follow-up to our 2013 report, in which we identified the absence of a specific writing SLO in our PLOs, we added SLO # 6 above.

In a process that took place over a series of two meetings and involved all of the tenured/tenure-track Sociology faculty and one of the long-term lecturers, instructors were asked the following:

1. Those who teach 300:
   a. Did you see any change in class dynamics in this first year of impaction?
b. Do you think it’s necessary to still require that students pass two sociology classes before taking SOC 300? Or should we eliminate that prerequisite.

c. Are you trying to anticipate what students will need to succeed in theory and methods by incorporating relevant concepts into your class?

d. Are there concepts or assignments you would like to see incorporated into the theory and methods courses to reinforce what you’re teaching in 300?

2. Those who teach 370/371:
   a. Are you seeing any change in class dynamics in this first year of impaction?
   b. Should we keep 300 as a prerequisite for theory?
   c. Are there concepts of assignments you would like to see incorporated into 300 that would help better prepare students for theory?
   d. Are you giving assignments that reinforce writing skills learned in 300?
   e. Are you trying to anticipate what students will need to succeed in methods by incorporating relevant concepts into the class?
   f. Are there concepts or assignments you would like to see incorporated into methods or the 500s to reinforce what you’re teaching in theory?

3. Those who teach 392:
   a. Do you think it is useful to keep theory as a prerequisite for 392? Or should we allow students to take them concurrently? (Keep in mind the projected enrollments in thinking through the enrollment management consequences of this question.)
   b. Are there concepts or assignments you would like to see in 300 or theory to help better prepare students for 392?
   c. Are you trying to anticipate what students will need to succeed in advanced methods?
   d. Are there concepts or assignment you would like to see incorporated into advanced methods or the 500 classes to reinforce what students are learning in 392?

4. Those who teach 393 and 394:
   a. How well prepared are students for these classes after completing 392?
   b. Should we keep 392 as a prerequisite for these courses?
   c. Are there concepts or assignments you would like to see incorporated into 392 (or theory) that would help prepare students for the advanced methods courses?
   d. Do you incorporate concepts or assignments that reinforce what students are learning in theory and introductory methods?

5. Those who teach 500, 501, 503:
   a. In what ways do you try to make this a “capstone” experience that provides opportunities for students to incorporate what they’ve learned in theory and methods?
   b. Are these courses functioning successfully as a capstone experience? If not, does it make sense to keep them as a requirement?
   c. How well prepared are students to take on what you ask of them in these courses?
d. Are there concepts or assignments you would like to see incorporated into 300, theory, and methods to better prepare them?

Findings from the discussions:

1. SOC 300 GW instructors reported finding somewhat improved writing skills in the first incoming cohort since impaction of the major was declared.

2. Instructors of the core courses that follow SOC 300 GW (theory, methods, senior seminar) varied in their assessment of students’ level of writing skills. Some found students demonstrating relatively strong writing skills by the time they were seniors. Others expressed concern about what they regard as the low level of writing by students who completed SOC 300 GW. This led to a discussion about what level of writing warrants a passing (“C-“) grade in SOC 300 GW, an issue about which there was not consensus. (See action item 1 below.)

3. All of the SOC 300 GW instructors reported trying to anticipate the work students will be expected to do in theory and methods by incorporating relevant reading and writing assignments in 300. However, we felt more could be done in subsequent classes to reinforce learning outcomes achieved in 300. (See action item 2 below.)

4. In general, faculty observed an improvement in the way students are building skills as they progress through the sequence of core courses. (See action item 3 below.)

5. With regard to the methods courses (392, 393, 394), some faculty reported that some of our students would like the chance to develop more specialized training in a particular technique, such as questionnaire design or the use of the “R” statistical packed used in social science research. Instructors agreed that we cannot adequately accommodate such requests within the current offerings but that we should develop ways of making such material available to those students who want it (see action item 4 below).

Action items:

1. In order to address the lack of consensus about what quality of writing warrants a passing grade in SOC 300GW and to better assist those students who are struggling in SOC 300 GW, it was agreed that all of the SOC 300 instructors, as well as the SOC 370 and 371 instructors, will meet in the middle of the Fall 2016 semester. They will collectively discuss the performance of students in 300 who are at risk of not passing in order to identify ways of helping the students improve their writing. This meeting will also strive to achieve some consensus about the standards we want to uphold in the department with regard to writing performance in SOC 300.

2. In order to further enhance the continuity within the curriculum from one course to the next, as well as allow students an opportunity to further develop their sociological writing skills, it was recommended that the theory instructors (370 and 371) consider incorporating into their class a writing assignment given to students in SOC 300. This would give students the opportunity to continue building on work they did the previous semester, as well as reinforce the learning of theoretical concepts introduced in 300.
3. We agreed to keep the current prerequisites within the core sequence (i.e., 300 before theory; theory before 392; and 392 before 393, 394, and 500), as those prerequisites do appear to contribute to better achievement of learning outcomes as the students’ progress through the sequence.

4. In order to address student demand for specialized methods training, the department will develop a series of 1-unit methods courses, starting with a course on the R statistical package and one on questionnaire design.
To: Linda Buckley, Associate Vice President
   Academic Planning and Educational Effectiveness

From: Ed McCaughan, Chair
   Department of Sociology

Cc: Alvin Alvarez, Associate Dean
   College of Health and Social Sciences
   Sociology & Sexuality Studies Department faculty members

Date: July 10, 2013

Re: Sociology & Sexuality Studies Department Assessment Report

Sociology Major Mission: Provide students critical and reflexive perspectives with which to understand the world; develop the analytical, research, and compositional skills necessary to investigate, understand, analyze, explain, and improve the world around them.

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| 2. Apply key concepts of sociological inquiry in social analysis. For some given social phenomenon, students will be able to:  
a. Construct a reasoned argument based on a theoretical perspective.  
b. Articulate the broader theoretical perspective, the social origins and limitations of that perspective, as well as alternative perspectives.  
c. Utilize this theoretical perspective to illuminate the social arrangements and lived experiences of people. | SOC 300 (Sociological Analysis ['gateway’ course]), 370 (Classical Theories) , 371 (Contemporary Theories), 500 (Senior Seminar), 501/502 (Internship), 503/504 (Research Internship) |
3. Collect and analyze information including empirical data, and develop appropriate interpretations directly from the analysis. Students will be able to:
   a. Conduct a literature review of relevant information.
   b. Construct an appropriate research design taking into account the research question, previous research, methodological concerns, and material constraints.
   c. Articulate clearly their research methods, their findings, and the conclusions drawn from those findings.

   SOC 300 (Sociological Analysis), 392 (Introduction to Research Methods), 393 (Quantitative Analysis of Social Data), 394 (Sociological Field Methods), 500 (Senior Seminar), 503/504 (Research Internship)

4. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality in the United States.

   SOC 300 (Sociological Analysis), Area 1 Electives, and sometimes SOC 500 (Senior Seminar), SOC 501/502 (Internship), and SOC 503/504 (Research Internship)

5. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality world-wide.

   SOC 300 (Sociological Analysis), Area 2 Electives, and sometimes SOC 500 (Senior Seminar), 501/502 (Internship), and 503/504 (Research Internship)

Since the Department’s last report, we have continued the approach to assessment begun in 2006-2007 by organizing periodic, in-depth discussions that involve the entire sociology faculty in evaluating our delivery of the curriculum in terms of the core learning objectives. Over the past several months, we concentrated on an issue identified in our previous report (point 2bi on page 3 of the June 2, 2011 report): “further explore how to better integrate the sequence of core courses by making sure certain key concepts are reinforced as students progress through the curriculum, leaving them better prepared for the final semester of advanced methods (SOC 393 or 394) and the culminating experience course (SOC 500, senior seminar, or SOC 501, the internship).”

In a process that took place over a series of three meetings and involved all of the tenured/tenure-track Sociology faculty and several of the long-term lecturers, instructors were asked to (1) identify the core sociological concepts that are emphasized in their core courses, and (2) share with one another the key learning objectives in each of the required core courses they teach and identify how those course-specific learning objectives related to the overall program learning objectives. We then discussed the individual reports, and I then compiled that information into the two documents appended to this report: one showing the variety of ways in which individual faculty members articulate course-learning objectives and core concepts in relationship to program SLOS, and one showing the frequency with which core concepts were identified (as a very rough indication of their importance to the overall curriculum). Those documents then served as the basis for an additional discussion, which proved useful in the following ways:
1. The exercise forced everyone to think more consciously and critically about how learning outcomes for our core courses are articulated and how they correspond to the program’s learning outcomes. For some instructors, this was the first time they had actually thought about how the course-specific SLOs related to the program SLOs.

2. As a result of the conversations, several faculty identified ways in which they would reformulate their course SLOs to make them more consistent with and relevant to the programs SLOs, and everyone was strongly encouraged to make these connections explicit in their syllabi, as a way of helping students more clearly understand the coherence of the program and the relationship of the core courses to one another and to the overall program, and as a tool for keeping instructors focused on how the content of their courses fits in with the overall curriculum.

3. Instructors were also encouraged to list the core concepts, as well as SLOs in their syllabus, again as a way of underscoring their importance for the teacher and the student.

4. We identified a glaring omission in the program SLOs, which were written before SOC 300 was reformulated as a GWAR class: we need a program SLO specifically related to writing. The SOC 300 instructors are going to work together to draft a new SLO about learning to write as a sociologist to add to the program objectives.

Appendix A and B below are the documents produced for this discussion.
## Appendix A (Course-Specific SLOs and Core Concepts)

### Course-Specific Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course/Instructor</th>
<th>Course SLOs</th>
<th>Key Concepts</th>
<th>Corresponding Program SLOs</th>
</tr>
</thead>
</table>
| 300/ Dumont       | • recognize and comprehend multiple, classical and contemporary statements of sociological thought;  
                   • be capable of applying sociological perspectives to their daily lives;  
                   • possess skills for critical analyses of identity as it functions in everyday life;  
                   • be critically aware of their writing as a tool for communicating with and influencing their readers | • Positivism  
                   • social facts  
                   • collective conscience  
                   • materialism  
                   • sociological imagination  
                   • global inequality and immigration  
                   • consumerism and the environment  
                   • interactionism  
                   • epistemological assumptions of qualitative sociology  
                   • short observations of “scenes”  
                   • presentation of self in everyday life  
                   • standpoint epistemology  
                   • women's perspective as a radical critique of sociology  
                   • poststructuralist sociology  
                   • identity as social construct  
                   • identity and inequality  
                   • persuasive writing as narrative  
                   • caring for your reader  
                   • personal writing tics  
                   • proofreading for multiple purposes  
                   • peer reviewing writing | 1  
                   2a  
                   2b  
                   2c |
| 300/ Sears        | • Explain and apply key sociological concepts  
                   • Write effective sociological papers  
                   • Read, understand and analyze sociological texts  
                   • Develop convincing sociological arguments  
                   • Describe sociological methods of inquiry | • Agency  
                   • Capitalism  
                   • Culture  
                   • Economic systems  
                   • Industrialization (incl. pre/post)  
                   • Institutions  
                   • Social construction  
                   • Social structure  
                   • Socialization  
                   • Sociological Imagination  
                   • Stratification  
                   • Active and Passive Voice  
                   • Argument and Evidence  
                   • Citation and reference  
                   • Critical thinking and analysis  
                   • Peer Feedback  
                   • Reading Sociological Research  
                   • Revision  
                   • Library research | 1  
                   2a  
                   3b |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 300/ Coker | class-inequality, critical thinking about sociological concepts and writing clearly and coherently in sociology. I teach them critical thinking skills by getting them to take an intersectionality approach that applies how race, gender, class, and sexuality interact over a historical trajectory as a system of power, inequality, and domination. | • Inequality  
• Class, race, gender, sexuality  
• Intersectionality  
• Power  
• Domination | 1  
2 partially  
4  
5 |
| 370/ Barbosa | An understanding of the importance of sociological theory; 
• A general idea of the major issues surrounding theory, e.g., sociology as science, theory and empirical evidence, background of theorists, canon vs. non-canon, etc.; 
• A broad view of the major historical forces or events that influenced the rise of sociology as a discipline, i.e., the Enlightenment, the Industrial Revolution, and colonialism; 
• An in-depth understanding of the main theories devised by classical sociological theorists and to what extent they remain relevant for the understanding of the | Major Ideas from the Enlightenment (Rationality vs. Religious Dogma, “Natural Laws,” Individualism, Progress, Freedom, Tabula Rasa, etc.)  
• Major Ideas Associated with the Industrial Revolution (Gemeinschaft vs. Gesellschaft, industrial capitalism, mechanization, migration.  
• Sociology as science= positivism vs. historical/social/cultural science (Weber)  
• Cause and effect  
• Deduction and induction  
**Durkheim:**  
• Social Facts  
• Division of Labor  
• Mechanical vs. Organic Solidarity  
• Anomie  
• Collective Consciousness/Representations  
• Social Attachments (Social Integration and Social Regulation)  
• Types of Suicide  
**Marx:** | 1  
2a  
2b  
2c  
4  
5 |
### Contemporary World

- Enough knowledge to allow them to compare the different classical theories or concepts covered in the course.

### Key Concepts

- Substructure vs. Superstructure
- Dialectics
- Stratification
- Class Conflict
- Surplus Value
- Commodification
- False Consciousness
- Class Consciousness
- Reification
- Alienation
- Pauperization

**Weber:**
- Verstehen
- Wealth, prestige, and power
- Social class, status groups, political party
- Protestantism and Capitalism: Predestination, asceticism, frugality, savings
- Idea Type
- Ideal Type of Bureaucracy
- Rationalization
- Irrationality of rationality
- Power vs. Authority
- Enchanting vs. Disenchanting

### 371/Clay

- Identify and understand a sample of works by contemporary (and a few classical) theorists
- Compare and contrast sociological thinkers
- Examine the socio-historical and intellectual context in which theories were developed
- Apply theories to contemporary society and your experience
- Develop a critical analysis of social history

### 392/Fields

- Describe the relationship between empirical social research and social theory
- Ask answerable sociological

### Fields

- Feminism and feminist sociology
- Methods and methodology
- Qualitative methods
- Quantitative methods

### References

1. a
2. b
2. c
4. 5
questions
• locate and synthesize existing research about a topic
• discuss ethical and feminist issues in social research
• identify and assess basic components of social research, including sampling and measurement
• select appropriate research designs
• begin gathering information using surveys, interviews, observation, and existing texts
• revise and edit written work
• plan and present a feasible student research project

• social interactions and conditions as mutually reinforcing
• unintended consequences

| 392/ Sears | Conduct and write a literature review
• Comprehend and critique sociological research articles
• Formulate sociological research questions
• Describe the “mechanics” of study design
• Discuss the social and political implications of study design
• Describe the strengths and weaknesses of different methods of data collection
• Describe the relationship between empirical sociological research and sociological theory
• Discuss research ethics
• Develop, present, and write a research proposal
• Revise written work

| Primary and Secondary Sources
• Scholarly vs. Non-Scholarly Sources
• Databases
• Search Terms
• Structure of research article
• Synthesis
• Causation
• Correlation
• Data
• Data collection methods
• Empiricism
• Error
• Ethics in research
• Generalizability
• Hypothesis testing
• Inductive/deductive reasoning
• Measurement
• Objective
• Probability
• Qualitative Analysis
• Quantitative Analysis
• Research question
• Research Designs
• Sampling
• Unit of analysis | 3a 3b |
<table>
<thead>
<tr>
<th>Course</th>
<th>Objectives</th>
<th>Additional Notes</th>
</tr>
</thead>
</table>
| 393/ Bettinger | - Understand the utility and limitations of quantitative information in examining social phenomena.  
- Be able to use elementary quantitative analytic tools and graphic displays (e.g. tables, charts, and maps) in sociological arguments. This includes the ability to critique journalistic uses of descriptive statistics and displays.  
- Be aware of major sources of quantitative social data and the uses of such data in government, civil society, and industry. | - Data  
- Variables  
- Descriptive statistics  
- Inferential statistics  
- Statistical significance  
- Central limit theorem  
- Probability  
- Generalizability  
- Hypothesis testing  
- Research and null hypothesis  
- P-value  
- Bivariate  
- Multivariate  
- Error  
- Regression  
- Correlation  
- Statistical control | 3b 3c |
| 393/ Martinez | - Differentiate between descriptive and inferential statistics  
- Describe the concept of statistical significance  
- Assess the circumstances in which certain statistics should and should not be used  
- Use SPSS to make predictions about a population based on a sample  
- Demonstrate the relevance of statistical techniques to substantive issues in the social sciences  
- Alleviate math anxiety by using easily accessible language and examples | - | 3b 3c |
| 394/ Fields | - Recognize the traditional role of field methods in empirical social research  
- Collect and analyze qualitative data systematically  
- Conduct a qualitative | - Feminism and feminist sociology  
- Methods and methodology  
- Qualitative methods  
- Social construction  
- Social interactions and conditions as mutually reinforcing  
- Unintended consequences | 2 3b 3c 4 |
| Course Code (Title) | Analysis of social ideas, institutions, and/or inequalities  
|---------------------|-----------------------------------------------------------------------------------------------------------------|
|                     | • recognize the demands and rewards of belonging to a diverse research community  
|                     | • explore and negotiate ethical and methodological challenges in field research  
|                     | • examine the relationship between qualitative research and systemic inequalities and injustice  
|                     | 500 (Class, Ethnicity, Gender)/McCaughan  
|                     | • the dynamics of social class, ethnicity, and gender in a global context  
|                     | • the particular dynamics of class, ethnicity, and gender in Latin America and Latino communities in the U.S.  
|                     | • forms of resistance to the inequalities and injustices associated with class, ethnicity, and gender  
|                     | • the potential role of the arts in collective efforts to foster social change  
|                     | • the use of qualitative methods and visual sociology to document and understand the social dynamics of class, ethnicity, gender, and resistance  
|                     | 500 (Social Change [Art & SC])/McCaughan  
|                     | • the relationship of art to processes of social change  
|                     | • art as a social process and product  
|                     | • art as a social phenomenon embedded in social structures of inequality  
|                     | • art as an expression of collective identity  
|                     | 500 (Class, Ethnicity, Gender)/McCaughan  
|                     | • Class, race, ethnicity, gender, and sexuality as social structures and as identities  
|                     | • Intersectionality  
|                     | • Capitalist world-economy  
|                     | • Colonialism  
|                     | • Imperialism  
|                     | • Hegemony/counter hegemony  
|                     | • Agency  
|                     | • Social movements  
|                     | • Cultural politics  
|                     | • Alternative ways of knowing  
|                     | • Qualitative methods  
|                     | • Visual sociology  
|                     | 500 (Social Change [Art & SC])/McCaughan  
|                     | • Capitalism/commodification  
|                     | • Class, race, ethnicity, gender, and sexuality as social structures and as identities  
|                     | • Identity formation  
|                     | • Regimes of representation  
|                     | • Intersectionality  
|                     | • Hegemony/counter hegemony  
|                     | • Agency  
|                     | • Social movements  
|                     | • Cultural politics  
|                     | • Alternative ways of knowing  
|                     | • Qualitative methods  
|                     | • Visual sociology  
|                     | 1, 2, 3 (partially), 4, 5
Appendix B
Frequency with which Sociological Concepts were identified in core curriculum

<table>
<thead>
<tr>
<th>Sociological concepts in order of frequency</th>
<th>Frequency</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inequality/stratification</td>
<td>6</td>
<td>300, 370, 500</td>
</tr>
<tr>
<td>Qualitative sociology/methods</td>
<td>6</td>
<td>300, 392, 394, 500</td>
</tr>
<tr>
<td>Social construction</td>
<td>5</td>
<td>300, 394, 500</td>
</tr>
<tr>
<td>Feminism/women’s perspectives</td>
<td>4</td>
<td>300, 371, 392, 394</td>
</tr>
<tr>
<td>Capitalism</td>
<td>4</td>
<td>300, 370, 371, 500</td>
</tr>
<tr>
<td>Quantitative methods</td>
<td>4</td>
<td>300, 392, 393</td>
</tr>
<tr>
<td>Race/racialization</td>
<td>4</td>
<td>300, 500</td>
</tr>
<tr>
<td>Sex/gender/gendering</td>
<td>4</td>
<td>300, 500</td>
</tr>
<tr>
<td>Intersectionality</td>
<td>4</td>
<td>300, 371, 500</td>
</tr>
<tr>
<td>Global inequality</td>
<td>3</td>
<td>300, 500</td>
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<tr>
<td>Interactionism</td>
<td>3</td>
<td>300, 392, 394</td>
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<tr>
<td>Agency</td>
<td>3</td>
<td>300, 500</td>
</tr>
<tr>
<td>Culture/cultural politics</td>
<td>3</td>
<td>300, 500</td>
</tr>
<tr>
<td>Social structure</td>
<td>3</td>
<td>300, 500</td>
</tr>
<tr>
<td>Hegemony/counter hegemony</td>
<td>3</td>
<td>371, 500</td>
</tr>
<tr>
<td>Colonialization/colonialism</td>
<td>3</td>
<td>371, 500</td>
</tr>
<tr>
<td>Positivism</td>
<td>2</td>
<td>300, 370</td>
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<tr>
<td>Social facts</td>
<td>2</td>
<td>300, 370</td>
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<tr>
<td>Collective conscience/consciousness</td>
<td>2</td>
<td>300, 370</td>
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<tr>
<td>Sociological imagination</td>
<td>2</td>
<td>300</td>
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<tr>
<td>Industrialization/industrial capitalism</td>
<td>2</td>
<td>300, 370</td>
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<tr>
<td>Performativity</td>
<td>2</td>
<td>300, 371</td>
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<td>Power</td>
<td>2</td>
<td>300, 370</td>
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<tr>
<td>Deduction/induction</td>
<td>2</td>
<td>370, 392</td>
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<tr>
<td>Unintended consequences</td>
<td>2</td>
<td>392, 393</td>
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<td>Error</td>
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<td>Generalizability</td>
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<td>Hypothesis testing</td>
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<td>392, 393</td>
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<td>Probability</td>
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<td>392, 393</td>
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<tr>
<td>Variables</td>
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<td>392, 393</td>
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<tr>
<td>Imperialism</td>
<td>2</td>
<td>500</td>
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<tr>
<td>Social movements</td>
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<td>500</td>
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<tr>
<td>Visual Sociology</td>
<td>2</td>
<td>500</td>
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</table>
MEMORANDUM OF UNDERSTANDING
SAN FRANCISCO STATE UNIVERSITY
SOCIOLOGY

Introduction
The San Francisco State University Department of Sociology, housed in the College of Behavioral and Social Sciences, offers a B.A. degree in Sociology. The department undertook a self-study of its program, which was followed by an external review by two reviewers and an internal review by the Academic Program Review Committee of the Academic Senate. In the APRC Report, the department was commended for its systematic assessment endeavors. In addition, APRC joined the external reviewers in "applauding the department's attention to the curricular integrity of their course offerings and a curricular framework that is clearly consistent with professional standards." The external reviewers themselves noted that the University should "consider using Sociology as a model of how to...improve students' competency in writing."

Action Plan
Based on the outcome of academic program review, and of discussions resulting from this review, the Department of Sociology will take the following actions:

Curriculum
1. Review the undergraduate curriculum to determine the adequacy of its course work focusing on qualitative methods, quantitative methods, and contemporary theory and its attention to cultural sociology, social movements, and the sociology of organization, and to engage in curricular revision as appropriate
2. Identify courses with relevant sociological content in cognate departments for possible cross-listing in areas the department currently is unable to staff.
3. Resources permitting, provide more opportunities for students to engage in community service learning
4. Continue to focus on the assessment of student learning outcomes including, but not limited to, writing skill development
5. Explore the possibility of utilizing the existing M.A. in Social Science to offer graduate students a sociological focus on issues of social justice

Faculty
6. Attempt to secure approval for a faculty position for Fall 2006 in an area to be specified in consultation with the Dean, in light of the approval of a search for Fall 2005 in the area of social inequality and social change.

Students
7. Engage in more outreach activities both on- and off-campus to recruit additional students, and especially students of color, to the undergraduate program
8. Provide more support and assistance to students in developing their writing skills
9. Improve the access of majors to advising by assigning each one of them to an advisor when they start in the program

Resources
10. Provide access to computing equipment for lecturers
11. Discuss with the dean the possibility of dividing existing offices to make space for individual offices for full-time faculty
12. Work with cognate departments to identify graduate students in other programs who might be able to provide assistance to Sociology faculty and students

Resource Needs
The Dean and the Provost acknowledge the following resource requests from the Department of Sociology. These requests will be considered as part of the standard budget process:
1. Released-time for faculty to develop a graduate curriculum within the M.A. in Social Science and to coordinate community service learning endeavors
2. A new faculty position for Fall 2006 as specified in the Faculty section above
3. Continued funding for a part-time writing tutor
Provost's Statement

The following statement from Provost John Gemello is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably [if at all] beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Behavioral and Social Sciences and the Department of Sociology must look at their ability to continue to offer the full array of current programs and emphases over the next several years.”

Authorization

We hereby approve this Memorandum of Understanding:

John Gemello, Provost and
Vice President, Academic Affairs

Joel Kassiola, Dean
College of Behavioral and Social Sciences

Luiz Barbosa, Chair
Department of Sociology

[Signatures]

Date: 4/6/05
Date: 4/6/05
Date: 4/6/05
Appendix 4: Program Learning Objectives  
Department of Sociology (Revised 2017)  

Upon receiving their BA in sociology, students will be able to:

<table>
<thead>
<tr>
<th>New PLOs</th>
<th>Skills</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>KNOWLEDGE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Describe the social, political, economic, and cultural forces that shape everyday life, including the processes and possibilities of social change. | Knowledge acquisition  
Building sociological perspective | The whole core |
| 3. Describe the intersections of race, class, gender, sexuality and disability in local, national and global contexts | Knowledge acquisition  
Building sociological perspective | Area 1 and 2 |
| 4. **RESEARCH SKILLS** | | |
| 5. Utilize both innovative and traditional techniques that sociologists use in the research process and in data analysis | Statistical analysis  
Coding  
Learning analysis software | Soc 392/393/394  
Soc 503/504 |
| Conduct research on sociological issues using library databases to identify primary and secondary sources. | Library research | SOC 300/392/500 |
| **COMMUNICATION** | | |
| 7. Effectively communicate sociological ideas through clear professional writing and oral communication. | Written communication  
Verbal communication | The whole core |
| **APPLICATION** | | |
| 9. Utilize sociological knowledge and insights to contribute to activist and community organizations. | Verbal communication  
Becoming a public sociologist | SOC 501/02 |
| 10. Utilize sociological knowledge and insights to contribute to professional sociological research projects. | | SOC 503/04 |
Welcome to the Department of Sociology

Teagle Final Report, 2016-17
Alexis Martinez and Clare Sears
Sociology Program, Department of Sociology and Sexuality Studies

I. Introduction
The Sociology program received Teagle funding for 2016-17 to engage in a multi-stage process of revising its curriculum, which was last updated in 1997. Two tenured faculty in Sociology, Alexis Martinez and Clare Sears, led the efforts throughout the year. In this report, we reflect upon our process and accomplishments, as well as the challenges that we encountered. We also attach our revised mission statement and program learning objectives (PLOs) as appendices.

II. Process and Accomplishments
In Fall 2016, we began the curriculum change process by revising the Sociology Mission statement. To keep department faculty engaged in our efforts and updated on our progress, we set aside 20 minutes of monthly faculty meetings. We engaged Sociology faculty in a conversation about what we collectively liked and didn't like about our existing Mission statement. We incorporated faculty feedback and finalized a new Mission statement that was posted on the Sociology website during the Fall semester (see appendix A).

Following our work on the Mission statement, Sociology faculty supported our efforts to move forward and make changes to the program learning objectives (PLOs), using the step-by-step process outlined during the Teagle cohort meetings. In subsequent faculty meetings, we elicited feedback about current PLOs and reviewed Sociology alumni data, with the goal of planning and hosting a one-day retreat that would finalize PLOs and produce changes to the Sociology curriculum. We drafted a new working set of PLOs to present at the retreat, where they were discussed, edited, and approved (see appendix B).

In early Spring, we held a successful one day retreat on campus. In addition to TT faculty, three full time lecturers in Sociology attended the retreat and were paid $250 for their time. During the retreat, tenured, tenure-track, and full-time lecturers approved new PLOs, aligned these PLOs to core and elective courses, and worked in small groups to generate ideas for curricular change. Discussion of curricular changes were facilitated by Amy Kilgard, faculty in the Department of Communications. The retreat culminated in a series of proposed short-term, medium-term and long-term changes to the Sociology undergraduate curriculum. Short-term changes will be implemented in Fall 2017 and will shorten the sequence of required core courses from four semesters to three semesters. Medium-term changes will take place in Fall 2018 and long-term changes will take place...
in Fall 2019. At the retreat, we formed a new Sociology curriculum committee to lead curriculum change activities; four faculty, including one full time lecturer, volunteered to serve on this committee. As part of its duties, the curriculum committee will develop a new roadmap for majors as proposed changes are implemented. In addition to substantive curriculum changes, the retreat inspired our Chair and executive committee to commit to holding yearly retreats, a first for our department.

Here is a summary of the changes we made at the faculty retreat.

**Short-term (Fall 2017):**
1. Relax the theory and methods sequence to allow concurrent enrollment in SOC 392 (Introduction to Research Methods) and SOC 370/71 (Classical Theories of Society / Contemporary Theories of Society)
2. Revisit all syllabi to improve oral communication throughout curriculum

**Medium-term (Fall 2018):**
3. Review and revise SOC 300 GW (Sociological Analysis GWAR) to narrow its scope
4. Eliminate the Area 1 (Inequalities in the United States) and Area 2 (Global Inequalities) structure for elective courses and create new concentrations for students
5. Create a professional development class for undergraduates, early in the major
6. Consider reducing the units of core courses from 4 to 3 (SOC 300, SOC 370/371, SOC 392, SOC 393/394)

**Long-term (Fall 2019):**
7. Revisit the sequencing of the introductory and advanced methods courses (SOC 392, 393, 394)

III. Challenges
Although the Teagle process produced meaningful changes, we encountered several unanticipated obstacles to our work, which our department will address as we move forward. First, we discovered that the department lacks a formal governance structure. Specifically, we do not have by-laws or an official process for collective decision-making. This became a problem when we wanted to vote on curriculum changes proposed at the retreat. To address this in the short-term, we decided to implement changes pending a department wide electronic vote of TT faculty and full-time lecturers; the vote took place in May, with a clear majority approving the changes. To address this challenge going forward, we agreed to create a by-laws committee in Fall 2017 that will be responsible for drafting department by-laws, including decision-making procedures.

Second, the Teagle process highlighted department-wide confusion about the relationship between our two programs (Sociology, Sexuality Studies). The confusion dates back to 2012, when our department underwent a significant organizational change, and Sexuality Studies merged with Sociology to become a single department. Administratively, we
function as one department and faculty from both programs attend the same monthly faculty meetings. However, the two programs are distinct: the Sociology program offers an undergraduate major degree and minor, whereas the Sexuality Studies program offers an interdisciplinary master’s degree and undergraduate minor. The blurred boundary between programs became a problem at the retreat, as confusion arose over which faculty should attend and make decisions about curriculum change. As the retreat organizers, we assumed that only Sociology faculty and lecturers would participate in the retreat because it focused on the Sociology undergraduate curriculum. However, this led some Sexuality Studies faculty to feel uncertain about their place in the department and raised questions about the crossover of teaching and advising labor by faculty in each program. For example, a senior faculty in Sociology proposed changes to the program’s methods courses with the assumption that Sexuality Studies faculty would be able to teach these courses, if needed. Overall, we recognized there is confusion among Sociology and Sexuality Studies faculty about the boundaries between programs, which the department plans to address during the next year.

Finally, we encountered some unexpected resistance to curriculum change among several senior faculty members, which primarily manifested in a lack of engagement at the retreat. Three senior faculty who actively teach in the Sociology program chose not to attend the full retreat, citing multiple reasons that included previous engagements, heavy end of semester workload, and lack of commitment to the future of the Sociology program. Two of the faculty did not make their intentions known until the day of the retreat, which required us to make changes to pre-planned small working groups and recalibrate our expectations. Their lack of engagement and attendance surprised us, as well as our new tenure track faculty. Subsequent discussions about the retreat in our final May meeting further exposed resistance among some senior faculty. We plan to address this challenge in Fall 2017.
APPENDIX A: MISSION STATEMENT

REVISED MISSION STATEMENT

Welcome to the Department of Sociology and Sexuality Studies

The Program of Sociology at SF State is committed to critical analysis of societies, with particular emphasis on inequalities, injustices, and processes of social change. Our primary mission is to provide students with the theoretical and methodological skills needed to better understand, critique, and contribute to the worlds in which they live. The sociology major prepares students for a broad range of career paths, including employment in community-based organizations, local governments, human service agencies, and research settings. The major also provides students with a foundation to successfully pursue graduate work in multiple areas, including sociology, social work, public health, public administration, counseling, law, sexuality studies, and other fields.

The Sociology faculty are engaged teachers, scholars and activists. We offer students the opportunity to study in small class environments, in many areas of sociology, including globalization; the environment; immigration; political economy; popular culture; race, class, gender and sexuality; LGBT studies; health and illness; deviance and social control; Native American studies; youth; social movements; and social change. Faculty use diverse theoretical and methodological approaches, including queer of color critique, poststructuralist theory, quantitative analysis, ethnography, oral history, and archival research, to produce scholarship for academic and community audiences. In addition to studying U.S. societies, students can study transnational sociology, benefitting from faculty expertise on Brazil, Mexico and the Philippines. Sociology faculty help students to develop strong writing skills and to become resources for one another. Faculty also support Project Rebound, which assists formerly incarcerated students in their journey through San Francisco State University.

After completing a Bachelor of Arts in Sociology, students will have developed:

- understanding of the relationship between individual life chances and broader societal structures – an ability that sociologist C. Wright Mills famously termed the “sociological imagination.”
- knowledge of the social, political, economic, and cultural forces that shape everyday life, as well as the processes and possibilities of social change.
- awareness of the intersections of race, class, gender, sexuality and disability in local, national and global contexts,
- skills in using both innovative and traditional techniques of analysis and empirical investigation
- abilities to communicate effectively their sociological knowledge and insights to a broad range of audiences

PREVIOUS MISSION STATEMENT

The mission of the Department of Sociology is to provide our students with the abilities necessary to explore systematically the connections between people and their social worlds in order to better understand the social, political, and cultural context in which problems develop and changes occur. The development of new technologies and the opportunities they bring, changes in personal relationships and public life, increased diversity in our communities, the globalization of a broad spectrum of human endeavors all bring with them both exciting possibilities for reconstructing society, and serious potential pitfalls. Studying the impact of such societal changes and seeking to develop strategies to influence and respond to them is the goal of Sociology.
APPENDIX B: PLOS

REVISED PLOS

Upon receiving their BA in sociology, students will be able to:
1. Describe social, political, economic, historical, and cultural forces that shape everyday life
2. Describe processes and possibilities of social change
3. Describe the intersections of race, class, gender, sexuality, disability, and other categories of difference, in local, national and global contexts, both historically and currently
4. Use innovative, interdisciplinary, and traditional sociological research techniques to pose and answer sociological questions
5. Navigate sociological issues using a range of primary and secondary sources
6. Critically assess the quality of information presented in academic and non-academic sources
7. Effectively communicate sociological ideas through clear professional writing
8. Effectively communicate sociological ideas through oral expression
9. Put sociological knowledge to work in research, activist, and/or community settings

PREVIOUS PLOS

After completing a Bachelor of Arts in Sociology, students will have:
• Developed a critical consciousness of the social, political, economic, and cultural contexts of the social world and the processes and possibilities of social change
• An understanding of how these issues and experiences apply to negotiating urban life in a time of increasing diversity, of expanding globalization and rapidly advancing technology
• An appreciation of the differences in perspectives in our diverse communities and how these are informed by differences in their life experiences and positions in the social structure
• Developed skills in using both innovative and traditional techniques of analysis and empirical investigation and in communicating effectively their knowledge and sociologically informed insights to a broad range of audiences.
Appendix 6: Bachelor of Arts in Sociology

**Major Requirements**

**Required Courses**

- SOC 300 GW  Sociological Analysis GWAR (SOC 300 GW is a prerequisite for all other required courses in the major)  4
- SOC 370  Classical Theories of Society or  4
- SOC 371  Contemporary Theories of Society  4
- SOC 392  Introduction to Research Methods  4
- SOC 393  Quantitative Analysis of Social Data or  4
- SOC 394  Sociological Field Methods
- SOC 500  Senior Seminar or  3
- SOC 501  Internship: Applied Sociology (2) and  4
- SOC 502  Internship Seminar: Applied Sociology (1)

Total Required Courses  19

**Sociology Electives**

In fulfilling the elective requirements students must complete at least one course from each of the following two areas*

**Area 1: Inequalities in the United States**

- SOC 272  Social Inequality: Poverty Wealth, and Privilege  4
- SOC 330  Comparative Race and Ethnicity in the US: Class Gender, and Nation  3
- SOC 362  The Social Construction of Deviance and Conformity  4
- SOC 400  Variations in Human Sexuality  3
- SOC 455  Punishment and Social Control  3
- SOC 467  Lesbian, Gay, Bisexual, Transgender, and Queer Cultures and Society  4
- SOC 468  Social Aspects of Human Sexuality  4
- SOC 469  Gender and Society  4
- SOC 490  Sociology of Popular Culture  4

**Area 2: Global Inequalities**

- SOC 461  Ethnic Relations: International Comparisons  4
- SOC 471  Societal Change and Development  4
- SOC 477  Environmental Sociology  3
- SOC 480  City in a Global Society  4
- SOC 481  Sociology of Brazil  3
- SOC 482  Global Immigration and Immigrants  3
- SOC 483  Global Sociology  4
- SOC 645  Identities, Inequalities & Struggles in Latin America  3

Total Number of Units for Electives: 23-24

Total Number of Units for Major: 42-43

*The remaining units may include additional courses from these areas, 3-4 upper-division units outside sociology upon approval of a sociology advisor and any other course with a sociology prefix including SOC 105, SOC110, SOC 200, SOC 245 and courses taken at other institutions.

Please note that the Department of Sociology accepts up to 12 lower-division units as electives toward the major. These units can be transferred credits or taken at SFSU, including SOC 105 and SOC 245. Students must have a total of 30 upper-division units toward the major.

The department strongly encourages students interested in pursuing an MA or PhD in Sociology to take both SOC 370 and 371 and all three methods courses (SOC 392, 393, and 394).
Appendix 7: DEPARTMENT OF SOCIOLOGY SUGGESTED PROGRAM FOR TRANSFER STUDENTS

Below is a suggested graduation plan for transfer students majoring in Sociology and who have completed all GE Segment I requirements, including ENG 214 equivalents at community colleges and/or other institutions. The completion of Segment I should be indicated in the Degree Audit Report (DARS) and/or Advanced Standing Evaluation. The DARS is available online at www.sfsu.edu and the Advanced Standing Form is mailed to students early during their first semesters at SFSU.

Important Perquisites for Sociology Courses

English 214: All upper-division sociology courses (i.e. SOC 300 and above) requires successful completion of English 214 or its equivalent. One cannot enroll in Sociology 300 before successfully completing ENG 214.

Students have to have completed one SOC course before enrolling in SOC 300GW.

SOC 370, 371, 392: SOC 500 and SOC 501/2 and SOC 503/4 require successful completion of SOC 370 or 371 and SOC 392.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 300 Sociological Analysis</td>
<td>SOC 370 or 371</td>
</tr>
<tr>
<td>Sociology Area II Inequalities in the U.S.</td>
<td>Classical or Contemporary Theories of Society</td>
</tr>
<tr>
<td>Segment III</td>
<td>Sociology Area II Global Inequalities</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Sociology Elective</td>
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</tbody>
</table>
Appendix 8: Roadmap for Transfer Students

B.A. in Sociology  2017-2018

This is a sample roadmap for students who transfer to San Francisco State University in 2017-2018 with an AA-T in Sociology with 60 units in transfer. 12 units in the major and all lower division GE requirements have been satisfied.

1st Semester at S.F. State

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History or University Elective (if US History met in transfer)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>UD GE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Required Course, also satisfies University UD Written English Proficiency/GWAR</td>
<td>SOC 300GW 1-3</td>
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</tr>
<tr>
<td>Major Elective Area I</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>University Elective or Written English Proficiency (if 2nd year composition not met in transfer)</td>
<td>ENG 214 if required 1-2</td>
<td>3</td>
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Semester Units Total: 16-17

2nd Semester at S.F. State

<table>
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<tr>
<th>Requirement</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>US Government &amp; California or University Elective (if US Government &amp; California met in transfer)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>UD GE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Required Course</td>
<td>SOC 370 or SOC 371</td>
<td>4</td>
</tr>
<tr>
<td>Major Elective Area II</td>
<td></td>
<td>3-4</td>
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</table>

Semester Units Total: 13-14

3rd Semester at S.F. State

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD GE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Required Course</td>
<td>SOC 392</td>
<td>4</td>
</tr>
<tr>
<td>Major Upper Division Elective on advisement</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>University Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Semester Units Total: 16-17

4th Semester at S.F. State

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Required Course</td>
<td>SOC 393 or SOC 394</td>
<td>4</td>
</tr>
<tr>
<td>Major Required Course</td>
<td>SOC 500 OR SOC 501 and SOC 502 OR SOC 503 and SOC 504</td>
<td>3</td>
</tr>
<tr>
<td>Major Upper Division Elective on advisement</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>University Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td></td>
<td>0-3</td>
</tr>
</tbody>
</table>

Semester Units Total: 13-17

Notes:
1. One cannot enroll in Sociology 300 before successfully completing ENG 214.
2. If ENG 214 or equivalent is not completed prior to transfer, it will take a minimum of 5 semesters to complete degree requirements because this course is a prerequisite to SOC 300GW.
3. Students have to have completed one SOC course before enrolling in SOC 300GW.

To Do at SF State:
Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

University wide requirements: 9-18 units
- ENG 214 (3 units) if not completed prior to transfer
- American Institutions (6 units): US History, US Government, California State and Local Government requirements if not completed prior to transfer
- Upper division GE (9 units)
- Students entering this major with the AA-T in Sociology are not required to fulfill university Overlay requirements. Fulfillment of Complementary Studies for the major is required only if these courses are included in the minimum units required for the major. Consult with a department advisor.

Sociology major: 30-31 units [SOC 105, SOC 110, SOC 200, SOC 245 met in transfer.]
- Required Courses (19 units): Note that there is a 4-semester sequence for required courses: 1) SOC 300GW, 2) SOC 370 or 372, 3) SOC 392, and 4) SOC 393 or 394 plus SOC 500 or SOC 501 and SOC 502 or SOC 503 and SOC 504
- Elective Courses: one course from Area I and one course from Area II (6-8 units)
- Remaining Electives (6-8 units): May be chosen from Areas I or II; also, 3-4 upper division units outside of SOC prefix may be taken upon approval of department advisor.

University electives: 11-21 units depending on the number of units transferred, course choices made at the community college, and how transferred units are applied to the requirements above. When choosing University electives, consider the graduation requirement of a minimum of 40 upper division units.

This roadmap is a sample pathway. Check with a major advisor regarding the most appropriate course sequence for you.
Appendix 9: SOC/GE Courses

SOC Courses that count towards General Education

Lower-division GE Area D:

SOC 105 Sociological Perspectives (D1)
SOC/USP 200 Changing Cities (D1, SJ)
SOC 245 Social Problems (D1, SJ)
SXS/SOC 110 Sexuality in Society (D1, SJ)

Upper-division GE UD-D:

SOC/RRS 330 Comparative Race and Ethnicity in the U.S.: Class, Gender, and Nation (UD-D, AERM, SJ)
SOC/RRS 410 Grassroots Organizing for Change in Communities of Color (UD-D, AERM, SJ)
SOC 477 Environmental Sociology (UD-D, ES, GP)
SOC 464 Families and Society (UD-D)
SOC 469 Gender and Society (UD-D)
SOC 483 Global Sociology (UD-D, GP)
SOC/SXS/PSY 400 Variations in Human Sexuality (UD-D, SJ)
SOC/LTNS/RRS 580 Educational Equity (UD-D, AERM, SJ)
## Table 1: What are the graduation rates of students in the program?

<table>
<thead>
<tr>
<th>Year</th>
<th>Sociology Four Year Graduation Rates (Program)</th>
<th>Sociology Four Year Graduation Rates (College)</th>
<th>Sociology Four Year Graduation Rates (University)</th>
<th>Sociology Six Year Graduation Rates (Program)</th>
<th>Sociology Six Year Graduation Rates (College)</th>
<th>Sociology Six Year Graduation Rates (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>14.8%</td>
<td>7.2%</td>
<td>12.7%</td>
<td>59.3%</td>
<td>37.7%</td>
<td>45.5%</td>
</tr>
<tr>
<td>2008</td>
<td>26.5%</td>
<td>12.0%</td>
<td>14.9%</td>
<td>55.9%</td>
<td>47.6%</td>
<td>49.7%</td>
</tr>
<tr>
<td>2009</td>
<td>18.8%</td>
<td>14.5%</td>
<td>18.3%</td>
<td>43.8%</td>
<td>46.7%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>

## Table 2: Courses in the program

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum?</th>
<th>Why were these courses chosen for GE by the department?</th>
<th>How does the program assess their effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>blank</td>
<td>blank</td>
<td>blank</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Each of these courses are ones that are attractive to non- Sociology majors and also applicable to students’ everyday lives</td>
<td>We have not developed a plan for assessing the effectiveness of GE courses, up to this point. We have been focused on the core/required courses and impaction.</td>
</tr>
<tr>
<td>SOC 200/USP 200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 245</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 110/SOC 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTNS 580/RRS 580/SOC 580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRS 330/SOC 330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRS 410/SOC 410</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 477</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 464</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 469</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 483</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 400/PSY 450/SOC 400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Identify how often, when, and where required courses are offered, including GWAR courses.

<table>
<thead>
<tr>
<th>How often?</th>
<th>When (Semester)?</th>
<th>When (Weekly)</th>
<th>Where?</th>
<th>Enrollments for the last 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>blank</td>
<td>blank</td>
<td>blank</td>
<td>blank</td>
<td>blank</td>
</tr>
<tr>
<td>Fall, Spring</td>
<td>Fall, Spring</td>
<td>Monday-Friday</td>
<td>On-campus, online</td>
<td>Spring 2014 536</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2014 368</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2015 368</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2015 368</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2016 319</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2016 306</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2017 285</td>
</tr>
</tbody>
</table>
Table 5: Identify courses that are required in your program but are offered by other departments.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
<th>How are your students’ needs communicated to the departments who teach the courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 420/SOC 420</td>
<td>ANTH</td>
<td>Fall</td>
<td>typically at or just under cap of 30</td>
<td>we have conversations every year or every other year and/or when the course is introduced that addresses our needs. We also regularly look at and update syllabi (for all listed courses)</td>
</tr>
<tr>
<td>LABR 552/SOC 552</td>
<td>LABR</td>
<td>Fall, Spring</td>
<td>full, at 45</td>
<td></td>
</tr>
<tr>
<td>LABR 553/SOC 553</td>
<td>LABR</td>
<td>Fall, Spring</td>
<td>full, at 45</td>
<td></td>
</tr>
<tr>
<td>LABR 554/SOC 554</td>
<td>LABR</td>
<td>Fall, Spring</td>
<td>full, at 45</td>
<td></td>
</tr>
<tr>
<td>LABR 555/SOC 555</td>
<td>LABR</td>
<td>Fall, Spring</td>
<td>full, at 45</td>
<td></td>
</tr>
<tr>
<td>LTNS 580/RRS 580/SOC 580</td>
<td>LTNS</td>
<td>Fall, Spring</td>
<td>full, every semester, at 45</td>
<td></td>
</tr>
<tr>
<td>SOC 451/C J 452</td>
<td>CJ</td>
<td>Fall, Spring</td>
<td>full, when offered</td>
<td></td>
</tr>
<tr>
<td>SOC 452/C J 470</td>
<td>CJ</td>
<td>Fall, Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 11: List of Tenure/Tenure Track Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Rank</th>
<th>Year Hired</th>
<th>Year Retired</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luiz Barbosa</td>
<td>Professor</td>
<td>1993</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Chris Bettinger</td>
<td>Associate Professor</td>
<td></td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Christopher Carrington</td>
<td>Associate Professor</td>
<td>2001</td>
<td>current</td>
<td>SXS Undergraduate Advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andreana Clay</td>
<td>Associate Professor</td>
<td>2004</td>
<td>current</td>
<td>Department Chair (2015-present)</td>
</tr>
<tr>
<td>Clay Dumont</td>
<td>Professor</td>
<td>1993</td>
<td>current</td>
<td>Retiring May 2018</td>
</tr>
<tr>
<td>Jessica Fields</td>
<td>Professor</td>
<td>2001</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SXS Grad Coordinator 2013-2017</td>
</tr>
<tr>
<td>Valerie Francisco-Menchavez</td>
<td>Assistant Professor</td>
<td>2016</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Karen Hossfeld</td>
<td>Associate Professor</td>
<td>1991</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Allen LeBlanc</td>
<td>Professor</td>
<td>2007</td>
<td>current</td>
<td>Interim Director Health Equity Institute 2017-present</td>
</tr>
<tr>
<td>Alexis Martinez</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td>SXS Graduate Coordinator 2017-present</td>
</tr>
<tr>
<td>Marla Ramirez</td>
<td>Assistant Professor</td>
<td>2016</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>Clare Sears</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12: Faculty CVs
Luiz C. Barbosa, Ph.D.

July 2017

Department of Sociology
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
E-mail: lbarbosa@sfsu.edu

Education:
B.S., Psychology, Southeast Missouri State University, 1982.

Employment:
Professor, Department of Sociology, San Francisco State University, 2000-present
Department Chair, Department of Sociology, San Francisco State University, 2003-2006.
Associate Professor, Department of Sociology, San Francisco State University, 1995-2000.
Assistant Professor, Department of Sociology, San Francisco State University, 1991-1995.
Assistant Professor, Department of Sociology, Drew University, 1989-1991.
Instructor, Department of Sociology, University of Washington, 1988-1989.

Committees, Honors and Awards:
SFSU University Tenure and Promotion Committee, 2012-2014; 2014-2016
SFSU Leave With Pay Award, Fall 2013
SFSU Leave With Pay Committee, 2011
SFSU Leave With Pay Award, Spring 2007
SFSU School of Behavioral and Social Sciences (BSS) Dean’s Senior Faculty Award, Spring 2006.
SFSU International Program’s Grant to Internationalize the Program, Fall 2001
SFSU President’s Research Grant, 1999

SFSU Leave With Pay Award, Spring 1998
Drew University Summer Research grant, 1990
Best Graduate Student of the Year, Department of Sociology, University of Oklahoma, 1985.
Board of Regents' International Scholarship, Southeast Missouri State University and the Institute of International Education, 1979-1982

Fields of Specialization:
Political Economy of the World-System/Global Sociology
Environmental Sociology
Social Change and Development
Comparative Race and Ethnic Relations Latin America

Courses Taught:
Global Sociology
Environmental Sociology
Ethnic Relations: International Comparisons
Classical Sociological Theory
Global Immigration and Immigrants Societal Change and Development Introductory Sociology
National Development Sociology of Brazil
Publications

Books


Book Chapters


“Chapter 3, Theories in Environmental Sociology.” In Kenneth A. Gould and Tammy L. Lewis (eds), Twenty Lessons in Environmental Sociology, pp. 25-44. New York: Oxford University Press, 2009

Refereed Articles


**Non-Refereed Articles**


**Dissertation**

Conference Papers Presented


Work in Progress

*Theories and Paradigms in Environmental Sociology* (Working Title). Book manuscript.
EDUCATION

Ph.D. 2004, University of California-Davis.  
Sociology, with a Designated Emphasis in Feminist Theory  
Dissertation Title: What Are We Fighting For: Youth, Activism, and the Politics of Identity at the Dawn of the Twenty-First Century.

M.A. 1997, University of Memphis  
Sociology, with an emphasis in Race/Class/Gender.  
Thesis Title: "What Mama Told Me: Biracial Women, Beauty and Self-Perception."

B.A. 1993, University of Missouri-Columbia  
Political Science/Women’s Studies

ACADEMIC POSITIONS

2010-present  
Associate Professor  
Department of Sociology and Sexuality Studies, San Francisco State University

2004-present  
Assistant Professor  
Department of Sociology, San Francisco State University

2015-present  
Department Chair, Sociology and Sexuality Studies
REFEREEED PUBLICATIONS


OTHER PUBLICATIONS


Clay, Andreana. 2016. “‘Coloured’ is the New Queer: Queer Faculty of Color in the Academy” Written/Unwritten: Diversity and the Hidden Truths of Tenure.


PRESENTATIONS

Professional Conferences

“Light Skin-ded Free Black Sex, Girlfriend (Keywords)” Prince in Revue. American Studies Association. Denver, CO. November


“Beyond Occupy: Critiquing the Collective Imaginary of Youth, Activism, and Social Movements.” (Re)Imagining Freedom Then and Now: Critical Ethnic

“This is for My Girlfriend: The Queerness of Nicki Minaj,” National Women’s Studies Association, November 8-11, 2012. Oakland, CA


**Invited Presentations/Talks**


“Redefining Oakland: Settler Colonialism, Identity and (Youth)Activism in the Bay Area.” *Undisciplining Feminisms Working Group*, SFSU and UCLA, October 2, 2014.


“We Can't Stop: Young Women of Color, Feminism, and Social Movement Organizing.” Pomona College, Los Angeles, CA. October 17, 2013.


TEACHING EXPERTISE

Courses Taught

San Francisco State University (2004-present)
Sociology of Popular Culture
LGBTQ Cultures and Society
Youth Culture: Adolescence, and Identity
Sociological Analysis (Hip-Hop Culture)
Contemporary Theory
Socio-Cultural Foundations in Human Sexuality (Graduate course)
Sexual Identities and Sexual Cultures (Graduate course)

Center for Research on Education and Gender (2009-present)
Queering Popular Culture
Queer Theory
ACADEMIC SERVICE

Interim Chair, Department of Sociology and Sexuality Studies, San Francisco State University, August-December, 2012.

Session Organizer


Editorial Board Member, Social Justice. January 2006-present.

Manuscript Reviewer:

D NYU Press
D Routledge Press
D Journal of Contemporary Ethnography
D Gender and Society
D Feminist Studies
D Social Problems
D Journal of Popular Music
D Childhood: A Journal of Global Child Research
D Sociological Perspectives

MA Degree Thesis Committee

Jessica Kolber, Domain-Specific Stigma Consciousness: Race, Gender, and Sexual Orientation. Department of Sexuality Studies, 2014 (Chair).

Jim Sydnor, Queer Virality. Department of Sexuality Studies, 2014 (Chair).

Gracie Arguelles, Dignidad Rebelde: The (Re)Writing of a Modern Day Chicana and Chicano Codex, Department of Ethnic Studies, 2011-2012.

Jennifer Rubin, Crossing the Digital Divide: Cyberculture Spaces for Adolescent Queer Women of Color, Department of Sexuality Studies, 2010-2011.


Rebecca North, Space, Gender, and Punk Community, Department of Women’s Studies,
HONORS, AWARDS AND GRANTS

Pre-Tenure Sabbatical (competitive), San Francisco State University, 2009
Health Equity Initiative Grant, San Francisco State University, 2008.
Affirmative Action Grant, San Francisco State University, 2006.
BSS Faculty Diversity Curriculum Development Award, San Francisco State University, 2005.
Affirmative Action Grant, San Francisco State University, 2005.

PROFESSIONAL ASSOCIATIONS

American Sociological Association
American Studies Association
National Women’s Studies Association
CHRISTOPHER MICHAEL CARRINGTON

369 HSS. 1600 Holloway Ave
u.edu
San Francisco, CA
(415) 338-94132

EDUCATION
PhD  Sociology, University of Massachusetts, Amherst (February 1998)
M.A.  Sociology, University of Colorado, Boulder (May 1989)
B.A.  Philosophy, Colorado State University (May 1984)

PUBLICATIONS
BOOK
No Place like Home: Relationships and Family Life among Lesbians and Gay Men.

RECENT ARTICLES

BOOK REVIEWS
Qualitative Sociology, October 2001, Reviews of E. J. Graff, What is Marriage For and of K. Hackstaff, Marriage in a Culture of Divorce.
AREAS OF TEACHING COMPETENCY
Human Sexuality; Lesbian And Gay Family Life And Relationships; Gay Male Friendship; Gay Male Sexuality; Sexual Orientation(s); Substance Use And Abuse Among Sexual Minorities; Work & Family Dynamics for Sexual Minorities; Gay/Lesbian Studies and Culture

TEACHING EXPERIENCE

2008- Associate Professor of Sociology & Sexuality Studies. San Francisco State University.
2001-08 Assistant Professor of Sociology, San Francisco State University, Department of Sociology.
1993-2001 Annual Lecturer, San Francisco State University. Department of Sociology and Human Sexuality Studies Program.
Courses: Social Construction of Deviance & Conformity; Field Methods; Social Psychology; Families & Society; Social Inequality; Introduction to Bisexual, Lesbian and Gay Studies; Lesbian/Gay Family Studies.
1993-1999 Lecturer, California State University, Hayward. Department of Women's Studies.
Courses: Women, Work and Family Life; Women & Careers; Introduction to Women’s Studies; Women & Religion; Perspectives on Women; Introduction to Lesbian & Gay Studies.
1990-1992 Instructor, University of Rhode Island. Department of Sociology Courses: Self and Society; Sociology of Marriage & Family; Sociology of Sex and Gender.
1989-1992 Instructor, Univ. of Massachusetts, Amherst. Department of Sociology Courses: The Family; Sociology of Gender & Sexuality; Social Stratification; Social Psychology; Sociology of Religion.
1990-1992 Instructor, Univ. of Massachusetts, Boston. Department of Sociology Courses: Sociology of the Family; Contemporary American Society; Social Stratification.

INVITED TALKS & PAPERS


CONFERENCE PAPER PRESENTATIONS

2012

2005
“Safer-Sex Strategies among Gay Male Circuit Party Participants: Notes from the Field.” Fifth National Gay Men’s Health Conference, Salt Lake City, UT.

2003

2001
“Circuit Boys: Into the world of the gay dance and circuit party culture.” Bay Area Sexuality Research Seminar, Center for Community Research. San Francisco.


DISSERTATION AND MASTER'S THESES

Ph.D. “Constructing Lesbigay Families: The Social Organization of Domestic Labor(s) In Lesbian And Gay Families.” Chair: Dr. Naomi Gerstel. University of Massachusetts, Amherst.


AWARDS & HONORS

Letters of Recognition of Excellence in General Education Teaching,

Martin Levine Dissertation Fellowship, Sexuality Section, American Sociological Association, 1994


University of Colorado Graduate Studies Fellowship, 1987-88.
Elizabeth Skinner Award, Iliff School of Theology, 1987. Honor given to graduating Masters candidate for academic performance, commitment to social justice, and community service.

Mortar Board, Colorado State University. 1984. Honor given to 12 CSU graduates recognizing academic achievement, community service, and student leadership.

ACADEMIC SERVICE

2006-2009 General Education Council, Representative for the College of Behavioral and Social Science.

2005-pres Undergraduate Advisor for Sexuality Studies Minor
2005-06 Chair, Sociology Junior Faculty Search Committee.
2002-05 Academic Senator, San Francisco State Academic Senate, College of Behavioral and Social Sciences.

2002-05 Academic Senate, Member, Curriculum Review and Approval Committee.

2004-05 Member, Educational Policies Committee, SFSU Academic Senate.

2003-06;2012 Graduate Advisor, Human Sexuality Masters Program
2003-04 Junior Faculty Representative, College of Behavioral and Social Science Council.

1996-pres Segment III Cluster Coordinator, Gay/Lesbian, Bisexual, Transgender and Queer Culture and Perspectives

2001-2005 Member & Chair, Graduate Admissions Committee, Human Sexuality Studies Program
2001-2004 Member, Graduate Scholarship Awards Committee. Human Sexuality Studies

2002-pres Member & Chair, Graduate Admissions Committee, Human Sexuality Studies Program

2002-pres Member, Graduate Scholarship Awards Committee. Human Sexuality Studies Program
Sexuality Studies
1999-2003 **Segment III Cluster Coordinator**, Poverty and Social Inequality.
2000-2003 **Liaison to Library** for Human Sexuality Studies Program.


1990-2 **Member**, Graduate Policy Review Committee, Sociology, University of Massachusetts, Amherst.

1990 **Graduate Student Representative**, Faculty Search Committee, Sociology, University of Massachusetts.

1990-2 **Faculty Advisor**, Gay/Lesbian/Bisexual Student Organization, University of Massachusetts, Boston.

1988-9 **Chair**, Sociology Graduate Student Association, University of Colorado, Boulder.

1987-9 **Member**, Graduate Admissions Committee, University of Colorado, Boulder.

**PROFESSIONAL AFFILIATIONS**

National Council on Family Relations
American Sociological Association:
- Deviance Section
- Sociology of Family Section
- Sexualities Section
- Lesbian, Gay, Bisexual and Transgender Caucus
JOURNAL AND BOOK MANUSCRIPT REVIEWING


2010 *Journal of Homosexuality*

2008 *Journal of Contemporary Ethnography*


2003 *Qualitative Sociology; Sociological Perspectives*
<table>
<thead>
<tr>
<th>Year</th>
<th>Role and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>Social Problems. Sociological Perspectives</td>
</tr>
<tr>
<td>2000</td>
<td>Sociological Perspectives; Journal for the History of Sexuality; Journal of Homosexuality</td>
</tr>
<tr>
<td></td>
<td><strong>COMMUNITY SERVICE</strong></td>
</tr>
<tr>
<td>2000-2010</td>
<td>Consultant and Member, Syphilis Action Coalition, City of San Francisco, Department of Public Health. –a sex education and harm reduction committee overseeing public educational campaigns intended to educate San Franciscans about syphilis.</td>
</tr>
<tr>
<td>2000-2005</td>
<td>Board Member. Grass Roots Gay Rights West. San Francisco-based non-profit organization focused on fund raising efforts intended to assist small, innovative, progressive and justice-oriented lesbian and gay organizations.</td>
</tr>
<tr>
<td>1999-2003</td>
<td>Member. Dancesafe –a drug education and harm reduction organization providing information and consultation to both participants and promoters of club/rave/circuit events nationwide.</td>
</tr>
<tr>
<td>1999-2002</td>
<td>Consultant &amp; Member. Rave/Club Drug Task Force to the Department of Public Health, City and County of San Francisco.</td>
</tr>
<tr>
<td>1998-2001</td>
<td>Co-founder. The Harmony Project –a San Francisco based drug education and harm reduction project providing information, support and referral to participants in club/rave/circuit venues in the Bay Area.</td>
</tr>
<tr>
<td>1993-1995</td>
<td>Member. Committee on Social Action. First Unitarian-Universalist Church, San Francisco, CA.</td>
</tr>
<tr>
<td>1991</td>
<td>Lead Organizer. The National Interfaith Conference on AIDS</td>
</tr>
</tbody>
</table>
EDUCATION

PhD Sociology, 2001
University of North Carolina at Chapel Hill

MA Sociology, 1995
University of North Carolina at Chapel Hill

MA English, 1992
University of North Carolina at Chapel Hill

BA English (with honors), 1989
New York University

POSITIONS HELD

Professor of Sociology and Sexuality Studies, San Francisco State University (SFSU), 2015 – present

Research Faculty, SFSU Center for Research and Education on Gender and Sexuality, 2004 – present

Fellow, University of Toronto, The Mark S. Bonham Centre for Sexual Diversity Studies, 2010 – present

Associate Professor of Sociology, SFSU (affiliated with Sexuality Studies), 2007 – 2015

Visiting Scholar, York University (Toronto) Graduate Program in Education, Summer Institute in Language, Culture and Teaching, 2011

Visiting Scholar, University of Toronto/Ontario Institute for Studies in Education, Centre for Women’s Studies in Education, 2010 – 2011

Visiting Scholar, Monash University (Melbourne, Australia), August 2010

Assistant Professor of Sociology, SFSU (affiliated with Sexuality Studies), 2001 – 2007

Instructor, University of North Carolina at Chapel Hill (UNC-CH), Correctional Education (Polk Youth Institution [for men] and NC Correctional Institution for Women), 2000

Graduate Instructor, UNC-CH Sociology, Women’s Studies, and Cultural Studies, 1992 – 2000
HONORS AND AWARDS

Distinguished Fulbright Lecturing Chair, York University (Toronto) Faculty of Education, 2012
Robert E. Bryan Public Service Award, UNC-CH Carolina Center for Public Service, 2000
Howard W. Odum Award (awarded to outstanding PhD candidate), UNC-CH Sociology, 1999
Frank Porter Graham Graduate and Professional Honor Society, UNC-CH, 1996
Everett K. Wilson Outstanding Graduate Instructor, UNC-CH Sociology, 1996
Associate Editorship, Social Forces (awarded to outstanding MA candidate), UNC-CH Sociology, 1995 – 1996
Rupert B. Vance Teaching Assistantship, UNC Sociology, 1994
Herbert Blumer Award (student paper award), Society for the Study of Symbolic Interaction, 1995

PUBLICATIONS

Books and Edited Volumes

Payne, Elizabeth C., and Jessica Fields, eds. 2015. Sex Education: Sexuality, Society and Learning—Sex, Gender, and Sexuality in the Everyday Spaces of Schooling [Special Issue] 6(1).

Winner, 2009 Distinguished Contribution to Scholarship Book Award, American Sociological Association Section on Race, Gender, and Class

Reviews


Reprints


Journal Articles, Book Chapters, and Essays


Translated into Spanish and reprinted as “De Joven a Joven” on sexliteracy.org


Commissioned Research Reports

FOR AMERICAN CIVIL LIBERTIES UNION REPRODUCTIVE FREEDOM PROJECT


52pp report arguing comprehensive sexuality education advocates can (1) eliminate “abstinence” from their advocacy vocabulary and (2) purposefully adopt language clearly aligned with their commitment to promoting sexual health and well-being without losing broad support for sex education in U.S. schools. Includes discussion of survey and focus group methodology, tables, and figures.


43pp report on focus group study of (a) arguments in favor of comprehensive sexuality education and (b) potential to develop messages that promote expansive understanding of sexual behaviors, desires, and identities experienced over a lifetime. Includes data collection and analysis design, tables and figures, and narrative discussion of controversies in sexuality education policy making.
Fields, Jessica, Cynthia Gómez, and Belinda Reyes. 2010. Community-Engaged Health Research: Experiences from the San Francisco Bay Area. 27pp analysis of focus group, interview, and survey data. Includes executive summary, table and figures, best practices, and narrative discussion of principles guiding community-engaged research (community capacity building, research in support of social change, and meaningful community involvement).

Book Reviews


Media Coverage


Under Review

Gilbert, Jen, Jessica Fields, Laura Mamo, and Nancy Lesko. Storytelling Beyond Bullying: Rethinking LGBTQ Sexuality and Schooling. (revise and resubmit; resubmitted May 2017).


Lozano-Verduzco, Ignacio, Jessica Fields, Izoaol Xelhuantzi, Jen Gilbert, Laura Mamo, and Nancy Lesko. Flash Ethnographies and Storytelling Booths: Learning from Heterotopic Spaces in Mexican and US Schools. Íconos, Revista de Ciencias Sociales (official journal of the Latin American Faculty of Social Sciences)—Special Issue on Experimental Ethnographies: Rethinking Field Work. (submitted February 2017)

Work in Progress

Book Manuscript

Fields, Jessica. The Problems We Pose: Feeling Differently About Qualitative Research.

Book Chapter


Journal Article

Mamo, Laura, and Jessica Fields. High School Girls’ Narratives of Bisexuality.

SELECTED RESEARCH GRANTS, CONTRACTS, AND AWARDS

Ford Foundation, Sexuality and Reproductive Health and Rights Program—Beyond Bullying: Shifting the Discourse of LGBTQ Sexuality and Youth in Schools, with Laura Mamo, Jen Gilbert, and NancyLesko

2012 – 2014 (currently in no-cost extension), $500,000

Multi-media, ethnographic project aims to explore and interrupt normative hostility of high schools to lesbian, gay, bisexual, transgender, and queer (LGBTQ) lives. Storytelling installations foster awareness of LGBTQ people and issues within ongoing social networks and interactions, in line with understanding that sexuality and gender are far more diverse and diffuse than schools recognize. Partners include high school educators, community-based media producers, and policy advocates. See beyondbullyingproject.com for more information.

Social Science and Humanities Research Council of Canada Standard Research Grant—Affective Beginnings: Lesbian, Gay, Bisexual and Transgender Issues in Teacher Education

Collaborator/Co-Investigator, 2011 – 2014 (Principal Investigator: Jen Gilbert, PhD, York University), $127,800

Interdisciplinary and international (Australia, Canada, and United States) investigation that uses narrative and focus group data to consider affective atmosphere beginning teachers face as they think and talk about LGBT issues in and out of the classroom.
American Civil Liberties Union—National Public Opinion Research on New Cognitive Model of Sexuality: Sexuality as Personality  
2009 – 2012, $150,000  
Survey and focus group study of potential for national sexuality education advocates to develop messages that relinquish the discourse of abstinence in favor of an expansive understanding of sexual behaviors, desires, and identities experienced over a lifetime.

SFSU Office for Research and Sponsored Programs Center Award—Community-Based Participatory Research Collaborative Center (additional funds from the College of Health and Human Services)  
Co-Investigator, 2009 – 2011 (Principal Investigator: Juliana van Olphen, PhD, SFSU), $140,000  
Center grant to initiate Collaborative Center committed to supporting and funding community-based participatory research among SFSU faculty, students, and staff. Funds support seminar series, pilot and planning grants, faculty release time, and student training.

Kaiser Permanente Division of Research—Models of Community-Engaged Research Across the Bay Area  
2009 – 2010, $55,000  
Interview, focus group, and survey study of current nomenclature, definitions, and best practices in the engagement of community voices and expertise in health research.

National Council for Research on Women—Diversifying the Leadership of Women’s Research Centers  
Mini-grant to SFSU Center for Research on Gender and Sexuality to conduct HOLD: Honoring Leadership and Diversity, a self-assessment to identify best practices and obstacles to promoting leadership among women of color staff, students, and faculty.

California HIV Research Program IDEA Award—Jailed Women and HIV Education: A Collaborative Investigation  
2006 – 2008, $123,736  
Support for participatory action research project; collaborators include incarcerated women in San Francisco County Jail and HIV educators from the Forensic AIDS Project (San Francisco Department of Public Health).

U.S. Conference of Mayors HIV/AIDS Prevention Grants Program—Reach Inward for Self-Empowerment  
Co-Investigator, 2006 – 2007 (Principal Investigator: SF Department of Public Health Forensic AIDS Project), $70,000  
Support to study and improve delivery of prevention outreach and support services to incarcerated women in San Francisco County Jail.
Ford Foundation—Relations: Race, Gender, and Sexuality in Young Adults’ Lives
Co-Investigator, 2005–2007 (Principal Investigator: Laura Moutinho, PhD, Instituto de Medicina Social/UEJ [Rio de Janeiro]), $50,000
San Francisco site of international comparative ethnography, “Relations among ‘Race,’ Sexuality and Gender in Different Local and National Contexts.”

American Psychological Foundation Wayne F. Placek Small Grant Award—Peer Sexuality Education and Same-Sex Attracted and Queer Youth
2004 – 2005, $4996
Support for focus group study of same-sex attracted and queer peer sexuality educators, examining influence of conventional notions of education and youth on educators’ sense of self and sexuality.

SELECTED PRESENTATIONS


Gender and Education Association Biannual Meetings, Melbourne, Australia.


Fields, Jessica, and Jen Gilbert, with Nancy Lesko and Laura Mamo. 2014. “Moving School Communities Beyond Bullying to Expanded Stories of LGBTQ Sexuality.” Education Minnesota Professional Conference, Minneapolis.

Gilbert, Jen, and Jessica Fields, with Nancy Lesko and Laura Mamo. 2014. “Beyond Bullying: Shifting the Discourse of LGBTQ Youth and Sexuality in Schools.” Newfoundland and Labrador Centre for Applied Health Research, St. Johns, Newfoundland.


Fields, Jessica. 2009. “Under Lock and Key: Sex Education and the Effort to Prevent and Protect.” Centre for Urban Health Initiatives Youth Sexual Health Research Interest Group, University of Toronto.


Fields, Jessica. 2009. “Participation and Engagement in Qualitative Field Research.” Campus Coalition for Sexual Literacy and Sociology Department, University of Texas at Austin.


Fields, Jessica, with Kendra Bloom, Sunny 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 Paolo, Brazil.


Fields, Jessica. 2006. “Gender Lessons in School-Based Sex Education.” Berea College Women’s Studies Colloquium, Berea, KY.


EDITORIAL BOARD AND REVIEWER SERVICE

Peer-Reviewed Journals

Editorial Board Member: Journal of Contemporary Ethnography, Sex Education, Sexuality Research & Social Policy


Book Manuscripts


TEACHING AND MENTORSHIP

Courses Taught

Graduate (SFSU and York University [Toronto]): Active, Critical Inquiry: A Qualitative Workshop Series; Advanced Methods in Sexuality Studies (Presentation and Dissemination, Qualitative Data Analysis, Qualitative Interviewing), LGBT Sexuality and Health; Professional Development in Sexuality Studies; Sexualities and Education

Undergraduate (SFSU and UNC-CH): Adolescence, Inequality, and Selfhood; Family & Society; Field Methods; Gender, Class, and Race; Introduction to Research Methods; Research Internship and Seminar; Sex & Gender in Society; Social Problems; Social Theory & Cultural Diversity; Studies in Girlhood

Correctional Education (Polk Youth Institution [for men] and NC Correctional Institution for Women): Sex & Gender in Society; Social Theory & Cultural Diversity
Master's Degree Committees Chaired

Braxton, Brittany. 2017 (expected). Trauma-Centered Care: A Somatic Approach for Victims of Incarceration.


McDermott, Roe. 2016. We Are Not Vessels: Irish Women Confront Ireland’s Anti-Abortion Legislation.


O’Quinn, Jamie. 2016. The Limits of Inclusion: Queerness in Progressive Visions of Sexuality Education.


Herman, Clarissa. 2015. TeachMeSexEd.org: An Exploration of Online Sexuality Education.


Marsh, Carolyn S. 2013. Framing Positive Youth Sexuality Education.


Barron, Justin. 2010. Deserts, Oases, and Elsewhere: Radical LGBT/Queer Resistance in Palestine and Israel.


Truesdell, Elizabeth. 2007. Queering Sexuality Education: Upheaval in Education.


Second reader on seventeen MA committees in sexuality studies, ethnic studies, and political science
Undergraduate Mentorship

CAREER OPPORTUNITIES IN RESEARCH, 2002-2011
National Institute of Mental Health-funded program to provide training and mentorship to undergraduate students of color preparing for doctoral programs in mental health-related research

Christina Monroe, 2008-2010 (completed University of Michigan MSW [Social Work] program)
Lanice Avery, 2008-2010 (completed University of Michigan PhD [Psychology and Women and Gender Studies] program)
Elena Flores, 2005-2007
Valerie Francisco, 2004-2006 (completed City University of New York PhD [Sociology] program)
Christina Guerra, 2003-2005 (enrolled in University of California, Santa Cruz PhD [Sociology] program)
Marla Stewart, 2002-2004 (enrolled in Georgia State University PhD [Sociology] program)

Awards and Formal Recognition for Teaching and/or Advising

Post-Doctoral
Mini-Grant Award—Collaborative, Critical Student Research Training: A Model, SFSU, Spring 2006
Faculty Diversity Curriculum Development Award, SFSU College of Behavioral and Social Sciences, Summer 2005

Doctoral
Teaching Assistant Technology Improvement Grant, UNC Graduate School, 1999
Everett K. Wilson Outstanding Graduate Instructor, UNC Sociology, 1996
Rupert B. Vance Teaching Assistantship, UNC Sociology, 1994

Curricular Innovations


SELECTED UNIVERSITY SERVICE

Campus

Department Committees and Assignments

Sociology and Sexuality Studies
- Research, Tenure, and Promotion Committee
  Member, 2015 – present
- Graduate Studies Coordinator
- Executive Committee
  2013 – 2017
- Hiring Committee

Sociology
- Research, Tenure, and Promotion Committee
  Member, 2007 – present
- Undergraduate Studies Committee
  Member, 2001 – present
- Sociology Student Recognition Ceremony
  Co-Organizer, 2011 – 2013
  Faculty Speaker, 2012
- Gürtuna Scholarship Committee, in support of undergraduates pursuing youth advocacy
  Member, 2012 – 2013
- Rachel Kahn-Hut Forum: Crises in Incarceration & Criminalization
  Co-Organizer, 2007
- Endowment and Development Committee
  Member, 2003 – 2006
- Sociology Students Association
  Advisor, 2002 – 2004

Sexuality Studies
- Graduate Studies Advisory Committee
  2004 – 2011
- Student Scholarship Committee
- Executive Committee
  2001 – 2006
- Undergraduate Curriculum Committee
  2002 – 2004
College Committees and Assignments

College of Health and Social Sciences

LGBTQ Institute
  Board Member, 2016 – present
Leave with Pay Committee
  Chair, 2013 – 2014
  Member, 2012 – 2014
Collaborative Center for Community-Based Research
  Co-Founder and Member, 2007 – 2009

College of Behavioral and Social Sciences

Public Research Institute
  Interim Director, 2008 – 2009
Center for Research on Gender and Sexuality
  Acting Director, 2008
Task Force on Diversity
  Member, 2003 – 2004
Research, Scholarship, and Creative Activity Committee
  Member, 2002 – 2004

University Committees and Assignments

San Francisco State University

University Fellowship Committee
  Member, 2017 – present
WASC Changing Demographics: Student Demographics Subcommittee
  Member, 2010
New Faculty Orientation
  Presenter, 2009
Faculty & Staff Development Retreat
  Presenter, 2009
University Research Council
  Member, 2007 – 2009
Ethnic Studies Program Tenure and Promotion Committee
  Member, 2007
Center for Teaching and Faculty Development
  Grant Writing Experience Workshop Facilitator, 2007
Center for Teaching and Faculty Development Advisory Board
  Member, 2004 – 2006
University Writing Task Force
  Member, 2004 – 2005
Institute on Sexuality, Inequality, and Health Advisory Board
  Member, 2002 – 2004
Minority Research Infrastructure Program Application Review Committee
Member, 2002

SELECTED SERVICE TO THE PROFESSION

American Sociology Association

Sexualities Section
- Preconference (Philadelphia, 2018) Steering Committee, Co-Chair, 2016 – present
- Graduate Student Paper Award Committee, Chair, 2005; Member, 2003
- Membership Committee, Member, 1997 – 2000

Race, Gender, and Class Section
- Council Member, 2014 – present
- Distinguished Contribution to Scholarship (Article) Award, Chair, 2016 – present
- Distinguished Contribution to Scholarship (Book) Award, Chair, 2015 – 2016

Sex and Gender Section
- Past Chair, 2015 – 2016
- Chair, 2014 – 2015
- Chair-Elect, 2013 – 2014
- Roundtable Organizer, 2012 – 2013
- Council Member, 2009 – 2012
- Feminist Activist Scholar Award Committee, Chair, 2012
- Distinguished Article Award Committee, Chair, 2011

Jessie Bernard Award Selection Committee (honors scholarly contributions that enlarge the horizons of the discipline of sociology to encompass fully the role of women in society), 2011 – 2014
- Member, 2011 – 2014
- Chair, 2013 – 2014
- Thematic Session: Sexuality, Politics, and Education
  Organizer, 2015

Pacific Sociological Association
- Committee on Committees, Member, 2006 – 2008

External Evaluator of Candidates for Tenure and Promotion
- Oberlin College and Conservatory, Department of Sociology, 2014
- Temple University, Department of Sociology, 2017
- University of Auckland, Department of Critical Studies in Education, 2016
- University of Denver, Department of Sociology and Criminology, 2011
- University of Delaware, Department of Black American Studies, 2010
CURRICULUM VITAE
KAREN J. HOSSFELD
September, 2014

Sociology Department
hossfeld@sfsu.edu
San Francisco State University 415-338-7059
(office)
1600 Holloway Avenue
San Francisco, CA 94132

PROFESSIONAL EDUCATION

1988 Ph.D., Sociology, University of California at Santa Cruz.
1980    M.A., Sociology, University of California at Santa Cruz.

PROFESSIONAL EXPERIENCE

- Associate Professor of Sociology, San Francisco State University, 1993-present.
- Acting Chairperson, Department of Sociology, San Francisco State University, 2002-2003.
- Assistant Professor of Sociology, San Francisco State University, August 1988-1993.
- Instructor of Sociology, University of California at Santa Cruz, 1982-1984.

RESEARCH INTERESTS

Gender, race and class
Inequality and social change
Feminist theory and critical race theory
Immigrant workers and families
Silicon Valley and high-tech industries
Globalization
Sexualities
Labor movements and work

MAIN COURSES TAUGHT

Soc. 272, Social In/Equalities
Soc. 300, Sociological Analysis (GWAR)
Soc. 464, Families and Society
Soc. 468, Social Aspects of Human Sexuality
Soc. 500, Class, Ethnicity and Gender
Soc. 501 and 502, Internships in Applied Sociology

HONORS AND AWARDS

- Sarlo Excellence in Teaching Award, SFSU, 2012
- Annually Selected Visiting Scholar in Women’s Studies, St. Mary’s College, University of Maryland, March 19-23, 2002.
- Community Service Learning Curriculum Development Award, Fall 2000
- Office of International Programs Small Grant Award, for International Curricular
- Honoree, SFSU “Celebration of Scholarship and Creative Activities,” 1996.
- 1992 Sorokin Society Annual Honorary Fellow and Featured Speaker Award, San Jose State University, 1992.
- Book chapter selected for ILR Press (Cornell University) Most Notable Publication of the Year, 1990.
- Meritorious Performance and Professional Promise Award, San Francisco State University, 1989.
- Best Dissertation Paper Award, American Sociological Association Sex and Gender Section, 1988.

TEACHING EVALUATION

- The SFSU Sociology Department has rated my teaching as “superior,” the university’s highest category, in each of my reviews. Scores on department-administered, anonymous evaluations by my students have fallen in the department’s designated range for excellence for every course, every semester I have taught at SFSU.
LANGUAGES

English; working knowledge of Spanish

PROFESSIONAL AND CIVIC ACTIVITIES

Professional Activities

Involvement in Professional Scholarly Organizations (Selected)
American Sociological Association
- Sex and Gender Feminist Scholar Activist Award Committee, 2014-2015.
- Member, Jessie Bernard Award Committee (annual award for distinguished
career in gender studies), 2005-2009
- Sex and Gender Section Nominations Committee, Member, 1988-1990;
- Multiculturalizing the Curriculum Committee, Member, 1990-1992
- Current Section Memberships, 2005: Gender, Gender, Race and Class;
Sexualities.
Pacific Sociological Association
- Member, Council, 2002-2004
- Member, Annual Conference Program Committee, 1999-2001.
- Member, Committee on the Status of Women, 1994-1996.
- Member, Council, 2002-2004
- Member, Annual Conference Program Committee, 1999-2001.
- Member, Committee on the Status of Women, 1994-1996.
Society for the Study of Social Problems
- Chair, Social Action Award Committee, 1997-99; Committee Member 1996-99;
Center for Social Change (a scholarly foundation that sponsors research, writing and
community education about progressive social change), San Francisco, California:
- Member, Advisory Board, 1990-1998.
Sociologists for Women in Society

Journal Editing, Journal and Book Manuscript Reviewing (Selected Examples):
Teaching Sociology (a major journal of the American Sociological Association)
- Editorial Board Member (active editorial duties), 2005-2009;
- Journal Manuscript Reviewer, 2005 - present
Involvement in Community and Civic Organizations (Selected Examples)

- **Santa Clara Toxics Coalition** (a local organization that monitors, educates the community about and politically organizes around high-tech industry occupational safety, health and environmental conditions), San Jose, California:
- **Center for Responsible Technology** (an international organization that studies and monitors the social and environmental impact of high-technology industry around the world), San Jose, California:
  - Member, Advisory Board, 1996-2000.
- **United States Presidential Commission (the Dunlap Commission)** on Labor-Management Relations:
- **WOMAN, Inc.** (San Francisco’s largest anti-domestic violence social service agency), San Francisco, California:
  - Member, Board of Directors, 1990-1995.
- **Asian Immigrant Women Advocates**, Oakland, California:
- **Silicon Valley Organizing Forum**:
- **Service Employees International Union**:
- **San Francisco County Central Labor Council**:
- **National Asian American Telecommunication Association and the Black Filmmakers Hall of Fame**:

On-Campus Service Activities (not including departmental)
- Faculty Representative, Gender Equity and Title IX Compliance President’s Advisory Board, (appointed by Academic, Senate) 2014-15
- Faculty Honors and Awards Committee (university-wide, Academic Senate Committee) 2013-2014
- Faculty Graduation Marshall, 2012 and 2009
- Faculty Advisor, SASE (Student Activists for Social Equality), 2011-2014.
- Faculty Advisor, VOX (student reproductive rights organization), 2000-2004.
- College of Health and Social Sciences:
  - Teaching Taskforce, 2013-2014
- College of Behavioral and Social Sciences:
  - Faculty Retreat Panel Presenter on Teaching Community Service Learning, 2002.
  - Performance Salary Step Increase Faculty Selection Committee Member, 199?
  - Leave with Pay Committee, Member (elected), 1995.
  - Academic Affirmative Action Planning Committee:
    - Member (appointed by the Dean), 1993-1995.
  - Grade Dispute Committee (appointed by Dean), 1993.
  - Meritorious Performance/Professional Promise Award Committee, 1990.
- College of Humanities
  - Presenter, “Best Teachers Panel,” introducing first year students to faculty on campus, invited by Associate Dean of Humanities, representing College of BSS, 2000.
- Labor Studies Faculty Council:
  - Member, 1988-2000
  - Member, Promotions Committee and Director Review Committee, 2002.
  - Member, Tenure and Promotion Committee Member for Program Director, 1995.
- Human Sexuality Studies Program:
  - Faculty Council Member, 1988-present.
  - Human Sexuality Studies Program Director Search, Committee Member (BSS Dean’s appointment), national search resulting in hiring, 1996-1997.
  - Seven Annual Guest Lectures in the Program’s “introduction to the major” course, about my research approaches to studying sexuality, 1989-1999.
- Labor Archives and Research Center:
  - Member, Advisory Board, 1994-2004.
- Faculty Affirmative Action Committee:
  - Chair (elected), 1997-1999.
- “New Grrrls” Faculty Network:
  - Founder and convener of this informal network and professional support group for junior and mid-level women faculty (meets several times a year), 1996-1999.
- A.F.L.-C.I.O. Organizing Institute:
  - Faculty Sponsor, 1994 - 1998.
- California Studies Program:
  - Director Search, Committee Member (BSS Dean’s appointment), national search resulting in hiring, 1996-1997.
- Women's Studies Department:
  - [Prior to last promotion: Hiring Committee (conducted tenure-track search), 1989-90.]
- General Education Committee:
  - Advisor for the College of BSS, (appointed by the Dean) 1995-97.
  - Member, General Education Faculty Advisory Committee, 1995-97.
- California Faculty Association:
  - Faculty Tenure and Promotion Advisor, 1992-1993.
- Recruitment Committee, 1988-1991;
  - Community Outreach Committee, 1988-1991;
- Committee on Multiculturalizing the Curriculum:
- Peace Garden Planning Committee:
  - Member (appointed), 1991.
- Women Faculty Resource Network:
- SFSU Faculty Retreat:
  - Presentation on "New Faculty Concerns," 1989.

**Departmental Service**

- Hiring, Retention, Tenure and Promotion Committees:
  - Department Chair Review Committee, Chair, 2004 – 2014 (for 4 Reviews)
  - Post-Tenure Review Committee, Member and/or Chair 1999-2009.
  - Hiring Committee Member for 12 Tenure Track Searches, 1990-2009.
  - Retention, Tenure and Promotion Committees, Committee Chair, 2004-2006;
    - Committee Member, 1996-2003.
  - Lecturer Hiring Committee, Member and/or Chair, 1992-2005.
  - Lecturer Review Committee, Member, 1992-2006.
- Twice a Year Workshops for Students, "Getting into and Going to Graduate School"
  - And “Careers in Sociology,” Organizer and presenter, 1990-present
- Departmental Student Awards Committee Chair, 2000-2014:
  - (selecting recipients and administering awards for annual awards including:
    - John Kinch Humanitarian Award; Generation-to-Generation Scholarship Award; Project Rebound’s John Irwin Memorial Scholarship)
- Acting Department Chair, 2002-2003.
- Faculty Merit Increase Committee, 1999-2001.
- Student Learning Outcomes Assessment Planning:
  - Member, Committee of the Whole, 1997-2000.
- Curriculum Revision for the Major:
- Departmental Five Year Plan:
  - Member, Committee of the Whole, 1992-2000.
- Audio Visual Services:

**PUBLICATIONS and PROFESSIONAL ACTIVITIES and ACHIEVEMENT**

**International Exchange**
Hosting and working with a Visiting Scholar, sociologist Dr. Marta Gutierrez from the Universidad de Salamanca, who is coming to SFSU to work with me on a comparative research project about immigrant workers, May – August 2011.

**Publication In Progress**

*Small, Foreign and Female: Immigrant Women Workers in Silicon Valley*, accepted by the University of California Press and currently under revision.

**In Print**

"Hiring Immigrant Women: Silicon Valley’s ‘Simple Formula’,"

"Their Logic Against Them: Contradictions in Sex, Race and Class on the Silicon Valley Shop Floor,” reprinted in:
"More Than You'd Ever Want to Know About Getting into and Going to Graduate School in Sociology," Guide printed and distributed by the Sociology Department, SFSU, 1990.

Scholarly Presentations
Invited Research Presentations: Off-Campus (Selected)
“New Perspectives on Studying Immigration in California,” invited participant/presenter in research workshop for @ 50 University of California faculty (systemwide) doing research on immigration in California, Center for California Studies, University of California, Berkeley, April 28-29, 2000.
“The Lives and Labors of Silicon Valley’s Immigrant Women Production Workers,”
featured speaker, Conference on “How Green is Silicon Valley?” (on
environmental issues in Silicon Valley), sponsored by the Graduate School of
Journalism, University of California, Berkeley, October 9, 1999.
“‘Small, Foreign and Female:’ Immigrant Women Workers in Silicon Valley,” Sociology
Department Colloquium, University of California, Berkeley, September 16, 1999.
“Immigrant Women Workers in Silicon Valley,” presentation to the Bay Area Labor
“Researching Gender, Race and Class,” Department of Ethnic Studies Colloquium,
“Racism and Resistance,” San Jose State University Phi Alpha Theta (International
History Honors Society) Annual Featured Speaker, April 1996.
"A Tale of Two Cities: A Report on Labor and Living Conditions in Silicon Valley,"
testimony before the United States Presidential Commission on Labor-
Management Relations, San Jose, California, January 1994.
"Gender and Race Issues in Environmental and Occupational Health Organizing," Silicon
Valley Good Neighbor Campaign Conference, San Jose, California, June 1993.

Juried Conference Paper Presentations
“Perspectives on Citizenship,” American Sociological Association Annual Meetings, San
“Ethnic and Ethnographic Strategies: Lessons from the ‘Low Side’ of Silicon Valley’s
‘High-Tech’ Workforce,” Annual Meetings of the American Anthropological
Association, San Francisco, Ca., 2006.
“The High Cost of High Times for Workers,” Annual Meetings of the American
“Does a Rising Tide Really Carry All Ships? Immigrant Workers in the Silicon Valley
Boom,” Pacific Sociological Assoc. Annual Meeting, San Francisco, California,
“The Rich Get Richer and the Poor Work Longer Hours: Silicon Valley’s Booming
Hourglass Economy,” American Anthropological Association Annual Meetings,
“The ‘Triple Shift:’ How Immigrant Families Make Ends Meet in Silicon Valley,”
Conference on “Work and Family: Expanding the Horizons,” sponsored by The
Business and Professional Women’s Foundation and The Center for Working
Families at the University of California, Berkeley, San Francisco, California,
“New Technologies, Old Inequalities: Gender, Race and Class Divisions in the Silicon
Valley of the Future,” Society for the Study of Social Problems Annual Meetings, San
“Rebuilding California Labor: Challenges and Responses,” California Studies
“Ethnic (and Ethnographic) Strategies: Lessons from the “Low Side of Silicon Valley’s
“High- Tech” Workforce,” American Anthropological Association Annual Meetings, San
"The Political Economy of California's High-Tech Industry," Colloquium, University of California, Santa Cruz, April 1990.
"Recent Developments in Silicon Valley: Research Update," California Studies Seminar, University of California, Berkeley, October, 1989.

**Panel Commentating/Organizing**


"Gender Issues in the Social Sciences," panel presenter, San Francisco State University Faculty Retreat, 1993.


"Teaching From a Multicultural Perspective", Panel presentation, SFSU Faculty Retreat, 1991.


Alexis N. Martinez  
Associate Professor of Sociology  
Department of Sociology and Sexuality Studies  
San Francisco State University  
415-338-2269, alexismm@sfsu.edu

Education
2006  Ph.D. University of California, San Francisco, Sociology
Awards: ’Ford’ Foundation Dissertation Fellowship’ (1996);
San Francisco State University  Affiliated Faculty  09/12 – current

1998  M.P.H. Yale University, Epidemiology of Microbial Diseases
1996  B.A.  Sonoma State University, Biology, with a concentration in Microbiology

Additional Training
2006 – 2007

Research Interests

Professional Positions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Dates</th>
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<tr>
<td>RTI International</td>
<td>Visiting Scientist</td>
<td>09/08 – 08/11</td>
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<tr>
<td>San Francisco State University</td>
<td>Assistant Professor</td>
<td>08/07 – 08/12</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>Associate Professor</td>
<td>09/12 – current</td>
</tr>
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Affiliations

Articles

Research-in-progress


1. Peer-reviewed journal articles


Conference Presentations

Martinez AN. Methadone
Martinez APHA triangulation
Martinez PSA
Martinez AAG
**Martinez PSA**

**Impact of place on HIV/AIDS in San Francisco: A socio-spatial analysis of neighborhoods using GIS and participatory mapping**

Martinez AN, Mobley L, Novak SN, Lorvick J, and Kral AH. Spatial Data Analysis of HIV prevalence among Injection Drug Users in San Francisco across two time periods, 1985-


Martinez AN. Mobilizing Social Capital in a World with AIDS. aids2031 Workshop, March 2009, Salzburg, Austria

Martinez AN. Health Policy: Current Work & Future Directions. Celebrating 50 Years of Sociology at UCSF. Mini-Conference held on February 6th, 2009 (Oral Presentation)


Rose V., Martinez AN, Backes, G. Mapping Pharmacy Access to Syringes in California. 18th Annual International Conference on Drug-Related Harm, March 2007, Warsaw, Poland (Oral Presentation)


Martinez AN, Bluthenthal RN, Lorvick J, Kral AH. Race and Criminal Justice Involvement Among Injection Drug Users. Fourth International Conference on Urban Health, October, 2005 Toronto, Ontario, Canada (Poster presentation)


Grants

National Institutes of Health/National Allergy and Infectious Disease
Geospatial Analysis of HIV Treatment Outcomes
Project Period: 04/30/14 – 04/30/17
Award Amount: $513,000
Role: Principal Investigator

Alameda African American AIDS Research Coalition (AARC)
Oakland Methadone Access Pilot Study
Project Period: 11/01/11 – 10/31/12
Award Amount: $25,000
Role: Principal Investigator

San Francisco State University, Office of Research and Sponsored Programs
Individual Investigator/Collaborative Grant
Neighborhoods and HIV Prevention: A Pilot Study to Develop and Map New Measures of Disadvantage in San Francisco
Award Amount: $7,343
Project Period: 07/01/11 – 06/30/12

National Institutes of Health/National Institute of Drug Abuse
Assessing Patterns of HIV Risk among IDUs in Neighborhood Environments over Time
Project Period: 08/01/09 – 07/30/12
Subcontract Award Amount: $178,000
Role: Co-Investigator

National Institutes of Health, Loan Repayment Program for Health Disparities Research
San Francisco Department of Public Health
Syringe Disposal by Illicit Injection Drug Users in San Francisco
Project Period: 01/08 to 06/08
Award Amount: $49,152
Role: Co-Investigator

National Institutes of Health/National Institute of Mental Health /
University of California, San Francisco Center for AIDS Prevention Studies
Traineeship in AIDS Prevention Science Post-Doctoral Fellowship
Project Period: 10/30/05 to 08/15/07
Award Amount: $78,000
Role: Post-doctoral Research Scholar

National Institutes of Health/National Institute of Drug Abuse/
University of California, San Francisco
Community Context, SEP Operations & HIV Risk Among IDUs.
Project Period: 07/01/03 – 06/30/06
Award Amount: $107,000
Role: Pre-doctoral Research Scholar, Research Supplement for Underrepresented Minorities
UNIVERSITY & OTHER HONORS & AWARDS

2006-2009 National Institutes of Health, Loan Repayment Program
2006 Distinguished Dissertation Award, Department of Social and Behavioral Sciences, University of California, San Francisco
2004 Honorable Mention, Doctoral Students Abstracts, International Conference on Urban Health
1997 M.P.H. Thesis Awarded with Distinction, Yale University
1996 Magna Cum Laude, Sonoma State University
1992-1996 National Science Foundation Scholarship Program
1992-1996 National Hispanic Foundation Scholarship Program
1992-1996 Sonoma State University Scholarship Program

Courses Taught
Undergraduate Courses

Graduate Courses

Service to Campus and Community

Campus Committees

Undergraduate Senior Exit Survey, Fall 2011
GIS Advisory Committee, Spring 2009 – current
Methods and Technology Committee, College of Behavioral and Social Sciences, Fall 2008 – Spring 2010
Sociology Student Association Committee, Department of Sociology, Fall 2008, Spring 2009, Fall 2010
Sociology Graduation Planning Committee, Department of Sociology, Spring 2008, Spring 2009, Spring 2010

Masters’ Thesis Committees

Diane Burkholder
“A Needs Assessment of HIV/AIDS Testing in South Dakota”
Masters of Arts, College of Ethnic Studies
Fall 2011

Deborah Dolezal-Leung
“Preventative Gerontology Project on Oral Health for Valley State Prison for Women”
Masters of Arts, Department of Gerontology
Spring 2008
Service to University

Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2012
Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2011
Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2009
Member, Faculty Award Rankings Committee, College of Behavioral and Social Sciences, Spring 2009
Participant, Research and Creative Activities Retreat, Office of Research and Sponsored Programs, Spring 2009
Participant, Health Equity Initiative Incarceration Affinity Group, Fall 2008

Service to Professional Discipline

Guest Editor, Criminalization and Sexuality, Social Justice, December 2010
Moderator, “Community Context, HIV Risk, and Drug Use” panel at the American Sociological Association Annual Meeting, August 2005
Moderator, “Sex Work: Voluntary and Forced” panel at the Meeting of American Public Health Association (APHA), Washington DC, November 2003

Service to Peer-Review Process

2016 - current Journal of Health Care for Poor and Underserved Peer Reviewer
2015 – current Drug and Alcohol Dependence Peer Reviewer
2014 – current Social Science and Medicine PeerReviewer
2012 - current National Institutes of Health Early Investigator Program Peer Reviewer
2010 - current Social Justice Referee
2010 - current Drug and Alcohol Review Referee
2009 – current Center for Research on Gender and Sexuality, SFSU Peer Reviewer
2009 – current Addiction Referee
2007 – current AIDS and Behavior Referee
2007 – current Journal of AIDS Referee
2006 – current Evaluation and Program Planning Referee
2006 – current AIDS Care Journal Referee

Service to Community

2006 – 2010 Member, Community Advisory Board, Homeless Youth Alliance
2007 – 2010 Unpaid Consultant, San Francisco Department of Public Health, HIV Surveillance Section

Service to Professional Organizations

2013 – current Member, Association of American Geographers
2011 – current Member, Sociologists for Women in Society
2006 – current Member, Pacific Sociology Association
2005 – current Member, National Harm Reduction Association
2005 – current Member, National Hispanic Network on Drug Abuse
2003 – current Member, Sociologists AIDS Network
2000 – current Member, American Sociological Association
1997 – current Member, American Public Health Association
### Curriculum Vitae

#### Education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Certificate</th>
<th>Year</th>
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<tr>
<td>City University of New York, The Graduate Center</td>
<td>Sociology</td>
<td>PhD, 2012</td>
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<tr>
<td>City University of New York, The Graduate Center</td>
<td>Certificate in Women And Gender Studies</td>
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<tr>
<td>City University of New York, The Graduate Center</td>
<td>Sociology</td>
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<td>San Francisco State University</td>
<td>Sociology</td>
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<td>San Francisco State University</td>
<td>Asian American Studies</td>
<td>BA, 2006</td>
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#### Professional Positions and Ranks

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<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2016-Present</td>
<td>Assistant Professor</td>
<td>Department of Sociology and Sexuality Studies, San Francisco State University, CA</td>
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<tr>
<td>2015-2016</td>
<td>Assistant Professor</td>
<td>Department of Sociology and Interdisciplinary Social Sciences, San José State University, CA</td>
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<tr>
<td>*2013-2015</td>
<td>Assistant Professor</td>
<td>Department of Sociology, University of Portland, Portland, OR</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Postdoctoral Fellow</td>
<td>Public Science Project, New York, NY</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Ethnic Minority Dissertation Writing Fellow</td>
<td>Department of Sociology, University of San Francisco, San Francisco, CA</td>
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2010-2011  Instructional Technology Fellow, Macaulay Honors College  
City University of New York, College of Staten Island, New York City

2010-2011  Graduate Fellow, Center for Place, Culture and Politics  
City University of New York, The Graduate Center

2009-2010  Adjunct Instructor, Department of Sociology  
City University of New York, Hunter College, New York City

2009  Research Associate, Department for Women and Development Studies  
University of the Philippines, Diliman

Honors and Awards

2015  Research, Scholarly and Creative Activity Course Release  
San Jose State University

Distinguished Contribution to Sociological Praxis Award  
Pacific Sociological Association

Women of Color Leadership Project 2015 Fellow  
National Women’s Studies Association

*2014  National Finalist, Lynton Award for Scholarship Engagement  
New England Resource Center for Higher Education and the Center for Engaged Democracy

*2013  Butine Grant for Faculty Research and Development  
University of Portland

Honorable Mention, Carolyn Heilbrun Dissertation Award  
Center for the Study of Women, CUNY

Teaching Effectiveness

Academic Year 2017-2018

<table>
<thead>
<tr>
<th>Courses</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
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<td>SXS 799: Transnational Approaches to Sexuality</td>
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Academic Year 2016-2017

Fall 2016
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<tr>
<td>SOC 464: Families and Society</td>
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<tr>
<td>SOC 275: Sociology By The Bay</td>
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<td>10</td>
<td>1.24</td>
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*Note: 3 WTU release as part of hiring package*

Spring 2017: Family Leave
Academic Year 2015-2016 (San Jose State University)

<table>
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<tr>
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<tr>
<td>AAS 33-B Section 11</td>
<td>90</td>
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<td>4.2</td>
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<td>Asian Americans in the US</td>
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<tr>
<td>Political and Historical</td>
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<tr>
<td>Process</td>
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<td>38</td>
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<tr>
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Fall 2015

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<td>37</td>
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<tr>
<td>Asian Americans in the US</td>
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<td>Process</td>
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the US Political and Historical Process

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*Academic Year 2014-2015 (University of Portland)

Spring 2015: Family Leave

<table>
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<tr>
<th>Fall 2014 Courses</th>
<th># of students</th>
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<th>Department means</th>
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<tr>
<td>SOC 101: Introduction to Sociology</td>
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<td>36</td>
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<tr>
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<td>SOC 391: Global Sociology</td>
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*Academic Year 2013-2014 (University of Portland)

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<td>30</td>
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<td>SOC 101: Introduction to Sociology</td>
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<td>SOC 336: Race and Ethnicity</td>
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<tr>
<td>SOC 101: Introduction to Sociology</td>
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<td>4.85</td>
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<tr>
<td>SOC 333: Social Inequality</td>
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<td>5.0</td>
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**Professional Achievement and Growth**

**Peer-Reviewed Publications**

*Peer-reviewed Journal Articles*

2015  

*2014  


*Peer-Reviewed Book Chapters*

2016  


2015  


Peer-Reviewed Book Reviews


Non Peer-Reviewed Publications

Editor-Reviewed Book Chapters


*2014 Francisco, Valerie. 2014. “For the Family: Migrant Mothers’ Activism and

**Peer-Reviewed Proceedings and Presentations**

**2017**

**August**


**July**

“Global Migrant Activism in the Filipino Labor Diaspora.” Panel presentation at the Annual Meeting, Global Studies Association, Berkeley, CA.

**April**


Discussant for “Transnational Love/Care” panel at the Annual Meeting, Association of Asian American Studies, Portland, OR.

**March**

“A Mother that Leaves is a Mother that Loves: Labor Migration as Part of the Filipina Life Course and Motherhood.” Panel presentation at the Annual Meeting of the National Ethnic Studies Association, San Francisco, CA.

**2016**

**October**

“Incommensurability in Caring between Transnational Filipino Family Members.” Panel presentation at the Palimpsests 2 on Filipino Studies
conference at University of California, San Diego.


April  “Transnational Circuits: Discovering Multidirectional Care in Transnational Families through Multi-sited Ethnography.” Panel presentation at the Annual Meeting, Association of Asian American Studies, Miami, FL.

2015

November  “A Mother that Leaves is a Mother that Loves: Filipina Migration in the Life Course” Panel presentation, Annual Meeting, National Women’s Studies Association, Milwaukee, WI.

*2014


Invited Presentations

International

2016

November  “Critical Filipinx Diaspora Studies: A North American Cross Border Discussion” at the Forum on Filipinx Diaspora Studies, York University, Toronto, Canada.

*2014

August  “Filipino Children’s Experience in Transnational Families” at Workshop on Children of Migration in Southeast Asia, York University, Toronto, Canada.

June  “Caring Even If It Hurts: Children of Transnational Filipino Families” at Lecture Series, College of Social Work and Community Development, University of Philippines, Diliman, Philippines.

March  “Transnational Migrant Worker Solidarity: Gender, Family and Radical Citizenship” at International Solidarity Reloaded, University of Gottingen, Germany.
### United States

**2016**
- **September**
  - “Exchanging Care Work: Filipino Transnational Families and Caring from Afar” at the Migration Studies Seminar, University of San Francisco, CA.

**2014**
- **November**
  - “On Carlos Bulosan: Towards a Field of Critical Filipino/a American Studies” at Empire Is In the Heart: Centennial Celebration of Carlos Bulosan’s Life, University of Washington, Seattle, WA.

**September**
- “The Sexuality of Filipino Women’s Migration” at Unbearable Transgression Forum on Global Sexual Violence, San Francisco State University, CA.

**March**
- “The Devaluing of Valuable Work: Filipino Migrants Caregivers to the Elderly” at Global Women’s Rights Forum, Lane Center for Social Thought at the University of San Francisco, CA.

### Works in Progress

**In Press**
- “Save Mary Jane Veloso: Building Solidarity and Global Migrant Activism in the Filipino Labor Diaspora.” Prepared for submission to *Global Development and Technology*.

**Under Review**
- “Sukli: The Uneven Exchange of Care Work Under Emotional Strain in Filipino Transnational Families.” Prepared for submission to *Children’s Geographies*.

**In Preparation**
- “A Mother that Leaves is a Mother that Loves: Labor Migration as Part of the Filipina Life Course and Motherhood.” Prepared for submission to *Research in the Sociology of Work*.

### Contributions to Campus and Community

**Academic Year 2017-2018**
San Francisco State University Campus

- Departmental committees and assignments:
  - Major advising
  - Chair, Student Success Committee
  - Member, Curriculum Committee
- College committees:
  - Faculty Ambassadors, Summer 2017
  - Member, Elections Committee 2017-2020
- University committees:
  - New Faculty Mentoring Program

Community

- Editorial Board Service:
  - Reviewer for *Action Research*
- Service to Professional Organizations:
  - Site committee organizer for the Annual Meeting of the Association for Asian American Studies in San Francisco, CA
- Service to Public Organizations:
  - Research consultant for the South of Market Community Action Network (SOMCAN) and San Francisco Office for Civic Engagement and Immigrant Affairs on Filipino language access

Academic Year 2016-2017

San Francisco State University Campus

- Departmental committees and assignments:
  - Major advising
  - Member, Irwin Scholarship Selection Committee
  - Member, Essay Contest Selection Committee
  - Invited speaker for the “2016 Presidential Election Public Lecture Series” sponsored by the department of Political Science at SFSU, September 13, 2016.
  - Invited speaker for the “Asian American Mental Health Symposium” sponsored by the department of Asian American Studies at SFSU and University of California, San Francisco Asian American Research Center for Health (ARCH), November 17, 2016.
  - Invited speaker for the “Asian American Genders and Sexualities” sponsored by the Center for Research and Education on Gender and Sexuality at SFSU, February 22, 2017.
  - Member, College of Health and Sciences Inaugural New Faculty Learning Community

Community
Editorial Board Service:
- Reviewer for *Feminist Formations*

Service to Professional Organizations:
- Site committee organizer in the Programming Subcommittee and Community Leader and Community Organization Award subcommittee for the Association for Asian American Studies
- Site committee organizer in the Programming Subcommittee and Community Leader and Community Organization Award subcommittee for Asian American Studies

Service to Public Organizations:
- Provided research consultation for the San Francisco Filipino Community Center on the migrant workers' survey
- Participated as research advisor for SoMaganda Stories, a community-based research project on Filipinos/as in the South of Market district of San Francisco

Academic Year 2015-2016 (San Jose State University)

Campus
- Departmental committees and service:
  - Developed Asian American program growth ideas
  - Honors Thesis Advisor for Ian Zamora
- University committees:
  - Member of the Senate Faculty Diversity Committee in Spring 2016 as a proxy for permanent faculty member, Magdalena Barrera

Community
- Service to private and public organizations:
  - Participated as advisory member for the Silicon Valley Family Foundation on grants for immigrant projects in the South Bay
- Service to citizen groups:
  - Participated as author and advisor to the University of the Philippines, Halalan (Election) Initiative 2016 for the Philippine Presidential Elections

*Academic Year 2013-2015 (University of Portland)*

Campus
- Departmental committees and assignments:
  - Prepared Sociology program review
- College committees and assignments:
  - Continued participation in a Teaching Circle with Drs. Lauretta Frederking and Alice Gates.
- University committees and assignments:
  - Academic Technology Roundtable Fellow
  - Member of the inaugural, standing Presidential Advisory Committee on Inclusion (PACOI).
  - Delivered research presentation at the inaugural Faculty Research Development Day on the Immigration Panel.
Advisor for the Filipino American Student Association (FASA).