

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-097-156

EWS 4070 – Diverse Gender and Sexual Identities

General Education Committee

Date: 05/03/2017

Executive Committee
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017
First Reading

BACKGROUND:

This is a revised course for the semester calendar.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-097-156, EWS 4070 – Diverse Gender and Sexual Identities (See attached ECO).

EWS - 4070 - Diverse Gender and Sexual Identities

C. Course - New General Education* Updated

General Catalog Information

College/Department	Ethnic and Women's Studies	
Semester Subject Area	EWS	Semester Catalog Number 4070
Quarter Subject Area	EWS	Quarter Catalog Number 407
Course Title	Diverse Gender and Sexual Identities	
Units*	(3)	
C/S Classification *	C-02 (Lecture Discussion)	
To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf		
Component*	Lecture	
Instruction Mode*	<input type="checkbox"/> Asynchronous Local <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Fully Asynchronous <input type="checkbox"/> Fully Synchronous <input type="checkbox"/> Hybrid w/Asynchronous Component <input type="checkbox"/> Hybrid w/Synchronous Component <input type="checkbox"/> Synchronous Local <input type="checkbox"/> Web-Assisted	
Grading Basis*	Graded Only	
Repeat Basis*	May be taken only once	

If it may be taken multiple times, limit on number of enrollments

1

Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)

Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)

Choose appropriate type(s) of course(s)*

- Major Course
- Service Course
- GE Course
- None of the above

General Education Area / Subarea*

D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description

This course surveys the various ways that gender and sexuality are constructed, policed, and resisted in the United States. Using an interdisciplinary perspective, we will analyze their relationships to other forms of identity including race, class, and citizenship. We will depend on sociological, ethnographic and historical discourse to frame our analysis and utilize media, art, literature, and the social sciences to capture the complex ways that genders and sexualities function. This course surveys the various ways that gender and sexuality are constructed, policed, and resisted in the United States. Using an interdisciplinary perspective, we will analyze their relationships to other forms of identity including race, class, and citizenship. We will depend on sociological, ethnographic and historical discourse to frame our analysis and utilize media, art, literature, and the social sciences to capture the complex ways that genders and sexualities function.

II. Required Coursework and Background

Prerequisite(s)

Completion of courses in GE Areas A, D. Good academic standing.

Corequisite(s)

**Pre or
Corequisite(s)**

Concurrent

III. Expected Outcomes

**List the
knowledge,
skills, or abilities
which students
should possess
upon completing
the course.***

This course affords students the opportunity to synthesize historical, sociological and comparative approaches learned in the lower division social science courses and apply them to the understanding of diverse group with respect to gender and sexuality. This approach is ideally suited for G.E. students as it provides them with the knowledge necessary to both understand the complexity of social issues and work for effective solutions. The course incorporates history, sociology, anthropology, political science as well as biography and narrative.

Upon successful completion of the course, students will be able to:

- 1) Identify and distinguish different theoretical approaches to the study of gender and sexual identities, especially historical, sociological, and anthropological approaches, and the interdisciplinary approaches of ethnic and gender studies

- 2) Synthesize the diversity and complexity of gender and sexuality groups in US society.

- 3) Demonstrate a complex understanding of the histories of sexuality and gender identities in the US and globally.

- 4) Evaluate how genders and sexualities impact and are impacted by race, class, citizenship, and spiritualities.

- 5) Develop their oral communication skills to discuss the diverse experiences and perspectives of gender and sexual marginalized communities, and gain facility in communicating across diverse groups.

- 6) Demonstrate critical writing skills on the diversity of gender and sexual identities.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Relationship of Course Learning Outcomes to Dept.'s Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered	PO#3: Engage in a variety of scholarly and community	PO#4: Demonstrate mastery of skills essential for career development	PO#5: Dem mast skills essen pre-t incl.
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	Studies	grps from cross cultural and global perspectives	based social practices	& life-long learning, incl. critical thinking & problem-solving skills	know of ed & div peda pract
1	X	X		X	
2	X			X	
3		X			X
4	X				
5			X	X	
6		X		X	

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines the intersection of gender and sexuality with other social identities: race, ethnicity, dis/ability, age, religion, etc. in producing and challenging gendered and sexual identities. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Area D4: Social Science Synthesis (upper division)

'Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.'

This course focuses on a deeper understanding of gender and sexuality and their application in the solution of a variety of specific social problems that impact contemporary society. The course takes a broad social science, integrative approach to examine the diverse, fluid, and historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches to understand gendered and sexual identities in the contemporary U.S. and within a global context.

Upper-division synthesis requirements:

1. Include readings from original primary/historical sources, as opposed to only secondary sources. The course will include analysis and interpretation of primary and secondary sources in Queer and Gender Studies.

2. Promote original and critical thinking in writing and/or discussion. This course will critically evaluate the literature and present original ideas and personal connections.

3. Focus attention on understanding the interrelationships among the disciplines and their applications. Students will study the role and value of interdisciplinary learning and writing in various course readings in Gender and Queer Studies.

4. Examine ideas and issues covered in this area in deeper and/or broader more integrative ways. Course will integrate cross-disciplinary themes across Area D.

5. Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas. Part of the research and/or group project is also a creative visual representation of the project in which students will synthesize main ideas and evidence of their research in Gender and Queer Studies.

6. Identify and evaluate assumptions and limitations of ideas and models. In their research and evaluation of Gender and Queer studies, students will identify and critically evaluate authors' main ideas and models.

7. Develop written and oral communication skills appropriate for an upper division course. Students will have multiple written and oral communication assignments to develop and assess these skills.

8. Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course. Students will demonstrate their learning in their individual and/or group research projects and oral presentations.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

These are the SLOs for the selected GE subarea(D4):

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and reading related to contemporary study of diverse gender and sexual identities in the United States. (Course SLO# 1, 2, 6, ; PO# 1, 2, 3)

1b) Speak effectively for various audiences.

Students will complete a group project and present finding in classroom presentation.

(Course SLO#1, 3, , 6; PO# 1, 2)

1c) Find, evaluate, use and share information effectively and ethically.

Students will conduct research for individual or group projects on a specific topic in Gender and Queer studies, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO# 3, 4; PO# 1, 4)

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their research project. (Course SLO #1, 5; PO#1, 2, 4)

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students' research projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 2, 4; PO#1, 2, 3, 4)

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In their reading journal responses, exams and/or research projects, student will analyze and evaluate the assigned texts and explore contemporary Chicana/o and Latina/o Studies, and specifically the role of race, gender, ethnicity, culture, class in shaping individual and social practices and embodied within specific institutions including: the state, economy, family, media, and education. (Course SLO# 1, 2; PO#2)

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their research and/or group projects students will integrate moral, social, and ethical issues facing Chicana/o and Latina/o local and global communities. (Course SLO #1, 4, 5; PO# 2, 3, 4)

**General
Education
Outcomes***

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

There are numerous publications dealing with this topic. Texts will be selected from the following:

Allison, D. (1994). *Skin*. Ithaca, NY: Firebrand Books.

Andrews, N. (1994). *Family: A portrait of gay and lesbian America*. San Francisco: Harper San Francisco.

Anthony, A. (2014). *The Beast of Times*. San Francisco: Kórima Press.

Baird, V. (2001). *The no-nonsense guide to sexual diversity*. Oxford: Verso.

Berrill, K. (1990, September). Anti-gay violence and victimization in the United States. *Journal of interpersonal violence*, 5 (3), 274-293.

Blumenfeld, W., ed. (1992). *Homophobia: How we all pay the price*. Boston: Beacon Press

Bornstein, K. (1997). *My gender workbook: How to become a real man, a real woman, the real you, or something else entirely*. Routledge.

Callen, M. (1990). *Surviving AIDS*. New York: Harper Perennial.

Cantú, Lionel, and Eithne Luibhéid. 2005. *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: University of Minnesota Press.

Casper, V., Cuffaro, H., Schultz, S., Silin, J., & Wickens, E. (1996, Summer). Toward a most thorough understanding of the world: Sexual orientation and early childhood education. *Harvard educational review* 66 (2), 271-293.

D'Emilio, J. (1983). *Sexual politics, sexual communities: The making of a homosexual minority in the United States, 1940-1970*. Chicago: University of Chicago Press.

Duberman, M., Vicinus, M., & Chauncey, G., Jr., eds. (1989). *Hidden from history: Reclaiming the gay & lesbian past*. New York: Meridian.

Faderman, L. (1991). *Odd girls and twilight lovers: A history of lesbian life in twentieth-century America*. New York: Penguin.

Gross, L. & Woods, J. (1999). *The Columbia reader on lesbians and gay men in media, society, and politics*. New York: Columbia University Press.

Hemphill, E., ed. (1991). *Brother to brother: New writings by Black gay men*. Boston: Alyson Publications, Inc.

Hames-García, M. and Martínez, E. (2011). *Gay Latino Studies: A Critical Reader*. Duke: Duke University Press.

Harbeck, K. (1992). *Coming out of the classroom closet: Gay and lesbian students, teachers, and curricula*. New York: Harrington Park Press.

Herd, G., ed. (1989). *Gay and lesbian youth*. New York: Harrington Park Press.

Herek, G. & Berrill, K. (1990, September). Documenting the victimization of lesbians and gay men. *Journal of interpersonal violence*, 5 (3), 301-315.

Herek, G. & Berrill, K. (1990, September). Primary and secondary victimization in anti-gay hate crimes. *Journal of interpersonal violence*, 5 (3), 401-413.

Herek, G. & Berrill, K., eds. (1992). *Hate crimes: Confronting violence against lesbian and gay men*. Newbury Park, CA: Sage.

Katz, J. N. (2007). *The Invention of Heterosexuality*. Chicago: University of Chicago Press.

Kumashiro, K. K. (2014). *Restored Selves: Autobiographies of Queer Asian-Pacific-American Activists*. New York: Harrington Park Press.

Lourde, A. (1994). *Zami: A new spelling of my name*. Freedom, CA: The Crossing Press.

Manalansan IV, Martin F. (2003). *Global Divas: Filipino Gay Men in the Diaspora*. Durham: Duke University Press.

McKinley, C. & DeLaney, L., eds. (1995). *Afrekete: An anthology of Black lesbian writing*. New York: Doubleday.

Miller, N. (1992). *Out in the world: Gay and lesbian life from Buenos Aires to Bangkok*. New York: Penguin Books.

Mosse, G. L. (1997). *Nationalism and Sexuality: Respectability & Abnormal Sexuality in Modern Europe*. New York: Howard Fertig.

Muñoz, José Esteban. (1999). *Disidentifications: Queers of Color and the Performance of Politics*. Minnesota: University of Minnesota.

Nardi, P. & Schneider, B. eds. (1998). *Social Perspectives in Lesbian & Gay*

Studies: A Reader. Routledge.

Rich, A. (1980). Compulsory heterosexuality and lesbian existence. *Signs* (vol. 5, no.4): pp.631-60.

Sears, J. & Letts, W., eds. (1999). *Queering elementary education: Advancing the dialogue about sexualities and schooling*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Sears, J. & Williams, W. (1997). *Overcoming heterosexism and homophobia: Strategies that work*. New York: Columbia University Press.

Somerville, S. (2000). *Queering the Colorline: Race and the Invention of Homosexuality in American Culture*. Duke: Duke University Press.

Stacey, J. (1996). *In the name of the family: Rethinking family values in the postmodern age*. Boston: Beacon Press.

Stein, A., ed. (1993). *Sisters, sexperts, queers: Beyond the lesbian nation*. New York: Penguin Books.

Stryker, S. (2008). *Transgender History*. Berkeley: Seal Press.

Williams, W. (1986). Introduction. *The spirit and the flesh: Sexual diversity in American Indian culture*. pp.1-14.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (AT/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material*

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

Smart Classroom with space for breakout groups and small group activities.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1) Key terms

- a. Gender v. Sex
- b. Sexual Orientation
- c. Gender identity

2) Discourse on Gender and Sexuality

- a. Science
- b. Law and policy
- c. Nationalism

3) Queer/Lesbian & Gay Identities

- a. Queer Theory
- b. Invention of Heterosexuality

4) Bisexuality

- a. Bisexual erasure in Queer Theory
- b. Myths and stereotypes

5) Trans* Identities

- a. Trans* erasure in Queer Theory
- b. Health and social issues

6) Intersectionalities

- a. Race, class, and citizenship
- b. Spiritualities/Religion

7) Sexual/Gender Identities

- a. Sex workers

b. Asexuality

8) The State: Regulating Gender and Queer Identities

a. Immigration and Diaspora

b. Citizenship

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.
2. Group Presentations. Students will contribute to the course with classroom group presentations.
3. Online activities. Students will contribute to the course with online activities and discussion board.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers,

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course readings and in-class content.

**projects,
participation,
quizzes,
attendance, etc.***

2. Research Paper paper that demonstrates the student's synthesis and analysis of topics related to the course.

3. Group Project that explores particular themes in the course either within a U.S. context.

4. Class participation.

**Describe the
meaningful
writing
assignments to
be included.***

Students will submit a rough draft of their social location paper for peer editing and instructor feedback. Student will submit final draft.

**Discuss how
these methods
may be used to
address the
course and
program
outcomes, as
appropriate.
Include or attach
a matrix to align
the evaluation
methods to the
outcomes.***

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes					
	1	2	3	4	5	6
1.	X		X		X	X
2.		X		X		
3.	X				X	
4.			X		X	X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

These are the SLOs for the selected GE subarea (D4):

1a) Write effectively for various audiences.

1b) Speak effectively for various audiences.

1c) Find, evaluate, use and share information effectively and ethically.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Evaluation of Student Assessment	GE Learning Outcomes for D4						
	1a	1b	1c	1d	2d	3a	3b
1.	X				X		X
2.	X	X		X			
3.		X			X		
4.			X			X	X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**