



El Camino College
COURSE OUTLINE OF RECORD – Official

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| Subject: | LGBT |
| Course Number: | 101 |
| Descriptive Title: | Introduction to LGBTQ+ Studies |
| Division: | Behavioral and Social Sciences |
| Department: | Human Development |
| Course Disciplines: | History, Human Development, Psychology, Sociology, Education |
| Catalog Description: | This course offers an introduction to lesbian, gay, bisexual, transgender, queer, plus (LGBTQ+) studies, including the examination and discussions of identities, history, and cultural representations. The Plus (+) signifies all of the gender identities and sexual orientations not specifically covered by the LGBTQ initials. This course also examines legal, political, and other issues of importance to LGBTQ+ individuals from various perspectives, including biomedical, sociological (including race, ethnicity, and class), psychological, and anthropological. The values, experiences, and cultural contributions of LGBTQ+ individuals will be identified, examined, and authenticated. The course emphasizes an affirming approach and is appropriate for students of any sexual orientation and gender identity. |
| Prerequisite: | |
| Co-requisite: | |
| Recommended Preparation: | Eligibility for English 1A |
| Enrollment Limitation: | |
| Hours Lecture (per week): | 3 |
| Hours Laboratory (per week): | 0 |
| Outside Study Hours: | 6 |
| Total Course Hours: | 54 |
| Course Units: | 3 |
| Grading Method: | Letter Grade only |
| Credit Status: | Credit, degree applicable |
| Transfer CSU: | Yes |
| Effective Date: | Fall 2024 |
| Transfer UC: | Yes |
| Effective Date: | Fall 2024 |
| General Education ECC: | Area 2C - Social and Behavioral Science |
| Term: | |
| Other: | |
| CSU GE: | Area D - Social Sciences |
| Term: | |

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| Other: | |
| IGETC: | Area 4 - Social and Behavioral Sciences |
| Term: | |
| Other: | |
| Student Learning Outcomes: | <p>SLO #1 LGBTQ+ Community Identify and critically analyze key concepts and themes in the field of LGBTQ+ studies using appropriate vocabulary for discussing LGBTQ+ people and issues and demonstrating familiarity with the needs, challenges, and contributions of LGBTQ+ people in the United States.</p> <p>SLO #2 LGBTQ+ History Describe a historical overview and explain the significance of the LGBTQ+ experience and related social movements in the United States by examining important figures, events, and views within LGBTQ+ studies and literature.</p> <p>SLO #3 LGBTQ+ Issues Across Social and Cultural Institutions Analyze the role of social and cultural institutions, including familial, religious, educational, economic, healthcare, and criminal justice institutions on LGBTQ+ populations.</p> |
| Course Objectives: | <ol style="list-style-type: none"> 1. Summarize the histories and experiences of LGBTQ+ people in the United States, and critically evaluate their contributions to society. 2. Develop necessary vocabulary for discussing LGBTQ+ people and issues with an understanding of how language can reinforce or challenge social norms. 3. Analyze the various ways people identify their sexual orientation and/or their gender identity and expression. 4. Explore the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other intersecting identities within the context of LGBTQ+ political struggles in the United States and globally. 5. Demonstrate historical understanding through the examination of social, political, scientific, and legal knowledge of LGBTQ+ personal autonomy, communities, and cultures. 6. Assess theories about sexual orientation and gender identity and expression within the context of feminist theory, gender theory, and queer theory. 7. Examine the continuous evolution of legal policies and societal views of LGBTQ+ people both in the United States and on a global level. 8. Examine sexual orientation and gender identity issues within the Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, and recent immigrant communities in the United States. 9. Identify key individuals and describe their roles and contributions to domestic and international LGBTQ+ struggles for full human rights. 10. Assess the impact of hate crimes on LGBTQ+ individuals, the LGBTQ+ community, the community at large, and public policy. 11. Discuss LGBTQ+ representation in literature, the arts, and media both within and outside the United States. |
| Major Topics: | <p>I. Introduction to LGBTQ+ Studies (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Inclusive Language B. Intersectionality and LGBTQ+ Communities C. Key Figures in LGBTQ+ History |

II. Theoretical Frameworks (5 hours, lecture)

- A. Feminist Theory
- B. Gender Theory
- C. Queer Theory

III. Discovering Gender, Sexuality, and Identity (5 hours, lecture)

- A. Sexual Orientation Identity and Gender Identity Issues and Experiences
- B. Heterosexism and Heteronormative Culture
- C. LGBTQ+ Identity Across Cultures within and outside the United States
- D. The Roles of Religion and Family/Friends in “Coming Out”

IV. Laws, Rights, and Policies (5 hours, lecture)

- A. LGBTQ+ Civil Rights and Human Rights Movement
- B. United States and Global LGBTQ+ Laws, Rights, and Policies
- C. LGBTQ+ Protests and Pride
- D. Components of Effective Allyship

V. LGBTQ+ Culture (5 hours, lecture)

- A. LGBTQ+ in the Media
- B. LGBTQ+ Literature
- C. The Influence of Religion

VI. Impact of Repression, Violence, and Discrimination (5 hours, lecture)

- A. Homophobia and Transphobia
- B. Anti-LGBTQ+ Laws and Legislation
- C. Impact of Hate Crimes on the LGBTQ+ Community
- D. Cross-Cultural Perspectives
- E. Intersectionality and Prejudice and Discrimination within the LGBTQ+ Community

VII. The LGBTQ+ Equality Movement (5 hours, lecture)

- A. History of the LGBTQ+ Equal Rights
- B. Key Figures in LGBTQ+ Rights Advocacy
- C. History and Rights of Marriage Equality and for LGBTQ+ families
- D. Evolution of Laws in the United States

VIII. LGBTQ+ Culture and Communities (5 hours, lecture)

- A. Sexual Orientation and Gender Identity Issues in Different Cultures and Communities in the United States.
- B. LGBTQ+ Healthcare and Aging Issues

IX. LGBTQ+ Representation in Literature, Arts, and Media (5 hours, lecture)

- A. LGBTQ+ Literature
- B. LGBTQ+ Representation in the Arts

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| | <p>C. LGBTQ+ Representation in Film, Television, and other types of Media</p> <p>X. LGBTQ+ Global Perspectives (5 hours, lecture)</p> <p>A. Violence and Discrimination B. The LGBTQ+ Experience Beyond the United States</p> <p>XI. LGBTQ+ Current Issues (4 hours, lecture)</p> <p>A. LGBTQ+ Career and Workplace Issues B. LGBTQ+ Considerations in the Criminal Justice System</p> |
| Total Lecture Hours: | 54 |
| Total Laboratory Hours: | 0 |
| Total Hours: | 54 |
| Primary Method of Evaluation: | 1) Substantial writing assignments |
| Typical Assignment Using Primary Method of Evaluation: | <p>In an essay, critique the limitations of the LGBTQ+ movement that you have observed in our course. Why do you define these as limitations? How could they be improved? What can we learn from these limitations?</p> <p>Write an observational case study of an example of intersectionality as seen in pop culture. The subject could be from the past or present. What are their known identities? How has your chosen subject's identities informed how they present themselves and how others view them? What have been some of the privileges and oppressions this subject has experienced due to their intersecting identities?</p> |
| Critical Thinking Assignment 1: | The Harlem Renaissance offers us a rich glimpse into a talented, creative, and often politically astute group of writers, musicians and artists who examined how race works in American society. Several artists who participated in the Harlem Renaissance were also gay, lesbian or bisexual. Research one artist, writer, singer, or graphic artist, and discuss how this person examined both racial and sexual issues in his or her work. |
| Critical Thinking Assignment 2: | Each student is expected to complete a film review, focusing on a film or films we screen for this class (such as "Paris Is Burning", "Love, Simon", "Moonlight", "Mosquita y Mari", or "Mala Mala"). You may wish to focus on just one film, or you may choose to structure your review around a particular theme, such as violence against LGBTQ+ people, or histories of LGBTQ+ communities, to discuss representations in two or more films. Your reviews should include analysis in relation to at least one of the theories discussed in class, and you must cite at least two readings from class. |
| Other Evaluation Methods: | Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Objective Exam, Other Exams, Presentation, Quizzes, Term or Other Papers, True/False, Written Homework |
| If Other: | |
| Instructional Methods: | Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation |
| If other: | |
| Work Outside of Class: | Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre |

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| | event, museum, concert, debate, meeting), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research) |
| If Other: | |
| Up-To-Date Representative Textbooks: | <u>Finding Out: An Introduction to LGBTQ+ Studies</u> , J. Alexander, D.T. Meem, and M.A. Gibson, Sage, 2023. <u>Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach</u> , D.P. Amory, State University of New York Press, 2022. |
| Alternative Textbooks: | |
| Required Supplementary Readings: | |
| Other Required Materials: | |
| Requisite Category | |
| Requisite course: | |
| Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). | |
| Requisite Skill: | |
| Requisite Skill and Matching skill(s): Bold the requisite skill(s) if applicable | |
| Requisite course: | |
| Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). | |
| Requisite Skill: | Eligibility for English 1A |
| Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s) if applicable | <p>This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills. Students who have college-level reading skills will understand, analyze, and interpret concepts and theoretical perspectives discussed in assigned readings. Students who demonstrate college-level research and writing skills will have better success with the written assignments in this course.</p> <p>Read and apply critical thinking skill to college-level expository prose for the purposes of writing and discussion. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Utilize comprehension and vocabulary strategies to improve reading rate.</p> |

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| | Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support. Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. |
| Enrollment Limitations and Category: | |
| Enrollment Limitations Impact: | |
| Course Created by: | Hong Herrera Thomas and Juli Soden |
| Date: | December 7, 2022 |
| Original Board Approval Date: | 07/17/2023 |