WGS 150: INTRODUCTION TO QUEER AND TRANS STUDIES

In Workflow

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Approval Path

1. 2026-09-10T04:44:26Z
   Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. 2026-09-10T04:45:54Z
   Tristan Josephson (tristan.josephson): Approved for WOMS Chair
3. 2026-10-08T21:11:53Z
   Catheryn Koss (koss): Rollback to WOMS Chair for SSIS College Committee Chair
4. 2026-10-13T04:04:51Z
   Tristan Josephson (tristan.josephson): Rollback to Initiator
5. 2026-10-13T04:34:16Z
   Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
6. 2026-10-13T04:34:28Z
   Tristan Josephson (tristan.josephson): Approved for WOMS Chair
7. 2026-10-20T23:56:31Z
   Catheryn Koss (koss): Approved for SSIS College Committee Chair
8. 2026-10-23T15:47:36Z
   Shane Nordyke (shane.nordyke): Approved for SSIS Dean

History

1. Aug 16, 2021 by Katie Dickson (katiedickson)
2. Apr 12, 2025 by Tristan Josephson (tristan.josephson)

Date Submitted: 2026-10-13T04:33:02Z

Viewing: WGS 150 : Introduction to Queer and Trans Studies

Formerly known as: WOMS 150

Last approved: Sat, 12 Apr 2025 14:01:20 GMT

Last edit: 2026-10-13T04:33:00Z

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 Queer and Trans Studies

Class Schedule Title:

Intro to Queer & Trans 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)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
WGS - Women’s and Gender Studies

Catalog Number: (course number)
150

Course ID: (For administrative use only.)
202701

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

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

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:
The Women's & Gender Studies department is submitting WGS 150 for consideration as a Writing Intensive course. The course description and course learning outcomes will remain the same. This course has historically been taught as a writing-heavy course with students working on a scaffolded final research paper, so we would like to formalize the course to count as a writing intensive course to help students fulfill their graduation requirement. This course is a required course for the LGBTQ Studies minor and counts as an elective for the Women's & Gender Studies major and minor.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
Introduces students to the fields of queer theory and trans theory from a transnational feminist perspective. Includes theoretical approaches to the history of sexuality and the politics of sexual and gender normativity. Places queer and trans studies in conversation with Native studies, dis/ability studies, postcolonial theory, critical race and ethnic studies, and feminist theory.

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?
Yes

Prerequisite:
WGS 50 or instructor permission.

Prerequisites Enforced at Registration?
Yes

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.

	Expected Learning Outcome	Assessment Strategies
1	Identify sexuality as a central organizing principle of western ways of knowing.	Engagement and Participation; Reading Memos; In-class Journal Entries; Short Paper
2	Understand transgender and gender variance as historically and culturally specific social constructions.	Engagement and Participation; Reading Memos; In-class Journal Entries; Short Paper
3	Give examples of the social construction of sex, gender, and sexuality through religious, medical, legal, moral, political, economic, and cultural discourses.	Engagement and Participation; In-class Journal Entries; Short Paper
4	Analyze the ways in which gender norms, economic structures, racial formations, and hierarchies of dis/ability inform the regulation of sex, intimacy, and kinship.	Engagement and Participation; Reading Memos; In-class Journal Entries; Short Paper
5	Explain how scholars use “queer” and “trans” as methodological approaches for studying the production and regulation of bodies, identities, knowledges, practices, and desires.	Final Paper Proposal; Annotated Bibliography; Final Research Paper
6	Apply feminist, queer, and trans theoretical concepts to think critically about contemporary cultural and political debates in the United States and other countries.	Final Paper Proposal; Annotated Bibliography; Final Research Paper draft; Final Research Paper

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

WGS 150 Fall 2027 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:
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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Graduate Professional Studies in Education

Attach evidence of consultation with the affected department

Consultation Social Science.pdf
Consultation MA Gender Equity.pdf
Consultation Peace Corp.pdf

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
Integrative learning

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

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

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

Yes

In which GE area(s) does this apply?

Writing Intensive

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 150 Fall 2027 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?

No

General Education - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on the basic skills and knowledge acquired by students in lower division courses such as WGS 50: Introduction to LGBTQ Studies, WGS 85: Introduction to Women's & Gender Studies, and WGS 75: Introduction to Disability Studies. The course's writing assignments build on the basic writing skills and knowledge students have gained in foundation courses to help them develop their skill in analysis, development of arguments, and organization and structure in longer papers.

The course must expand students' knowledge by examining complex issues.

WGS 150 is a survey of scholarship in the field of queer and trans studies, an interdisciplinary field of inquiry that links women's and gender studies, critical ethnic studies, histories of sexuality, legal studies, among others. Most of the texts are higher-level theoretical texts that examine the social construction of non-normative genders and sexualities in relation to racialization, disability, histories of colonialism, and citizenship.

The course must expand students' abilities to reason logically and to write clearly in prose.

Both the informal and formal writing assignments aim to expand students' abilities to reason logically and to write clearly in prose. The Readings Memos and the In-class Journal Entries help students develop their critical reading and thinking skills, which are the foundation of writing skills. The Short Paper gives students the opportunity to expand and develop the ideas they have explored in the Memos and Journals into a formal argument. The Short Paper will be assessed on the strength of analysis, organization, and written communication. The Final Research Paper is scaffolded into several assignments, to support the development of students' critical thinking and writing. The Final Research Paper Meta-Reflection Memo requires students to reflect on their writing and research process and to explain the choices their made in their final paper.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

In order to meet the writing requirement, this course includes a 1100- to 1300-word Short Paper worth 20% of the course grade, a 400- to 500-word Final Research Paper Proposal worth 5% of the course grade, a 1300- to 1400-word Final Paper Annotated Bibliography worth 10% of the course grade, a 1300- to 1500-word Final Paper Draft worth 5% of the course grade, and the 2200- to 2500-word Final Research Paper worth 20% of the course grade. The shorter, more informal In-class Journal Entries give students the opportunity to explore their analyses of the course materials and to receive quick feedback from the instructor before developing their ideas in the longer formal papers. The Final Research Paper is divided into stages (Proposal, Annotated Bibliography, partial Final Research Paper draft, and Final Research Paper) that allows the instructor to provide feedback and support throughout the research and writing process. The Final Research Paper will be assessed on the strength of its analysis, development of a larger argument, structure and organization, and clarity of written communication.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

As noted above, the informal and formal writing assignments are sequenced so that students receive feedback throughout the semester on their critical thinking and writing skills. The instructor will devote time during in-class lectures to help students develop their writing skills, and there are four in-class workdays dedicated to supporting students on the formal writing assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The sequencing of the assignments means that the majority of writing (and weighting of grades) is due before the last two weeks of instruction. Students will start to research and write for the final paper in week 6. By the final two weeks of the semester, students will have written 4100- to 4700-words in the form of the Short Paper, the Final Research Proposal, the Annotated Bibliography, and the partial draft of the Final Research Paper. In the last two weeks, students will write an additional 900- to 100-words as they revise and expand their Final Research Papers.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The assignments are spaced out so that the instructor has time to read and provide feedback on each stage of writing in advance of the next one being due. The instructor's comments and evaluation of each writing assignment will respond to students' ability to understand the subject matter and to their analysis, development of ideas, structure and organization, and clarity of written communication.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:
Catheryn Koss (koss) (Thu, 08 Oct 2026 21:11:53 GMT): Rollback: see 10/8/26 email
Tristan Josephson (tristan.josephson) (Tue, 13 Oct 2026 04:04:51 GMT): Rollback: requested revisions

Key: 4480