Major Modification to Program

Program Title (POSt Code)  Specialist in Sexual Diversity Studies (ASSPE1240)
Major in Sexual Diversity Studies (ASMAJ1240)
Unit  Mark S. Bonham Centre for Sexual Diversity Studies
Effective Date  March 1, 2019

Brief Description of the Proposed Changes

Using bullet points, briefly summarize the main aspects of the changes (e.g. addition of required courses, restructuring higher-year course option, introduction of Streams, etc.). Specify changes to program description, requirements, and program learning outcomes.

The proposed changes are:
• A new program description (Specialist, Major, Minor) with new emphases and themes.
• Introduction of new organizational schemes for more detailed information of completion requirements.
• Change in requirements (FCEs for each requirement remain the same).
• Development of a new 100-level course and upper-level courses/electives to reflect the new program themes and foci and retitling of existing courses.

These changes are the result of the recent external review of the Centre for Sexual Diversity Studies (2017) and recommendations made by the SDS Curriculum Sub-committee (2018).

1) Program Description
The new program description highlights the new thematic and pedagogical foci of SDS undergraduate education: a) Intersectionality; b) Transnational and Global approaches; and c) Queer Theory. Additionally, we have revised the completion requirements with new options for introductory courses, with one of WGS160Y1, NEW240Y1, HIS222H1, with the option to substitute other courses with approval since many students come to SDS programs later in their studies. The new description also introduces new organizational schemes, such as “Foundational Courses,” “Thematic Clusters,” and “Capstone.”

2) Requirements
To create a more cohesive program structure, we propose grouping other required courses as “Foundation Courses” and retitling the foundational courses (see below) in order to emphasize the basic and up-to-date theoretical and methodological knowledge required for SDS specialists:
• SDS255H1, formerly Histories and Perspectives in Sexual Diversity → proposed new title: Histories of Sexuality
• SDS256H1, formerly Social Scientific Approaches to Sexuality → proposed new title: Methods in Sexual Diversity Studies
• SDS355H1, formerly Theories of Sexuality II → Theories of Sexuality

3) Thematic Clusters
Thematic Clusters are designed to: 1) streamline selection and enrolment in upper-level SDS courses and seminars for students; and 2) ensure that students take a wide range of electives in order to complete their specialty. These clusters are:

- **Politics and Policy:**
e.g. SDS345H1: Sex and the Epidemic; SDS365H1: Sexuality and Law; JPS378H1 Sex and the State
- **Formations and Practices:**
e.g. SDS381H1 Intro to Trans Studies; SDS382H1 Intro to Queer of Colour Critique; SDS377H1: Lesbian Studies; SDS385H1 Queer Indigenous Politics and Cultures
- **Media and Aesthetics:**
e.g. JSU325H1: Queerly Canadian, SDS470H1 Sexual Aesthetics/Sexual Representations; SDS346H1: Feminist and Queer Approaches to Technology

ENG237Y1 included in the Media & Aesthetics cluster is offered by the English Department with priority enrolment for SDS students. JPS315H1 included in the Politics & Policy cluster is offered jointly between SDS and the Political Science Department. JSU237H1 and JSU325H1 are offered jointly between SDS and University College. These agreements are established and on-going.

4) **Capstone**
To foster a better integration of students’ academic skills and previous learning, as well as to promote inquiry-based activities, we propose all 400-level courses, including research seminars (SDS457H1, SDS460Y1), and the community-based service learning course (SDS490Y1), be labeled as “Capstone.” This is both a re-branding in an attempt to clarify student requirements at the 400-level, while at the same time adjusting the 400-level requirements for MAJ and SPE students. For example, SPE students are now required to take SDS460Y1.

5) **New Courses**
We are introducing a series of higher-year courses to reflect the new program themes, contribute to students’ depth of knowledge in Sexual Diversity Studies, and support new learning outcomes in intersectionality. Some of these have been taught as one-time, special topics courses, and are being established as core options for students in higher years:

- Queer Indigenous Politics and Cultures (SDS385H1)
- Queer Migrations and Refugee Politics (SDS465H1/capstone)
- Advanced Seminar in Queer Theory (SDS485H1/capstone)
- Research in Sexual Diversity Studies (SDS457H1/capstone)

Additionally, SDS will introduce a new First-Year Foundation (FYF) seminar (SDS199H1: Sexuality at the Intersections) which will introduce students to intersectional approaches to the study of sexuality diversity. The FYF format would be most suitable for this course as this course is designed to: 1) encourage students to understand intersectionality as the foundational framework for the study of sexuality not as a single category of analysis, but as a formation and practice shaped by gender, race, class, disability, social locations, etc., 2) scaffold the development of students’ writing, reading and presentation skills necessary for the highly interdisciplinary field of sexual diversity studies at UofT in an intimate, small seminar setting. In the longer term, we hope that SDS199H1 will be a course that encourages students to take an interest in SDS programs, while supporting First-Year Foundations initiatives in the Faculty.
Program information (Calendar copy)

Text in this section will be published in the 2019-20 Calendar entry for this program.

Program Description

The Sexual Diversity Studies Program (Specialist, Major, Minor) allows students to focus on questions of sexual identity, difference, and dissidence across disciplinary lines and cultural frameworks. By examining sexual diversity across time and place, students will learn about the ways different cultures have separated the sexual from the nonsexual, the normal from the abnormal, and what the regulation of sexuality can tell us about how power operates along the lines of gender and race, for example. Students will gain an understanding of how and why certain sexual practices have come under scrutiny, and the significance of the various labels and identities that we have attached to them.

Enrolment Requirements

If a change in program type (e.g. Type 1 to Type 2) or a modification to existing enrolment restrictions is proposed, highlight changes to the previous requirements. Modifications to enrolment requirements will be reviewed in Committee on Admissions as well as Curriculum Committee.

The Sexual Diversity Studies Specialist and Major are Type 1 programs requiring the completion of 4.0 FCE for enrolment.

Completion Requirements

State the completion requirements as they are to appear in the Calendar. Indicate in particular which courses are required in first year. Begin with the current calendar copy and use highlight or track changes to show the changes. The total FCEs, including specific courses required for enrolment, must be: Minors – 4.0 FCE, Majors – 6.0-8.0 FCE, Specialists – 10.0-14.0 (exceptions up to 16.0) FCE.

Specialist in Sexual Diversity Studies

(10 full courses or their equivalent, including 4.0 FCEs at the 300+ level, 1.0 of which must be at the 400-level)

1. One course from: WGS160Y1, NEW240Y1, or HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, with the approval of the Director or Undergraduate Director.

2. SDS Foundational Courses (1.5 FCE):
   • SDS255H1: Histories of Sexuality
   • SDS256H1: Methods in Sexual Diversity Studies
   • SDS355H1: Theories of Sexuality

3. Thematic Clusters (3.0 FCE): 1.0 FCE from each of the three Thematic Clusters.
   Politics & Policy
   JSU237H1, SDS345H1, SDS365H1, SDS375H1F, SDS378H1, SDS390H1, JPS315H, SDS425H1
   Formations & Practices
   SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
   Media & Aesthetics
   ENG273Y1, JSU325H1; SDS346H1; SDS379H1, SDS470H1, SDS478H1

Upper years:
2. SDS354H1, SDS355H1
3. At least two of: JPS315H1 (formerly JPU315H1)/ ENG273Y1/ SDS365H1/ CRI387H1 (SDS365H1 and CRI387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
4. At least one of JSU237H1/ SDS345H1 (or another approved course on HIV/AIDS)
5. At least one of SDS381H1/ SDS477H1 (or another approved course on Trans Studies)
6. SDS382H1 (or another approved course on sexual diversity and race)

7. Capstone: SDS460H1/ SDS460Y1

8. At least one additional 0.5 FCE from 400 level SDS courses (JNS450H1/ SDS455H1/ SDS456Y1/ SDS458H1/ SDS459Y1/ SDS470H1/ SDS477H1/ SDS478H1/ SDS490Y1)

9. Other Electives (3.5-4.0 FCE): Remaining credits selected from the SDS Electives Group. Any remaining courses requirements may be drawn from the SDS Electives Group to a total of 10.0 FCEs.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Director or Undergraduate Director on an individual basis. Students are responsible for checking co- and prerequisites for courses from the SDS Electives Group.

Major in Sexual Diversity Studies

(6 full courses or their equivalent including at least 2.5 FCEs at the SDS 300+ level, 1.0 of which must be at the 400-level)

1. One course from: WGS160Y1, NEW240Y1, or HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, with the approval of the Director or Undergraduate Director.

First year of the program:

1. SDS255H1, SDS256H1

2. 1.0 FCE from the SDS Foundational Courses:
   • SDS255H1: Histories of Sexuality
   • SDS256H1: Methods in Sexual Diversity Studies
   • SDS355H1: Theories of Sexuality

3. Thematic Clusters (1.5 FCE): 0.5 FCE from each of the three Thematic Clusters, with at least 0.5 FCE at 400-level.

Politics & Policy
JSU237H1, SDS345H1, SDS365H1, SDS375H1F, SDS378H1, SDS390H1, JPS315H, SDS425H1
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Formations & Practices
SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
Media & Aesthetics
ENG273Y1, JSU325H1, SDS346H1, SDS379H1, SDS470H1, SDS478H1
Upper years:
2. SDS354H1/ SDS355H1
3. At least two of: JPS315H1 (formerly JPU315H1)/ ENG273Y1/ SDS365H1/ WDW387H1 (SDS365H1 and WDW387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
4. At least one of SDS381H1/ SDS477H1 (or another approved course on Trans studies)
5. At least one of JSU237H1/ SDS477H1 (or another approved course on Queen of Colour Critique)

4. Capstone requirement (a minimum of 0.5 FCE from the following list):
All 400-level SDS and JNS courses, including: SDS457H1; SDS458H1; SDS459Y1; SDS460Y1; SDS485H1; and SDS490Y1. At least two of JNS450H1/ SDS455H1/ SDS456Y1/ SDS458H1/ SDS459Y1/ SDS460H/ SDS460Y1/ SDS470H1/ SDS477H1/ SDS478H1/ SDS490Y1

5. Other Electives (1.5-2.5 FCE): Remaining credits from the SDS Electives Group. Any remaining course requirements may be drawn from the SDS Electives Group for a total of 6.0 CEs
ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRI380H1, CRI387H1, ENG235H1, ENG254Y1, ENG273Y1, ENG355H1, ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE304H1, GGR327H1, GGR363H1, HIS202H1, HIS222H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW349H1, NEW449H1, PHL243H1, PHL271H1, PHL367H1, POL482H1, PSY323H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS457H1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS478H1, SDS485H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS367H1, WGS368H1, WGS369H1, WGS374H1.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Director or Undergraduate Director on an individual basis. Students are responsible for checking co- and pre-requisites for courses from the SDS Electives Group.

Minor in Sexual Diversity Studies

(4 full courses or their equivalent)

1. One course from: WGS160Y1, NEW240Y1, or HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, with the approval of the Director or Undergraduate Director.

2. Thematic Clusters (1.5 FCE): 0.5 FCE from each of the three Thematic Clusters. May substitute 0.5 FCE in this requirement from the list of Capstone courses; refer to the SDS website for current options.

Politics & Policy
JSU237H1, SDS345H1, SDS365H1, SDS375H1F, SDS378H1, SDS390H1, JPS315H, SDS425H1
Formations & Practices
SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
Proposal Questions – General

Rationale

Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit’s priorities, recent reviews or institutional planning, or alignment with other programs. Be sure to note student input and benefit.

Implementation of these new program emphases and themes, as well as curriculum changes, were recommended by the recent external review of the Centre for Sexual Diversity Studies (2017). Unlike Women & Gender Studies, a closely related field, undergraduate education in Sexuality and Sexual Diversity Studies in Canada has been slow to respond to and incorporate current trends in the field, e.g. recent turns to intersectionality, transnationalism, and critical race theory. In response, we created the Curriculum Development Sub-committee (Curriculum Committee), consisting of the Director, the Undergraduate Director, faculty, and long-term sessional instructors and graduate teaching assistants, in order to develop a more cohesive course structure and an up-to-date program vision. The Curriculum Committee met many times to discuss and agree upon the proposed changes over the last 8 months. A formal proposal, review, and successful approval of these program changes was made to the SDS Steering Committee in April 2018. As a premier program in Sexual Diversity Studies in North America, these program changes will ensure that SDS remains a popular and cutting-edge institution in the field.
Impact
Specify the impact the changes may have on students or other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.

Confusion among course selection was one major complaint from students in the SDS self-study and the external review. More cohesiveness between courses and overall program structure is needed as noted by the external review and student feedback. With the introduction of new requirements and organizational schemes (i.e. a first-year introductory course, grouping of courses through the labels of “Foundational Courses,” “Thematic Clusters,” and “Capstone”), students will be able to navigate and streamline their course selection more easily and according to their scholarly interests and needs. The streamlined trajectory through the Foundational Courses will also create a more organic entry point for students to specialize in SDS early on in their program, and facilitate a sense of cohort and community, which students identified as lacking in the current structure. The proposed FYF course introduces students to the key concepts (i.e. intersectionality and transnationalism) of the Sexual Diversity Studies program. Intersectionality and transnational studies are also reflected in some of the new upper-year course proposals, i.e. SDS465H1: Queer Migrations & Refugee Politics, and a revised SDS355H1: Theories of Sexuality. The thematic clusters provide students with learning across a variety of fields in SDS, providing them with a more robust learning experience in the field of sexuality studies. Moreover, renaming the clusters (Policy & Politics; Formations & Practices, Media & Aesthetics) provides more clarity and rationale to the course groupings, as opposed to the previous calendar which listed courses in undefined groups (i.e. Group A, Group B). A visual map has been created to make the new course structure more clear to students (see attached).

Consultation
Describe consultation that has already been done within the unit, with outside units and with students, in particular if other units are affected or if resources are necessary to mount the changes. Indicate date of sign-off from external units, dates of meetings with students, etc.

These curriculum and program changes are the result of consultations with students, faculty, and staff at SDS for our Self Study Report (2016-17), followed by in-depth analyses by the external reviewers for the Centre for Sexual Diversity Studies (2017). Two central issues that emerged out of these consultations were 1) the current curriculum lacks an intersectional approach or it is addressed only in upper-year classes e.g. SDS382H1, and 2) The diversity of our student population in SDS is seldom reflected in the course material and instructors, which is being addressed in new course proposals and will be addressed in future hiring decisions. Based on recommendations in both reports, the newly created Curriculum Committee has been in charge of the program overhaul and curriculum development since November 2017. Proposed new courses have been reviewed and are supported by closely related units, including Women and Gender Studies, Equity Studies, and Indigenous Studies, and Diaspora and Transnational Studies.

Diversity
How does the proposed program or modification support diversity? E.g. through curriculum design supporting different learners, accommodation, etc.

Core program changes will directly support diversity in several ways:

1) The new curriculum promotes intersectionality as the central approach to sexual diversity, which allows students to study the dimensions of race, gender, class, and disability etc. in order to foster critical awareness of diverse forms and experiences of sexuality;
2) The proposed new courses (e.g. Queer Indigenous Politics and Cultures, Queer Migrations and Refugee Politics) will engage students with current and up-to-date scholarship on sexuality that pays attention to postcolonial and transnational influences of contemporary sexual politics and cultures in Canada; and

3) The new program themes and curriculum reflect the changing diversity of student populations at University of Toronto in general and SDS in particular. As noted in the Self Study and reported by instructors in their day-to-day interactions in the classroom, many of our students are first generation university students from immigrant family backgrounds who are already active in local ethno-specific LGBT and Queer advocacy groups and communities. In addition, some of our students are two-spirit and indigenous-identifying. The new foci on intersectionality, transnationalism, and indigeneity will bring SDS undergraduate education more in line with our students’ cultural and political concerns and will make our curriculum more relevant to their academic interests.

Resource Implications

Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources.

For the most part, the proposed new courses will be taught either by appointed faculty members or by our long-term sessional instructors. Based on the external review report and subsequent meetings between the former Director, Prof. Brenda Cossman and the current Director, Prof. Dana Seitler, the Dean’s Office has committed to providing a $50,000/year undergraduate education fund for the next three years (2018-2021). Utilizing this funding, SDS created the new Undergraduate Director position and hired Dai Kojima who has been in charge of the program overhaul and curriculum development under the advisement of the Director. It is our hope that this arrangement will continue after the initial 3-year term which would be crucial for the further development and management of SDS undergraduate programs. We expect to support all proposed new courses and modifications with current resources.

Faculty and TA Support

Curriculum Committee and Pedagogical Support Group

The Curriculum Committee, working closely with the SDS Steering Committee, has been successful in keeping our teaching staff, including faculty, sessional instructors and teaching assistants, up-to-date with new curriculum contents. In addition, we have created the Pedagogical Support Group within SDS in December, 2017. The goal of the Group is specifically to support instructional and pedagogical innovation and solutions for our teaching staff. Because SDS courses deal with often controversial and political topics and issues, such as homophobia, racism, and gender-based violence, a systemic and departmentally agreed upon approach to in-class lectures and dialogues, curriculum deliberation, classroom management, and accommodation arrangements has been identified as an urgent need. Based on the initial meeting in early 2018, the Group made a tentative plan to meet twice a year—at the beginning and end of an academic year—to share pedagogical challenges and solutions among SDS teaching staff. Other teaching resources and support systems have been created on Blackboard (soon to be transferred to Quercus). Finally, we have established a department policy on class engagement and participation; a statement which will be included in every SDS course outline starting Fall 2018. The statement is as follows:

“Statement on Engagement and Participation in the Classroom

Students, instructors, guest speakers, as well as readings and media in Sexual Diversity Studies courses often (and intentionally) raise difficult issues in classroom discussion. It is vital for our mutual experience of learning that students, instructors, and teaching assistants treat each other respectfully at all times in all of these interactions. We are a community of learners in our SDS courses. Given the complex, political, and, oftentimes personal topics we cover, respecting and maintaining a space for critical inquiry and intellectual generosity for
all is absolutely crucial. At times this involves thinking through controversial material; at others, struggling with language; and, at still others, productive disagreement. SDS is dedicated to maintaining its classrooms as spaces of intellectual responsibility and possibility, where students ranging from those who are curious about the ideas that SDS enables to those who come to the classroom with strong intellectual and personal investments can engage with, help, and respectfully challenge each other. Constructive response is a value and a gift, and SDS strives to be a place in which necessary discussions concerning sexuality, race, gender, class, citizenship, and cultural and religious affiliations can productively occur.”

**Academic Context**

Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students’ interests, career paths, etc.

**The Program and Discipline**

Unlike Women & Gender Studies, a closely related field, undergraduate education in Sexuality and Sexual Diversity Studies in Canada has been slow to respond to and incorporate current trends in the field, e.g. recent turns to intersectionality, transnationalism, and critical race theory. These turns in the field have addressed the lack of diversity and inclusion in the approaches, methods, and canonical texts in sexuality studies. The new program themes reflected in the new description, the introduction of a new 100-level course and the reorganized foundational courses, along with the development of other upper-level electives, will offer SDS specialists cutting-edge education in Sexual Diversity Studies.

**Student Interests**

As noted in the Self Study and reported by instructors in their day-to-day interaction in classrooms, many of our students are first generation university students from immigrant family backgrounds who are already active in local ethno-specific LGBT and Queer advocacy groups and communities. In addition, some of our students are two-spirit and indigenous-identifying. The new foci on intersectionality, transnationalism, and queer theory will bring SDS undergraduate education more in line with our students’ cultural and political concerns and will make our curriculum more relevant to their academic interests. For example, the creation of a new 100-level course is specifically aimed at introducing students to intersectionality, along with other new upper-level courses (e.g. SDS465H1: Queer Migrations and Refugee Politics, SDS385H1: Queer Indigenous Politics and Culture).

**Student Career Paths**

The proposed curriculum and program changes will prepare our students well to pursue top graduate schools in North America, as many of our graduates do, and to be more effective leaders in the public sector, non-profit organizations, and other workplaces that are increasingly globalized and diversified, such as in Law, Health, Education, etc. The critical and analytical skills as well as attention to political, social, and systemic issues concerning sexual minorities are key skill sets for student success in these fields. In SDS490Y1: Engaging our Communities, our students get direct experience in the non-profit sector, or in a field that is relevant to their academic and career interests. In this course, they gain valuable experience that prepares them for work in these sectors.

**Learning Outcomes**

Explain how the change affects, or does not affect, the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.

The current program outcomes as framed in the most recent SDS self-study are:

1. An understanding of how sexuality has been framed and understood both historically and in a contemporary context.
2. An understanding of the various methodologies used to study sexuality and how and what knowledges are produced through such lines of inquiry.
3. An understanding of the culture, politics, and debates around representing sexuality and sexual identity.
4. A critical vocabulary of and the tools to challenge oppression and inequality (and how they operate in activist movements past and present).
5. An engagement with community, at both a local and global level.
6. A knowledge of or expertise in the field that will allow students to become leaders in the careers they choose, be it graduate school and teaching, health care and counselling, law, administration, the arts, research, or public policy in the areas of equity and diversity.

The proposed modifications arise both from recommendations in the most recent review of SDS programs, and to respond to shifts in the field and ensure that SDS graduates will be conversant in the latest theoretical interventions in the fields of Sexuality, Queer Studies, Transnational Sexuality and Gender Studies, and Sexual Diaspora and Globalization Studies. The proposed modifications update outcomes 3 and 4 to establish intersectionality as a core learning outcome across the SDS theory courses and upper-level electives, modifying outcomes 3 and 4 to ensure students complete the program with an understanding of how race, gender, class, disability, and social locations influence sexuality and sexual identity, and develop a critical vocabulary to be conversant in themes of intersectionality within the field of SDS. These outcomes have been revised as follows:

3. An understanding of the culture, politics, and debates around representing sexuality and sexual identity through an intersectional lens.
4. A critical vocabulary of and the tools to challenge oppression and inequality (and how they operate in activist movements past and present), drawing from a framework of Intersectionality, Transnationalism and Queer theory.

The development of SDS256H1 as a methods course in Sexual Diversity Studies aims to expose students to a range of methodological approaches and epistemologies across the social sciences and humanities (e.g. archival, oral history, literary criticism, ethnographic, visual and media-based, interviewing, discourse analysis). The methodological training from this course will be further supported in upper-year research seminars and capstone courses (i.e. SDS458H1, SDS459Y1, SDS460Y1). This will guarantee that our students will be well-prepared to pursue top graduate schools in North America, as many of our specialists/graduates do, and to be more effective leaders in the public sector, non-profit organizations, and other workplaces that are increasingly globalized and diversified, such as in Law, Health, Education, etc.

Summary of Learning Outcomes and Expectations by Year:

Overall, the creation of upper-level courses, thematic clusters, and capstone courses are meant to facilitate two outcomes: 1) clarify the structure of the program to allow students to better select their courses, as well as ensuring that students get a breadth of knowledge in sexuality studies, and 2) ensure that students are exposed to key concepts of intersectionality, transnationalism, and advanced theory in queer studies throughout the program.

Year 1: Students acquire introductory level knowledge on sexual diversity and intersectionality.

Year 2: Foundational Courses; students broaden knowledge of historical and methodological foundations of sexual diversity studies

Year 3: Foundational Courses Cont’d (SDS355H1) & Thematic Clusters; students master theoretical foundations of sexual diversity studies; students further apply theoretical and methodological knowledge to specific areas of study
Depth of Knowledge

The achievement of several of a set of learning outcomes that contribute to mastery of an area through intensive study. Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.

In line with the new program themes, the proposed new courses, in addition to our existing core courses, will engage students with cutting-edge scholarship on sexuality that pays attention to postcolonial, transnational, and queer interventions into contemporary sexual politics and cultures in Canada. Specifically, we are developing the following new courses to meet this goal (some of them have been taught as one-time, special topics courses to be converted into permanent, core courses) to further deepen students' knowledge in Sexual Diversity Studies:

- SDS385H1: Queer Indigenous Politics and Cultures (themes explored: colonialism, nation building, indigenous epistemologies, two-spirit cultural production and politics)
- SDS465H1: Queer Migrations and Refugee Politics (transnationalism, border politics, legal issues, nationality, citizenship, and concerning sexual minorities)
- SDS485H1: Advanced Seminar in Queer Theory (themes include: contemporary queer theories, including affect theory, psychoanalysis)
- SDS457H1: Research Seminar in Sexual Diversity Studies (learning outcomes: research skills, grant writing, conducting field work, thesis writing, publication)

Competencies

For these five categories, describe how each competency is developed within the modified program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.

Critical and Creative Thinking

The purposeful and reflective examination of knowledge and ideas beyond memory and recall, whereby students can make informed judgments, synthesize what they have learned, and apply their ideas in novel ways.

As a highly interdisciplinary program, SDS prioritizes both critical and creative skill building as central to our students’ growth as scholars. As outlined in our Mission Statement, these approaches inform our overall program and all of our courses:

“The mission of the Centre for Sexual Diversity Studies (SDS) is to explore, analyze, and challenge the ways in which sexuality shapes people’s lives by advancing new forms of interdisciplinary knowledge that connect academic learning to both local and global, present and historical problems and contexts. We believe that sexuality—at the intersections of race, class, gender, disability, and citizenship status, among other things—not only saturates many aspects of social and political life but actively determines what gets to count as social and political life in the first place. This creates different forms of structural inequality in education, cultural production, scientific research, the workforce, law, immigration, and the practices of everyday life. We are committed to siting these struggles squarely in the histories and on-going processes of colonization in Canada and beyond, and, in turn, to creating an intellectual community in which to imagine and enact decolonizing and concrete social change through our pedagogy, research, and public engagement. Thus our goal is to provide vibrant interdisciplinary scholarship, teaching, and programming on the historical and
contemporary formations of sexual practice and to foster critical conversations and analyses of queer and normative sexualities; the formation of sexual, racial, and gender, and gender-non-conforming personhood; and the role of sexuality in culture and politics both in North America and transnationally.”

In addition, students are encouraged across a wide range of courses to, where appropriate, apply creative solutions and responses to the current issues of sexuality studies scholarship. These include: performance pieces, visual art, video and sound production, poetry, documentary, etc.

Communication
The ability to express ideas, arguments, and facts to convey an intended message in a manner that is cogent and effective.

Throughout all courses, SDS students are extensively trained in essay writing, presentation skills, academic reading, and competencies such as the review of scholarly literature. Specialists and Majors students are also required to participate in an end-of-year research colloquium where they demonstrate their learning and communication skills in a public multi-panel presentation style forum. We encourage students to develop their fluencies for both academic and general audiences so that they will be well equipped both for graduate education and/or any variety of employment opportunities they may pursue.

Information Literacy
The ability to effectively find, evaluate, create, use and present knowledge, data and critical analyses for scholarly and other purposes.

Throughout their coursework, SDS students are trained to locate, evaluate, engage with, and properly cite a variety of different media and information resources. The interdisciplinary nature of SDS ensures students become familiarized with the vast library resources of UofT as well a variety of other archives and databases from which to explore topics related to sexual diversity studies in North America and abroad. Students learn the proper ways in which to cite and reference such materials and, most importantly, how to analyze and evaluate media and information towards broadening their understandings of sex, sexuality, gender, race, etc.

Quantitative Reasoning
The ability to reason with basic mathematical, numerical and statistical concepts in order to enhance understanding of an area of study and to help navigate a data-driven world.

The undergraduate education at SDS focuses primarily on humanist and humanist social sciences approaches to the study of sexuality and sexual diversity rather than preparation in quantitative reasoning. However, courses, such as SDS345H1, JSU237H1, and SDS425H1 engage students with public and population health literature concerning HIV/AIDS, sexually transmitted epidemics, and bioethics. These courses offer students the critical ability to evaluate quantitative data in order to understand the cultural, social, and political dimensions of statistics and policies that relate to sexual diversity and LGBT populations.

Social and Ethical Responsibility
The ability to engage in critical reflection upon questions of responsibility to oneself and society and to develop values of academic and personal integrity.

As reflected in our Mission Statement (see above), SDS prioritizes real life impacts and advocacy related to sexual diversity. This is achieved by our close partnerships with local, non-profit, LGBT organizations and other relevant governmental bodies (e.g. school boards in the GTA). Specifically, through our experiential service learning course, SDS490Y1: Engaging Our Communities, we place students in local LGBT organizations (e.g. Youth Line, Glad Day Bookstore, EGALE) in order to learn how to apply their theoretical knowledge in a real-life setting in a socially and ethically responsible manner. Overall, our emphasis on inequality, oppression, and
discrimination throughout our course offerings ensures students graduate from our program highly aware of the systemic and structural relations of power and privilege and how to think and act towards equitable change.

**Integrative, Inquiry-based Activity**

*Activity that involves substantial investigation, synthesis of knowledge, and communication of results of the inquiry.*

| SDS256H1: Methods in Sexual Diversity Studies exposes students to various methodological theories and approaches across the social sciences and humanities. The course assignments include experiential components, such as research proposal writing, database searches, literature reviews, and introductory fieldwork, all of which provide students with grounding in research skills and methodology, and prepares them for capstone courses in SDS. SDS’s offerings of SDS490Y1, SDS458H1/SDS459Y1 Independent Studies, and other capstone courses, encourage students to reflect upon and integrate their previous course work and learning through inquiry-based research driven by students’ individual interests. These independent, individually supervised research projects offer students the opportunity to bring their learning, experience, interests, and academic skills together. These opportunities are very popular with our students and such courses have been very successful in advancing our students’ integrative and inquiry-based approaches to their own learning. Students in SDS458H1, SDS459Y1, and SDS460Y1 all participate in the SDS Student Research Colloquium, a day-long conference where they present their work and receive training in oral conference presentation skills. |

**Governance Path**

<table>
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<tr>
<th>Level</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dean’s Office approval</td>
<td>January 22, 2019</td>
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<tr>
<td>Vice-Provost Sign-off</td>
<td>January 22, 2019</td>
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<tr>
<td>Undergraduate Curriculum Committee</td>
<td>January 30, 2019</td>
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<tr>
<td>Arts &amp; Science Council</td>
<td>February 13, 2019</td>
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<tr>
<td>AP &amp; P (for information)</td>
<td>May 8, 2019</td>
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**Implementation**

Program modifications approved in 2018-19 will be published in the 2019-20 Calendar. By default, program modifications will be in effect for students enrolling in the 2020 enrolment period to allow students time to plan their courses in Fall/Winter 2019-20. The Governance Unit and the Office of the Faculty Registrar can work with you to prepare for implementation. Use this space to identify any planning concerns/considerations you may have that are associated with this change (for example, adding newly created courses to requirements, preparing for changes to enrolment requirements, messaging to students about the changes, etc.).

We request an earlier implementation of the new program modifications to take effect for students enrolling during the 2019 enrolment period to clarify our degree requirements for students as soon as possible. Sexual Diversity Studies will proactively communicate this change to students, by creating a website dedicated to informing students of the impact of the new changes, new course offerings, and how to plan their upcoming course enrolment, in addition to our staff roles that are already dedicated to student support.