

**Course Submission Form**

**Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.**

<b>Form ID</b> CCOREFORM1211517721001	<b>Version No.</b> 18.001	<b>Created by</b> Salas,Brenda
<b>Created on</b> 2022-02-14T17:20:45	<b>Last Updated on</b> 2022-02-14T17:23:07	<b>Status Updated on</b> 2022-02-26T12:51:36
<b>Current Status</b> Approved	<b>Course Selected:</b> Subject WGS (WGS - Women and Gender Studies) Catalog Nbr 104	

Course Revision & College	
<b>Form Submission</b> Initial Submission	<b>College</b> Queens College

Course Data		
<b>Course ID</b> 147090	<b>Subject</b> WGS (WGS - Women and Gender Studies)	<b>Catalog Nbr</b> 104
<b>Catalog Status</b> Approved	<b>Contact Hours</b> 3	<b>No. of Credits</b> 3
<b>CourseTitle</b> Introduction to LGBTQ Studies		
<b>Course Description</b> Students will explore the field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) Studies. Students will learn to use the norms of LGBTQ Studies as a tool for understanding US history, power formations, culture, and artistic productions.		
<b>Department</b> Women's Studies		
<b>Pre-Requisites/Co-Requisites</b> PRE: ENGL 110		

Course Syllabus [Attachment Filename(s)]
WGS_104_Syllabus.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition	World Cultures & Global Issues
Math & Quantitative Reasoning	US Experience in its Diversity
Life and Physical Sciences	Creative Expression



**Individual and Society**

**Scientific World**

Learning Outcomes: Questions	Learning Outcomes: Responses
<p><b>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</b></p>	<p>Essay 1: LGBTQ Archival Project: This SLO is assessed in Expository Writing through a written essay that compares an archival resource with a contemporary media source. The assignment asks students to select an event or historical figure related to LGBTQ history or culture. The goal of the assignment is to compare how the archive tells the story of the event or historical figure with the ways that a mainstream media source has represented the event of historical figure. Example: Students will produce a well-reasoned and argued expository essay (750 word) using their findings to parse the ways that LGBTQ history is documented by different sources.</p>
<p><b>* 2. Evaluate evidence and arguments critically or analytically.</b></p>	<p>Essay 2: History of Sexuality Assignment: This SLO is assessed through a Take-Home Essay Exam related to the field of sexology. Students will select one key sexologist from the late 19th to early 20th century. They will focus on one of the chosen sexologist's texts. They will be asked to explain if and how that particular understanding of "homosexuality" can be seen in contemporary discourse. This essay 2 will function as a take-home mid-term exam. Example: Explain how a 19th or 20th century sexologist's ways of theorizing homosexuality may influence contemporary understandings of LGBTQ identity</p>
<p><b>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</b></p>	<p>This SLO is assessed in Discussion Board Posts through readings in assigned texts, newspapers, journal articles, film/video, and case studies of contemporary issues connected to LGBTQ cultures. Social justice activism, LGBTQ consumer culture, LGBTQ media representation, marriage equality and civil rights, same-sex parenting, workplace equity, and the process of "coming out" will be discussed as they relate to different features of LGBTQ history and culture. Students will submit weekly 250-500-word summaries and engage in class discussion. Example 1: Students will assess and submit a Discussion Board post on the rhetorical strategies used by AIDS activist groups such as ACT UP (the AIDS Coalition to Unleash Power) or the Names Project AIDS Memorial Quilt Project. Example 2: Students will assess and submit a Discussion Board post on "gay window advertising" or the strategies advertisers use to address LGBTQ consumers. They will evaluate how recent LGBTQ inclusions in advertising may or may not be evidence of social progress for LGBTQ individuals and communities.</p>

<p><b>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</b></p>	<p>This SLO is assessed in the Final Research Project through a 750-1000-word expository essay assignment. Students will focus on one key social issue that affects LGBTQ individuals and communities in the contemporary US. The connections among individuals, civil rights struggle, and society will be emphasized. Students will discuss the different ways of defining and understanding LGBTQ identity in relation to social movements, the law and legal protections, and media representations. Example 1: Students will be asked to address the significance of LGBTQ access to health care and possible remedies for gender/sex discrimination. Students will explain using a case study of how particular medical schools are educating medical students about LGBTQ patients.</p>
<p><b>5. Examine how an individual's place in society affects experiences, values, or choices.</b></p>	<p>This SLO is assessed in Discussion Board Posts through readings in assigned textbook, required readings from peer-reviewed journal articles, newspapers, and case studies of contemporary issues in relation to LGBTQ individuals and communities. Students will submit 250-500 word weekly posts in response to an assigned reading question. Then, they will engage in class discussion. Example 1: Students will assess and submit a Discussion Board post on advances in workplace equality for LGBTQ individuals. They will focus on how individuals in different kinds of occupations (from blue-collar and white-collar professions) have been impacted by discrimination and have been aided by specific workplace anti-discrimination policies and laws. Example 2: Students will assess and submit a Discussion Board post on the practice of "gay window advertising" from the 1990s to today. They will focus on how "inclusion" and "diversity" in consumer culture may or may not lead to wider aspects of societal inclusion and belonging for LGBTQ individuals.</p>
<p><b>6. Articulate and assess ethical views and their underlying premises.</b></p>	<p>This SLO is assessed in two ways: a Discussion Leadership assignment and Discussion Board Posts. Individual students will select a specific week's topic and readings. They will provide summaries of the assigned readings and will present two discussion leadership prompt questions. The students will explain the key arguments, ethical views, and the underlying premises of each assigned reading. This SLO is also assessed through discussion board posts that invite students to examine the implications of different views on LGBTQ issues.</p>
<p><b>7. Articulate ethical uses of data and other information resources to respond to problems and questions.</b></p>	
<p><b>8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</b></p>	

<b>A. If there is a change to the course title, what is the new course title?</b>	
<b>B. If there is a change to the course description, what is the new course description?</b>	
<b>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</b>	

<b>Chair (Approver) Comments</b>
<b>Comments</b> The committee voted to approve this course on Feb 25, 2022.