



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>College of Public Programs</u>	Department	<u>School of Social Work</u>
Subject	<u>SWU</u>	Number	<u>180</u>
Title	<u>Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course _____	

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

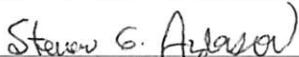
A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Teri Kennedy, BSW Program Coordinator Phone 602-496-0076
 Mail code 4420 E-mail: terikennedy@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Steve Anderson, Director Date: 8/22/2012
 Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course description, syllabus, assignments, and readings.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Social Work</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Social Work	Course description, syllabus, assignments, and readings.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Social Work				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	Course description, syllabus, assignments, and readings.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course description, syllabus, assignments, and readings.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	Designation
SWU	180	Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: Course is designed to advance basic understanding and knowledge about human interaction.	Course objectives include an understanding of LGBT identity development and social factors leading to social oppression.	5a) Course Syllabus(p. 1, Objectives 3, 4, & and Readings p. 2, 9); 5b) Discussion Board reflections and presentation, p. 7-8.
Criterion 2: Course content emphasizes the study of social behavior such as that found in social work, psychology, and women and gender studies.	Readings from the course come from the theoretical and research literature in social work, psychology, and women and gender studies.	5a) Course Syllabus (Readings: p. 2, 9).
Criterion 3: Course emphasizes a. the distinct knowledge base of the social and behavioral sciences.	Readings from the course come from the theoretical and research literature in social work, psychology, and women and gender studies.	5a) Course Syllabus (Readings pp. 2,9)
Criterion 4: Course illustrates use of social and behavioral science perspectives and data.	Specific readings are explicitly based upon empirical findings in psychology.	5a) Course Syllabus (Readings pp. 2, 9: Required texts and readings); 6. Table of Contents (Meem et al. & Sabin, Preface).

SWU 180
Master Syllabus

Lead Instructor: Ann E. MacEachron, LCSW, PhD

I. Course Title:

Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies

II. Program Level: BSW

III. Course Requirements: 3 credits
Elective
Prerequisite/Co-requisites: none

IV. Course Description: A historical, socio-cultural introduction to lesbian, gay, bi-sexual, transgender, transsexual, and intersexed communities and their resilience to challenges and barriers.

V. Rationale for Course: The purpose of the course is to increase students' understanding of the lived experiences of diverse LGBT people and communities, their identity construction, and the effect of laws, discrimination and oppression on their lives. Students will address key concepts and debates through the lens of various disciplines, including sociology, history, literature, psychology, economics, and cultural studies.

VI. Course Objectives: Upon completion of this course, you should be able to:

1. Demonstrate comprehension of the social construction of sexual and gender identity both historically and currently.
2. Recognize the complexities in defining LGBT people and in the terminology used among diverse LGBT populations.
3. Understand the coming out process, identity development models, and critiques of those models as well as the roles of key historical and famous LGBT figures.
4. Identify the unique challenges and barriers effecting lesbians, gay men, bi-sexual people, transgender people, transsexual people, and intersexed people across their lifespans.
5. Appreciate the lived experiences of diverse LGBT people and communities, and the impact of social policies, oppression, and discrimination on their lives.

VII. Course Units:

1. Terminology & Definitions
2. History
3. Oppression & Discrimination
4. Coming Out/Identity Development Models
5. Social Welfare Policies impacting LGBT people

6. LGBT youth
7. Gay Males
8. Lesbian People
9. Bi-Sexual People
10. Male to Female Transgender People
11. Female to Male Transgender People
12. Intersexed People
13. Elderly LGBT people

VIII. Key Course Concepts:

Allies	Male to Female (MtF)
Attraction	Marginalization
Bisexual	Oppression
Closet	Passing
Coming out	Prejudice
Discrimination	Powerlessness
Female to Male (FtM)	Queer
Gay	Questioning
Gender	Self-identity
Heterosexism	Sex
Homophobia	Sexual orientation
Identity	Social welfare policies
Identity development	Transgender
Intersex	Transphobia
Lesbian	Transsexual
LGBT ² Q ² IA	

VIII. Required Texts:

Meem, D. T., Gibson, M. A., Alexander, J. F. (2010). *Finding out: An introduction to LGBT studies*. Thousand Oaks, CA: Sage Publications.

Savin-Williams, R. C. (2005). *The new gay teenager*. Cambridge, MA: Harvard University Press.

Required Articles:

Armstrong, E. A. & Crago, S. M. (2006). Movements and memory: The making of the Stonewall myth. *American Sociological Review*, 71(5), 724-751.

Lehavot, K. (2009). Redefining the American quilt: definitions and experiences of community among ethnically diverse lesbian and bisexual women. *Journal of Community Psychology*, 37(4), 439-458.

Miller, S., & Parker, B. A. (2009). Reframing the power of lesbian daughters' relationships with mothers through black feminist thought. *Journal of Gay & Lesbian Social Services*, (21) 2-3, 206-218.

Potoczniak, D., Crosbie-Burnett, M., & Saltzburg, N. (2009). Experiences regarding coming out to parents among African American, Hispanic, and White gay, lesbian, bisexual, transgender, and questioning adolescents. *Journal of Gay & Lesbian Social Services*, 21, 189-205.

IX. Course Expectations and Student Evaluation

Notices

In accordance with ASU policy, students must be fore-warned if a course will cover materials which could be considered sensitive and/or offensive to some students. This course will cover material which could be considered "sensitive" and/or offensive to some students. As one of the ethical responsibilities of social workers is to advocate on behalf of oppressed populations and work toward social justice, the instructor and the readings will present views that are contrary to the dominant culture's views.

Student Responsibilities

Students are responsible for reviewing and complying with all ASU policies including the following:

1. Academic Integrity:
<http://provost.asu.edu/academicintegrity>
2. Student Code of Conduct :
<http://students.asu.edu/srr/code>
3. Computer, Internet, and Electronic Communications Policy:
<http://www.asu.edu/aad/manuals/acd/acd125.html>

Please be aware that academic dishonesty including plagiarism will not be tolerated. The school of Social Work's policy is available at:

<http://ssw.asu.edu/portal/filelib/students/AcademicIntegrityPolicy.pdf>

Students are also expected to adhere to the Social Work Code of Ethics available at:

<http://www.naswdc.org/pubs/code/default.asp>

Accessibility

The Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) at:

University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)
<http://campus.asu.edu/downtown/DRC>

If you have a documented disability and are registered with the DRC, please let me know what accommodations you will need no later than the second week of the semester.

Class Instructions

Overview

The instructor will post power point presentations and/or activities to the blackboard under the tab, "Course Content" by Monday at midnight of each week. Students should complete the week's assigned reading, then read the e-lecture power point presentation associated with that week, and then view the student video presentation and video (if applicable). The instructor's power points will not necessarily correspond to the assigned reading. The readings provide foundational knowledge necessary to critically engage in and understand the power point e-lectures.

Course Questions & Communication

There will be a forum on Blackboard for you to post questions, comments, and concerns about the assignments, structure of the class, and class or assignment changes. Please do not email or message me with such questions, unless I have not responded to your on-line post within 24 business hours. Please do message me with personal communications that would not be applicable to the rest of the class. If you were in a face to face class and you have a question you would ask in class, ask that question via the forum in the Blackboard discussion. If you have a question that you would speak privately to the instructor about, ask that question via messaging.

To communicate with me, please use the message feature in Blackboard. This option is found under the "Tools" tab. You can send me messages that are private and secure through this messaging system. Please do not email me. I will not know which course you are associated with or be able to answer your question timely if you email me. Please allow me up to 48 business hours (business hours do not include weekends or holidays) to respond to your message.

Discussion Board

Students are encouraged to dialogue with their colleagues by using the discussion board. The e-lecture power point will often contain questions for you to consider. These questions are meant to encourage you to think critically. Participating in the Discussion boards will provide you an avenue to dialogue with your peers about your thoughts and reactions. Participation in the discussion boards is not mandatory, nor will the posts be routinely reviewed by the instructor. However, at the end of the semester, extra credit may be awarded to students who actively participated in discussions over the course of the semester.

IT Help

Technological help is available through ASU's help desk. You can call, email, or chat with an IT representative. Representatives are available 24/7. Please use all available avenues from ASU's IT services to resolve technological issues before contacting the instructor. If you encounter a technical problem while taking a quiz/test, please call the help desk immediately. If they are unable to help you, please ask for the ticket number of your help desk request. Then email the instructor about the problem. Quizzes will not be reset without verification (via a

ticket number) that you first corresponded with the help desk (if the problem was one related to Blackboard). No student may have a quiz reset more than once.

Assignment Submission

The presentation **MUST** be uploaded to Blackboard through the “Assignment Submission” link. No assignments will be accepted through email. All assignments are due on the due date by 11:59 p.m.

The instructor has Microsoft Office software. For the Group Presentation please use Microsoft Power Point to ensure that your class mates can open and read the presentation. You can download Power Point Reader free of charge in order to view power point presentations in MS 07.

Please be sure to proofread all written materials submitted for this class. It is important that you communicate clearly and articulately. For the movie reflection posts, if there are multiple grammar, sentence structure, and/or spelling mistakes, points will be deducted.

Quizzes/Test

There will be three quizzes and a final test over the course of the semester. The quizzes/test are closed note/closed book exams. You are on your honor to be ethical and honest while taking the quizzes. They will each be open for 48 hours. Once you enter a quiz/test, you must complete it. You can only enter each quiz/test once. The three quizzes will have a 30 minute time limit and the final test will have a one hour time limit. You may not open other browsers while taking the quiz/test, if you do, it will automatically close. Prior to taking a quiz/test, please make sure you are on a reliable internet connection, that you have power to your device, that you will not be interrupted during the time frame, and that your computer is not scheduled for updates that would cause it to close. If you experience a technical problem, you should call the helpdesk immediately and then email the instructor. The instructor may, on a case-by-case assessment, re-open the quiz for you. No student may have a quiz re-opened more than once during the semester. If you do not take a quiz/test during the time frame it is open, you may take it late for up to 50% of the total point value up until the time the answers are posted. Once the answers are posted you may no longer take a quiz/test late.

Student Evaluation

This course is based on 100 points and utilizes the plus/minus system. Below is a break-down of the points for each assignment and the letter grades assigned for point totals.

Assignment	Points
Video Presentation	30
Three Movie Reflection Posts (5 pts each)	15
Three quizzes (10 pts each)	30
Final Test	25
Total	100

Points	Letter Grade
96 – 100	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
70 – 76	C
60 – 69	D
59 and below	E

Late Assignments

The video presentation and reflection essay are due by 11:59 p.m. on the due date. **Ten percent** of the assignment's points will be deducted for each day an assignment is late, up to fifty percent. After fifty percent of the points have been deducted, you may turn in a late assignment anytime over the course of the semester.

Quizzes may be taken late up until the time when the answers are viewable. **Fifty percent** of the quiz's points will be deducted for taking it after the closing date. Once the answers are viewable to the class, quizzes may not be taken late.

Please note that while the instructor is compassionate to the complex lives of students and the multiple adversities they encounter, she will be unable to allow extensions on assignments. If you experience a significant personal or familial problem during the course of the semester that would cause you to be late on multiple assignments, you may negotiate for an incomplete. You may also request a compassionate withdrawal from your classes through the university.

Incomplete Grade

In certain circumstances, students may negotiate for an incomplete in this class. This must be negotiated with the instructor prior to the last day of course instruction. The instructor reserves the right to define the terms and conditions of an incomplete.

Assignments

Movie Reflection Posts

Over the course of the semester, you will watch three movies. After you view each movie, you will post your reaction/reflection about the movie to a discussion on Blackboard. Your post should be at least one paragraph in length and address the following three questions: 1) something you learned about the experiences of sexual/gender minorities, 2) the degree to which you think the fictional movie depicts the real experiences of sexual/gender minorities, and 3) which character in the movie you most sympathized with and why. Students are encouraged to read and respond to their colleague's posts in order to learn through critical discussion. When replying to other students, please use the reply button, as opposed to posting a new thread.

Movie	
<i>If these Walls Could Talk 2</i>	2/6
<i>Brokeback Mountain</i>	3/26
<i>Transamerica</i>	4/16

Video Presentation

Working in groups, you will need to find a video which depicts the lived experience of an LGBT person or family. Each group will explore the experiences of a different target population. You will create a power point presentation to post to the class with the video and with information about the target population. The power point presentation should address: 1) challenges and barriers unique to the target population (2 - 3 slides); 2) resources and social services available to the target population (2 - 3 slides); 3) a link to the video; and 4) a brief discussion of how the video illustrates the lived experiences of the population (2 - 3 slides).

The video should be 10 – 15 minutes in length, free of charge, and in a video format commonly available (e.g. RealPlayer, Windows Media, Quick Time, Flash). If you find an excellent video that is more than 15 minutes, ask the class to watch a specific portion of it by identifying the minute/second at which to begin and end. The video should also be based on real people (not fictional characters). Clips from documentaries or YouTube videos from people posting self-reflection videos about their experiences can be excellent sources. If you do search YouTube, be sure the video is appropriate to be posted to the class (no sexually explicit or offensive material) and that it is an honest reflection of the experience(s) or your target population. If you are unsure if the video is appropriate, ask yourself, does the video depict your target group's lived experience and reality, their struggles and challenges, and/or their strengths and resilience. The video should illustrate some aspect of what it is like to be a member of the target population.

Please note that your group may need to spend several hours locating an appropriate video. The majority of the points for this assignment are based on whether the video depicts the lived experience of a member or members of your target group. The video should be relatively recent (within the last 10 years) and be about members of your target population in the United States, reflecting US cultural attitudes, norms, and/or values.

The library has an extensive collection of streaming videos. Please search within the Films on Demand database using key words such as "sexual orientation." You may also try searching

within YouTube. If you are having trouble finding a video please consult a librarian. You can phone, email, or chat with reference librarians. See the link below for a guide to locating streaming videos in the library's holdings. <http://libguides.asu.edu/StreamingVideo>

To sign up for your group, please go to the Video Presentation Sign-up forum on the "Discussions" tab and post your full name as a reply to the thread of the group you would like to join. All groups must have at least five members and **no more than six** members. If a group already has five members, you may not sign-up for that group. Sign-up is on a first come first-served basis. Once your group is created, you can communicate with the group members by emailing them using the messages and email functions under the "Tools" tab. It should not be necessary for your group to meet face to face. You can assign different parts of the presentation to different group members and coordinate putting the various pieces together into one final presentation via email. All students can use the google docs option of myASU to share documents (or you can just email the presentation to each other). The presentation will be graded as a group project. Each member of the group will receive the same grade. If a member of the group does not contribute and all the other group members agree that she/he did not contribute, that person will receive a zero on the assignment.

- Group 1: Adolescent Gay Males/Questioning Adolescent Males
- Group 2: Adolescent Lesbians/Questioning Adolescent Females
- Group 3: Adult Gay Men
- Group 4: Adult Lesbians
- Group 5: Bisexual People
- Group 6: Male to Female Transgender/Transexual People
- Group 7: Female to Male Transgender/Transexual People
- Group 8: Intersexed People

Quizzes

There will be three quizzes and one final test over the course of the semester. The quizzes will cover all the assigned readings, the e-lecture power point presentations from the instructor, the power point presentations from your colleagues along with the associated videos, and the assigned movies. The quizzes will be 10 questions each and consist of multiple choice, short answer, and/or true/false questions. The final test will consist of 25 questions, 15 of which will be comprehensive. The quizzes/test will be administered on-line and will be available for 48 hours. Once you enter a quiz, you will not be able to re-enter it. If you open other browsers while taking the quiz, the quiz will automatically close. You will have 30 minutes to complete each quiz and one hour to complete the final test. They are closed book/closed note exams. Students are on the honor system to be ethical and honest while completing the quizzes. Furthermore, it is expected that students will not share questions with other students who have not yet taken the quiz or to cheat in any other way. Dishonesty or cheating can result in failing the course and being expelled from the university.

Course Outline

Date	Topic	Readings Due	Assignment Due
1/9	Welcome & Introductions		
1/23	Terminology/Defining the LGBT Population	Finding Out, Ch. 1	
1/30	History	Finding Out, Ch. 2 & 3; Article by Armstrong & Craze	
2/6	Discrimination & Oppression	Finding Out, Ch. 4	Movie 1 Post
2/13	Coming Out/ Identity Development	New Gay Teen, Ch. 2; Article by Potoczniak, Crosbie-Burnett, & Saltzburg	Quiz 1
2/20	Social Welfare Policies	New Gay Teen, Ch. 4	
2/27	Adolescent gay males	New Gay Teen, Ch.8	Group 1 Presentation
3/5	Adolescent lesbian females	New Gay Teen, Ch. 9; Article by Miller & Parker	Group 2 Presentation
3/12	Gay men	Finding Out, Ch. 5	Quiz 2 Group 3 Presentation
3/26	Lesbian women	Finding Out, Ch. 6; Article by Lehavot	Movie 2 Post Group 4 Presentation
4/2	Bi-sexual people	Finding Out, Ch. 7	Group 5 Presentation
4/9	Male to Female transgender people	Finding Out, Ch. 8	Quiz 3 Group 6 Presentation
4/16	Female to Male transgender people	Finding Out, Ch. 12	Movie 3 Post
4/23	Intersexed people	Finding Out, Ch. 15	
4/30	Conclusion		Quiz 4/Final Test

FINDING OUT

An Introduction to LGBT Studies

Deborah T. Meem
University of Cincinnati

Michelle A. Gibson
University of Cincinnati

Jonathan F. Alexander
University of California, Irvine

 SAGE

Los Angeles • London • New Delhi • Singapore • Washington DC

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information storage and

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Operative Industrial Area
New Delhi 110 044

Asia-Pacific Pte. Ltd.
Singapore 01

Michelle A. Gibson,

Transgender people—

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