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.

College: Social and Behavioral Sciences
Department: Women's Studies
Program: CIP #

Type of Change: COURSE PROPOSALS
Proposed: Change in Credits

Title Current: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
Title Proposed: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

24-Char. Abbrev: Intro to LGBT Studies

Effective Date of Change: 1/1/07
Academic Year: 07-08

Course Designator: WGST
Number and Number of Credits: 225 3
(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
An introduction to the study of lesbian, gay, bisexual, and transgender communities and identities, including challenges to homophobia and heterosexism. We will explore social and historical constructions of LGBT identities as they vary across ethnic, class, and gender lines.

Rationale or Justification for change:
The course is increasing from 3 to 4 credits with the addition of a learning lab requirement.

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

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>History and the Social and Behavioral Sciences</td>
</tr>
<tr>
<td>7</td>
<td>Human Diversity</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

* 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***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>X Fall Semester</td>
</tr>
<tr>
<td></td>
<td>X Spring Semester</td>
</tr>
<tr>
<td></td>
<td>□ Summer Session</td>
</tr>
</tbody>
</table>

*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.

Revised September 2002
**For Program Proposals**

Attach paper copies of the following:

- **a.** Student learning outcomes for the program.
- **b.** Minutes from department and college curriculum meetings in which action was taken on this proposal.
- **c.** Program Assessment Plan. Forms are available on the Academic Affairs Web site:
  
  [http://www.mnsu.edu/acadaff/words/PRA_SimpSLOAssessPlan.doc](http://www.mnsu.edu/acadaff/words/PRA_SimpSLOAssessPlan.doc)

- **d.** List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- **e.** A list of resources required to offer and support this program.
- **f.** A description of how offering this program will affect department staffing.
- **g.** A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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**For Programs Requiring MnSCU Approval**

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

[http://www.mnsu.edu/acadaff/htm/currfomsprocesses.htm](http://www.mnsu.edu/acadaff/htm/currfomsprocesses.htm)

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

**Department**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **Department Chair**  
  Date: 10/19/06  
  
  **Comments:**

**College Curriculum Committee**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **Committee Chair**  
  Date: 10/25/06  
  
  **Comments:**

**College Dean**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **Dean**  
  Date: 11/2/06  
  
  **Comments:**

**General Education Subcommittee**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **General Education Subcommittee Chair**  
  Date: 4/12/07  
  
  **Comments:**  
  It is not clear how much additional faculty/student contact time is added rather than increasing homework.

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **UCAP Faculty Chair**  
  Date: 3/1/07  
  
  **Comments:**

**Faculty Association Graduate Committee**
- Recommended  
  - Not Recommended  
  
  **Faculty Association Graduate Chair**  
  Date:  
  
  **Comments:**

**Graduate Dean**
- Recommended  
  - Not Recommended  
  
  **Graduate Dean**  
  Date:  
  
  **Comments:**

**Academic Affairs Council**
- Recommended (Category/ies:________)  
  - Not Recommended (Category/ies:________)  
  
  **Assistant Vice President**  
  Date: 3/10/07  
  
  **Comments:**

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies:________)  
  - Not Approved (Category/ies:________)  
  
  **Vice President / Vice Pres. Academic Affairs**  
  Date: 3/13/07  
  
  **Comments:**

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Revised September 2002
a. Course Outline
WOST 225: Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies
Department of Women's Studies

**Bulletin description**
An introduction to the study of lesbian, gay, bisexual, and transgender communities and identities, including challenges to homophobia and heterosexism. We will explore social and historical constructions of LGBT identities as they vary across ethnic, class, and gender lines. We will meet in our regular classroom for three hours each week to discuss readings, engage in learning activities, and present research. A fourth hour each week will be dedicated to lab activities.

**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).
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. 40 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. 40 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. Lab Activities. Each week's lab activities include a D2L writing component. Labs include learning activities, film screenings, online chat, and community-based learning. 20 points.

5. 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
Lab: Learning activity assignment (What is your gay point average?) (handout)

Weeks 3-4: Social construction of sexuality
Readings: Richardson & Seidman Chs. 3-6
Lab: View film Before Stonewall Group viewing times in ERC (lower level, library) are scheduled; those unable to make these times may check out the video from ERC for up to 2 hours. Log into D2L discussion forum to post your response.
Lab: Learning activity assignment (media analysis) (handout)

Weeks 5-6: Identity and community
Readings: Richardson & Seidman Chs. 7-9
Lab: Field trip to LGBT Center (several group times arranged, sign up in advance)
Lab: View film The life and times of Harvey Milk in LGBT Center (video on reserve with Center staff). Log into D2L discussion forum to post your response.

Week 7-8: Invisibility & marginalization
Readings: Richardson & Seidman Chs. 10-13
Lab: Log into D2L chatroom at your appointed time for moderated discussion of readings
Lab: Learning activity assignment (interview hallmates or family members) (handout)

Week 9: Midterm exam
Lab: View film TransGeneration. Group viewing times in ERC (lower level, library) are scheduled; those unable to make these times may check out the video from ERC for up to 2 hours. Log into D2L discussion forum to post your response.

Weeks 10-11: Institutions: medicine, law, education, religion, workplace, media, family
Readings: Richardson & Seidman Chs. 14-19, 21
Lab: View film Fabulous: The story of queer cinema. Group viewing times in ERC (lower level, library) are scheduled; those unable to make these times may check out the video from ERC for up to 2 hours. Log into D2L discussion forum to post your response.
Lab: Log into D2L chatroom at your appointed time for moderated discussion of readings

Weeks 12-13: Intersecting identities: ethnicity, gender, class
Reading: Lorde
Lab: Log into D2L chatroom at your appointed time for moderated discussion of readings
Lab: View film The edge of each other’s battles. Group viewing times in ERC (lower level, library) are scheduled; those unable to make these times may check out the video from ERC for up to 2 hours. Log into D2L discussion forum to post your response.

Weeks 13-14: Socioeconomics of LGBT identity
Reading: Raffo
Lab: Log into D2L chatroom at your appointed time for moderated discussion of readings
Lab: Volunteer for one hour of community-based learning in LGBT Center. Arrangements have been made to identify projects for students to complete during any drop-in hour M-F, 8-6. Log into D2L discussion forum to post your response.

Week 15: Final paper presentation
Lab: View film After Stonewall. Group viewing times in ERC (lower level, library) are scheduled; those unable to make these times may check out the video from ERC for up to 2 hours. Log into D2L discussion forum to post your response.

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 LBGT 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.
Clarification of instructor-supervised lab requirement
Proposal #510 (change in credits), WOST 225, Intro to LGBT Studies

The lab hours for this class combine elements of an online class, including D2L chats and supervised online discussions, as well as film screenings and discussions supervised by the instructor. In addition, this class utilizes community-based learning (CBL) through a field trip to the LGBT center during the first weeks of class and a scheduled CBL experience in the LGBT center later in the semester.

Week 2
60 minutes – Moderated online learning activity – “What is your gay point average?” (several chat times arranged – sign up in advance)
Instructor contact 3 hrs.

Weeks 3-4
90 minutes - Instructor supervised viewing of Before Stonewall (two on-campus screenings)
30 minutes - Discussion Forum Posting: critical thinking and medial literacy
30 minutes - Online Media Analysis
Instructor contact 4 hrs.

Week 5
60 minutes - Supervised field trip to LGBT Center (several group times arranged – sign up in advance)
Instructor contact 3 hrs.

Week 6
90 minutes - Instructor supervised viewing and discussion of The Life and Times of Harvey Milk (two on-campus screenings)
30 minutes - Discussion Forum Posting
Instructor contact 3.5 hrs.

Week 7
60 minutes – Log into D2L chatroom at your appointed time for moderated discussion of readings (several chat times arranged – sign up in advance)
Instructor contact 3 hrs.

Week 8
60 minutes – community based learning assignment – interview hallmates or family members (handout)
Instructor contact as needed.

Week 9
30 minutes – Supervised Discussion Forum Postings on TransGeneration
Instructor contact .5 hrs.

Week 10
60 minutes - Log into D2L chatroom at your appointed time for moderated discussion of readings (several chat times arranged – sign up in advance)
Instructor contact 3 hrs.
Weeks 11-12
60 minutes - Log into D2L chatroom and your appointed time for moderated discussion of readings (several chat times arranged – sign up in advance)
Instructor contact 3 hrs.

Weeks 13-14
60-90 minutes – Volunteer for community based learning at the LGBT Center. Arrangements have been made to identify project for students to complete during M-F 8-6.
30 minutes – Log into D2L discussion forum to post your response
CBL supervised learning 1.5 hrs; instructor contact .5 hrs.

Week 15
60 minutes – Log into D2L chatroom and your appointed time for moderated discussion of After Stonewall (several chat times arranged – sign up in advance)
Instructor contact 3 hrs.
April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
      General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women’s Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with “justification” for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee’s initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit
documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

<table>
<thead>
<tr>
<th>Proposal Number</th>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Women's Studies</td>
<td>WOST 110</td>
<td>Introduction to Women's Studies</td>
</tr>
<tr>
<td>70</td>
<td>Women's Studies</td>
<td>WOST 220</td>
<td>Global Perspectives on Women and Change</td>
</tr>
<tr>
<td>71</td>
<td>Women's Studies</td>
<td>WOST 225</td>
<td>Introduction to Lesbian, Gay, Bisexual and Transgender Studies</td>
</tr>
<tr>
<td>72</td>
<td>Women's Studies</td>
<td>WOST 251</td>
<td>Coming of Age: Gender &amp; Culture</td>
</tr>
<tr>
<td>77</td>
<td>Anthropology</td>
<td>ANTH 240</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>80</td>
<td>Anthropology</td>
<td>ANTH 230</td>
<td>People: An Anthropological Perspective</td>
</tr>
</tbody>
</table>

The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

cc: John Alessio, Dean, College of Social and Behavioral Sciences
    Susan Freeman, Chair, Department of Women’s Studies
    Paul Brown, Chair, Department of Anthropology
    Dan Cronn-Mills, Chair, UCAP
    Gen Ed Committee Members
    Kim Pederson, Administrative Assistant, Academic Affairs