

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 369]

Course Title: [The Nature of Queer]

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 course introduces students to the biology of sex, gender, and sexual orientation. Students will gain an understanding of the biological determinants of sex, including the role of specific genes on human development and how hormones influence gross anatomy as well as brain development. The biological evolution of sex from asexual to sexual reproduction will be discussed and students will be exposed to current hypotheses of the biological basis of sexual orientation.]

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; F19: QS369) – so even though the intention is not to offer it until later in the sequence, it is part of this package of increased offerings in the Program]**4. Course Level**☒ Undergraduate Only☐ Graduate Only☐ Graduate/Undergraduate**5. Course Abbreviation "Short title" (maximum of 17 characters and spaces)**

Short Title: [Nature of Queer]

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).)☒ units @ [C] [4]**9. Replaces Current Experimental Course?**☐ YES☒ NO

Replaces Course Number/Suffix: ☐

Previously offered ☐ times.

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

- ☒ Own Program: ☒ Major ☒ Minor ☐ Masters ☐ Credential ☐ Other
- ☒ Requirement or Elective in another Program
- ☐ General Elective
- ☒ General Education, Section **[Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies & Foreign Languages]**
- ☐ Meets GE Information Competence (IC) Requirement
- ☒ 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.

The Nature of Queer will focus on gender, sex, sexual orientation, and sexual preference as vastly different concepts. While queer theory examines the ways in which identity categories (gay/straight/bi; male/female; etc...) come into being and what influences the creation of these categories, the nature of being queer remains elusive. This course will explore what biological determinants come into play in the determination of identities (male/female; gay/straight/bi) and how has this evolved over time? QS 369, The nature of Queer, will provide an introduction and explanation of the biological determinants that are known to exist and how they may shape what one ultimately considers one's gender. An examination of the evolution of sex and how sex in the natural world came about, humans as well as other organisms, will be presented. The concept of sexual preference and how biological determinants play a role in one's sexual orientation will also be discussed.

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 369: The Nature of Queer. 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 Fall 2019 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 interarticulated with additional categories of how queer 'identity' intersects with biology and physiology. 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 queer nature.

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

- 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

Queer Studies 369 – The Nature of Queer

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

These names: gay, queer, homosexual are limiting. I would love to finish with them. We're going to have to decide which terms to use and where we use them. For me to use the word 'queer' is a liberation; it was a word that frightened me, but no longer. ~Derek Jarman

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

- Roughgarden, Joan, *Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People*
- PDFs as assigned (provided for students)

COURSE DESCRIPTION/OBJECTIVES

Gender, sex and sexual preference are vastly different concepts. While Queer Theory examines the ways in which identity categories (gay/straight/bi; male/female; etc...) come into being and what influences the creation of these categories, the nature of being queer remains elusive. What biological determinants come into play in the determination of identities (male/female; gay/straight/bi) and how has this evolved over time? This course will provide an introduction and explanation of the biological determinants that are known to exist and how they may shape what one ultimately considers one's gender. An examination of the evolution of sex and how sex in the natural world came about, humans as well as other organisms, will be presented. The concept of sexual preference and how biological determinants play a role in one's sexual orientation will also be discussed.

This course serves as an Upper division GE with intensive writing and also is a Paths course; Elective in Queer Studies.

Student Learning Outcomes: Nature of Queer

1. Students will be able to describe the basic biological determinants of sex.
2. Students will be able to describe and summarize the history and evidence of human sexuality research including behavior, expression, and genetic basis of sexual desire and preference.
3. Students will be able to differentiate between the social construct of gender and the biological basis of gender.
4. Students will be able to trace the evolution of sex and gender in humans, and the evolution of sex and sexual behavior in animals including humans, non-human primates, birds, reptiles, and mammals.

5. Students will be able to describe the costs and benefits of sex.
6. Students will be able to use the scientific method to research and write a paper.

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

Weekly Writings: Weeks 1-15 due either immediately (1-min thought papers) or on Sunday midnight before the next week begins	20%
Research Papers (4): Due on TurnITIn on the Moodle site, Sunday at midnight prior to the next week beginning in weeks 4, 7, 10, 14 (specific dates will be provided)	50%
In Class Exams:	
Midterm Exam	15%
Final Exam	15%

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

As an upper division GE, this is a writing intensive course. You will be expected to write weekly, including 1-minute thought papers, reading synopses and weekly blog posts. These writings will be well thought out and grammatically correct. These weekly writing projects serve to demonstrate learning of the topics discussed in class and in readings.

In addition, there will be four 5-page (double spaced) papers due over the course of the semester. Each of these papers will be research papers using sources **outside of course readings** to discuss topics relevant to the course. These research topics will be provided for the students, but the students will be required to search the primary literature for source materials. All papers will be written using standard scientific writing and include citations in the text and a bibliography at the end of the paper. Papers should NOT contain direct quotes. Plagiarism is not acceptable. All assignments will be turned in through the Turn-It-In Website on Moodle.

TENTATIVE SCHEDULE

Week	Lecture	Topic	Readings
1	1	Introductions and Course Expectations; Scientific Method and scientific thinking	<ul style="list-style-type: none"> • Gay, Straight, and the Reason Why: The Science of Sexual Orientation. Simon LeVay http://www.simonlevay.com/the-science-of-sexual-orientation • <i>Why Sex - The advantages of sex</i> (PBS series)
	2	Basics of genetics, gene expression; sexual genetics and determination	<ul style="list-style-type: none"> • Laura Hake, Ph.D. (Biology Department, Boston College) & Clare O'Connor, Ph.D. (Biology Department, Boston College) Genetic Mechanisms of Sex Determination. <i>Nature Education</i> 1(1):25 • Chromosomal Sex Determination in Mammals: http://www.ncbi.nlm.nih.gov/books/NBK9967/
2	3	The Y chromosome and SYR research identifying the Sex-determining Region of the Y chromosome	<ul style="list-style-type: none"> • Jost A., <i>Recherches sur la differenciation sexuelle de l'embryon de lapin</i>, <i>Archives d'anatomie microscopique et de morphologie experimentale</i>, 36: 271 – 315, 1947. • Ford, C. E., Jones, K. W., Polani, P., De Almeida, J. C., and Brigg, J. H., <i>A sex chromosome anomaly in a case of gonadal sex dysgenesis (Turner's syndrome)</i>, <i>Lancet</i> i:711.
	4	Epigenetics and Sexual Development	<ul style="list-style-type: none"> • Piferrer F¹. Epigenetics of sex determination and gonadogenesis. <i>Dev Dyn.</i> 2013 Apr;242(4):360-70. doi: 10.1002/dvdy.23924. Epub 2013 Feb 8.
3	5	Hormones and Sexual Development - Testosterone	<ul style="list-style-type: none"> • Nef S¹, Parada LF. Hormones in male sexual development. <i>Genes Dev.</i> 2000 Dec 15;14(24):3075-86. • Haqq CM¹, King CY, Ukiyama E, Falsafi S, Haqq TN, Donahoe PK, Weiss MA. Molecular basis of mammalian sexual determination: activation of Müllerian inhibiting substance gene expression by SRY. <i>Science.</i> 1994 Dec 2;266(5190):1494-500.
	6	The Brain and Sex	<ul style="list-style-type: none"> • Yang CF¹, Shah NM². Representing sex in the brain, one module at a time. <i>Neuron.</i> 2014 Apr 16;82(2):261-78. doi: 10.1016/j.neuron.2014.03.029.

			<ul style="list-style-type: none"> ● Manoli DS, Fan P, Fraser EJ, Shah NM. Neural control of sexually dimorphic behaviors. <i>Curr Opin Neurobiol</i>. 2013 Jun;23(3):330-8
4	7	Physiology and Sexual Development	<ul style="list-style-type: none"> ● Anna Biason-Lauber, Control of sex development. Best Practice & Research Clinical Endocrinology & Metabolism. Volume 24, Issue 2, April 2010, Pages 163–186
	8	Disorders of Sex Development	<ul style="list-style-type: none"> ● Öçal G. Current Concepts in Disorders of Sexual Development. <i>Journal of Clinical Research in Pediatric Endocrinology</i>. 2011;3(3):105-114. doi:10.4274/jcrpe.v3i3.22. ● Mendonca BB¹, Domenice S, Arnhold JJ, Costa EM. 46,XY disorders of sex development (DSD). Clin Endocrinol (Oxf). 2009 Feb;70(2):173-87.
5	9	Biology and genetics of Homosexuality	<ul style="list-style-type: none"> ● Simon LeVay, “A Difference in Hypothalamic Structure between Heterosexual and Homosexual Men,” <i>Science</i> 253 (1991), 1034–37.
	10	Transgender Medicine	<ul style="list-style-type: none"> ● DeanSpade, “Mutilating Gender.” In Susan Stryker and Stephen Whittle (eds), <i>The Transgender Studies Reader</i>. New York: Routledge, 2006: 315-332.
6	11	Intersexuality	<ul style="list-style-type: none"> ● S. Crasnow, “Models and Reality: When Science Tackles Sex.” <i>Hypatia</i> 16: 3 (2001), 138-148. ● Katrina Karzakis, <i>Fixing Sex: Intersex, Medical Authority and Lived Experience</i>. Durham: Duke University Press, 2008. Hughes et al, “Consensus statement on management of intersex disorders,” <i>Journal of Pediatric Urology</i> (2006) 2, 148-162.
	12	Gender and Sexuality	Panel Discussion
7	13	Science Research on homosexuality . Part 1	<ul style="list-style-type: none"> ● Simon LeVay, <i>Queer Science: The Use and Abuse of Research into Homosexuality</i>. Introduction and chapters on “Hormones,” “Genes”.
	14	Science Research on homosexuality . Part 2	<ul style="list-style-type: none"> ● Simon LeVay, <i>Queer Science: The Use and Abuse of Research into Homosexuality</i>. Introduction and chapters on “Hormones,” “Genes”.

8	15	Biology of Gender	<ul style="list-style-type: none"> ● Rediscovering Biology: Sex & Gender ● Gender Definitions (PDF)
	16	Sex and the Brain	<ul style="list-style-type: none"> ● Sex and the Brain_Scientific American (PDF) ● Faking orgasms (PDF) ● Male penis and the homunculus ● Menstrual synchrony in women
9	17	EXAM REVIEW (discussion)	<ul style="list-style-type: none"> ● Wrap up – biological basis of sex, gender and sexual orientation
	18		EXAM 1
10	19	Evolution. Part 1. Natural and Sexual Selection	<ul style="list-style-type: none"> ● Evolution of sexuality. Biology and Behavior. Gregory Dimijian, MD ● Introduction to Evolution (UC Berkeley Website), Rainbows Evolution
	20	Evolution. Part 2. Natural and Sexual Selection	<ul style="list-style-type: none"> ● Roger Lancaster, Chapter Six and Seven on “Sexual Selection” in <i>The trouble with nature</i>. ● Joan Roughgarden, Chapter Nine, “The Theory of Evolution” in <i>Evolution’s Rainbow</i>. ● Bobbi S. Low, <i>Why Sex Matters: A Darwinian Look at Human Behaviour</i>.
11	21	Evolution of Sex. Part 1	<ul style="list-style-type: none"> ● Evolution of sexuality. Biology and Behavior. Gregory Dimijian, MD
	22	Evolution of Sex. Part 2	<ul style="list-style-type: none"> ● Why Sex. http://www.pbs.org/wgbh/evolution/sex/advantage/index.html ● Trouble with Sex: https://www.newscientist.com/article/mg18024246-000-the-trouble-with-sex/
12	23	Animals and other non-human primates and sexual behavior. Part1.	<ul style="list-style-type: none"> ● Chapter Eight, “Same-Sex Sexuality” in Joan Roughgarden, <i>Evolution’s rainbow: diversity, gender and sexuality in nature and people</i>. ● Joan Roughgarden, “Evolution and the Embodiment of Gender,” <i>GLQ: A Journal of Lesbian and Gay Studies</i> 10: 287-291.
	24	Animals and other non-human primates and sexual behavior. Part2.	<ul style="list-style-type: none"> ● Marlene Zuk, <i>Sexual selections: what we can and can’t learn about sex from animals</i>. Berkeley: University of California Pres, 2003. ● Terry, Jennifer (2000) “‘Unnatural Acts’ In Nature: The Scientific Fascination with Queer Animals,” <i>GLQ: A Journal of Lesbian and Gay Studies</i> 6: 2, 151-193.

13	25	Hormonal Regulation of Gender and Behavior	<ul style="list-style-type: none"> ● Human (Pollutants, Toxins) ● Non human animals (frogs, fish)
	26	Hormonal Regulation of Gender and Behavior	<ul style="list-style-type: none"> ● Boys wont be boys (PDF)
14	27	Psychology and Gender. Part 1.	<ul style="list-style-type: none"> ● Alsop, Fitzsimons and McKinnon, “Sexual Difference,” in <i>Theorizing Gender</i>. London: Blackwell, 2002. ● Vern Bullough, “The Matter of Gender: Masculinity, Femininity and Cross-Gender
	28	Psychology and Gender. Part 2	<ul style="list-style-type: none"> ● Judith Butler, “Doing Justice to someone: Sex Reassignment and Allegories of Transsexuality,” in <i>Undoing Gender</i>. New York: Routledge, 2004, 57-74.
15	29	Gender and Sexuality. United States and Europe	<ul style="list-style-type: none"> ● Will Roscoe, “Gender Diversity in Native North America,” <i>Queer World</i>, 65-81. ● Cook, Matt. London and the Culture of Homosexuality, 1885-1914. Cambridge: Cambridge University Press, 2008.
	30	Gender and Sexuality. Global perspective	<ul style="list-style-type: none"> ● Serena Nanda, “The Hijaras of India,” <i>Queer World</i>, 82-86.*Arvind Kumar, “Hijras: Fighting Gender Dichotomies,” in <i>A Lotus of Another Color</i>, 85-91. ● *Glen Elder, “Of Moffies, Kaffirs and Perverts: Male Homosexuality and the Discourse of Moral Order in the Apartheid State,” in <i>Mapping Desire</i>, 56-65.
16	31	EXAM REVIEW (discussion)	Wrap up – evolution of sex and sexual identity
	32		EXAM 2

Selected Bibliography

- Akers, J. S., & Conaway C. H. (1979). Female homosexual behavior in *Macaca mulatta*. *Archives of Sexual Behavior* 8: 1, 63-80.
- Bagemihl, B. (2000). *Biological exuberance: animal homosexuality and natural diversity*. New York: St. Martins Press.
- Bullough, Vern N. (1994). Behavior. In *Science. In The Bedroom: A History of Sex Research*. New York: Basic Books, pp. 210-240.
- Butler, J. (1991). Subjects of sex/gender/desire. In *Gender Trouble: feminism and the subversion of identity*. New York: Routledge.
- Butler, J. (1993). *Bodies That Matter: on the discursive limits of 'sex'*. New York: Routledge.
- Chase, C. (1998). Hermaphrodites with attitude: Mapping the emergence of intersex political activism. *GLQ: A Journal of Gay and Lesbian Studies* 4: 2, 189-211. Rediscovering Biology: Sex & Gender.
- Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. New York: Basic Books.
- Hiort O., Birnbaum W., Marshall L., Wunsch L., Werner R., Schröder T., Döhnert U., & Holterhus PM. (2014). Management of disorders of sex development. *National Review of Endocrinology* 10(9):520-9. doi: 10.1038/nrendo.2014.108. Epub 2014 Jul 15.
- Houlbrook, M. (2005). *Queer London: Perils and pleasures in the sexual metropolis, 1918-1957*. Chicago: University of Chicago Press.
- Kessler, S., & McKenna, W. (1978). *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.
- Kessler, S. J. (2002). Defining and producing genitals. In *Lessons from the Intersexed*. New Brunswick: Rutgers University Press, 33-51.
- Phillips, C. (2004). Brain development: the most important sexual organ. *Nature* 427, 390-392.
- Scagliotti, J., & Schiller, G. (1984). *Before Stonewall*. Documentary.

Sinclair, Andrew H.; Philippe Berta, Mark S. Palmer, J. Ross Hawkins, Beatrice L. Griffiths, Matthijs J. Smith, Jamie W. Foster, Anna-Maria Frischauf, Robin Lovell-Badge, & Peter N. Goodfellow. (1990). A gene from the human sex-determining region encodes a protein with homology to a conserved DNA-binding motif. *Nature* 346, 240 - 244.

Stoller, R. (1984). *Sex and gender: on the development of masculinity and femininity*. New York: Karnac Books.

Zhou, Hofman, Gooren and Swaab. (1995). A sex difference in the human brain and its relationship to transsexuality. *Nature* 378, 68-70.

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

Student Learning Outcomes:

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 1,3,5)
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 1,2,3,4,5,6)
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 1,2,3,4,5)
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 5, 6)

15. Assessment of COURSE objectives (Attach)

Considering that the LGBTQ is a budding and very relevant population, the course, Nature of Queer, will provide students with understanding the LGBTQ population and an understanding of the biological determinants that come into play in determining identities and how this has evolved over time. This course will provide students with an introduction and an explanation of biological determinants that are known to exist and how they shape what one considers gender. This course will also examine the evolution of sex and how sex in the natural world came about; humans as well as other organisms, will be

presented. The concept of sexual preference and how biological determinants play a role in one's sexual orientation will also be discussed.

COURSE ALIGNMENT MATRIX

Directions: Assess how well _QS 369_____ (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)

Course Objectives	SLO 1	SLO 2	SLO 3	SLO 4
1. Students will be able to describe the basic biological determinants of sex.	I	I, P	I, P	
2. Students will be able to describe and summarize the history and evidence of human sexuality research including behavior, expression, and genetic basis of sexual desire and preference.		P	P	
3. Students will be able to differentiate between the social construct of gender and the biological basis of gender.	P	P	P	
4. Students will be able to trace the evolution of sex and gender in humans, and the evolution of sex and sexual behavior in animals including humans, non-human primates, birds, reptiles, and mammals.		I, P	I, P	
5. Students will be able to describe the costs and benefits of sex.	P	I	I	I
6. Students will be able to use the scientific method to research and write a paper.		P		I

Course Objectives	Assessments of Student Performance
1. Students will be able to describe the basic biological determinants of sex.	Reading Explications - readings Weekly Writings – 1-minute thought papers, reading synopses, weekly blog posts Research Papers – four 5-page double spaced papers
2. Students will be able to describe and summarize the history and evidence of human sexuality research including behavior, expression, and genetic basis of sexual desire and preference.	Research Papers – four 5-page double spaced papers Midterm Exam Final Exam
3. Students will be able to differentiate between the social construct of gender and the biological basis of gender.	Reading Explications - readings Weekly Writings – 1-minute thought papers, reading synopses, weekly blog posts

	Research Papers – four 5-page double spaced papers Midterm Exam Final Exam
4. Students will be able to trace the evolution of sex and gender in humans, and the evolution of sex and sexual behavior in animals including humans, non-human primates, birds, reptiles, and mammals.	Weekly Writings – 1-minute thought papers, reading synopses, weekly blog posts Research Papers – four 5-page double spaced papers Midterm Exam Final Exam
5. Students will be able to describe the costs and benefits of sex.	Reading Explications - readings Weekly Writings – 1-minute thought papers, reading synopses, weekly blog posts
6. Students will be able to use the scientific method to research and write a paper.	Research Papers – four 5-page double spaced papers

(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 of 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.

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 the 4 Research Papers require students to deconstruct sex and gender as cultures.
2. Explain how various cultures contribute to the development of our multicultural world.	Reading explications and the 4 Research Papers require students to demonstrate how sex- and gender-variation fit 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.	Reading explications and the 4 Research Papers require students to demonstrate how sex and gender, specifically, but certainly the intersection of identity contributes to 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.	Reading explications and the 4 Research Papers require students to deconstruct sexism and homophobia, specifically, but other marginalized identities as well, as they interact with and impact society.

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 Weekly Writing prompts, self-reflective assignments like journals; term papers, writing exercises, class participation, and exams are used to develop a 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)
[2/22/16]	[BIOL]	[Larry Allen]	[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

[2/19/16]

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:	[]