

UC 12356 13F

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: Lang/Phil/Culture Effective  
 Fall 2014

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: Women's, Gender, and Sexuality Studies College: CLASS APPROVED OCT 02 2013

2. Faculty Contact Person: Guillermo de los Reyes Telephone: 3-3716 Email: jdelosreyes@uh.edu

3. Course Information on New/Revised course:

• Instructional Area / Course Number / Long Course Title:  
GLBT / 2360 / Introduction to Gay, Lesbian, Bisexual, and Transgender Studies

• Instructional Area / Course Number / Short Course Title (30 characters max.)  
GLBT / 2360 / INTRODUCTION TO GLBT STUDIES

• SCH: 3.00 Level: SO CIP Code: 05.0208.00 01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED SEP - 9 2013

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

• Course ID: \_\_\_\_ Effective Date (currently active row): \_\_\_\_

6. Authorized Degree Program(s): B.A.

• Does this course affect major/minor requirements in the College/Department?  Yes  No

• Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No

• Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from

the course inventory: Instructional Area / Course Number / Long Course Title

GLBT / 2360 / Introduction to Gay, Lesbian, Bisexual, and Transgender Studies

• Course ID: 46269 Effective Date (currently active row): 20093

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): GLBT people's experiences, social roles, identity formation, and expressions across different cultures and societies in the arts, religion, history, literature, politics, and the family. ✓

10. Dean's Signature: \_\_\_\_\_ Date: 9/6/13

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Women's, Gender, and Sexuality Studies

Person Making Request: Guillermo de los Reyes

Telephone: 3-3716

Email: [jdelosreyes@uh.edu](mailto:jdelosreyes@uh.edu)

Dean's Signature: \_\_\_\_\_

Date: 9/10/2012

Course Number and Title: GLBT 2360: Introduction to Gay, Lesbian, Bisexual, and Transgender Studies

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will analyze intersections of gender, race, class and sexuality in a multicultural society.

Students will be able to understand the ways in which sexuality and gender (with a particular focus on LGBT studies) have been defined and explained.

Students will be able to think critically about gender and sexuality through discussion of some of the major issues that are the subject of public policy debates, including sex education, marriage, adoption, and HIV/AIDS.

Students will understand a LGBT approach to research through the study of the major thinkers in the growing body of knowledge generally known as LGBT Studies.

Students will gain a historical and global understanding of the intellectual and social development of the field of LGBT studies.

Students will develop interdisciplinary research skills.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking    | <input type="checkbox"/> Teamwork                           |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility   |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Students will write a three page paper in which they will analyze the course's major themes and at least a primary source as evidence to support their argument. This assignment will include a list of points that will elicit the development of critical thinking.

#### Sample paper assignment:

Find any TV show that includes a LGBTQ character (it could be more than one character). You should watch shows on the major broadcast stations, that is ABC, CBS, NBC, FOX, WB etc. Your show(s) must be situational comedies DO NOT watch "reality shows," "talk shows," "adult cartoons," etc. Take notes as you watch – pay attention to all of the details in the show. Then, analyze the show. Use the following questions as guidelines. Write a report that takes all of the questions into account. Make sure you add a concluding segment and explain how this experience relates to your understanding of the social construction of gender and its implications in our lives.

1. Describe the physical characteristics of the LGBT characters in the show. Are they male or female? What race(s)/ethnicity(ies) are they? Is there a specific characteristic that points to their racial or ethnic group, i.e. accent, clothes, accessories?
2. Compare and contrast the main characters with the LGBT ones (in case the main characters are not LGBT).
3. How are the characters dressed? Do different characters dress differently?
4. Where does the action take place? Do you see one character in a certain space more than other characters?
5. How are the characters' roles different? What kinds of activities does each character engage in? How are LGBT characters represented? What characterizes them? And how are the straight characters represented? Do you get a sense that one character is privileged over another? Which one? Is a certain activity privileged over another? Which one? Who gets the most "air time"?
6. What does this say about gender construction in adulthood? Finally, in your conclusion, speak to how you've seen gender and sexual roles displayed in the broadcast media - What does this say about gender and sexual construction? Make sure you bring in theoretical points from your readings!

#### Communication Skills:

In the same three page paper as above, students will demonstrate their ability to communicate effectively

**Empirical & Quantitative Skills:**

Click here to enter text.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

In the same three page paper as above, students will explore issues of social responsibility

**Personal Responsibility:**

In the same three page paper as above, students will explore issues of personal responsibility

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

The four page paper assignment will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_



## **GLBT 2360: INTRODUCTION TO GLBT STUDIES**

**Dr. Guillermo de los Reyes**

**Class Time:** Tues. & Thurs. 2:30-4:00 p.m.

**Office Hours:** Appointment Only

**E-mail:** [jdelosreyes@uh.edu](mailto:jdelosreyes@uh.edu)

**Office:** 430-AH

# **GLBT 2360: Introduction to GLBT Studies**

### **Course Description:**

This is an interdisciplinary course that includes brief cultural, historical, literary, political, sociological and other approaches in the field of Gay, Lesbian, Bisexual, and Transgender Studies. It covers a broad range of topics in the field, including LGBT people's experiences, social roles, identity formation, and expressions across different cultures and societies, in the arts, religion, history, literature, and politics amongst others. The purpose of the course is to introduce the students to key concepts, terms, and issues related to LGBT people, their history, role in contemporary issues, and identity development. The students will read texts from the social sciences and the humanities as well as other forms of cultural production that deal with LGBT themes.

### **Learning Outcomes:**

- Students will be able to analyze intersections of gender, race, class and sexuality in a multicultural society.
- Students will be able to understand the ways in which sexuality and gender (with a particular focus on LGBT studies) have been defined and explained
- Students will be able to be able to think critically about gender and sexuality through discussion of some of the major issues that are the subject of public policy debates, including sex education, marriage, adoption, and HIV/AIDS.
- Students will be able to understand a LGBT approach to research through the study if the major thinkers in the growing body of knowledge generally known as LGBT Studies.
- Students will be able to develop a deeper understanding of the complexities of gender and sexuality through classroom, university and community opportunities
- Students will be able to gain a historical and global understanding of the intellectual and social development of the field of LGBT studies.
- Students will be able to develop interdisciplinary research skills.

In order to achieve these objectives, the course will include a series of analytical research and writing assignments, both formal and informal; intensive use of in-class small group work, class discussion, and oral presentations.

**Grade Scale:** I do not negotiate grades.

<b>A</b>	93 – 100	<b>B+</b>	88 - 89	<b>C+</b>	78 - 79	<b>D+</b>	68 - 69
<b>A-</b>	90 – 92	<b>B</b>	82 - 87	<b>C</b>	72 - 77	<b>D</b>	62 - 67
		<b>B-</b>	80 - 81	<b>C-</b>	70 - 71	<b>D-</b>	60 - 61
						<b>F</b>	59- 0

**Final Grade Break down:**

Attendance and Participation	15%
LGBT Journal	20%
Field Project (2 @ 10% each)	20%
Midterm Exam	20%
Final Exam	25%

Text Book:

Meem, Deborah T, Michelle A. Gibson, and Jonathan F. Alexander. *Finding Out: An Introduction to LGBT Studies*. Sage: Thousand Oaks, CA, 2009. ISBN: 9781412938655

Other materials will be placed at our class Blackboard page:  
[www.uh.edu/blackboard](http://www.uh.edu/blackboard)

**LGBT Journal:**

Throughout the semester you are to keep a journal in which you will log your experiences with LGBT themes at least on a weekly basis. Your journal will consist of two parts: 1) Weekly readings and 2) Responses to popular media (it could be local, national, or international).

1) Bi-weekly Readings: It is an opportunity for you to prepare for class by working with each reading on your own. For each assigned reading, students will submit a journal entry composed of two parts.

- The first part is a summary of the main argument of the reading. This is a concise statement of the main points the author(s) want to make with the text. It should answer the question: what was so important that the author(s) bothered taking the time to write to us about it?
- The second part is a free-form summary of your personal reactions to the text. What stood out to you about the article? How is it connected to other things we are doing in the class? What did you like or not like about it? Think of it as coming to class with something to talk about (**A total of eight entries = 1 point each entry**)

2) Responses to popular media – in this section you will comment on the ways in which you see sexuality represented on T.V. shows, internet, magazines, news, etc as well as on films we will watch in class (**two entries total = 6 points each entry**).

Journal entries should be grounded in your actual experience while clearly demonstrating a thoughtful analysis and incorporation of readings, discussions, lectures, and field activities. Each entry will consist of your personal and intellectual responses to your different experiences and will be **typed**, 12 pt Times New Roman, double spaced, at least **500** words, and kept in a folder or binder. Your header should include your name, the date, and the number of your entry. **Bring your journal to each class meeting. I will collect these at random points during the semester.**

### **Attendance and Participation:**

The class is based on cooperative and collective learning, and we will focus on discussion and presentation. For that reason, while attendance is mandatory, it is not sufficient. Though there will be some lecturing in this course, we will spend a great deal of time discussing course material in class. Attendance and active participation in class is critical to the course's success and will account for a significant proportion of your final grade. I will assess your class participation based on the following criteria: (1) whether you attend regularly (more than three (3) absences will affect your grade significantly), (2) whether you come to class prepared to discuss the readings (I will call on you randomly throughout the semester), and (3) your cumulative quiz scores (quizzes will be unannounced and will cover material from the readings).

The following description of participation grades is provided to help you understand what is expected:

A (90-98) Always arrives to class prepared, on-time, and ready to work. Participates actively in all classroom activities. Volunteers frequently and readily contributes to group work.

B (80-89) Usually arrives to class prepared, but occasionally misses a homework assignment or neglects to learn the material. Occasionally a bit late for class. Participates in classroom activities on a regular basis. Sometimes volunteers, but usually waits for teacher's cue.

C (70-79) Does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Often late for class, thereby missing important instructions and practice time. Contributes to classroom activities occasionally, but usually only when asked to do so by teacher. Sits quietly during group time.

D/F (< 70) Always arrives to class unprepared and is frequently absent. Rarely participates in classroom activities, unless asked to do so by teacher. Does not become involved in group activities.

### **Field Projects:**

You will have two projects in which you will analyze LGBT Themes. While all projects will require different things from you (more details to come), they all require a write-up of at least 1500 words (three pages). The field projects will be submitted using **turnitin.com**

- 1) Free Analysis; 2) Sitcom/TV Drama Analysis

### **Exams:**

You will have a midterm and a final exam. Both will be cumulative and will require you to identify terms, test your comprehension of readings, and analyze texts among other things. They may be in-class or take-home.

### **Course Guidelines:**

The following policies are established to ensure a productive semester and are taken seriously:

- Readings and assignments are due at the beginning of the class for which they were assigned.
- Students are expected to raise and answer questions and to think critically.
- **NO CELL PHONES.**
- Attendance is **MANDATORY**. More than **three absences** will lower the final grade one full letter per absence. Beginning with the third absence, a notice will be sent to student's dean. After the 6<sup>th</sup> absence, student will be withdrawn from the course.
- Four late entrances into class will be considered one absence.
- Absolutely **NO LATE WORK** will be accepted.
- There will be **NO MAKE UP EXAMS**.

**Academic Honesty:** The Department of Gender and Women's Studies fully supports and adheres to all university policies and procedures regarding academic honesty (cheating, fabrication, plagiarism, etc). The work you submit in this class is expected to be your own. If you submit work that has been copied without attribution from some published or unpublished source including the Internet, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own (e.g. translation without proper attribution), you will face severe discipline by the university. For more information consult: <http://www.uh.edu/dos/hdbk/acad/achonpol.html>.

**Writing Center:** Please make use of the writing center on campus, especially if I recommend you do so. It is a service which will help improve your writing and which you pay for with your tuition! <http://www.uh.edu/writecen/>



At the University of Houston we have our own LGBT Resource Center:  
<http://www.class.uh.edu/lgbt/index.php>

This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity, and to listen especially carefully to the voices of cultural and social minorities.

## CLASS SCHEDULE

### GLBT-2360-Tentative Schedule\*

	Activities	HW
<b>AUGUST</b>		
T 28	Course Introduction/Presentations	HW: Read syllabus
Th 30	Chapter 1, 11-25	HW: Answer 1 of the questions on p. 23.
<b>SEPTEMBER</b> (September 3 – Labor Day)		
T 4	Chapter 1 cont.	HW: TBA
Th 6	Chapter 2, 43-57	HW: Question #1, p. 55
T 11	Chapter 2, cont.	HW: Select ONE reading: Ellis, Miss H., or D'Emilio; write a 1 paragraph reaction
Th 13	Chapter 3, 65-78	HW: Discussion prep
T 18	Chapter Cont.	HW: TBA
Th 20	Chapter 4, 91-105	HW: TBA
T 25	<b>FILM: MILK directed by Gus Van Sant</b>	HW: MILK Handout
Th 27	Cont. film and discussion	HW: <b>FIELD PROJECT 1</b>
<b>OCTOBER</b>		
T 2	Chapter 5, 121- 138 <b>FIELD PROJECT 1 DUE</b>	Optional: Question #1, p. 136
Th 4	Chapter 5, Cont. (Last day to add a class)	HW: TBA
T 9	<b>FILM: TBD</b>	HW: Film Handout

Th 11	Cont. film and discussion (September 12 – Last day to drop)	HW: Media analysis (suggested date)
T 16	Chapter 6, 151-166 <b>MEDIA ANALYSIS DUE</b>	HW: Exam Review
Th 18	Chapter 6 cont & <b>Exam Review</b>	HW: Exam Review
T 23	<b>MIDTERM EXAM</b>	
Th 25	Chapter 7, 175-191	HW: TBA
T 30	<b>Film: Transamerica</b> directed by Duncan Tucker	HW: Transamerica Handout
<b>NOVEMBER</b>		
Th 1	Cont. film and discussion/Gendermyn Presentation (November 2 – Last day to drop or withdraw with a 'W')	HW: Added journal entry – Reactions to film and in-class presentation
T 6	Chapter 8, 201-214	HW: Question #3, p. 213
Th 8	Chapter 8, Cont.	
T 13	Chapter 9, 231-249	HW: Media analysis II
Th 15	Chapter 10, 269-283 <b>MEDIA ANALYSIS II DUE</b>	
<b>THANKSGIVING BREAK: Wed. – Sat. 21-24</b>		
T 27	Chapter 11, 289-301	HW: Heteronormativity exercise
Th 29	Chapter 12, 309-324	HW: TBA
<b>DECEMBER</b>		
T 4	Chapter 13, 345-359	HW: <b>FIELD PROJECT 2</b>
Th 6	Chapter 13 class conclusion <b>FIELD PROJECT 2 DUE</b>	HW: FINAL EXAM/REVIEW (Dependent upon take-home or in-class test)
<b>FINAL EXAM: Thursday, December 13 2:00-5:00PM</b>		

**\*This syllabus is subject to change at the discretion of the professor\***