



448

# Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	190
College:	Social and Behavioral Sciences	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Women's Studies	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	BS/BA/Gen Ed		CIP #	(For Office Use Only)	
Type of Change	GEN. ED./CULTURAL DIVERSITY PROPOSALS		Course Designator and Number	Number of Credits	
Proposed:	New General Education Course				
Title Current:			WOST 225	3	
Title Proposed:	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies		(if applicable)		
24-Char. Abbrev:	Intro to LGBT Studies				

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course introduces students to the study of lesbian, gay, bisexual, and transgender communities and identities. We will explore the social and historical construction of LGBT identities as they vary across ethnic, class, and gender lines.

### Rationale or Justification for change:

No course dedicated to LGBT studies currently exists in the general education curriculum at MSU. Student interest supports inclusion of such a course. Existing faculty in Women's Studies possess the expertise to deliver this course. Course is open to all MSU undergraduate students, and will serve as an elective for Women's Studies majors and minors.

### \*\*\*For General Education or Cultural Diversity Courses Only\*\*\*

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
5	History and the Social and Behavioral Sciences	<input checked="" type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
7	Human Diversity	
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

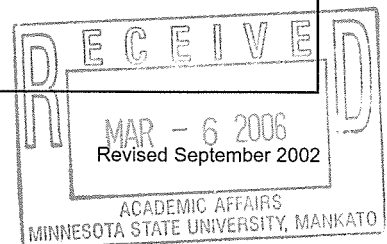
### \*\*\*For New Courses\*\*\*

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input checked="" type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:



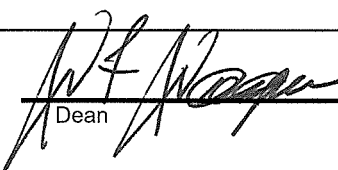
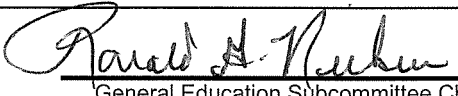

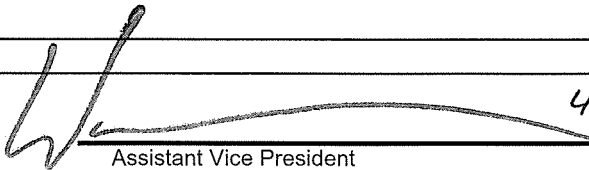
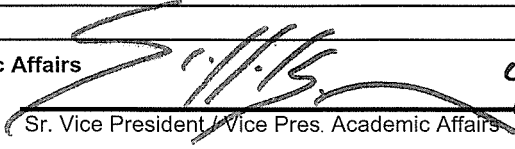
- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.





Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

<b>Department</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies <u>5,7, core</u> )		<u>2/17/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Department Chair	Date
Comments:		
<b>College Curriculum Committee</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		<u>3-1-06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Committee Chair	Date
Comments:		
<b>College Dean</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		<u>3/3/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Dean	Date
Comments:		
<b>General Education Subcommittee</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies <u>597</u> )		<u>4-21-06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	General Education Subcommittee Chair	Date
Comments:		
<b>Undergraduate Curriculum and Academic Policy Committee</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies <del>597</del> )		<u>4/21/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	UGAR Faculty Chair	Date
Comments:		
<b>Faculty Association Graduate Committee</b>		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Faculty Association Graduate Chair	Date
Comments:		
<b>Graduate Dean</b>		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Graduate Dean	Date
Comments:		
<b>Academic Affairs Council</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		<u>4/24/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Assistant Vice President	Date
Comments:		
<b>Senior Vice President and Vice President for Academic Affairs</b>		
<input checked="" type="checkbox"/> Approved (Category/ies _____)		<u>4/26/06</u>
<input type="checkbox"/> Not Approved (Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:		

### a. Course Outline

## WOST 225: Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Department of Women's Studies

### Bulletin description

This course introduces students to the study of lesbian, gay, bisexual, and transgender communities and identities. We will explore the social and historical construction of LGBT identities as they vary across ethnic, class, and gender lines.

### Student learning outcomes

1. To develop an understanding of the social, political, and historical construction of LGBT identities.
2. To become familiar with theories of studying sexualities across differences based on class, ethnicity, and gender.
3. To develop an understanding of the role of LGBT cultures and communities in contemporary social life.
4. To explore topics and institutions such as language, law, the workplace, media, and culture as sites for both oppression and empowerment.

### Required readings

1. Richardson, Diane and Steven Seidman. *Handbook of Lesbian and Gay Studies* (Sage, 2002).
2. Lorde, Audre. *Zami: A New Spelling of My Name* (Crossing, 1983).
3. Susan Raffo. *Queerly Classed: Gay Men and Lesbians Write About Class* (South End, 1997).
4. Additional readings placed on e-reserve.

### Assignments

1. Journal: Claims & Strikes. Each week, you will submit a 1-2 page (350-500 words) journal discussing the claims made by the authors of our readings and how the readings strike you. 50 points.
2. Social Movement Paper. Every student will complete one paper analyzing two or more social movement organizations that represent LGBT rights or social change. At least one organization you select must address transgender issues, and at least one organization must be located outside of the United States. The paper will be written in stages: topic selection, bibliography, first draft, final draft. Guidelines for the paper will be distributed in advance of first due date. 50 points.
3. Midterm and Final Exams. All students will complete a midterm and final exam on material covered in the course. 40 points each.
4. Class participation. Participation in discussion and activities is required. 20 points.

### Schedule (subject to change with appropriate notice):

Week 1: Introduction and overview

Week 2: Terms & historical context

Readings: Richardson & Seidman Chs. Intro-2

Weeks 3-4: Social construction of sexuality

Readings: Richardson & Seidman Chs. 3-6

Weeks 5-6: Identity and community

Readings: Richardson & Seidman Chs. 7-9

Week 7-8: Invisibility & marginalization

Readings: Richardson & Seidman Chs. 10-13

Midterm exam

Weeks 9-11: Institutions: medicine, law, education, religion, workplace, media, family

Readings: Richardson & Seidman Chs. 14-19, 21

Weeks 12-13: Intersecting identities: ethnicity, gender, class

Reading: Lorde

Weeks 13-14: Socioeconomics of LGBT identity

Reading: Raffo

Week 15: Final paper presentation

Final exam

b. Student learning outcomes

1. To develop an understanding of the social, political, and historical construction of LGBT identities. Corresponds to the outcomes stated in general education category 7 and CD-Core.
2. To become familiar with theories of studying sexualities across differences based on class, ethnicity, and gender. Corresponds to the outcomes stated in gen ed category 5 and CD-Core.
3. To develop an understanding of the role of LGBT cultures and communities in contemporary social life. Corresponds to the outcomes stated in gen ed category 7 and CD-Core.
4. To explore topics and institutions such as language, law, the workplace, media, and culture as sites for both oppression and empowerment. Corresponds to the outcomes stated in gen ed category 5 and CD-Core.

c. Resources required to offer and support this course: No additional resources required.

d. Description of how teaching this course will affect departmental staffing  
This course will be taught by existing departmental faculty with expertise in the field

e. N/A

## General Education Course: Proposed Categories

### **General education category 5, History and the social and behavioral sciences**

Objective (a): Students will be able to employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

- This course will be taught by instructors with social sciences training; will be grounded in historical and social scientific literature and methodology; and will draw readings from history, sociology, psychology, and anthropology, as well as interdisciplinary fields such as ethnic studies;
- The social movements paper assignment will assess student learning in this objective.

Objective (b): Students will be able to examine social institutions and processes across a range of historical periods and cultures.

- This course will include a long section examining the implications of LGBT identities on a variety of social institutions;
- This course will include numerous readings and lectures on the historical construction of LGBT lives, identities, and cultures;
- The journal assignment will assess student learning in this objective.

Objective (c): Students will be able to use and critique explanatory systems or theories.

- This course will familiarize students with a variety of theoretical approaches to the study of LGBT identities;
- The midterm examination will assess student learning in this objective.

Objective (d): Students will be able to develop and communicate alternative explanations or solutions for contemporary social issues.

- This course will empower students to apply such theories to their observations of the world around them;
- Students will conduct their own research on social change work in the area of LGBT identities and communities;
- The social movements paper and class participation will assess student learning in this objective.

### **General education category 7, Human diversity**

Objective (a): Students will be able to understand the development and the changing meanings of group identities in the United States.

- This course will focus on one particular group – LGBT people;
- In addition, significant attention will be paid to the intersection of LGBT identity with other categories of identity, such as ethnicity, age, race, and class;
- The journal assignment will assess student learning in this objective.

Objective (b): Students will be able to demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.

- This course focus heavily on the history and current practice of discrimination against and marginalization of LGBT people, as practiced by individuals and institutions;
- LGBT identities, as they intersect with other disempowered identities (such as race and class) will be analyzed;
- The final examination will assess student learning in this objective.

Objective (c): Students will be able to analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.

- Student reflection on their own upbringing, beliefs, and attitudes will be encouraged formally and informally throughout the course;
- Both the individual and institutional dimensions of LGBT diversity will be examined;
- The journal assignment will assess student learning in this objective.

Objective (d): Students will be able to describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups who have suffered discrimination and exclusion.

- This course will pay considerable attention to the experiences of LGBT people, the creation of academic LGBT studies, and the formation of LGBT movements, communities, and institutions;
- This course will pay attention to the major contributions of LGBT people, and will further examine the reasons for the general lack of acknowledgement of such contributions through silencing, closeting, and marginalization;
- The social movement paper and journal assignments will assess student learning in this objective.

Objective (e): Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

- The class environment will give students experience talking about LGBT people and issues in ways that convey respect for human diversity;
- The interplay between language and oppression – including hate speech, intolerance, and the reclaiming of negative terms – will be explored;
- The journal and class participation assignments will assess student learning in this objective.

### **Cultural diversity core course**

- Because 100% of this course (must be at least 75%) will be devoted to topics of race, gender, sexual orientation, and class, as they occur in United States society, this course fulfills the requirements for a Cultural Diversity Core course;
- All writing and exam assignments (paper, journals, midterm, and final) and class participation requirement will address the interrelated topics of race, gender, sexual orientation, and class, and will be used to assess student learning of these topics.

**Subject:** RE: Intro to LGBT Studies proposal  
**Date:** Monday, February 13, 2006 1:49 PM  
**From:** Vassar, Steven L <steven.vassar@mnsu.edu>  
**To:** "Bevacqua, Maria R" <maria.bevacqua@mnsu.edu>  
**Conversation:** Intro to LGBT Studies proposal

Maria:

Yes, I agree with Dennis. The course should be a valuable addition to the curriculum and does not significantly overlap with our Human Sexuality course.

Steve

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**From:** Bevacqua, Maria R  
**Sent:** Monday, February 13, 2006 11:15 AM  
**To:** Waskul, Dennis D; Vassar, Steven L  
**Subject:** Re: Intro to LGBT Studies proposal

Thank you, Dennis. I agree that the overlap is desirable – can you imagine having only one course on campus that dealt with gender, for example?

Steve, does Dennis' evaluation reflect yours?

Thanks,  
Maria

On 2/11/06 3:04 PM, "Waskul, Dennis D" <dennis.waskul@mnsu.edu> wrote:

There is some overlap, but in desirable and complimentary ways. Queer studies is a subject in its own right, and I do NOT give these subjects the attention they deserve. I sincerely welcome this course and recommend it highly.

Dennis

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**From:** Bevacqua, Maria R  
**Sent:** Thu 2/9/2006 5:33 PM  
**To:** Vassar, Steven L  
**Cc:** Waskul, Dennis D  
**Subject:** Intro to LGBT Studies proposal

Dear Steve:

Women's Studies will be submitting the attached proposed course to the curriculum committee next week. We see this as a course that complements, but does not overlap significantly with, Human Sexuality (SOC 209).

The short description of the course states, "This course introduces students to the study of lesbian, gay, bisexual, and transgender communities and identities. We will explore the social and historical construction of LGBT identities as they vary across ethnic, class, and gender lines."

If you are in agreement, would you please send me a memo or reply email indicating that you do not see significant overlap between SOC 209 and the proposed course?

Thanks, and let me know if you have any questions.

Cheers,  
Maria

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