SJS R130: INTRODUCTION TO LGBTQ STUDIES

Originator

sdavis

Co-Contributor(s)

Name(s)
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College

Oxnard College

Discipline (CB01A)

SJS - Social Justice Studies

Course Number (CB01B)

R130

Course Title (CB02)

Introduction to LGBTQ Studies

Banner/Short Title

Intro to LGBTQ Studies

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is an introduction to queer studies, with a focus on intersectionality and social justice. This introductory course examines a broad range of contemporary gay, lesbian, bisexual, transgender, and queer issues in various contexts including the bio-medical, cultural, sociological, political, racial and sexual.

Taxonomy of Programs (TOP) Code (CB03)

2201.00 - Social Sciences, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Define and apply feminist theory, gender theory and queer theory.
2	Define and correctly utilize terms related to sexual identity and understand their historical and political contexts.
3	Describe and analyze how laws, policies and discrimination practices impact the LGBTQ community.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Analyze the various ways people identify their sexual orientation and/or their gender identity and expression.
2	Explore the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other intersecting identities within the context of LGBTQ political struggles in the United States.
3	Assess theories about sexual orientation and gender identity and expression within the context of Feminist Theory, Gender Theory, and Queer Theory.
4	Examine the continuous evolution of legal policies and societal views of LGBTQ people on a global level.
5	Examine sexual orientation and gender identity issues within the Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, and recent immigrant communities in the United States.
6	Identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.
7	Assess the impact of hate crimes on LGBTQ individuals, the LGBTQ community, the community at large, and public policy.
8	Research 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.
9	Examine the evolution of LGBTQ culture in the media and the arts.

Course Content

Lecture/Course Content

1. Introduction to LGBTQ Studies
   a. Utilizing an interdisciplinary approach
   b. Gender, sexuality, race, class and other tools of critical analysis
   c. Intersecting identities and LGBTQ communities
   d. Systems of oppression (institutional, structural, internalized, cultural)
2. Theories
   a. Evolving Terminology & Definitions
   b. Feminist Theory
   c. Gender Theory
   d. Queer Theory
3. Gender, Sexuality and Identity
   a. Sexual Orientation Identity and Gender Identity
   b. Heterosexism and heteronormative culture
   c. LGBTQ Identity Across Cultures in the United States
   d. Asexual and intersex issues and experiences
4. Queer Identities and Race/Ethnicity
   a. Indigenous Peoples
   b. African American
   c. Latinx/Chicanx
   d. Asian American
   e. Pacific Islander
   f. Middle Eastern
   g. Recent Immigrant Communities
5. Laws, Rights, Policies and Discrimination
   a. LGBTQ Civil Rights and Human Rights Movement
   b. Global LGBTQ Laws, Rights, and Policies
      i. Decriminalization of Sexual Acts
      ii. Immigration
      iii. Adoption
      iv. Marriage
      v. Political Asylum
      vi. Military Service
      vii. Evolution of hate crime legislation
6. Key Figures in LGBTQ History
   a. Artists
   b. Writers
   c. Activists
   d. Sexologists
   e. Politicians
   f. Religious Leaders
   g. Popular culture figures
   h. Sports figures
7. LGBTQ Protest and Pride
   a. Compton's Cafeteria riots
   b. Stonewall Riots
   c. The evolution of "Pride" in the United States
   d. Dyke March
   e. Trans March
   f. Pride around the world
   g. Queer affirming religious congregations
8. LGBTQ Culture in the Media
   a. Censorship and moral panic
   b. Evolution of characters in film and television
   c. Influence of Queer characters and individuals in popular media
   d. Queer-specific media programming

9. LGBTQ Issues in healthcare
    a. Historic connections between the ways marginalized people (women, people of color, the poor, differently abled, elderly, LGBTQIA) have been treated within Western Medicine
    b. Psychological impact of homophobia, transphobia, sexism, heteronormativity, racism, classism, ageism, ableism
10. Depression, anxiety, self-harm
11. Suicide
12. Isolation
13. Shame
14. Internalized oppression
    a. Homosexuality as physical and mental illness
    b. "Gender Dysphoria" as mental illness
    c. Mental institutions and shock therapy
    d. AIDS: A "gay disease" and the consequential prejudices
    e. Reproductive rights and surrogacy
    f. Healthcare coverage for sex reassignment surgery

Laboratory or Activity Content

NA

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Distance Education
Group discussions
Guest speakers
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will evaluate student learning via testing. Quizzes may consist of multiple choice-questions and matching items. Exams may consist of multiple-choice questions and short answer essay questions.
2. Instructor will utilize lectures and facilitate discussions in person or online in written format on topics relevant to the course, such as: gender, sexuality, race, class and other tools of critical analysis, heterosexism, heteronormativity, homophobia, transphobia, sexual and gender identities, intersexuality, asexuality, and the lives and contributions of queer people in social, cultural, and historical context.
3. Instructor will utilize film activities, in which students watch a film or a portion of a film and respond to discussion and comprehension questions applying course concepts to the film material.

Representative Course Assignments

Writing Assignments

1. Short papers on discrimination, identity, sexuality and gender.
2. A research paper on a topic of the student's choice will be developed with a clear thesis, organization, application of theory, and proper citation of academic sources.

Critical Thinking Assignments

1. Students will participate in class, online and small group discussions examining topics such as the role of religion and science both in legitimizing and resisting queer oppression, politics, law, literature, art, popular culture, and media.
2. Students will complete short writing assignments on topics such as reproduction politics and technologies, birth family as a source of oppression or resilience, and chosen family, alternative families.

Reading Assignments

1. One to two chapters from the textbook per week.
2. Additional articles acquired through library databases.

Outside Assignments

Representative Outside Assignments

1. Short papers on discrimination, identity, sexuality and gender.
2. A research paper on a topic of the student's choice will be developed with a clear thesis, organization, application of theory, and proper citation of academic sources.
3. Reading one to two chapters from the textbook per week.

Articulation

C-ID Descriptor Number
SJS 130

Status
Approved

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Description
DEmilio, J (2014). *In a New Century: Essays on Queer History, Politics, and Community Life* (1st). Madison University of Wisconsin Press. 0299297748

Resource Type
Textbook

Description
Gibson, M, Alexander, J, and Meem, D (2013). *Finding Out: An Introduction to LGBT Studies* (2nd). New York Sage Publications (Latest Edition). 1452235287

Resource Type
Other Instructional Materials

Description
Lorde, Audre. (2007). Sister Outside: Essays and Speeches (reprint). Crossing Press.

Resource Type
Textbook

Description
Gathman, Cabell Ed. (2015). LGBTQ People & Issues: An Integrative Approach. Cognella Publishing.

Library Resources

Sufficient Library Resources exist
Yes

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: - Recorded Lectures, Narrated Slides, Screencasts - Instructor created content - OC Online Library Resources

| Video Conferencing | Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged. |
| Telephone | Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress. |

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
SOCIOLOGY

Additional Minimum Qualifications

Minimum Qualifications
Anthropology
Political Science

Review and Approval Dates

Department Chair
11/24/2020

Dean
11/24/2020

Technical Review
11/25/2020

Curriculum Committee
11/25/2020

Curriculum Committee
12/09/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000570029

DOE/accreditation approval date
MM/DD/YYYY