Project Summary: The Sexuality and Gender Identity Studies Curriculum Planning Workshop, Held from August 13-15, 2007, Brought together an interdisciplinary faculty team to develop curricular guidelines for two recurring SAGIS courses: WGST 75 and a new senior seminar. Participants were: Paul Deslandes (Assistant Professor, History), Gregory Ramos (Assistant Professor, Theater), Valerie Rohy (Associate Professor, English), Chris Vaccaro (Lecturer, English), and Jacqueline Weinstock (Associate Professor, Integrated Professional Studies). The workshop’s discussions and research produced a concise mission statement/course description for WGST 75 (Introduction to Sexuality and Gender Identity Studies), an evaluation of best practices in past UVM and external syllabi for similar courses, a list of learning objectives for students, a series of pedagogical guidelines for instructors, and a proposal for the restructuring of the senior seminar to combine independent research or service projects with interdisciplinary meetings of students and a faculty teaching team. In addition, we received assessment methods and appropriate instructional technologies, discussed faculty on the UVM campus who would be willing and able to teach SAGIS courses (particularly WGST 75), and identified long-term goals for the minor and LGBT studies at UVM more broadly. Finally, we assembled a 20-page annotated bibliography of suggested readings from various disciplines and compiled a list of books, periodicals, and DVDs recommended for purchase by Bailey-Howe library.

Impact on Teaching and Learning: This workshop led to substantial revisions, by Chris Vaccaro and others, to the course content for WGST 75. Since this meeting, pedagogical shifts have occurred in both content and style. Furthermore, new courses have begun to emerge for the Sexuality and Gender Identity Studies minor (including courses taught by Ellen Anderson, Valerie Rohy, Gregory Ramos, and Paul Deslandes) based on some of the needs outlined during the workshop. More importantly, the session allowed those of us who worked in the field to gather and discuss pedagogical methodologies, course content, and research interests.