**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**GENDER STUDIES 117 – INTRODUCTION TO LGBTQ STUDIES**

1. **Course Number Course Title Semester Units**

GEND117 Introduction to LGBTQ Studies 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

This interdisciplinary course introduces students to a broad range of historical and contemporary lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) issues in various contexts, including bio-medical, sociological, political, racial and sexual. Topics include the politics, policy and governance of LGBT issues, social movements and resistance, biological and environmental impacts on identity, equity, equality and inclusion, privilege and disadvantage, queer activism; diverse experiences of gender and sexuality; and representations in literature, art, and popular culture. The class also includes ways in which sexual identities intersect with and shape other categories of identity, including race and ethnicity, and social class.

4. **Course Objectives**

The student will:

1. Examine the lives and experiences of lesbian, gay, bisexual, transgender queer/questioning, intersex and asexual (LGBTQIA+) identified persons through historic and socio-political perspectives
2. Analyze the various ways people identify their sexual orientation and/or their gender expression.
3. Assess theories about sexual orientation and gender identity and expression within the context of Feminist Theory, Gender Theory, and Queer Theory.
4. Explore the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other identities within the context of LGBTQ political struggles in the United States
5. Examine the continuous evolution of legal policies and societal views of LGBTQ people on a global level.
6. Examine sexual orientation and gender identity issues within the Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, differently-abled and recent immigrant communities in the United States.
7. Identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.
8. Assess the impact of hate crimes on LGBTQ individuals, the LGBTQ community, the community at large, and public policy.
9. Examine the history of public health policy in the United States as well as internationally to explore the ways that LGBTQ people have consistently suffered under homophobic and transphobic policies.
10. Examine the evolution of LGBTQ culture in the media and the arts.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

1. Overview of history of lesbian, gay, bisexual, transgendered (LGBT) studies: Late 19th/early 20th century U.S.; mid-century protests and development of movements.
2. Intersecting identities and LGBTQ communities
3. Heterosexism and heteronormative culture
4. Feminist Theory, Gender Theory, and Queer Theory
5. Sexual Orientation identity and gender identity
6. Asexual and intersex issues and experiences
7. LGBTQ identity across cultures in the United States
8. Global LGBTQ laws, rights, and policies
9. Key figures in LGBTQ history
10. LGBTQ civil rights and human rights movements
11. Impact of hate crimes on the LGBTQ community
12. The influence of religion
13. LGBTQ issues in healthcare
14. LGBTQ protest and Pride
15. LGBTQ Culture in pop culture and the media

8. **Method of Instruction**

1. Assigned texts/reading assignments.
2. Virtual or in-person visits to relevant sites related to course content.
3. Instructor lecture and/or interactive presentations, including videos, slides, web-based teaching resources, music and art.
4. Class discussions
5. Small group activities that promote active learning and critical thinking
6. Optional service-learning, including an instructor statement of commitment requirements, expectations and evaluation.

9. **Methods of Evaluating Student Performance**

1. Instructor assessment and evaluation of written work (essays, research papers, reflections) for formatting, clarity, structure, content, critical thinking, level of analysis, ability to elaborate, ability to provide unique and specific examples and/or evidence, and connections to the guidelines for the assignment and/or course SLOs
2. Objective quizzes
3. Oral exams
4. Projects, such as reviewing current events on news websites, conducting library research, reviewing journal articles, and reading textbook/supplemental articles
5. Presentations, such as an analysis or compare/contrast films or printed pop cultural material (books, magazines, journals, etc.) and their role in shaping the societal discourse on LGBT issues
6. Instructor evaluation of participation in class discussions and small-group work
7. For optional service learning, instructor verification that student time requirement is met; instructor assessment of written assignments and connections made between service experience and course content

10. **Outside Class Assignments**

1. Prepare for course assignments, class discussions, and in-class activities through required reading and/or research.
2. Compose reading reflections and responses in preparation for in-class activities and discussions.
3. Write essays connecting theories and concepts to required readings, films, lectures, in-class discussions, and/or other course content.
4. Complete a research paper, such as on the unique medical, social and familial issues associated with intersex children and their adult identities.

11. **Representative Texts**

a. Representative Texts:

1. Brubaker, Rogers. *Trans: Gender and Race in An Age of Unsettled Identities.* 2016
2. Gibson, Michelle A., Jonathan Alexander, and Deborah T. Meem. *Finding Out: An Introduction to LGBT Studies.* 3rd ed, Sage: 2017.
3. DeCecco, John and Kevin Kumashiro*. Restoried Selves: Autobiographies of Queer Asian/Pacific American Activists.* 2003.
4. D’Emilio, John. *In a New Century: Essays on Queer History, Politics, and Community Life*. 2014.
5. Eaklor, Vicki L. *Queer America: A People’s GLBT History of the United States*. 2011.
6. Ferguson, Roderick A. *Aberrations In Black: Toward A Queer Of Color Critique*. 2003.
7. Gibson, Michelle A., et al eds. *Finding Out: An Introduction to LGBT Studies* 2nd ed.  2014.
8. Halbertstam, Judith (Jack). *Trans\*: A Quick and Quirky Account of Gender Variability.* 2018
9. Scott-Dixon, Krista, ed. *Trans/Forming Feminisms: Trans Feminist Voices Speak Out.* 2006.
10. Roscoe, Will. *Changing Ones: Third and Fourth Genders in Native North America.*  2000.

b. Supplementary texts:

1. Bao, Quang.  *Take Out: Queer Writing From Asian Pacific America*. 2000.
2. Chiang, Howard, ed. *Global Encyclopedia of Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) History* 2019.
3. Hong, Grace Kyungwon and Roderick A. Ferguson, Eds. *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization.* 2011.
4. Keeling, Kara. *Queer Times, Black Futures.* 2019
5. Internet resources – specifically SCOTUS website and International Gay and Lesbian Human Rights Commission Asylum website

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

1. Determine the connections between historical and contemporary issues of LGBTQIA+ experiences and the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other identities within the context of LGBTQ political struggles in the United States.
2. Differentiate between gender identity/expression and sexual orientation and explain how they intersect with race and ethnicity, and social class
3. Identify key individuals and describe their roles and contributions to politics, policy and governance of LGBTQ issues, social movements and resistance to homophobia, and equality and inclusion.