

**Faculty of Liberal Arts and Professional Studies  
York University**

**Degree-Level Expectations for Programs**

<b>Program:</b>	<b>Sexuality Studies</b>
<b>Degree Type:</b>	<i>BA</i>
<b>Degree(s):</b>	<b>Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits)</b>
<b>Department/School:</b>	<b>School of Gender, Sexuality and Women's Studies</b>
<b>Submission Date:</b>	September 30, 2012

**Instructions:**

1. On page 1, please complete the information regarding:
  - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
  - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
  - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
  - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
  - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
  - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
  - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
  - Email address for submissions: [apccps@yorku.ca](mailto:apccps@yorku.ca)
  - Submission deadline: **July 31, 2012**

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>1. Depth and Breadth of Knowledge</b>	<p>Apprehension of the primary theoretical and/or methodological questions in sexuality studies scholarship.</p> <p>Analyses of the historical, social, cultural, political and economic contexts from which sexuality studies scholarship emerges and to which it is relevant and responsive.</p> <p>Dynamic comprehensions of the relations between sexuality studies scholarship and political, cultural and social issues outside of the classroom, locally, nationally and internationally.</p>	<p><b>Demonstrate the breadth and depth of their knowledge by:</b></p> <p>a) Explaining key theoretical and/or methodological issues and debates in sexuality studies scholarship.</p> <p>b) Analyzing a particular field's historical, social, cultural, political, and economic contexts and implications.</p> <p>c) Analyzing how sexuality operates in interaction with race, class, gender, ability, time and place as applied to topics taught in the course.</p> <p>d) Demonstrating an ability to critically assess one's own assumptions and beliefs about sexuality in writing and class discussions.</p> <p>e) Exploring the links between classroom discussions with politics and social issues locally and globally and contemporary culture, where relevant.</p>	<p>Core-Courses and some directed studies across multiple levels which assess through close engagement with scholarly texts (both contemporary and historical); memoirs; studies; data; and cultural production.</p> <p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.</p>

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<b>2. Knowledge of Methodologies</b>	<p>Significance of, but also, excellence in comprehending the interdisciplinarity of sexuality studies as well as intersectional frameworks, concepts, theories and analytics.</p>	<p><b>Demonstrate an in-depth understanding of the interdisciplinary nature of sexuality studies methodologies and scholarship by:</b></p> <p>a) Applying interdisciplinary sexuality studies analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to sexuality studies.</p> <p>b) Explaining and applying some of the</p>	<p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.</p>

		<p>concepts that scholars in sexuality studies draw upon both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, and gender as categories of analysis, class relations, the body, agency, knowledge production, etc.).</p>	
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<b>3. Application of Knowledge</b>	<p>Thorough understanding of the concepts of intersectionality combined with an applied analytics of power shaping sexuality and gender, racialization, social class, able-bodiedness, transgender, indigeneity, nation and transnationality, through interacting systemic and structures of economics, history, culture, education and knowledge production, research, work, home, borders and belonging, conflict and conflict zones both domestically and internationally.</p>	<p><b>Generate an effective application of knowledge by:</b>  Analyzing, accessing, reviewing and interpreting wide ranging texts and information about/on sexuality and to develop interpretations and arguments about their impact and effectiveness.</p>	<p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.</p>

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<p><b>4. Communication Skills</b></p>	<p>Ability to communicate critically, creatively, and theoretically through essay writing, seminar discussions and oral presentations to a range of audiences.</p>	<p><b>Demonstrate critical reading, reasoning, research, writing, listening and oral communication skills by:</b></p> <ul style="list-style-type: none"> <li>a) Analyzing in-depth a range of texts that span the humanities and/or social sciences and/or natural sciences, and other sub-disciplines, where relevant, e.g. popular culture.</li> <li>b) Critically analyzing and comparing the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts.</li> <li>c) Critically assessing how texts of any kind address issues of sexuality, race, class, gender, nation, capitalism, ability and other operations of power.</li> <li>d) Assessing the appropriateness of the research and reasoning employed in specific texts or analyzing the exposition of a theme or themes in specific text(s).</li> <li>e) Conducting independent research through the effective use of the library and other information sources and research tools.</li> <li>f) Being able to define areas of inquiry and methods of research in the preparation of a well-written essay.</li> <li>g) Conceptualizing theoretical problems, forming arguments, assessing evidence and communicating critically, creatively, and theoretically through essay writing, seminar discussions and presentations.</li> <li>h) Taking responsibility for proper spelling, grammar and syntax.</li> <li>i) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other than one's own.</li> <li>j) Collaborating with other students in class discussion, presentations and</li> </ul>	<p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments with a heavy focus on both oral and written effectiveness.</p>
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		k) reflections on course material. Listening respectfully to others.	
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<b>5. Awareness of Limits of Knowledge</b>	Highly effective abilities to critically assess one's own assumptions and beliefs about sexuality in relation to race, gender, ethnicity, colonialism, culture, nation, able-bodiedness, social class etc. in the context of writing and classroom interpretations and in relation to sexuality studies scholarship.	<b>Assess priorities as citizens in the contemporary world by:</b> a) Exploring contemporary issues regarding sexuality. b) Critically analyzing the ways sexuality studies scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, ability and global location. c) Exploring the range of queer cultural and knowledge production, practices, goals and strategies in and outside universities. d) Recognizing the limits of one's own political and epistemological position.	Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.

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<b>6. Autonomy and Professional Capacity</b>	Capacity to analyze in-depth a wide range of texts, information, data, etc. that span the humanities and/or social sciences and/or natural sciences and other disciplines where relevant.	<b>Demonstrate autonomy and professional capacity by:</b> a) Effectively demonstrating and communicating one's own critical political consciousness.	Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.

	<p>Effective modes of communication.</p> <p>Transferable skills for continued and/or future study, employment, community activities.</p> <p>Behavior consistent with academic integrity and social, ethic responsibility.</p>	<p>b) Demonstrating organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.</p>	
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