

New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Beth Mabry	Email Address:	mabry@iup.edu
Proposing Depart/Unit:	Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor (standalone minor, no major or department; housed in CHSS)	Phone:	724-357-1289

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 LGBT 200
Course Title	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies
Dual/Cross Listed	<i>Dual Listed - Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed - Course has more than one prefix such as GEOG RGPI, 233.</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes with: Click here to enter text.
Number of Credits	(UG) Class Hours - 3.00 (UG) Lab Hours - 0.00 Credits - 3.00
Prerequisite(s)	None
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course.</i> None
Additional Information (Check all that apply. Note: Additional documentation will be required)	<input type="checkbox"/> Liberal Studies (please also complete Template C) <input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E)
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Number: 35 If yes: (check one of the following reasons and provide a narrative explanation) <input type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom <input type="checkbox"/> Accreditation body standards/recommendations <input checked="" type="checkbox"/> Other Explanation (required): Recommending a class size of no more than 35 because for many LGBT youth, and those who are friends with and family members of LGBT individuals, adolescence and young adulthood may be a traumatic time as they wrestle with sexual identity issues in the face of possible rejection. A smaller class size likely would provide a more supportive environment for such students. Pedagogically, discussing sensitive and complex topics, such as sexual and gender identities, intersectionalities, and social action benefits from meaningful dialogue which the smaller class size fosters.

Template A

<p>Catalog Description</p>	<p><i>Guidelines: Do not include pre-co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Introduces students to lesbian, gay, bisexual, transgender, and queer studies as an interdisciplinary academic field; draws substantially on sociology, psychology, history, politics, religion; considers literary and media representations of the LGBTQ populations and experiences. Focuses on the exploration of the cultural, social, historical, and political understandings of sexuality and gender marginality that have shaped identities in modern times. Addresses contemporary issues related to LGBTQ individuals and communities, and critically examines the meaning and representation of heterosexuality and gender normativity in relation to LGBTQ experiences. Considers key intersections of sexual orientations, identities, and behaviors in relation to age, race, ethnicity and social class.</p>
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes.)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Explain and accurately apply key terms in LGBTQ studies (e.g. heteronormativity, homophobia, essentialism, social constructionism, etc.); 2. Articulate the development and impact of academic LGBTQ studies on U.S. and global communities; 3. Analyze contemporary and historical issues facing LGBTQ communities through a range of theoretical perspectives and identify the intersections of race, age, and social class in relation to gender-sexual marginalization, and 4. Identify and engage in social discourse and action on issues related to diversity, inclusion, and inequalities concerning sexuality, sexual identities, and nonconforming gender identities. <p>Goals</p> <p>Survey of both historical and contemporary development of LGBTQ identities, communities, cultures, and movements (e.g., cross-culturally, in response to AIDS, legal rights, coming out) and the theoretical approaches (e.g., essentialist vs. constructivist, performativity, queer theory) used to examine the lived experiences of LGBTQ individuals and their relevance to those who identify as heterosexual and gender conforming.</p> <p>Expose students to various interdisciplinary perspectives (e.g., biological, psychological, sociological, religious, philosophical, political, medical, anthropological) concerned with sex, gender, and sexuality and current debates around lesbian, gay, bisexual and transgender and queer gender identities and sexualities.</p> <p>Examine the intersections of race, class, gender, ethnicity and sexual orientation as well as issues of oppression, marginalization, regulation and representation of LGBTQ sexualities in classical and contemporary literature, art and media..</p>
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>WEEK 1 Thinking critically about sexual orientation its intersections with gender</p> <p>WEEK 2 Sexual diversity in historical, religious and cultural context</p> <p>WEEK 3 Dismantling heteronormativity</p> <p>WEEK 4 Personal and relational conflicts within and between identities</p> <p>WEEK 5 Finding “gay” – science meets the social- nature vs nurture</p> <p>WEEK 6 Politics of LGBTQ</p> <p>WEEK 7 LGBTQ Diversities</p> <p>WEEK 8 Images of LGBTQ, queer messengers, film, literature, art</p> <p>WEEK 9 Transgressions – crossing borders, changing boundaries</p> <p>WEEK 10 What’s LGBTQ, especially Q, and what’s not</p> <p>WEEK 11 Quieting LGBTQ Communities</p> <p>WEEK 12 Current representations of LGBTQ</p> <p>WEEK 13 Global LGBTQ issues</p> <p>WEEK 14 Wrapping up: LGBTQ in a new, improved package – future promise and its challenges.</p> <p>WEEK 15 FINAL EXAM WEEK</p>
<p>Rationale for Proposal</p>	
<p>Why is this course being proposed?</p>	<p>This course is proposed as the foundational requirement for a new LGBTQ Studies minor. This course will help students in this minor understand the history of LGBTQ communities and movements and the current politics around LGBTQ identities. It will provide them a context for other coursework in the minor to facilitate analysis of past and contemporary issues confronting LGBTQ communities and individuals, as well as how these contribute to social change related to diversity and inclusion. .</p>

Template A

<p>How does it fit into the departmental curriculum? (Check all that apply)</p>	<p><input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(Interdisciplinary core e.g. Business/Education)</i></p> <p><input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective</p> <p><input type="checkbox"/> Other - Click here to enter text.</p>
<p>Is a similar class offered in other departments?</p>	<p><input type="checkbox"/> Yes Please provide comment: Click here to enter text.</p> <p><input checked="" type="checkbox"/> No</p>
<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input checked="" type="checkbox"/> Yes Please provide comment: This course is designed as an interdisciplinary course. It serves as a requirement for the proposed LGBTandQ Studies minor and a free elective for non-minors. Upon approval of the minor and the course, the intention is to pursue its inclusion in the Liberal Studies curriculum.</p> <p><input type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input type="checkbox"/> Course Designed for Majors (<input type="checkbox"/> Required <input type="checkbox"/> Not Required)</p> <p><input checked="" type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective</p> <p><input type="checkbox"/> Restricted to Majors/Minors <input checked="" type="checkbox"/> Open to Any Student</p> <p><input type="checkbox"/> Liberal Studies</p> <p><input type="checkbox"/> Other - Click here to enter text.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments <i>(For example: overlap of content with other disciplines, requirements for other programs)?</i> The course is interdisciplinary in its approach and may be taught by instructors from a variety of disciplines across campus. Teaching of the course will be coordinated by the LGBTand Q Studies Minor Committee and the CHSS Dean. Students in other departments will have an additional course offering to enrich their students' program of study should this subject area fall within their areas of interest.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? <i>(Attach documents as appropriate)</i> This minor, and this foundational course in it, is intentionally designed to be interdisciplinary and to draw on existing resources while adding to the current curriculum. Letters of support were provided by the multiple departments involved in this initiative. This course would be a requirement for students pursuing the minor in LGBTand Q Studies and serve as a free elective for other students.</p>
<p>Are the resources adequate (i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)?</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No Please provide comment: Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	
<p>Comments: Click here to enter text.</p>	

**SYLLABUS OF RECORD
LGBT 200**

Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTandQ) Studies

Catalog Description

Introduces students to lesbian, gay, bisexual, transgender, and queer studies as an interdisciplinary academic field; draws substantially on sociology, psychology, history, politics, religion; considers literary and media representations of the LGBTQ populations and experiences. Focuses on the exploration of the cultural, social, historical, and political understandings of sexuality and gender marginality that have shaped identities in modern times. Addresses contemporary issues related to LGBTQ individuals and communities, and critically examines the meaning and representation of heterosexuality and gender normativity in relation to LGBTQ experiences. Considers key intersections of sexual orientations, identities, and behaviors in relation to age, race, ethnicity and social class.

Required Textbooks, Supplemental Books and Readings

Meem, D., Gibson, M., Alexander, J. 2010. *Finding Out: An Introduction to LGBT Studies*. Thousand Oaks, California: Sage.

Bornstein, K. *My Gender Workbook*. Routledge, 2013.

Additional readings as assigned.

Additional Bibliography

Bornstein, K. 1994. *Gender Outlaw: On men, women and the rest of us*. New York, NY: Routledge.

Human Rights Watch. 2001. *Hatred in the Hallways: Violence and discrimination against Lesbian, Gay, Bisexual and Transgender students in U.S. schools*. New York, NY: Human Rights Watch.

Reid-Pharr, R. 2001. *Black Essays Gay Man*. New York, NY: New York University Press.

Course Outcomes

At the end of the course students will be able to:

1. Explain and accurately apply key terms in LGBTQ studies (e.g. heteronormativity, homophobia, essentialism, social constructionism, etc.;
2. Articulate the development and impact of academic LGBTQ studies on U.S. and global communities;
3. Analyze contemporary and historical issues facing LGBTQ communities through a range of theoretical perspectives and identify the intersections of race, age, and social class in relation to gender-sexual marginalization, and
4. Identify and engage in social discourse and action on issues related to diversity, inclusion, and inequalities concerning sexuality, sexual identities, and nonconforming gender identities.

Introduction to the Course

This course provides a survey of both historical and contemporary development of LGBTQ identities, communities, cultures, and movements (e.g., cross-culturally, in response to AIDS, legal rights, coming out) and the theoretical approaches (e.g., essentialist vs. constructivist, performativity, queer theory) used to examine the lived experiences of LGBTQ individuals and relevance to those who identify as heterosexual and gender conforming.

This course exposes students to various interdisciplinary perspectives (e.g., biological, psychological, sociological, religious, philosophical, political, medical, anthropological) concerned with sex, gender,

and sexuality and current debates around lesbian, gay, bisexual and transgender and queer gender identities and sexualities. In addition, through this course, students will examine the intersections of race, class, gender, ethnicity and sexual orientation as well as issues of oppression, marginalization, regulation and representation of LGBTQ sexualities in classical and contemporary literature, art and media.

Course Structure and Approach

This course involves several primary learning components: reading, discussion, group work, papers, an action project, presentations, lectures, and films. Students are expected to complete assigned readings prior to the class for which they are assigned, attend classes, actively participate in large and small group discussions as well as make formal and informal presentations. Experiential learning through service-learning, student-conducted research, social action, advocacy, and other first-hand activities may be included.

Evaluation Methods

There are five major evaluation components of the course:

1. *Participation* (5% of grade): This includes attendance, participating in discussions, group work, and class presentations. Attendance is required. More than 2 absences will result in a loss of one letter grade, more than 4 absences will result in a failing grade for the class.
2. *Weekly Reading Responses* (10% of grade): During the first 10 minutes of each class, you will write several paragraphs reflecting on the assigned readings, often in response to a discussion question or other prompt. These, ideally, will highlight three major points, concepts, or ideas you gained from at least two sources (the main course text and one of the additional articles for that week, for example).
3. *Action Project and Presentation* (25% of grade): This assignment requires that you familiarize yourself with LGBTQ-related resources in an area of particular interest to you and engage in experiential learning to conduct an academic research assignment, advocacy or awareness project, or other hands on experiential learning activity. You are expected to choose a question, issue, or topic related to the subject matter of the course and create an annotated bibliography of 10 resources on the topic. Based on this bibliography, along with course readings, lecture, and other materials, develop a proposed project for the instructor's approval. The end result should of the project should be reported in a 5-7 page paper or portfolio that reflects a critical analysis of the experience or scholarly knowledge. This project can also take on a form that is reflective of your major discipline, such as a short story or script of a play, a work of art (that is supported in theme and intent by your literature review), or other form. We will discuss options and expectations further in class. You may work on this throughout the semester. An oral presentation to the class based on your Action Project will be scheduled for the final weeks of the semester.
4. *Examinations* (50% of grade, total): There will be two examinations, 25% of grade, each. These exams are comprised of short essays in response to a series of questions drawn from the readings, lecture, class discussions and films (may be in class or take-home, at the instructor's discretion).
5. *Outside Events* (10% of grade): You should attend two outside events during the course of the semester. These events may include films from the LGBTQ Film Festival, campus speakers, or other public forums where ideas about topics covered in class are critically examined or represented. The intention is that what you learn and experience through your participation in these events to help you make connections between theories and materials covered in class real world issues. For each you should submit a short paper (2 pages) briefly describing the event and primarily presenting your critical analysis. These are due within a week of attending the event.

Grading Scale

Grades for the course are based on the following distribution of points:

Participation	15 points
Weekly Reading Responses:	30 points
Action Project Portfolio:	65 points + presentation 10 points
Mid-term examination:	75 points
Final examination:	75 points
Outside events:	<u>30 points</u> (15 points each)
Total points:	300

270-300	90% or higher	A
240-269	80 – 89.67%	B
210-239	70 – 79.67%	C
180-209	60 – 69.67%	D
179 or under	Below 60%	F

Attendance Policy

The university expects all students to attend class. The university allows for 1 unexcused absence on classes that meet weekly, 2 for those that meet twice weekly, and 3 for those that meet three times a week. In this course, missing more than 1 class beyond the university allowed unexcused absences will result in you losing one half a letter grade for each class missed. Missing more than one-quarter of the classes will result in a failing grade for the course. Documented serious illness or other extenuating circumstances will be considered in assessing overall attendance. Please communicate with the instructor about absences, missed work, extenuating circumstances, or other factors that may impact your grade.

Make-up and late assignments: Except in rare instances (and only with prior agreement), you cannot make up any in class or group work. Do the readings, come to class, participate, and hand you papers in on time. You are responsible for knowing all assignment due dates and schedule changes.

Class Expectations

Students should respect the class schedule and others in the class. Avoid being late for class.

Please, no splinter discussions and, of course, absolutely no texting or cell phone usage. You will be asked to leave the class and counted as absent if during class you use your cell phones, or use a tablet or laptop computer for doing anything not related to the class.

You should complete all reading assignments by the date on which they are scheduled for discussion in class. Come to class prepared to discuss the readings. Also, bring to class the text and readings in which the assigned readings appear.

Academic Integrity

Following university policy, any form of academic dishonesty, such as cheating or plagiarism will not be tolerated. Plagiarism includes unacknowledged use of ideas, facts, phrases or wordings of others (you can incorporate other people's ideas, but these need to be credited to them), as well as any copying of another student's materials, which also is absolutely unacceptable. Students will receive a failing grade on any assignment where plagiarism takes place. A second incidence of plagiarism during the course will lead to a failing grade for the course and referral to the Provost's Office for adjudication.

The Writing Center: Please remember that IUP has a Writing Center located in Eicher Hall. <http://www.wc.iup.edu/> They have walk-in and appointment times, and can assist you in a number of ways. Please consider visiting the Writing Center if you're feeling anxious or stressed about your writing for this class. They can help you with grammar and punctuation, as well as organizing your thoughts, planning your essays, and developing your ideas. There is no fee for their services.

Course Outline

Topic by Week	
<p><u>Week 1</u> Thinking critically about sexual orientation its intersections with gender</p>	<p>Introductions and course overview Exercise: complicated identities Discussion/quick write on course needs/interests Lecture – thinking critically about the meaning of orientation – some core terms & concepts n- OBI and the complexity of sex and gender. Discussion and Processing</p> <p>Film: <i>Transgender Revolution</i> (segment 1 re F/M trans man and discrimination at police dept when he works)</p>
<p><u>Week 2</u> Sexual diversity in historical, religious and cultural context</p>	<p><i>Readings:</i> Gibson, Alexander & Meen:</p> <ul style="list-style-type: none"> • Introduction (xx – xxvii) • Chapter 1 - Before identity (pp 2-16) • Readings in text; <ul style="list-style-type: none"> - Sappho - Abu Nuwas - Zulali Khwansari - Ihara Saikaku - Wu Meisun - Ancient Egyptian Binding Spell - Order of Solemnization of Same Sex Union <p>Additional reading</p> <ul style="list-style-type: none"> • Schaefer: "White male system" (Handout) • Pharr: The Common Elements of Oppression
<p><u>Week 3</u> Dismantling heteronormativity</p>	<p><i>Readings:</i> Gibson, Alexander & Meen:</p> <ul style="list-style-type: none"> • Chapter 2 Sexology: Constructing the modern homosexual (pp 29-42) • Chapter 3 Toward Liberation (pp 49-61) • In-text readings: • Havelock Ellis • John D'Emilio • Donald Webster Cory "Should homosexuality be eliminated" • Marilyn Barrow "Living propaganda" <p>Borstein: My New Gender Workbook - Intro and Chapter 1 & 2</p> <p>Articles (Read two)</p> <ul style="list-style-type: none"> • Reiss: The Role of Religion in Our Sexual Lives • Herdt: Semen transactions in Sambia Culture • Richardson: Heterosexuality and Social Theory <p>Film: <i>The Einstein of Sex: Magnus Hirshfield</i></p>

<p><u>Week 4</u> Personal and relational conflicts within and between identities</p>	<p><i>Readings</i> Gibson, Alexander & Meen: <ul style="list-style-type: none"> • Chapter 4: Stonewall and Beyond (pp 70-83) • In-text readings: <ul style="list-style-type: none"> - Radicalesbians - Combahee River Collective - U.S. Congress “don’t ask, don’t tell” - U.S. Congress Original defense of marriage act - Obama Administration Statement on DOMA Borstein: My New Gender Workbook, Chapter 3 Articles: <ul style="list-style-type: none"> • Phar: Homophobia: A Weapon of Sexism Film: <i>After Stonewall</i> --- http://www.youtube.com/watch?v=0osCx7aZxnQ</p>
<p><u>Week 5</u> Finding “gay” – science meets the social; nature versus nurture</p>	<p><i>Readings</i> Gibson, Alexander & Meen: <ul style="list-style-type: none"> • Chapter 5: Nature, Nurture and Identity (pp 102-119) • In-text readings: <ul style="list-style-type: none"> - Brown, et al: Differences in finger length ratio between self-identified ‘butch’ and ‘femme’ lesbians - Mohler: Is your baby gay? What if you could know? - Norton: from “Essentialism” Borstein: Chapters 4 & 5 Articles <ul style="list-style-type: none"> • Crane and Crane-Seeber: The Four Boxes of Gendered Sexuality: Good Girl/Bad Girl and Tough Guy/Sweet Guy • Fausto-Sterling: The Five Sexes Revisited • Buki: Sisters • Hunter: Same Closet, Different Door: A Heterosexual Sissy’s Coming Out Party <p><i>Mid-term exam will be handed out in class.</i></p> </p>
<p><u>Week 6</u> Politics of LGBTQ</p>	<p><i>Readings</i> Gibson, Alexander & Meen: <ul style="list-style-type: none"> • Chapter 6: Inclusion and Equality (pp 130-145) • In-text readings: <ul style="list-style-type: none"> - From the Constitution of the Republic of S Africa - H. Clinton’s International Human Rights Day Speech Articles <ul style="list-style-type: none"> • Seidman, S. <i>From polluted homosexual to the normal gay: Changing patterns of sexual regulation in America.</i> Film: <i>Before Stonewall</i> http://www.youtube.com/watch?v=0osCx7aZxnQ</p>
<p><u>Week 7</u> LGBTQ Diversities</p>	<p><i>Readings:</i> Gibson, Alexander & Meen: <ul style="list-style-type: none"> • Chapter 7: Queer diversities In-text readings: <ul style="list-style-type: none"> - Hollibaugh – Queers without money - Avravosis – How did the T get in GLBT? - Stryker – Why LGBT is here to stay Articles - read 2: <ul style="list-style-type: none"> • Diamond: Female bisexuality from adolescence to adulthood • Bem: Dismantling Gender Polarization and Compulsory Heterosexuality: Should We Turn the Volume Up or Down? • Heasley/Crane: Queering the classroom Film: <i>Milk</i> <p><i>Mid-term exam is due at the beginning of class.</i></p> </p>

<p><u>Week 8</u> Images of LGBTQ, queer messengers... film, literature, art</p>	<p><i>Readings</i> Gibson, Alexander and Meem: <ul style="list-style-type: none"> • Chapter 8: Intersectionalities In-text readings: <ul style="list-style-type: none"> • Kathy Wilson: "Just a closer walk with thee" • Richard Thompson: "What's queer about race?" • Sonnet Gabbard: "Preserving the nation: Traditional Serbia and the European Union and Homophobia" Read: <ul style="list-style-type: none"> • Dorothy Allison: <i>A question of class</i> Select 1: <ul style="list-style-type: none"> • Heasley: <i>Queer Masculinities of Straight Men</i> • King: Chapter from <i>On the Down-low</i> <i>TED Talk: Scott Turner Schofield: Ending Gender</i> Film: <i>The Watermelon Woman</i></p>
<p><u>Week 9</u> Transgressions – crossing borders, changing boundaries</p>	<p><i>Readings:</i> Gibson, Alexander and Meem: <ul style="list-style-type: none"> • Chapter 9: Homosexual art and literature • Chapter 10: Lesbian pulp fiction and gay physique pictorials In-text readings: From Chapter 9: <ul style="list-style-type: none"> • Walt Whitman: "We two boys together clinging" • Langston Hughes, "I, Too, Sing America" • Judy Grahn, "A History of Lesbianism" • June Jordan, "Poem about My Rights" • Audre Lord, "A Women Speaks" • 3 from Chapter 10 In-text readings: From Chapter 10: <ul style="list-style-type: none"> • Ann Bannon: "I Am a Woman" Article: Cokely, C. <i>Someday my prince will come: Disney, the heterosexual imaginary and animated films. (in Ingraham, Thinking Straight)</i> Film: <i>The Celluloid Closet</i> Segments: Langston Hughes</p>
<p><u>Week 10: Oct. 29</u> What's LGBTQ, especially Q, and what's not</p>	<p><i>Readings</i> Means et al: Chapter 11: Queer Transgressions <ul style="list-style-type: none"> - Emergence of queer theory - Art and consumerism - From pornography to sadomasochism - Transgression and politics In-text reading: <ul style="list-style-type: none"> - Kosofsky Sedgwick: From "Queer and Now" - Warner: From "Queer and Then?" News article: "German law change to "recognize 3rd sex" Film: End of <i>The Celluloid Closet</i> Segments: <i>Transgender Revolution</i></p>
<p><u>Week 11: Nov. 6</u> Quieting LGBTQ Communities</p>	<p><i>Readings</i> Means et al, Chapter 12: Censorship and moral panic <ul style="list-style-type: none"> - Oscar Wilde, Radclyffe Hall, Sapphire, Mapplethorpe and Riggs - Queering children's books - Deepa Mehta </p>

	<p>In-text readings:</p> <ul style="list-style-type: none"> - Dubin: From “Art’s enemies...” - Biron: Judgement for <i>The well of loneliness</i> - Gopinath: From “Local sites/global contexts..” <p>D2L: Makan-Makar: Rights and Treatment of Sexual Minorities a Global Shame Film: <i>TBA</i> <i>Take home Final Exam questions distributed in class.</i></p>
<p><u>Week 12:</u> <u>November 13</u> Current Representations of LGBTQ</p>	<p><i>Readings:</i> Means et al: Chapter 13: Film and Television</p> <ul style="list-style-type: none"> - Visibility and representation - Varieties of queerness in contemporary film - Small screen queers <p>In-text reading:</p> <ul style="list-style-type: none"> - Pramaggiore: “Fishing for girls...” - Keeling: “Joining the lesbians...” <p>Chapter 14: Queers and the internet</p> <ul style="list-style-type: none"> - Access/connection/identity - Internet censorship - Internet activism <p>In-text reading:</p> <ul style="list-style-type: none"> - Gosine: “Brown to blond at gay.com...” - Kumaran: “Disabled , gay and as normal as you”
<p><u>Week 13: Nov. 20</u> Global LGBTQ Issues</p>	<p>D2L Readings: TBA – on global oppression and <i>mis</i>-representation Policy and politics confronting LGBTQ communities across the globe Film: <i>TBA</i> on global gays, transpersons, and gender non-conforming individuals</p>
<p><u>Week 14: Dec. 3</u> Wrapping up: LGBTQ in a new, improved package – future promise and its challenges.</p>	<p><i>Readings:</i> Means et al: Chapter 15: The politics of location: alternative media and the search for queer space</p> <ul style="list-style-type: none"> - Documentary films - Film and music festivals - Queer music - LGBT journalism - Many journeys/many homes <p>In-text reading:</p> <ul style="list-style-type: none"> - Sibalis: From “Urban space and homosexuality...” - Arguello: “They were here first: LGBTQ Seniors...” <p>Action Project presentations: Part I You will give a 5-7 minute presentation of your course Action Project, identifying the topic, the literature, the connection to theories and concepts from the course and your analysis/insights/findings, and what you observed and discovered in your first-hand experiences.</p>
<p><u>Week 15:</u> Finals week: Class attendance required. Final exams due at the beginning of class.</p>	<p>Action Project presentations: Part II <i>Final exams due.</i> Processing the course</p>

Title IX Reporting Statement

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141).

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Course Analysis Questionnaire

Section A: Details of the Course

- A1 LGBT 200 serves as the required foundational course for the proposed standalone (no major) interdisciplinary minor in LGBT&Q Studies. No similar courses exist on campus. This course would provide students in the LGBT&Q Studies minor with a context for their elective coursework in the minor. It would also serve as an open elective for interested students. Upon approval of the LGBT&Q Studies minor and this course, the intention is to submit the course for consideration as a Liberal Studies course.
- A2 LGBT 200 would not require changes to any existing courses or program requirements.
- A3 Introduction to LGBT&Q Studies course was offered as SOC 281, a Special Topic course in Sociology. Enrollment suggests strong student interest: 23 students enrolled in the Spring 2015 semester, 38 students in Fall 2013. Students who enrolled came from a wide range of majors including criminology, sociology, psychology, education, nursing, English, religious studies, and the arts. This enrollment demonstrates both an adequately high level of interest in the subject as well as attraction across disciplines.
- A4 This would not be a dual-level course.
- A5 The course would not be available for variable credit.
- A6 Similar courses are offered across a large number and a wide range of institutions, typically at the 100 or 200 level, from small colleges to large public universities. Just a few examples:
- | | |
|----------------------|---|
| Kent State | Introduction to LGBT Studies |
| Nappa Valley College | Introduction to LGBT Studies |
| Rutgers | Introduction to LGBT/Q Studies |
| SUNY Albany | Introduction to LGBTQ Studies |
| Washington State | Introduction to Gay and Lesbian Studies |
| Yale | Introduction to LGBT Studies |
- A7 LGBT 200 content is not recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

- B1 The course is intended to be interdisciplinary. It may be taught by instructors from more than one department. The syllabus of record reflects material from a variety of disciplines and is flexible to permit academic freedom in selection of reading, assignments, and activities; it does not rely on disciplinary-specific knowledge. The LGBT&Q Studies Minor Committee and CHSS Dean will coordinate with teaching faculty to adhere to the aims of syllabus of record.
- B2 LGBT 200 is a new course. Its content complements the content of the courses that serve as electives for the LGBT&Q Studies minor. LGBT 200 is meant to serve as a foundation for students in the new minor to give them a context for their learning from the elective courses that currently exist in other departments and to focus their analysis on the dimensions of them that speak to LGBTQ identities, communities, politics, and intersectionalities, among other issues. The proposal for the LGBT&Q Studies minor, as well as this course, contains emails from other departments and programs expressing support.
- B3 LGBT 200 will not be cross-listed with other departments.

Section C: Implementation

- C1 Yes, faculty resources are adequate. This course has already been offered as a special topics course in Sociology as an open-elective for all students; it was accommodated in the schedule as any elective would be covered. In the future the course will be taught by interested faculty and serve students university-wide not just students in the proposed LGBT&Q Studies minor. The CHSS Dean will assign faculty to this 3 credit course.
- C2 Current resources are adequate. Regular classroom space for an elective within CHSS exists. No special equipment or supplies are needed. Library materials are gradually being acquired in response to requests by faculty across disciplines and similar resources are now readily available online. No travel funds are required.
- C3 No resources for this course are funded by a grant.
- C4 This course would be offered every other academic year, approximately once every three regular academic semesters, more often as determined by student demand. It is not restricted to certain seasonal semesters.
- C5 One section of the course would be offered in any single semester.
- C6 The number of students should be between 20 and 35. A minimum of 20 students is expected for enrollment, and an upward limit of 35 students is recommended to maintain a class size that permits meaningful discussion and a sense of community. The first is important pedagogically to process the complexities of the material, the second is important in light of the sensitive nature of the course and the number of LGBT&Q students and allies it may draw, many of whom may be in young adulthood and still struggling with issues of sexuality, gender identity, recovering from bullying, or other trauma.
- C7 No professional society recommends enrollment limits or parameters for a course of this nature.
- C8 The course is not being proposed as a distance education course at this time, however, it is taught as such at some institutions. The LGBT&Q Studies Minor Committee has not yet considered or approved LGBT 200 as a distance education course at IUP.

Section D: Miscellaneous

No additional information.