

# 4-YEAR POST IQAP FOLLOW-UP REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Gender Equality and Social Justice	March 22, 2013	Dean of Arts Science

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
#1 That the Department undertake a curriculum review to identify core skills and competencies acquired by students in GESJ	100	GESJ Department	Attached is an audit of GESJ curriculum with a view to core competencies
#2 That the Faculty of Arts & Science review existing cross-listed/cross-coded courses with a view to increase the number of such courses.	100	Arts & Science Faculty	Attached is an audit of GESJ's cross-listed/cross-coded curriculum. Please note it is a Departmental policy to cross-list wherever possible thus the percentage of GESJ cross-listed curriculum is around 70%

## SUMMARY OF PROGRESS TO DATE

Four years beyond the IQAP Review of 2013 the primary recommendation of the reviewers remains outstanding – the conversion of the longstanding LTA position in critical race, post-colonial and settler studies. It cannot be emphasized enough that this position needs to be permanently stabilized asap. PPC notes that according to the “Quality Assurance Framework Reviewers are asked to comment on the Appropriate and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its programs”.....and that “reviewers must recognize the institution’s autonomy to determine priorities for funding space, and faculty allocation.” The LTA2 in GESJ to which

the reviewer's comments are applied is part of the existing faculty resources and has been for nearly ten years. Thus, the recommendation appears to be wholly appropriate and in line with the Quality Assurance Framework.

The remaining recommendations of the reviewers were largely considered to be 'outside the scope' of the review process by PPC; at best they fell within the purview of the Dean's overall concerns for Arts and Science. Worth noting, however, is that at the time of the review GESJ was working to initiate a collaborative BA Honours Degree in Human Rights and State Violence. The proposal for this new degree largely grew out of GESJ's unique specialization in the area of Human Rights and Social Justice – it is one of the core streams in GESJ. The proposal was completed and underwent the review and approval process through the various on campus committees, including Senate, however, it was ultimately shelved primarily because of a lack of teaching resources. In the view of the proposers, the proposal was dependent on at least one additional tenure track position being funded. In the wake of the demise of this proposal, GESJ has returned to an earlier plan to create a certificate in Human Rights. If efforts for a BA Honours in Human Rights are revived we will be happy to collaborate with those efforts. We believe that the addition of a certificate for non-majors through GESJ is something we can accomplish quickly and it will provide a value added complement to overall existing programming. It will also complement a degree should that ever become available.

With respect to the 5<sup>th</sup> recommendation, GESJ continues to administer the development and delivery of the INTD courses. To date we have offered 6 iterations of the second year, high impact, concept course (DIRT, SLOTH, SECRETS, GENIUS, WATER AND WHITE. See here for more information: <http://justcurriculum.nipissingu.ca>).

We have developed a 1<sup>st</sup> and 3<sup>rd</sup> year version of the course where the 1<sup>st</sup> year version has a particular view to recruitment. To date we have been unable to offer either of these courses due to insufficient faculty although it is our hope that the first year course will be offered in the near future in light of the strategic goals of the university regarding recruitment and retention.

With the closure of the Muskoka campus, and the growth of the Child and Family Studies program, GESJ is strongly positioned to serve students who have moved up to North Bay. There is significant content complementarity between the two programs and the development of cross-listed programming will serve to strengthen interdisciplinary teaching and programming.

Some faculty in GESJ have also expressed interest in exploring online possibilities regarding an INTD recruitment course oriented simultaneously to both 1<sup>st</sup> year students as well as potentially year 12 high school students.

GESJ will continue to develop strategies to profile both the GESJ program as well as its interdisciplinary collaborators both within and outside the institution. We continue to believe the GESJ program could be a destination program for Nipissing. At the very least it is a flagship program in the area of social justice studies – something that Nipissing would appear to be developing – if unintentionally – as a niche concentration. To this end, GESJ is interested in the possibility of collaborating on an MA in Social Justice in the near future, should that be in line with the overall strategic plan of the University.

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Below is a list (not exhaustive) of some of the immediate goals of the program.	GESJ Department	2018-2020
1. Develop 2-3 Certificates: Human Rights, 2. Media Studies. And possibly 3. Sexuality Studies,	GESJ Department	2018-2019
2. Explore 2 <sup>nd</sup> year Methods Course		

<p>3. Strengthen Experiential Learning Pathways through a redevelopment of the Social Justice Practicum. We are working on a number of possibilities for experiential learning including an embedded placement similar to the Hong Kong trip but at Wild at Heart in Lively, as well as a trip to the Canadian Museum for Human in Winnipeg that will be built around a condensed summer course based on Memory.</p>	<p>GESJ Department</p>	<p>2018-19</p>
<p>4. Develop additional 4<sup>th</sup> year programming to supplement the one 4<sup>th</sup> year required course we offer and to better prepare students for post graduate study.</p>		
<p>5. Continue Developing INTD as well as Interdisciplinary Course Options</p>	<p>GESJ Department</p>	<p>Ongoing</p>
<p>6. Department name Change</p>	<p>GESJ Department</p>	<p>2018-19</p>

**CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS**

GESJ conducts regular reviews of the existing curriculum. We also reflect on program goals and strategic directions – typically in consultation with students and cognate programs both within and outside the university. Hence the review is an ongoing one for us. A priority for us going forward will be to finalize the proposal to change the name of the program from Gender Equality and Social Justice to Social Justice Studies. We anticipate concluding this process in the coming academic year.

The other longer range project for us is exploring the potential for a cross-faculty, collaborative MA in Social Justice Studies.



January 18, 2017

## **GESJ Core Competency Expectations for a 4 Year Honours Specialization Recommendation #1 – 2013 IQAP 4 YEAR FOLLOW-UP REPORT**

### **Recommendation**

#1 That the Department undertake a curriculum review to identify core skills and competencies acquired by students in GESJ

(Please note: **Below is a revised/updated version of the OCAV Program Level Expectations from 2012.**)

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### **Depth and Breadth of Knowledge**

a) a developed knowledge and critical understanding of the key concepts, methodologies, and theoretical approaches to Gender Equality and Social Justice, including some in-depth knowledge of specific issues in Gender Equality and Social Justice.

b) a developed understanding of the relationship between systems of power and social justice, including the ability to critically analyze the intersections between gender, race, class, sexuality and colonization as key determinants of equality.

c) a developed ability to comprehend, distinguish, and analyze a range of theoretical, legal, political and cultural texts and traditions from a variety of historical periods as they bear on questions of power and social justice

d) a developed ability to gather, review, comprehend, and evaluate primary and secondary sources relevant to social justice as well as an ability to compare the merits of and discriminate between alternate critical approaches and interpretations

e) a developed and detailed knowledge of key terms and concepts as well as a developed ability to recognize and define a variety of theoretical approaches to understanding equality and social justice

f) sophisticated critical thinking and analytical skills specifically germane to analyses of power, justice and equality

g) an ability to demonstrate cumulative intellectual development by distilling, synthesizing and applying learning from both previous classes in Gender Equality and Social Justice along with classes outside the discipline.

### **KNOWLEDGE OF METHODOLOGIES**

a) a developed recognition and a sophisticated understanding that there are a wide range of methods of inquiry and approaches to analyses of social equality and social justice

b) a developed understanding of as well as a sophisticated ability to compare the various schools of thought and theoretical tools used to critically analyze power, justice and equality

c) a developed understanding of the strengths of interdisciplinarity in any approach to the study of power as it pertains to social justice and equality

d) an ability to devise, sustain and defend an argument/s regarding the appropriate method/s and tool/s for the study of particular problems in the discipline as well as an advanced ability to employ current theoretical approaches

e) a demonstrable knowledge of the methods of citation and documentation appropriate to the study of social justice and equality

### **APPLICATION OF KNOWLEDGE**

The ability to comprehend, interpret, and analyze social, political, legal and cultural texts/sources in order to demonstrate:

a) a complex account of the underlying assumptions involved;

b) a sophisticated awareness of the social, political and historical context of an issue

c) a thorough understanding of the major or potential controversies surrounding the issue under consideration

d) the ability to offer sophisticated analytic commentary, develop clear lines of argument and make sound judgments about the issue that go well beyond observation and/or opinion.

e) an advanced ability to use recognizable research methods and to select appropriate evidence from sources to support an analytic argument or informed commentary

f) an advanced ability to make use of primary and secondary scholarly sources, including the ability to distinguish between what is and what is not a scholarly source.

### **COMMUNICATION SKILLS**

a) an ability to communicate both orally and in writing to a range of audiences

b) an ability to communicate information, ideas, and analytical commentary orally in a clear, coherent, and illuminating manner

c) an ability to initiate and engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, and responding in an informed, apposite and nuanced manner; in addition an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar.

d) an ability to communicate logical, analytical arguments in clear, grammatical and persuasive prose, including the ability to select the most appropriate form and mode of expression for a specific task.

e) an ability to collaborate with peers on joint tasks and to communicate effectively in such contexts

f) an ability to sustain logical, clear, correct, and persuasive arguments in a paper of significant length

## CROSS LISTING/CROSS CODING FOR GESJ

### GROUP 1 CULTURE AND CRITICISM

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GEND 2026	Makeover Culture	No
GEND 2047	Gender and Social Media	No
GEND 2056	Selected Topics in Culture & Criticism	No
GEND 2166	Women, Media and Representation	English & Film
GEND 2217	Gender and the Media	English & Fine Art
GEND 2276	Kid Media	CHFS
GEND 2376	Selected Topics in Kid Media	CHFS
GEND 2305/ FILM 2305	Women in Cinema	English & Fine Art
GEND 2306	Art & Social Justice	Fine Art & Social Welfare
GEND 3046	Queer Media	English & Fine Art
GEND 3055	Selected Topics (Advanced)	No
GEND 3076	Reality TV	English
GEND 3117/ RLCT 3117	Gender, Sex and The Bible	Religion
GEND 3205/PHIL 3205/RLCT 3205	Philosophy of Sex & Love	Religion & Philosophy

### GROUP 2 POWER AND INEQUALITY

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GEND 2066	Race, Colonization and Indigeneity	Native Studies & SWLF
GEND 2076/ RLCT 2076	Conflict and Conversion	Religion
GEND 2086	Animal Rites	Philosophy & Religion
GEND 2155	Selected Topics in Power & Inequality	No
GEND 2175	Social Justice in Practice (Practicum)	No
GEND 2206	Sex, Body and Identity	No
GEND 2286	Contagion	No
GEND 2506	Global Gender Issues	No
GEND 2516	Race, Law and Violence	SWLF & Legal Studies
GEND 2526	Prisons, Race and Gender	No
GEND 2536	Tourism, Pleasure and Power	No
GEND 3026/ RLCT 3026	Women and World Religions	Religion
GEND 3047	Deconstructing Nature	SWLF
GEND 3056	Selected Topics Advanced	No
GEND 3066	Invasion and Resistance	Native Studies & Poli Sci

GEND 3116/ RLCT 3116	Women and Western Religions	Religion
GEND 3136	Masculinities and Power	No
GEND 3306	Ideas of Power	No
GEND 3407	Gender and Global Politics	Political Science

**GROUP 3 HUMAN RIGHTS AND SOCIAL JUSTICE**

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GEND 2036	Environmental Justice	SWLF
GEND 2057	Selected Topics in HR & SJ	No
GEND 2147	Bodies, Borders and Belonging	Political Science & SWLF
GEND 2157	Case Studies in Gender & the Law	Sociology/Legal Studies
GEND 2187	International Human Rights	Political Science & SWLF & Legal Studies
GEND 2226	Case Studies in Violent Conflict	Political Science
GEND 2277	Genocide and Mass Violence in Rwanda	Political Science
GEND 3036	Global Social Movements	Political Science & SWLF
GEND 3057	Selected Topics Advanced	No
GEND 2067	HIV/AIDS	SWLF
GEND 3086	Women and HIV	SWLF
GEND 3127	Gender, Globalization and HR	Sociology & Poli Sci
GEND 3207	The UN and the Responsibility to Protect	Political Science
GEND 3227	Justice after Atrocity	Political Science & SWLF