

NEW COURSE PROPOSAL

College: [Humanities]

Department: [Queer Studies]

Note: Use this form to request a single course that can be offered independently of any other course, lab or activity.

1. Course information for Catalog Entry

Subject Abbreviation and Number: [QS 208]

Course Title: [Issues in Queer Health]

Units: [3] units

Course Prerequisites: [] (if any)

Course Corequisites: [] (if any)

Recommended Preparatory Courses: [] (if any)

2. Course Description for Printed Catalog: *Notes:* If grading is NC/CR only, please state in course description. If a course numbered less than 500 is available for graduate credit, please state "Available for graduate credit in the catalog description."

[This class introduces students to critical concepts and debates in sexuality and gender studies by analyzing media and other literature specifically related to identity and experience as they relate to health topics; the notion of identity is contextualized in history through to current critical debates. Issues in Queer Health explores and analyzes various health and illness topics affecting individuals and communities in non-normative and non-heterosexist positions in society. We explore experiences in health and illness through an interdisciplinary approach to navigate critical constructs of identity, gender, and sexuality. Through this course, we examine the intersection of non-normative communities with health status, health disparities, the health care system, and medicine, with a focus on the U.S., but also including a diversity of geographic contexts. Issues in Queer Health, QS 208, is an elective for the QS Minor.]

3. Date of Proposed Implementation: (Semester/Year): [Fall] / [2018] *Comments* As part of a proposed sequence of new courses in concert with existing QS courses (S18: QS204, QS304; F18: QS205; S19: QS208, QS 304; F19: QS369)

4. Course Level

☒ Undergraduate Only

☐ Graduate Only

☐ Graduate/Undergraduate

5. Course Abbreviation "Short title" (maximum of 17 characters and spaces)

Short Title: [QUEER HEALTH]

6. Basis of Grading:

☐ Credit/No Credit Only

☒ Letter Grade Only

☐ CR/NC or Letter Grade

7. Number of times a course may be taken:

☒ May be taken for credit for a total of [1] times, or for a maximum of [3] units

☐ Multiple enrollments are allowed within a semester

8. C-Classification: (e.g., Lecture-discussion (C-4).)

[3] units @ **[C] [4]**

9. Replaces Current Experimental Course?

[] YES **[X]** NO

Replaces Course Number/Suffix: **[]**

Previously offered **[]** times.

10. Proposed Course Uses: *(Check all that apply)*

[X] Own Program: **[]** Major **[X]** Minor **[]** Masters **[]** Credential **[]** Other

[X] Requirement or Elective in another Program

[] General Elective

[X] General Education, Section **[Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies & Foreign Languages]**

[] Meets GE Information Competence (IC) Requirement

[X] Meets GE Writing Intensive (WI) Requirement

[] Community Service Learning (CS)

[] Cross-listed with: *(List courses)* **[]**

11. Justification for Request: *Course use in program, level, use in General Education, Credential, or other.*

Include information on overlap/duplication of courses within and outside of department or program. (Attach)

Enrollment in Queer Studies classes has quintupled over the last four years. Due to the influx in requests from students, availability of QS classes are required in order to respond to the need. Currently CSUN is offering QS classes at the 100-level and 2 courses at the 300-level, however, for students to successfully transition from 100- to the 400-level Capstone, 200- and more 300-level classes are needed. By offering our students transitional level classes CSUN will be providing its students with the opportunity to learn about this growing population.

Issues in Queer Health focuses on the LGBTQ community and the personal and social issues they face through the lens of health status. This course will explore visibility as a key tactic in the fight for societal acceptance and civil rights, the non-fixity of gender expression and sexuality identities within the context of health. Queer Studies 208: Issues in Queer Health will focus on explicit representations of LGBTQ themes, experiences, characters, and communities in the healthcare system.

12. Estimate of Impact on Resources within the Department, for other Departments and the University. *(Attach)*

This course does not duplicate current course offerings. This course will make use of existing spatial and technological resources. With no foreseeable changes or additions to accommodations, facilities, and technological holdings on campus, there will be no increased costs for such resources. The Queer Studies Program has both lecturers and full-time faculty available to teach QS 208: Issues in Queer Health. There will not be additional costs for administrative support. There are no foreseeable additional costs through the production of departmental publications or an increase in the library's holdings.

One section will be offered in the Spring semester, at least for the first year. As long as the course fills to at least 15 students, the program/college is prepared to absorb the cost of running it while it builds enrollment. After that, we will assess demand and increase or decrease the offer frequency accordingly.

While a new GE course will add to the list of courses available to students across the university, we do not anticipate offering multiple sections; our intent is to offer one section per year at most. This should have only a very minimal impact on GE enrollment in other courses in this category.

This course will help develop students' understanding of how sexual identity categories are inter-articulated with additional categories of how homophobia intersects with other systems of oppression, as it pertains to health. The overall goal of this course is to develop students' critical reading and writing skills, as well as their ability to discuss ideas and express opinions, while respecting and engaging with others' views in regards to the students' understanding and development of social justice and the correlation to queer studies and health.

[*\(See Resource List\)*](#)

- 13. Course Outline and Syllabus** *(Attach)* Include methods of evaluation, suggested texts, and selected bibliography. Describe the difference in expectations of graduates and undergraduates for all 400 level courses that are offered to both.

SYLLABUS **Issues in Queer Health**

Instructor:
Office Hours:
Office Location:
Telephone:
E-mail:
Class Time:
Class Location:
Office Hours:

If homosexuality is a disease, let's all call in queer to work: "Hello. Can't work today, still queer." ~Robin Tyler, comedian

QUEER STUDIES Student Learning Objectives

1. Explore and value the diversities of cultures, thought, perspectives and literatures of lesbian, gay, bisexual, transgender, intersexed and queer people and communities, and explore and value the ways in which ethnicity/race, gender (understood here in terms of the different contrasts between women and men, and between non-normatively gendered and normatively gendered people), and

socioeconomic class shape the diversities of cultures, thought, perspectives and literatures of lesbian, gay, bisexual, transgender, intersexed and queer people and communities.

2. Critically reflect on and analyze multiple dimensions of human identity and experience that are shaped by sexuality and gender (understood here in terms of a contrast not between women and men but between non-normatively gendered people and normatively gendered people).
3. Contribute to scholarship and creative production and innovation in the interdisciplinary field of queer studies and closely related fields such as transgender studies.
4. Act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy in ways that value fully lesbian, gay, bisexual, transgender, intersexed, and queer people and communities.

REQUIRED COURSE READING

Serano, Julia. 2011. "Before and After: Class and Body Transformation." *Gendered Bodies: Feminist Perspectives*. Judith Lorber and Lisa Jean Moore, eds. Oxford: Oxford University Press.

- o Other instructional material will be made available on Moodle or accessible through the Oviatt Library.

COURSE DESCRIPTION/OBJECTIVES

This class introduces students to critical concepts and debates in gender and sexuality studies by analyzing media and other literature specifically related to identity and experience as they relate to health topics; the notion of identity is contextualized in history through to current critical debates. Issues in queer health explores and analyzes various health and illness topics affecting individuals and communities in non-normative and non-heterosexist positions in society. We explore experiences in health and illness through an interdisciplinary approach to navigate critical constructs of identity, gender, and sexuality. Through this course, we examine the intersection of non-normative communities with health status, health disparities, the health care system, and medicine, with a focus on the U.S., but also including a diversity of geographic contexts. Issues in Queer Health 205 is an elective for the QS Minor (Available for General Education, Comparative Cultural Studies).

Issues in Queer Health Student Learning Outcomes:

1. Develop an ability to think critically about sexuality and gender through the analysis and exploration of literature and other material
2. Become familiar with queer perspectives, as well as key constructs and debates in gender, sexuality, and health studies
3. Develop a deeper understanding of connections between health, identity, and other factors such as ethnicity, sexuality, gender, and socioeconomic status
4. Develop further competence in academic writing
5. Demonstrate the ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text

6. Demonstrate the ability to use library and online resources effectively
7. Develop critical reading, writing, and research skills
8. Hone public speaking skills to express opinions, communicate analyses of others' material in a constructive manner

CLASS POLICIES

Attendance

Regular and prepared attendance is required for course credit. ***Students who miss more than four unexcused absences will have one full letter grade removed from their final grade for each absence beyond the fourth.*** A verifiable excuse (documentation) will be required for every absence, or grades will be lowered. Prolonged absence will result in failure of the class.

Classroom Etiquette

CSUN intends to nurture the personal development of each individual in relation to self and community. It is expected that each of us – student, professor, staff member – will treat every community member with respect, courtesy, and support. Studying in a multicultural environment and reading/discussing complex, college-level texts that address multiple forms of sexuality from a variety of perspectives can be at once eye-opening and challenging. **NOTE:** the films in this course include explicit images and frank portrayals of many forms of sexuality and violence including rape. Students must be prepared to discuss sensitive subjects with respect and open-mindedness and to view potentially disturbing material.

You will submit a signed agreement: your pledge to consistently maintain an appropriately open and considerate learning environment where each person's values, opinions and beliefs are honored and valued.

Participation

Classroom participation is an expectation of you as a student in this course. In order to have interesting and challenging in-class discussion, students must come to class having already completed the assigned reading and they must bring the assigned reading to class: in other words, all online readings must be printed / read and annotated by you before the start of class. Come fully prepared with assigned work, necessary course materials; collaborate constructively with your classmates; be prepared to contribute to class discussion every day. Prep a "reading journal" for each of our assignments: concepts you identify in the readings for us to discuss, question, ponder, challenge. A student who distinguishes her/himself with regular and effective classroom participation is assured of

Late Policy

I do not accept late work. All work is due at the start of class, on the due date specified, and this includes readings assigned for homework. Students who will knowingly miss class on an assignment due date must submit assignments to me on moodle before class begins. Per university policy, no e-mail attachments will be accepted. Failure to submit work in a timely manner will result in a lowered full letter grade for the assignment for each calendar day late. Please note: failure to complete any assignment can lower your final grade in excess of the stated percentage for that assignment's success in this class and beyond.

If You Need Help:

I am delighted to help whenever possible. If you have questions / problems regarding any part of this course, if you have suggestions for the improvement of this class, or if you would simply like to talk, please contact me. My office hours (by appointment) are established times for you to come discuss.

Plagiarism...Don't do it!

According to the CSUN student handbook, plagiarism is “*intentionally or knowingly representing the words, ideas or work of another as one’s own in any academic exercise.*” Specific forms of plagiarism include the following:

- Turning in material that was written for any other class
- Offering a restructured and/or reworded version of someone else’s text as your own original work
- Downloading an essay from the Internet, or paper mills, and offering it as your own individual work
- Practicing any variation of not turning in original work for grades

Academic dishonesty by cheating, plagiarism or collusion (which is collaborative work designated solely as your own), will result in your ***immediate failure of the course.*** Your violation will be reported to the CSUN Office of Student Affairs and become part of your permanent record.

Adjustments to Syllabus

I reserve the right to modify any and/or all parts of this syllabus including policies, procedures, assignments, timelines, schedule, etc., to best serve the collective needs of the class.

Educational Access: All students who wish to learn should be given the opportunity to be successful. If you have a learning disability or a physical or mental disability, please notify the instructor so that accommodations can be made to help you succeed in the class. You may also contact Students with Disabilities Resources at: 818-677-2684 or visit SSB 110.

Summary of Course Requirements

NewsBox Presentation	5%
Discussion	15%
Classroom Participation/Attendance	10%
Mid-semester Exam	20%
Group Presentation	10%
Final Paper	40%

Grading

Grading scale:

93-100% A	73-77% C
90-92% A-	70-72% C-
88-89% B+	68-69% D+
83-87% B	63-67% D
80-82% B-	60-62% D-
78-79% C+	59% and under: FAIL

ASSIGNMENTS

Course materials access: To access the syllabus, assignments, additional readings, and other course material aside from the required textbook check the Moodle class shell regularly. There will be regular updates and changes that can be found on Moodle. It is your responsibility to check the course shell regularly.

News box presentation (25 points)

Part of your participation will include presenting one (1) News box article worth twenty-five (25 points each). At selected class meeting a few students will present an analysis of one current news item relating to health and

queer communities from a reputable source for the first several minutes of class time. These students will be required to email the instructor an electronic version of their article along with a filled out form (see Moodle). The instructor will keep a News Box section in Moodle for all students to access, which can become part of the exam questions.

Discussion (75 points)

Students will lead a class discussion as a small group (3-4 students) for a particular week (75 points). The groups will be assigned during the first weeks of class. The team will be responsible for guiding a Moodle forum by initiating discussion with questions for the class and use this material to prepare the class discussion. The discussion questions will be emailed and reviewed to the instructor prior to opening the forum to the rest of the class.

Each student will be responsible for responding to all team led discussion (except their own). The response posting should be no longer than one paragraph (3-4 sentences) that include clear analysis of the material and thoughtful consideration of the questions posed.

Midterm exam (100 points)

There will be one take home midterm exam that will include constructs, theories, readings, other instructional material, and news box presentations. Further guidelines will be delineated in the midterm document.

Final paper (200 points)

You will work towards a final paper in steps, including a proposal, annotated bibliography, outline, and final paper which will be due at different points during the semester (see course calendar). You will be given a list of possible topics early in the semester and will propose a research topic that is subject to instructor approval. You will be guided on how to prepare for the final paper and associated assignments with a focus on academic research, writing, and formatting papers. The final paper will be due the day of the scheduled final.

Group presentation (50 points)

A group of students (4-5 students) will present a research topic (20-25 minutes) pertinent to class topics combining the constructs, theories, and debates examined in class. Groups will be formed early in the semester, and you will have the opportunity to develop a research topic for the formal presentation early in the semester. There will be class time dedicated to preparing a presentation. All group presentations will take place at the end of the semester. Each group will turn in their final presentation to the instructor by the day of the presentation. Students not presenting will be required to complete an evaluation of the class presentations. Students presenting will evaluate their group members. There will be a questions and answer session following the presentation allowing the class to actively participate. Attendance is weighed more on presentation days.

Participation and attendance (50 points)

Attendance and participation in the course are VERY important. They will not only add to your involvement and learning, but will allow the rest of the students to gain from your experience. Attendance and participation are worth fifty (50) points towards your final grade.

Students are expected to prepare for each class session by reading the required reading assignments and completing assignments by the due dates. Students should be prepared to discuss reading assignments and assignments with the class. There will be in-class assignments and activities that will be completed individually or as a group. The level of participation in these activities will count towards your participation and attendance score. Any in-class work cannot be made up.

Absences for any reason will cause you to lose attendance points. Attendance on group presentation days is also required and points are weighed heavier on those days. In addition, being tardy and leaving early will also cause you to lose attendance points; these are disruptions to the instructor as well as to the class. Being late is defined as showing up after attendance has been taken. Leaving early is defined as leaving earlier than dismissed by the instructor.

TENTATIVE SCHEDULE

The schedule is subject to change. Please check the Moodle site regularly and listen for updates in class for this course for changes. This is your responsibility!

WEEK 1: INTRODUCTION

Introduction to the course – syllabus review
Introduction to key terms, situating queer health in today's society
Group presentation selection

WEEK 2: NORMS, MARGINS, SCIENCES, AND SEXUALITY

News box

- the healthcare field and non-normative populations
key construct definitions in the context of health care issues

Rosario, V. A. (2004). The Biology of Gender and the Construction of Sex? *GLQ: A Journal of Lesbian and Gay Studies*, 10(2), 280-287. doi:10.1215/10642684-10-2-280

-studying sexuality and gender

Halperin, D. M. (1989). Is There a History of Sexuality? *History and Theory*, 28(3), 257-274.

WEEK 3: PREJUDICE

News box

-Locating sexual orientation and scientifically based prejudice

Somerville, S. (1994). Scientific Racism and the Emergence of the Homosexual Body. *Journal of the History of Sexuality*, 5(2), 243-266.

WEEK 4: RESEARCH AND WRITING

News box

Research and writing – prepare for writing assignment

Library workshop

Catch up

WEEK 5: DEFINING, CATEGORIZING, MEDICALIZING, AND DIAGNOSING QUEER HEALTH

News box

-The problem with normal and pathologizing sexual deviance

Herek, G. M. (2007). Confronting Sexual Stigma and Prejudice: Theory and Practice. *Journal of Social Issues*, 63(4), 905-925. doi:10.1111/j.1540-4560.2007.00544.x

WEEK 6: CATEGORIZING, MEDICALIZING, AND DIAGNOSING QUEER HEALTH

News box

Research paper proposal due

- Medicalizing gender experience from children to adults

Gender identity disorder and the disorder of gender identity

Drescher, J. , Cohen-Kettenis, P. , & Winter, S. (2012). Minding the body: Situating gender identity diagnoses in the ICD-11. *International Review of Psychiatry*, 24(6), 568-577.

-The transgendered body in health and medicine

Butler, Judith. 2001. "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality." *GLQ: A Journal of Lesbian and Gay Studies* 7(4): 621-636.

WEEK 7: MEDICAL CONTROVERSIES

News box

- Controversies in medicalization: the gay gene and the gendered brain

O'Riordan, Kate. 2012. "The Life of the Gay Gene: From Hypothetical Genetic Marker to Social Reality." *Journal of Sex Research* 49(4): 362–368.

WEEK 8: QUEER HEALTH STATUS AND HEALTH DISPARITIES

News box

Midterm due online

- understanding mental health and sexuality in marginalized communities

Perone, Angela K. 2014. "The social construction of mental illness for lesbian, gay, bisexual, and transgender persons in the United States." *Qualitative Social Work* 13(6): 766–771.

- research in mental health and illness and sexuality

Bockting WO, Miner MH, Swinburne Romine RE, Hamilton A, Coleman E. Stigma, Mental Health, and Resilience in an Online Sample of the US Transgender Population. *American Journal of Public Health*. 2013;103(5):943-951. doi:10.2105/AJPH.2013.301241.

WEEK 9: QUEER HEALTH STATUS AND HEALTH DISPARITIES

News box

- treatment, ethics and mental health illness

Uldall, Karina K., and Nancy B. Palmer. 2004. "Sexual Minorities and Mental Health: The Need for a Public Health Response." *Journal of Gay & Lesbian Psychotherapy* 8(3/4): 11-24.

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WEEK 10: QUEER HEALTH STATUS AND HEALTH DISPARITIES

News box

Research paper annotated bibliography due online

- Lesbian and bisexual health and gender discrimination

Mravcak, S. (2006). Primary care for lesbians and bisexual women. *American Family Physician*, 74(2), 279-286.

Catch up

WEEK 11: PUBLIC HEALTH AND SEXUAL ORIENTATION

News box

- politics and medical access

Healthy People 2020:

<http://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>

WEEK 12: GLOBALIZATION AND QUEER HEALTH

News box

- the HIV/AIDS pandemic is not over

Underhill, K., Morrow, K. , Operario, D. , & Mayer, K. (2014). Could FDA approval of pre-exposure prophylaxis make a difference? a qualitative study of PrEP acceptability and FDA perceptions among men who have sex with men. *AIDS and Behavior*, 18(2), 241-249.

WEEK 13: GLOBALIZATION AND QUEER HEALTH

News box

Research paper outline due online

- Global health care and the geography of blame

Kazanjan, Powel. 2014. "The AIDS Pandemic in Historical Perspective." *Journal of the History of Medicine and Allied Sciences* 69(3): 351-382.

WEEK 14: FERTILITY, PARENTING, AND AGING IN THE QUEER COMMUNITY

News box

- Fertility technology, single sex parenting

Mamo, Laura. 2013. "Queering the Fertility Clinic." *Journal of Medical Humanities* 34: 227-239.

- Aging and non-normative communities

Woody, Imani. (2014). "Aging Out: A Qualitative Exploration of Ageism and Heterosexism Among Aging African American Lesbians and Gay Men." *Journal of Homosexuality* 61(1): 145-165.

WEEK 15

Group presentations

WEEK 16

Group presentations

FINALS

Final paper due online!

Selected Bibliography

Biblarz, T. J., & Stacey, J. (2010). How does the gender of parents matter? *Journal of Marriage and Family* 72: 3-22.

Boellstorff, T. (2011). But do not identify as gay: A proleptic genealogy of the MSM category. *Cultural Anthropology*, 26: 287–312. doi:10.1111/j.1548-1360.2011.01100.x.

Bostwick, W., Boyd, C., Hughes, T., West, B., & McCabe, S. (2014). Discrimination and mental health among lesbian, gay, and bisexual adults in the United States. *American Journal of Orthopsychiatry*, 84(1), 35-45.

Castro, A., & Farmer, P. (2005). Understanding and addressing AIDS-related stigma: From anthropological theory to clinical practice in Haiti. *American Journal of Public Health*, 95(1), 53–59.
<http://doi.org/10.2105/AJPH.2003.028563>

Conrad, P., & Markens, S. (2009). Constructing the ‘gay gene’ in the news: Optimism and skepticism in the U.S. and British press. *Health* 5(3): 373–400.

De Block, A. (2013). Pathologizing sexual deviance: A history. *Journal of Sex Research* 50(3– 4), 276–298. DOI: 10.1080/00224499.2012.738259

Diamant, A. L., Wold, C., Spritzer, K., & Gelberg, L. (2000). Health behaviors, health status, and access to and use of health care: a population-based study of lesbian, bisexual, and heterosexual women. *Archives of Family Medicine*, 9(10), 1043-1051.

Diaz, R. M., Ayala, G., Edward, B., Henne, J., & Marin, B. V. (2001). The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: Findings from 3 US cities. *American Journal of Public Health* 91(6): 927-932.

- Donahue, P., & McDonald, L. (2005). Gay and lesbian aging: Current perspectives and future directions for social work practice and research. *Families in Society-the Journal of Contemporary Social Services*, 86(3), 359-366.
- Downer, C. (1972). Covert sex discrimination against women as medical patients. Speech given to the American Psychological Association, archived at the *Chicago Women's Liberation Union Herstory Project*.
- Dragowski, E., Río, M., & Sandigorsky, A. (2011). Childhood gender identity ... disorder?: Developmental, cultural, and diagnostic concerns. *Journal of Counseling & Development*, 89(3), 360-366.
- Dreger, A. (2009). Gender identity disorder in childhood: Inconclusive advice to parents. *Hastings Center Report*, 39(1), 26-29.
- Eng, D. L., Halberstam, J., & Muñoz, J. E. (2005). What's Queer About Queer Studies Now? *Social Text*, 23(3-4), 1-308. doi:10.1215/01642472-23-3-4_84-85-1.
- Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: W. W. Norton.
[Please read: Introduction, Chapter 1 "We Think, Therefore We Are," (pp.3-13), Chapter 14 "Brain Scams" (pp.155-167), and Chapter 15 "The 'Seductive Allure' of Neuroscience" (pp.168-175).]
- Foucault, M. (1978). Part one: We 'other Victorians' and part three: Scientia sexualis. *The History of Sexuality*: New York: Pantheon Books.
- Gravlee, C. C. (2009). How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1), 47-57. doi:10.1002/ajpa.20983.
- Hammack, P. K., Mayers, L., & Windell, E. P. (2013). Narrative, psychology, and the politics of sexual identity in the United States: From 'sickness' to 'species' to 'subject'. *Psychology & Sexuality* 4(3): 219-243.
- Harbin, A., Beagan, B., & Goldberg, L. (2012). Discomfort, judgment, and health care for queers. *Journal of Bioethical Inquiry*, 9(2), 149-160.
- Hatzenbuehler, M. L., Keyes, K. M., & Hasin D. S. (2009). State-level policies and psychiatric morbidity in lesbian, gay, and bisexual populations. *American Journal of Public Health* 99(12): 2275-2281.
- Hoffman, N., Freeman, K., & Swann, S. (2009). Healthcare preferences of lesbian, gay, bisexual, transgender and questioning youth. *Journal of Adolescent Health*, 45(3), 222-229.
- Houndsmills, Basinstroke, & Hampshire. (2003). selection from Hall, D. (2003). *Queer Theories*; New York: Palgrave Macmillan.

- Hughes, M. (2008). Imagined futures and communities: Older lesbian and gay people's narratives on health and aged care. *Journal of Gay & Lesbian Social Services* 20(1/2): 167-186.
- Kimmel, D. (2014). Lesbian, gay, bisexual, and transgender aging concerns. *Clinical Gerontologist* 37(1): 49-63.
- Kirschner, S. (2013). Diagnosis and its discontents: Critical perspectives on psychiatric nosology and the DSM. *Feminism & Psychology*, 23(1), 10-28.
- Lorber, J., & Moore, L. J., eds. (2011). Before and after: Class and body transformation. Selection from Serano, J. *Gendered Bodies: Feminist Perspectives*. Oxford: Oxford University Press.
- Patton, C. (1999). Inventing 'African AIDS.' In Parker and Aggelton (Eds.). *Culture, Society and Sexuality* (pp.387-404). New York: Routledge.
- Reitman, D., Austin, B., Belkind, U., Chaffee, T., Hoffman, N., et al. (2013). Recommendations for promoting the health and well-being of lesbian, gay, bisexual, and transgender adolescents: A position paper of the society for adolescent health and medicine. *Journal of Adolescent Health*, 52(4), 506-510.
- Robinson, J., & Espelage, D. (2012). Bullying explains only part of LGBTQ–heterosexual risk disparities: Implications for policy and practice. *Educational Researcher*, 41(8), 309-319.
- Solarz, A. L. (1999). Lesbian health in the larger context. In Solarz, A. L. (Ed.). *Lesbian Health: Current Assessment and Directions for the Future*. National Academies Press.
- Van Doorn, N. (2013). Treatment is Prevention. *Cultural Studies*, 27(6), 901-932.

14. Indicate which of the PROGRAM'S measurable Student Learning Outcomes are addressed in this course. (Attach)

1. Explore and value the diversities of cultures, thought, perspectives and literatures of lesbian, gay, bisexual, transgender, intersexed and queer people and communities, and explore and value the ways in which ethnicity/race, gender (understood here in terms of the different contrasts between women and men, and between non-normatively gendered and normatively gendered people), and socioeconomic class shape the diversities of cultures, thought, perspectives and literatures of lesbian, gay, bisexual, transgender, intersexed and queer people and communities. (Course SLO 1, 2, 3, 4, 5, 6, 8)
2. Critically reflect on and analyze multiple dimensions of human identity and experience that are shaped by sexuality and gender (understood here in terms of a contrast not between women and men but between non-normatively gendered people and normatively gendered people). (Course SLO 1, 2, 4, 5, 6, 7)

3. Contribute to scholarship and creative production and innovation in the interdisciplinary field of queer studies and closely related fields such as transgender studies. (Course SLO 1, 2, 3, 4, 6)
4. Act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy in ways that value fully lesbian, gay, bisexual, transgender, intersexed, and queer people and communities. (Course SLO 3, 8)

15. Assessment of COURSE objectives (*Attach*)

- a. Identify each of the course objectives and describe how the student performance will be assessed

<p style="text-align: center;">COURSE ALIGNMENT MATRIX</p> <p>Directions: Assess how well _QS 208_____ (course) contributes to the program's student learning outcomes by rating each course objective for that course with an I, P or D. I=introduced (basic level of proficiency is expected) P=practiced (proficient/intermediate level of proficiency is expected) D=demonstrated (highest level/most advanced level of proficiency is expected)</p>				
Course Objectives	SLO 1	SLO 2	SLO 3	SLO 4
1. Develop an ability to think critically about sexuality and gender through the analysis and exploration of literature and other material	I	I	I	
2. Become familiar with queer perspectives, as well as key constructs and debates in gender, sexuality, and health studies	I	P	I	
3. Develop a deeper understanding of connections between health, identity, and other factors such as ethnicity, sexuality, gender, and socioeconomic status	P		I	I
4. Develop further competence in academic writing	P	P	P	
5. Demonstrate the ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text	P	P		
6. Demonstrate the ability to use library and online resources effectively	P	P	I	
7. Develop critical reading, writing, and research skills		I		
8. Hone public speaking skills to express opinions, communicate analyses of others' material in a constructive manner	P			I

Course Objectives	Assessments of Student Performance
1. Develop an ability to think critically about sexuality and gender through the analysis and exploration of literature and other material	NewsBox Presentation, Discussion, Classroom Group Pres
2. Become familiar with queer perspectives, as well as key constructs and debates in gender, sexuality, and health studies	NewsBox Presentation, Discussion, Classroom Participation/Attendance, Mid-semester Exam, Group Presentation, Final Paper
3. Develop a deeper understanding of connections between health, identity, and other factors such as ethnicity, sexuality, gender, and socioeconomic status	NewsBox Presentation, Discussion, Classroom Participation/Attendance, Mid-semester Exam, Group Presentation, Final Paper
4. Develop further competence in academic writing	NewsBox Presentation, Mid-semester Exam, Final Paper
5. Demonstrate the ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text	NewsBox Presentation, Mid-semester Exam, Final Paper
6. Demonstrate the ability to use library and online resources effectively	NewsBox Presentation, Discussion, Group Presentation)
7. Develop critical reading, writing, and research skills	NewsBox Presentation, Discussion, Mid-semester Exam, Group Presentation, Final Paper
8. Hone public speaking skills to express opinions, communicate analyses of others' material in a constructive manner	NewsBox Presentation, Discussion, Classroom Participation/Attendance, Group Presentation

(For numbers 14 and 15, see [Course Alignment Matrix and the Course Objectives Chart](#))

16. If this is a General Education course, indicate how the General Education Measurable Student Learning Outcomes (from the appropriate section) are addressed in this course.
(Attach)

Goal for Writing Intensive (WI): Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing Section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

Student Learning Outcomes

Students will:

1. Develop and clearly define their ideas through writing;
2. Ethically integrate sources of various kinds into their writing;
3. Compose texts through drafting, revising, and completing a finished product;
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas
5. Revise their writing for greater cogency and clarity;
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate.

G. E. Writing Intensive SLOs	Assessment Instrument
1. Develop and clearly define their ideas through writing.	The pilot research and the final research project require students to discover topics for investigation and cogently explore those topics and report their findings through clear, revised prose.
2. Ethically integrate sources of various kinds into their writing.	This course requires students to conduct ethnographic and text-based research. In addition to field research, students will be conducting secondary research of their topics. Students will learn how to ethically conduct primary and secondary research and integrate those sources into their writing.
3. Compose texts through drafting, revising, and completing a finished product.	This course requires students to generate material for their final project through journals and pilot research. Drafts of the final project will help students synthesize the material they produced through their earlier research, and peer review and teacher feedback will help students revise their projects for presentation and submission for final grades at the end of the semester.
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas.	Journal assignments, pilot research, and a final research project require student to pose questions and make original claims. In their final projects, students will synthesize and further explore early research findings. The synthesis and presentation of these ideas is complex as students juggle primary and secondary research materials and present their findings based on their investigation of multiple rhetorics.
5. Revise their writing for greater cogency and clarity.	This course requires students to participate in peer review and submit their work for teacher feedback. Students are required to integrate feedback into their papers in order to achieve greater rhetorical efficacy.

6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate.	This course requires students to conduct primary and secondary research in their pilot research projects and their final research project. Presentation of research from primary and secondary sources requires students to document their sources.
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Goal for Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages: Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

Student Learning Outcomes

Students will:

1. Describe and compare different cultures.
2. Explain how various cultures contribute to the development of our multicultural world.
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.
5. Demonstrate linguistic and cultural proficiency in a language other than English.

G.E. Comparative Cultures SLOs	Assessment Instrument
1. Describe and compare different cultures.	Reading explications and Journals require students to document how particular films queers its audience. Students gather related evidence from “popular” and scholarly research to further demonstrate how queer issues are represented in the health industry.
2. Explain how various cultures contribute to the development of our multicultural world.	The group project and final paper require students to deconstruct LGBT identity in the health industry and describe how that identity fits into the context of the larger sociocultural world.
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.	All scholarly products require students to demonstrate how sexuality, specifically, but certainly the intersectionality of identity contributes to the depiction of queer/identity in the health industry.
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia,	Final projects, specifically, but all scholarly products will require students to address and analyze how homophobia and sexism, specifically, but certainly all other areas of marginalization are impacted in and by depictions in the health industry.

religious intolerance or stereotyping on all sectors of society.	
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17. Methods of Assessment for Measurable Student Learning Outcomes *(Attach)*

a. Assessment tools

QS faculty are engaged in critical pedagogy. Students are encouraged to develop critical thinking skills at every step of the learning process. Active and collaborative learning is assured by group work, media analysis, self-reflective assignments like forums; term papers, creative projects like zines, videos, power point presentations, exams, in-class presentations are used to develop student's critical thinking, creative powers, abstract thinking, as well as oral skills.

b. Describe the procedure dept/program will use to ensure the faculty teaching the course will be involved in the assessment process (refer to the university's policy on assessment.)

Plans are constructed in QS Advisory Board meetings; they are implemented by the Program Coordinator with the help of faculty, and the results are discussed in faculty meetings and retreat. New measures and changes are introduced as part of these discussions.

18. Record of Consultation: *(Normally all consultation should be with a department chair or program coordinator.) If more space is needed attach statement and supporting memoranda.*

Date:	Dept/College:	Department Chair/ Program Coordinator	Concur (Y/N)
[4/4/16]	[Health Services]	[Anita Slechta]	[Y]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]

Consultation with the Oviatt Library is needed to ensure the availability of appropriate resources to support proposed course curriculum.

Collection Development Coordinator, Mary Woodley

Please send an email to: collection.development@csun.edu

Date

[4/4/16]

19. Approvals:

Department Chair/Program Coordinator: Greg Knotts

Date: **[1/20/17]**

College (Dean or Associate Dean):

Date: **[]**

Educational Policies Committee:

Date: **[]**

Graduate Studies Committee:

Date: **[]**

Provost:

Date: []
