



## **LGBT 120 - Introduction To LGBT Studies In The Family, Education, and Community Course Outline**

**Approval Date:** 12/12/2013

**Effective Date:** 08/11/2014

### **SECTION A**

**Unique ID Number** CCC000553148

**Discipline(s)** Education

**Division** Career Education and Workforce Development

**Subject Area** Lesbian, Gay, Bisexual, Trans-gender Studies

**Subject Code** LGBT

**Course Number** 120

**Course Title** Introduction To LGBT Studies In The Family, Education, and Community

**TOP Code/SAM Code** 2299.00 - Social Sciences, Other / E - Non-Occupational

**Rationale for adding this course to the curriculum** Add hybrid and online presentation format.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

### **Total Instructional Hours**

#### **Contact Hours**

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction** On-Campus  
Hybrid  
Entirely Online

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** This introductory course examines a wide range of issues related to the lesbian, gay, bisexual, and transgender community and how those issues impact family, education and the community.

**Schedule Description**

## SECTION D

### Condition on Enrollment

**1a. Prerequisite(s):** *None*

**1b. Corequisite(s):** *None*

**1c. Recommended:** *None*

**1d. Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Identify the vocabulary people use to identify their sexual orientation and their gender identity.
- B. Discuss how sexual orientation and gender identity minorities are impacted by family, education, and communities.
- C. Identify the significant historical, social, cultural, and civil rights issues impacting the LGBT community.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Discuss the origins of stereotypes related to the LGBT people, families, and community.
- B. Analyze the various ways people identify their sexual orientation and their gender identity.
- C. Examine sexual orientation and gender identity issues in African American, Latino, and Asian families and culture.
- D. Identify key LGBT individuals and describe their roles and contributions to society.
- E. Examine the evolution of LGBT civil rights and the impact on families, education, and the community.
- F. Explore the impact of hate crimes on the LGBT community, education, and the community at large.
- G. Describe the meaning and expression of "LGBT pride" in different communities and cultures.
- H. Examine the evolution of LGBT culture in the media.
- I. Explain gender dysphoria and the transition process.
- J. Discuss the evolution of AIDS and its impact on the family, education, and community.
- K. Discuss the challenges LGBT youth face in "coming out" from family, schools, and the community.

- L. Describe the variety of LGBT family structures and the challenges LGBT people face in creating a family.
- M. Examine LGBT culture and the various sub-cultures found in the Bay Area.
- N. Discuss the origins of stereotypes related to the LGBT people, families, and community.
- O.

### **3. Course Content**

- A. LGBT Stereotypes, origins, and influence
  - a. Is it a choice, families, and upbringing
  - b. Religious beliefs
  - c. Occupations held by LGBT people
  - d. Appearance and behaviors
  - e. LGBT communities and sub-communities
- B. Sexual Orientation Identity and Gender Identity
  - a. The Kinsey Study
  - b. Terminology and generational differences
  - c. How sexual orientation relates to gender identity
  - d. How traditional roles of masculinity and femininity related
  - e. The influence of sexism in identity
- C. Sexual Orientation and Gender Identity Across Culture
  - a. African-American cultural influences
  - b. Latino cultural influences
  - c. Asian cultural influences
  - d. Variances within the United States
  - e. Variances in gender
- D. Key Figures In LGBT History
  - a. History of sexual orientation and the invention of identity
  - b. Artists
  - c. Writers
  - d. Politicians
  - e. Activists
  - f. Harvey Milk
  - g. Entertainment and sports celebrities
- E. LGBT Civil Rights Movement - Impact On The Family And Education
  - a. Freedom of speech in publication
  - b. De-criminalization of sexual acts
  - c. Employment protection
  - d. Military service
  - e. Marriage
  - f. Adoption
- F. The Impact Of Hate Crimes On The LGBT Community
  - a. The history of violence
  - b. Characteristics of hate crimes
  - c. The evolution of hate crime law
  - d. The impact of Matthew Shepard
- G. The influence Of Religion
  - a. Christianity
  - b. Muslim
  - c. Buddhist
  - d. Judaism
  - e. Modern day extremism and contradiction

- f. How religious organization influence political processes
- H. LGBT "Pride"
  - a. Stonewall
  - b. The evolution of pride in the United States
  - c. The "Politics of Pride"
  - d. Pride in other countries
- I. LGBT Culture In The Media
  - a. Censorship and moral panic
  - b. Evolution of characters in film and television
  - c. Influences of LGBT characters on families and schools
  - d. MTV, LOGO, and HERE networks
  - e. LGBT Journalism
- J. Gender Dysphoria
  - a. Definition of gender identity
  - b. Gender expression
  - c. Diagnosing gender dysphoria
  - d. Psychological evaluation and transition
  - e. Medical evaluation and transition
  - f. Transgender youth issues and the schools
- K. The AIDS Epidemic
  - a. Identifying the "gay cancer"
  - b. Impact on families - a generation disappears
  - c. Evolution of the disease and public education
  - d. Prevention and treatment
- L. The Coming Out Process
  - a. Overcoming shame and accepting an identity
  - b. Challenges in coming out to family, generational differences
  - c. Challenges in coming out at school
  - d. LGBT youth, bullying, and suicide
  - e. LGBT youth homelessness
- M. LGBT Families
  - a. The migration from ghettos to the suburbs
  - b. The significance of marriage, legal issues
  - c. State and federal laws
  - d. LGBT adoptions
  - e. LGBT families and schools
  - f. Redefining "family" in education
- N. LGBT Culture In The Bay Area
  - a. Sub-cultures within the LGBT community
  - b. Organizations (PFLAG, GSA Network, GLSEN)
  - c. Youth and adult organizations and community
  - d.

#### **4. Methods of Instruction:**

**Discussion:**

**Distance Education:**

**Field Trips:**

**Lecture:**

**Projects:**

**Visiting Lecturers:**

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Exams/Tests -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Research Projects -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Portfolios -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Papers -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Group Projects -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Class Work -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Home Work -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Final Exam -- A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material. For example: 1. Which of the following terms describes the conflict between one's birth sex and one's gender identity? 2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Additional assessment information:

A written examination with multiple choice or essay questions based on the textbook, articles, or other handout material.

For example:

1. Which of the following terms describes the conflict between one's birth sex and one's gender identity?
2. Discuss some of the obstacles youth face when coming out about their sexual orientation.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading Assignments may include selected chapters from the textbook, news articles from print or Internet publications, or handout materials provided by the instructor.

For example:

1. Read Chapter 1, "Before Identity" from the course textbook.
2. Read an article from a current LGBT news publication or local news paper relating to the LGBT community.

**B. Writing Assignments**

Writing Assignments that require students to think critically about reading assignments, class discussions, or guest speakers.

For example:

1. A journal assignment requiring an entry for every class reflecting on what the student learned.
2. Write an essay about a book selected from a reading list related to the course content.

**C. Other Assignments**

Other Assignments may include supplementing classroom activities with field trips, group projects, and/or guest speakers.

For example:

1. A field trip to the GLBT History Museum.
2. A group oral presentation based on a reading or specific course topic.
3. A guest speaker to discuss their experience with gender dysphoria and the transition process.
4. A panel presentation from LGBT youth about the challenges they faced coming out.

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Meen, Deborah. Gibson, Michelle. Alexander, Jonathan.

Title: Finding Out An Introduction To LGBT Studies,

Publisher: Sage Publications

Date of Publication: 2010

Edition: 1st ed

**B. Other required materials/supplies.**