

# WGS 50: INTRODUCTION TO LGBTQ STUDIES

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## In Workflow

1. WOMS Committee Chair (tristan.josephson@csus.edu)
2. WOMS Chair (smoni@csus.edu)
3. SSIS College Committee Chair (flamenbaum@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
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10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 26 Sep 2023 03:29:24 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. Tue, 26 Sep 2023 05:31:30 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
3. Tue, 17 Oct 2023 04:53:58 GMT  
Rachel Flamenbaum (flamenbaum): Rollback to Initiator
4. Tue, 17 Oct 2023 05:15:59 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
5. Tue, 17 Oct 2023 05:45:38 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
6. Fri, 20 Oct 2023 22:15:26 GMT  
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
7. Mon, 23 Oct 2023 17:31:33 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean
8. Wed, 01 Nov 2023 23:24:13 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## History

1. Aug 16, 2021 by Katie Hawke (katiedickson)

Date Submitted: Tue, 17 Oct 2023 05:14:32 GMT

**Viewing: WGS 50 : Introduction to LGBTQ Studies**

**Formerly known as: WOMS 50**

**Last approved: Mon, 16 Aug 2021 14:04:07 GMT**

**Last edit: Tue, 17 Oct 2023 05:15:50 GMT**

Changes proposed by: Tristan Josephson (217388965)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Tristan Josephson	tristan.josephson@csus.edu	415-595-7193

**Catalog Title:**

Introduction to LGBTQ Studies

**Class Schedule Title:**

Intro to LGBTQ Studies

**Academic Group: (College)**

SSIS - Social Sciences & Interdisciplinary Studies

**Academic Organization: (Department)**

Women's and Gender Studies

**Will this course be offered through the College of Continuing Education (CCE)?**

Yes

**Please specify:**

CCE and Stateside

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

WGS - Women's and Gender Studies

**Catalog Number: (course number)**

50

**Course ID: (For administrative use only.)**

201944

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course change proposal will update the title, course description, and learning outcomes for WGS 50. As a core class for the WGS major and for the LGBTQ Studies minor, WGS 50 is offered regularly each semester (and in the summer session and winter intercession) but the catalog description and learning outcomes haven't been updated for over a decade. These changes will align the title and catalog description with how the course has been taught over the past nine years or so. The title change will also make "Introduction to Gender and Sexuality" available as a title for a new course, WGS 25, that we are proposing this year.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course introduces students to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer studies. Students will engage in the critical study of sexuality and gender as constituted through race, culture, class, age, disability, and nation. The course examines the production of cultural, social, political, and scientific discourses about non-heteronormative sexualities and non-normative genders. Students will learn about LGBTQ+ identities, communities, activism, and political movements in the United States and globally.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	To identify gender and sexuality as historically and culturally specific social constructions that are mutually constituted with race, culture, class, and disability.	Reading Quizzes, Discussion Posts, Film Response Worksheets, Short Paper
2	To recognize how histories of colonialism, capitalism, and nationalism inform constructions of sexuality and gender.	Reading Quizzes, Discussion Posts, Short Paper
3	To examine political organizing and activism in response to oppression and violence against non-heteronormative sexualities and non-normative genders.	Film Response Worksheets, Musical/Artistic Connections Paper, Queer/Trans Manifesto
4	GE Area D ELO 1: Describe and evaluate ethical and social values in their historical and cultural contexts.	Discussion Posts, Film Response Worksheets, Short Paper
5	GE Area D ELO 2: Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.	Discussion Posts, Short Paper
6	GE Area D ELO 3: Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.	Reading Quizzes, Discussion Posts, Film Response Worksheets, Short Paper, Musical/Artistic Connections Paper, Queer/Trans Manifesto
7	GE Area D ELO 4: Explain and critically examine social dynamics and issues in their historical and cultural contexts.	Discussion Posts, Short Paper, Musical/Artistic Connections Paper, Queer/Trans Manifesto

**Attach a list of the required/recommended course readings and activities:**

WGS 50 syllabus.pdf

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**

BS in Women's and Gender Studies

Minor in LGBTQ Studies

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills  
Personal and social responsibility

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

D. The Individual and Society

**Which GE objective(s) does this course satisfy?**

Read, write, and understand relatively complex and sophisticated English prose.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

WGS 50 syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The catalog description and learning outcomes will be the same for all sections. Course assignments and list of readings may vary.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

All course syllabi for the course will be subjected to review by the department's curriculum committee to ensure that the GE Area D Learning Outcomes and writing requirements are met.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

All course syllabi are subjected to annual review to ensure they are complying with the respective category criteria. The syllabi will be reviewed by the department's curriculum committee.

**General Education Details - Area D: The Individual and Society**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

All course syllabi for the course will be subjected to review by the department's curriculum committee to ensure that the GE Area D Learning Outcomes, cultural diversity requirements, and writing requirements are met.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

As stated above, all course syllabi will be reviewed annually to ensure they are complying with the respective category criteria. Tristan Josephson, who teaches the course regularly and who is the WGS Curriculum Committee chair, will be responsible for communicating with the other instructors who teach the course to make sure that the different sections of the course are consistent with each other and are complying with the GE Area D criteria.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.****Describes and evaluates ethical and social values in their historical and cultural context.**

WGS 50 introduces students to the ethical and social values associated with the social construction of gender and sexuality, and teaches students to think critically about the institutional structures that contribute to the marginalization and oppression of non-normative genders and sexualities in different historical and cultural contexts. For example, the second unit of the course examines how histories of colonialism in the Americas and the development of western science relied on and reproduced white supremacist ideologies of normative sexuality and gender (see, especially, the readings by Joey Mogul et al and Stephen Gould). The third unit focuses on the emergence of gay, lesbian, and trans communities and political movements in the early to mid-twentieth century in the United States, exploring how LGBTQ people challenged the criminalization and pathologization of non-normative genders and sexualities. Other units evaluate the ethical and social values of ableism (unit 5); nationalism and anti-immigrant sentiments (unit 6); health care in the context of HIV/AIDS (unit 7); anti-trans legislation targeting youth (unit 8); and the criminalization and policing of BIPOC LGBTQ people (unit 9).

**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

This course draws on theories and methods from the fields of women's and gender studies and LGBTQ studies to explain the development of patriarchal, white supremacist, and heteronormative ideologies and their impact on social and individual behavior. The course materials analyze the relationships between sex and gender, biological essentialism and theories of social construction, intersectionality, and structures of power through feminist and queer/trans frameworks and perspectives.

**Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.**

This course is grounded in intersectional and interdisciplinary approaches to understanding how gender, sexuality, race, class, age, and disability are mutually constitutive. This is evident in the course description and the learning outcomes. All of the course units and readings push students to understand that gender and sexuality are inextricable from other categories of difference. Furthermore, many of the readings center the experiences of marginalized groups within LGBTQ communities. For example, unit 4 focuses on poor and low-income LGBTQ people, unit 5 focuses on disabled LGBTQ people, and unit 7 focuses on the impact of HIV/AIDS on Black queer and trans people.

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

This course examines social dynamics and issues affecting LGBTQ+ individuals and communities and other groups marginalized on the basis of non-normative genders and sexualities in their respective historical and cultural contexts. The units cover key issues in LGBTQ studies, such as liberation movements in the 1960s and 1970s United States (unit 3); disability and sexuality (unit 5); queer

and trans migration from India and Cuba to the United States (unit 6); HIV/AIDS in the U.S. south (unit 7); and policing and the prison industrial complex in the contemporary United States (unit 9).

### **Includes a writing component described on course syllabus**

**1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**

**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

WGS 50 is a lower division course with a variety of informal and formal writing assignments.

More informal writing assignments include the Discussion Posts (28%), which give students the opportunity to analyze the major arguments in the week's readings, and the Film Response Worksheets (12%), which ask students to reflect on the films and make connections to the course readings.

Students have three formal writing assignments: a 2- to 3-page Short Paper (15%); a 3- to 4-page Musical and Artistic Connections Paper (15%); and a 3- to 4-page Queer/Trans Manifesto (15%). All of these papers are evaluated for clarity of writing and course concepts.

Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

WGS 50 is already in GE Area D, and this course change proposal will update the title, catalog description, and learning outcomes of the course, which remain aligned with the criteria of Area D.

#### **Reviewer Comments:**

**Rachel Flamenbaum (flamenbaum) (Tue, 17 Oct 2023 04:53:58 GMT):** Rollback: per email

Key: 4487