

Proposal for
A MINOR IN LESBIAN/GAY/BISEXUAL/TRANSGENDER/QUEER STUDIES

Within
The Women's and Gender Studies Program

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TO: Traci Ardren, Sr. Assoc. Dean A&S

FROM: Ad Hoc LGBTQ Studies Minor Committee

DATE: 8/30/2011

SUBJECT: Transmittal Memo for New Minor

Title: Lesbian, Gay, Bisexual, Transgender and Queer Studies

Background Information: Attached are the forms for a new minor being established as the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Studies Minor. Students earning a minor in LGBTQ Studies select from a list of courses for a total of 15 hours. No more than 6 hours counted toward the major may also be counted toward the LGBTQ minor. Selected or special topics or variable content courses with LGBTQ content may be counted toward the minor if approved by the coordinator.

Rationale for the Minor: LGBTQ Studies initiatives are emerging as a vital subfield in many disciplines, which had historically ignored sex and sexuality or had relegated it to studies of clinical, pathological, deviant or social problems. Increasingly being freed from some of the stigma of the past, studies of “other-than-heterosexual” experiences are gaining increasing understanding and significance.

Today there are a few universities that offer majors (Wesleyan U., Yale, U. of Chicago, Hobart and William Smith Colleges, Sarah Lawrence, Brown U., and soon at Webster, Barnard-Columbia) and more that offer minors, concentrations, or certificate-granting programs in LGBTQ Studies (e.g., U. of Toronto, San Francisco State U., Stanford, U. of California at Berkeley, at Irvine, and at Riverside, Kent State University, U. of Michigan, Cornell, U. of Wisconsin-Milwaukee, SUNY-Purchase, Hobart and William Smith Colleges, Duke, and soon George Mason U). Most of these have emerged only in the last 1-2 years, though some have been around for over a decade. The history of this as an academic pursuit stems from the beginnings of the LGBTQ movements of the last third of this century.

As the movement for lesbian and gay rights gained strength after the 1969 protests outside the Stonewall Inn in NYC, the knowledge that had flourished underground for centuries emerged to produce an increase in research on same-sex issues, gender issues, and minority

sexualities. This originally rather disparate work gradually coalesced into lesbian, gay, bisexual, and transgender studies. The field is multi-disciplinary and embraces work in genetics and cultural studies, in literature and anthropology, in languages and the health sciences, history, and the visual and performing arts. It ranges from archival research to the elaboration of queer theory, from the analysis of constitutional law to questions of public health, from the study of popular culture to investigations into the development of sexual identity.

Although the initial focus in lesbian, gay, bisexual and transgender studies is usually on minority sexualities, it is impossible to study minority sexualities in any meaningful way without raising questions about sexuality in general. And questions about sexuality cannot be answered without considering questions of gender, race, class, ethnicity, history, political economy, and the construction of scientific knowledge. Thus Lesbian, Gay, Bisexual, and Transgender Studies, which may at first seem to concern the private practices of a small number of people, inevitably leads to the much larger study of sexuality, society and culture. Indeed, Lesbian, Gay, Bisexual, Transgender and Queer Studies is the site of some of the most exciting work being done today on the relation of culture and sexuality.

The LGBTQ Studies Minor proposed for the University of Miami intends to identify and analyze meanings that have been associated with “other-than-heterosexualities” in various artistic, cultural, educational, ethical, historical, literary, psychological, and social contexts; and examine the related issues of mixed-gender and cross-gender roles and practices. The minor is broadly interdisciplinary. It draws courses from Anthropology, English, History, Classics, Political Science, Psychology, Sociology and social sciences in Education, Theatre and Women and Gender Studies.

Benefits: The University of Miami has an active LGBTQ student organization (SPECTRUM), and it has a faculty active in providing counseling and instruction to LGBTQ students and their allies. Some of these students are also vulnerable, being away from home for the first time, and often struggling with the decision to come out or deal with friends/family members who have come out. The university also has a diverse student body beyond sexual minorities whose successive cohorts are increasingly tolerant towards and curious about LGBTQ topics. The course will provide any of these students with the possibility of being introduced to LGBTQ issues by faculty members knowledgeable about and skilled in dealing with these issues early in the student’s academic career. In all cases the minor will serve to attract students to the campus who wish to explore these issues and the course will serve to give them an early introduction to the issues, the skills to deal intellectually with them, and the support from faculty members and other students in a safe learning environment. This should help retain students who otherwise might face the difficulty of adapting to a university environment at the same time they are struggling with this difficult issue about their own and others’ sexualities.

Consequences: The proposed minor is in line with the stated priorities of interdisciplinary initiatives and satisfying the needs of a diverse student body. Approving the minor would mean

that additional minority student groups would be served, and the university would reinforce its commitment to the goals stated above. Also, some students representing the full diversity of the student body will receive the benefits of the early introduction to these issues that might be important to their current on campus experiences and future educational and career pursuits.

Effects on Current Programs, Offerings, Students, Staff and Resources: Some new resources but no additional faculty members will be required to teach these courses. It will increase enrollments in some courses offered by various departments. The new resources would involve funding for the adjunct faculty to fill positions in the department from which is drawn the faculty member who teaches WGS 202: Introduction to LGBTQ Studies.

TO: Traci Ardren, Sr. Assoc. Dean A&S

FROM: Ad Hoc LGBTQ Studies Minor Committee

DATE: 8/31/2011

SUBJECT: Transmittal Memo for New Course

Attached are the forms for a new course being established as the introduction to a Lesbian/Gay/Bisexual/Transgender/Queer Studies Minor. The course is titled "Introduction to Lesbian/Gay/Bisexual/Transgender/Queer Studies.

Background Information: This course is the introduction to the Lesbian, Gay, Bisexual, Transgender and Queer Studies minor. The LGBTQ Studies program is designed to allow students to explore sexuality and sexual minorities from a variety of perspectives. The course will provide students with an introduction to a broad array of LGBTQ issues including theory, research methods, public policy and the law, family types, crime, popular culture, and LGBTQ identities and communities. It will be a core to the LGBTQ minor being proposed under a separate item before the college faculty council. The course may also have a service component where students will be introduced to local community LGBTQ organizations.

Rationale for the Course: The history of LGBTQ Studies extends to the beginnings of the LGBTQ movements of the last third of the previous century. Today, the field embraces work in diverse fields: genetics and cultural studies, in literature and anthropology, in languages and the health sciences, history, law, public policy, social and behavioral sciences and the visual and performing arts. It ranges from archival research to the elaboration of queer theory, from the analysis of constitutional law to questions of public health, from the study of popular culture to investigations into the development of sexual identity. Students are often exposed to these studies at the upper division levels of the curriculum in disparate departments. An introductory course will make these upper division courses more accessible and meaningful, as well as serve as the basic core to the minor in LGBTQ studies.

Benefits: The University of Miami has an active LGBTQ student organization (SPECTRUM), and it has a faculty active in providing counseling and instruction to LGBTQ students and their allies. Some of these students are also vulnerable, being away from home for the first time, and often struggling with the decision to come out or deal with friends/family members who have

come out. The university also has a diverse student body beyond sexual minorities whose successive cohorts are increasingly tolerant towards and curious about LGBTQ topics. The course will provide any of these students with the possibility of being introduced to LGBTQ issues by faculty members knowledgeable about and skilled in dealing with these issues early in the student's academic career. In all cases the minor will serve to recruit students to the campus who wish to explore these issues and the course will serve to give them an early introduction to the issues, the skills to deal intellectually with them, and the support from faculty members and other students in a safe learning environment. This should help retain students who otherwise might face the difficulty of coping with a large university environment at the same time they are struggling with this difficult issue about their own and others' sexualities.

Alternatives and Consequences: This course is a required course for the LGBTQ minor. If it is not approved, the minor cannot be offered.

Effects on Current Programs, Offerings, Students, Staff, and Resources: Few new resources and no additional full-time faculty members will be required to teach this course. The department whose faculty member teaches the course will need a small amount of funding to provide an adjunct to teach the regular courses in the instructor's department.

MINOR IN LESBIAN/GAY/BISEXUAL/TRANSGENDER/QUEER (LGBTQ) STUDIES

A minor in LGBTQ Studies consists of at least 15 credits in LGBTQ Studies courses (requirements, core, and related courses, co-listed and cross-listed) with a grade of C- or better in each course, with a cumulative GPA of at least 2.0 in LGBTQ courses. All minors must complete WGS 202: *Introduction to LGBTQ Studies* and WGS 201: *Introduction to Women's and Gender Studies*. The remaining course work must include at least 9 credit hours at the 300 level or above and no more than 6 credit hours in any one department or program or more than 3 credit hours of individual studies without the approval of the program director.

REQUIREMENTS

WGS 202: INTRODUCTION TO LGBTQ STUDIES An introductory examination of lesbian, gay, bisexual, transgender and queer issues from an interdisciplinary perspective.

WGS 201: INTRODUCTION TO WOMEN'S AND GENDER STUDIES

CORE COURSES (SELECT AT LEAST 6 CREDITS)

WGS 210: POPULAR REPRESENTATIONS OF QUEER SEXUALITIES

WGS 350: SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES

WGS 450: SPECIAL TOPICS IN LGBTQ STUDIES

WGS 499: INDEPENDENT STUDY

WGS 501: SENIOR RESEARCH PROJECT All minors may choose to complete an individual research project with a faculty member of the student's choice; the student is responsible for finding an appropriate faculty member who is available to supervise the project and then must seek formal approval from the program director before proceeding with the project. The student must produce a substantial written report or research paper, the format of which will vary according to the nature of the project.

POL569 POLITICS, LAW AND SEXUAL IDENTITY; 3 credits Course will consider sexual politics by looking in depth at several issues including; restrictions on marriage, adoption, employment, military service, housing, and; intimacy based on sexuality and/or gender identity.

For each issue, it will be; considered how the debate is constructed by politicians, academics, the media, GLBT activist organizations and law/legal theory. Consider the state and national; politics at work within these issues. Also consider the topics from a comparative; view as well as address the international implications arising out of that comparative; consideration. In general, the goal is to learn about the current state of the; politics of sexual identity in the United States and abroad. Moreover, engage frameworks; through which politics might be assessed and determine the generalizability of the logics of politics. PREREQUISITE: POL 211 AND 212. POL 373 AND 374 RECOMMENDED

SOC 335: SOCIOLOGY OF GAYS AND LESBIANS The course examines gender, race, age and class differences in the experiences of gays and lesbians. A life-span perspective guides the course after the presentation of some background of biological, psychological, and sociological theories pertaining to homosexuality.
Prerequisite: SOC 101.

WGS 305: QUEER STUDIES This course examines gay, lesbian, bisexual, transgender, transsexual, and queer identities as they shape daily lives and experiences; the construction of alternative family structures; queer theory and its implications for our understanding of key issues across a range of disciplines; and current debates over the meaning and validity of sexuality as a way of understanding human sexual desire, emotions, and behavior.

RELATED COURSES. STUDENTS SELECT TWO APPROPRIATE AND RELEVANT COURSES IN ANY DEPARTMENT, IN CONSULTATION WITH THE DIRECTOR OF WGS.

College of Arts & Sciences

CURRICULUM COMMITTEE FORM for COURSE CHANGES

NEW: SIGNATURE of your Departmental Curriculum Committee member is now required.

Please use the Tab key to move from field to field. Press F1 at any field for general instructions:

DEPARTMENT: WGS

TYPE OF ACTION or [course addition, credits, deletion, description, number, pre/co-requisite, title, etc.]

CHANGE IN: enter: Course addition

COURSE AS IT APPEARS IN CURRENT BULLETIN (Must be completely filled-in):

Course Number: Credits:

Course Title:

Description:

Prerequisites:

COURSE AS YOU WISH IT TO APPEAR IN SUBSEQUENT BULLETINS(S):

NOTE: If minor change, fill in item(s) being changed ONLY. Please press the F1 key at any field for general instructions and guidelines.

DEPARTMENT CODE: WGS

COURSE NUMBER: 202

COURSE TITLE: INTRODUCTION TO LGBTQ STUDIES

CREDITS: 3

DESCRIPTION: An introductory examination of lesbian, gay, bisexual, transgender and queer issues from an interdisciplinary perspective.

PREREQUISITE(S): None

COREQUISITE(S): None

FREQUENCY of OFFERING: Offered Spring

REASON FOR CHANGE: New Course

INSTRUCTOR: Varies

CO-LISTED WITH: WGS

CROSS LISTED WITH:

APPROVALS:

Department Curriculum Member _____ Date _____

Department Chairman  _____ Date 9/12/11

Dean of College _____ Date _____

Dean of the Graduate School _____ Date _____

Chairman, University Curriculum Committee _____ Date _____

WGS 202
Introduction to LGBTQ Studies
A Collaborative Syllabus developed by

Traci Ardren, Anthropology
Steven Buttermann, Portuguese (MLL)
Richard Godbeer, History
Robert Johnson, Sociology
Brenna Munro, English
Gema Pérez-Sánchez, Spanish (MLL)

Course Description

This course is the introduction to the Lesbian, Gay, Bisexual, Transgender and Queer Studies minor. The LGBTQ Studies program is designed to allow students to explore sexuality and sexual minorities from a variety of perspectives. The course will provide students with an introduction to a broad array of LGBTQ issues including visual and performing arts, literature, languages, history, social science, various theories, public policy and the law, families and other types of intimate relationships, crime, popular culture, and LGBTQ identities and communities. It will be a core to the LGBTQ minor.

The history of LGBTQ Studies extends to the beginnings of the LGBTQ movements of the last third of the previous century. Today, the field addresses work in a broad range of scholarly disciplines including biological and cultural studies, in literature and anthropology, in the health sciences, history, and the visual arts. It ranges from archival research to the elaboration of queer theory, from the analysis of constitutional law to questions of public health, from the study of popular culture to investigations into the development and social construction of sexual identity. Students are usually only exposed to these studies at the upper division levels of the curriculum in disparate departments. An introductory course will make these upper division courses more accessible and meaningful, as well as serve as the basic core to the minor in LGBTQ studies.

COURSE OBJECTIVES

The course objectives are designed to:

1. Introduce students to several different disciplinary perspectives
2. Allow the student to be able to communicate in a well-reasoned manner when confronted by current issues.
3. Allow the student to gain an understanding of topics related to gay, lesbian, bisexual and transgender issues and to developing an appreciation for queer language, theatre arts, and community cultures.

4. Allow the student to identify the major lacunae in the study of queer issues, including the vast unexplored terrains of bisexual, transsexual and transgender identities.
5. Allow the student to learn how an accomplished person reasons to acquire new and accurate understandings of these issues and topics.
6. Allow the student to students to gain an understanding of key terms in LGBTQ studies.
7. Introduce transgender and intersex within the course reading/topics.
8. Provide an introduction to a broad range of historical and (global) cultural themes.

Students with Disabilities. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services (ODS).

Required Texts

Green, Jamison. Becoming a Visible Man. Nashville: Vanderbilt U P, 2004.

Nanda, Serena. The Hiras of India: Neither Man Nor Woman. Wadsworth, 1999.

Weeks, Jeffrey, Brian Heaphy, and Catherine Donovan. Same Sex Intimacies: Families of Choice and Other Life Experiments. New York: Routledge, 2001.

Additional course readings will be available on the Richter Library Course Reserves, the Blackboard course website, and / or provided by instructors.

Attendance

Missing a deadline or turning in late work due to an absence is unacceptable. Late work is only accepted under extreme conditions, and only if you have arranged for an extension in advance. If you must be absent, make sure that we receive your assignment either through a classmate; via e-mail or electronic drop-box; or have it delivered to the departmental mailbox by class time on the day that it is due. If your work is late, we reserve the right to lower your participation grade at our discretion. Again, excessive absences or lateness will affect your final grade, whether or not you have completed the work of the semester. *Note: Please see Course Policies & Classroom Contract.*

Grading and Participation

- *Class Participation* (class discussion, attendance, homework): 20%
- *Four Written Responses to Readings* 20%
- *Midterm Take-Home Exam* 30%
- *Final Research Paper* 30%

Written Responses

ALL students are expected to complete 4 short critiques. These may be a critical analysis of articles or Internet materials with 500 word commentaries. The purpose of the essays is to analyze a subject in an accurate and well-reasoned or meaningful manner.

Evaluation of the critique will be based on these criteria. We are available to any and all students who wish discuss the projects with us during office hours or by appointment.

You must use proper citation and referencing for all materials included in your critiques that you use, copy, quote or paraphrase from other sources. All course material submitted for grading must be typewritten or on a diskette in a readable format.

Final Research Paper

You will write a **6-8 page** argumentative research paper, where you explore LGBTQ studies within a specific cultural context. We will provide more details on this paper at a later date.

Writing Center

The Writing Center is an invaluable (not to mention FREE) resource at your disposal. Tutors there are available to help you with individual tutorial support if your schedule does not allow you to meet with me, or if you want more help than we can provide. To make an appointment, either call **(305) 284-2956** or visit 5225 Ponce de Leon Blvd.

Plagiarism

Any violation of the following principles in students' completed work constitutes plagiarism, which is normally considered a major offense of the Code of Honor. The penalty is failure of the course.

- All written work submitted for credit is accepted as your own work. It may not, therefore, have been composed, wholly or partially, by another person.
- The wording of written work is taken as your own. Thus you may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or notebook, or any other written or printed or media source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the source acknowledged.
- The ideas expressed in a paper are accepted as originating with you, the writer. Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from books and essays may be incorporated in your work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.
- Remember that any on-line materials you use to gather information for a paper are also governed by rules about plagiarism, so you need to learn to cite electronic sources as well as printed and other sources.

Class Schedule

This schedule details all course assignments and activities for this semester. Any assignment listed for a specific date is **due for that same class period**. Changes made to the schedule will be announced in class prior to the date in question.

1. Why Use the Terms LGBT and why "Queer"?

W Jan. 19	Introduction, Syllabus, & Opening Remarks: "The Heterosexuality Questionnaire" and Regimes of the "Normal"
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M Jan. 24	Excerpts from Gayle S. Rubin: "Thinking Sex," in Carole Vance,
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ed., Pleasure and Danger (Pandora, 1992)

W Jan. 26 Michael Warner: "What's Wrong with Normal?" from The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life (Free Press, 1999); Andrew Sullivan: Excerpts from Virtually Normal (Knopf, 1995).

M Jan. 31 Lennard Davis: "Constructing Normalcy" from the Disability Studies Reader (Routledge, 1996).

W Feb. 2 Heather Love: Introduction to Feeling Backward: Loss and the Politics of Queer History (Harvard U P, 2007).

Written Response #1 Due

2. Recovering the Histories of Sexuality

M Feb. 7 David Halperin, "One Hundred Years of Homosexuality," in Halperin, *One Hundred Years of Homosexuality and Other Essays on Greek Love* (Routledge, 1990)

W Feb. 9 Excerpt from Rictor Norton: The Myth of the Modern Homosexual (Cassell, 1997).

M Feb. 14 First Case Study: Early America: Kathleen Brown, "Changed into the Fashion of Man': The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement."; Richard Godbeer: "Sodomy in Colonial New England." All readings in Kathy Peiss, ed.: Major Problems in the History of American Sexuality (Houghton Mifflin, 2002).

W Feb. 16 Second Case Study: Love and Friendship in the Founding Era: Carroll Smith-Rosenberg, "The Female World of Love and Ritual" (in Kathy Peiss, ed.: Major Problems... & Richard Godbeer, The Overflowing of Friendship (Johns Hopkins U P, 2009), chapter 6.

M Feb. 21 Third Case Study: Heterosexual Norms and Homosexual Identities in the Early Twentieth Century: Jonathan Ned Katz, The Invention of Heterosexuality (Dutton, 1995) & Excerpt from George Chauncey, Gay New York (Basic Books, 1994).

3. LGBTQ Culture in Europe and Latin America

W Feb. 23 Selections from Federico García Lorca's poetry & Gema Pérez-Sánchez: "Franco's Spain and the Self-Loathing Homosexual Model." In Queer Transitions in Contemporary Spanish Culture: From Franco to 'la movida'". (SUNY Press, 2007). **Written Response #2 Due**

M Feb. 28 Steven Butterman, "The Emergence and Performance of Queer Identities in Brazilian Popular Music Under Dictatorship," in Roberto Illiano and Massimiliano Sala, eds. *Music and Dictatorship in Europe and Latin America* (Brepols, 2009) & Selections from Susan Canty Quinlan and Fernando Arenas: Lusosex: Gender and Sexuality in the Portuguese-Speaking World (U Minnesota P,

2002).

4. Non-Western Sexualities I: India

W Mar. 2 Excerpts from Serena Nanda The Hiras of India: Neither Man Nor Woman (Wadsworth, 1999) & Harsh Beauty (Film, 2005): screened outside of class.

5. Non-Western Sexualities II: Native American Cultures

M Mar. 7 Qwo-Li Driskill: “Asegi Ayetl: Cherokee Two Spirit People Reimagining Nation.” (In Queer Indigenous Studies: Critical Interventions in Theory, Politics and Literature, U Arizona P, 2010).

W Mar. 9 Selections from Two Spirit People: Native American Gender Identity, Sexuality and Spirituality. Sue-Ellen Jacobs, Wesley Thomas and Sabine Lang, Eds. (U Illinois P, 1997); Two Spirits (Film, 2011): screened outside of class.

Written Response #3 Due

M Mar. 14 **SPRING BREAK**

W Mar. 16 **SPRING BREAK**

M Mar. 21 **Mandatory Research Workshop with Librarian**

6. Transgender Culture

W Mar. 23 Documentary: “Diagnosing Difference” (Annalise Ophelian, 2009).

M Mar. 28 **Midterm Take-Home Exam Due**; Jamison Green: Becoming a Visible Man (Vanderbilt U P, 2004).

W Mar. 30 Jamison Green: Becoming a Visible Man (cont’d.); Excerpts from Paisely Currah, Richard M. Juang, and Shannon Price Minter Transgender Rights (U Minnesota P, 2006).

M Apr. 4 João Silvério Trevisan: “Interview with a Babalorixá” (In Perverts in Paradise (Gay Men’s Press, 1994) and Excerpts from Don Kulick: Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes (U Chicago P, 1998).

W Apr. 6 Excerpts from Julia Serano: Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity (Seal Press, 2007); **Written Response #4 Due**

7. Intersex and Intersexuality

M Apr. 11 Excerpts from Katrina Karkazis' Fixing Sex: Intersex, Medical Authority and Lived Experience (Duke U P, 2008); Brenna Munro: "Caster Semenya: Gods and Monsters." In Safundi: The Journal of South African and American Studies. 11 4 2010: 383-96.

W Apr. 13 Lucia Puenzo's Film XXY (2007) and Alice Dreger, Ellen K. Feder, Anne Tamar-Mattis: "Preventing Homosexuality (and Uppity Women?) in the Womb?" (In Bioethics Forum, 2010).

8. LGBTQ Families and Communities & Same-Sex Marriage Debates

M Apr. 18 Excerpts from Same-Sex Intimacies (Weeks, Heaphy, and Donovan) & Raquel (Lucas) Platero Méndez: "Love and the State: Gay Marriage in Spain." In Feminist Legal Studies. 15 (2007): 329-340.

W Apr. 20 Excerpts from Kath Weston: Families We Choose: Lesbians, Gays, Kinship (Columbia U P, 1991); Excerpts from Andrew Sullivan, Ed. Same-Sex Marriage, Pro and Con: A Reader (Vintage, 1997).

9. LGBTQ Law and Public Policy

M Apr. 25 Excerpts from Richardson & Seidman: Handbook of Lesbian and Gay Studies (Sage, 2002); Raquel (Lucas) Platero Méndez: "Transgender Rights Mobilization and Trans Narratives in Spain." (Professional conference paper).

10. Believing in a Future

W Apr. 27 "It Gets Better" Project (Selected Videos and Responses) and Course Conclusions

PLEASE NOTE DUE DATE BELOW: NO exceptions permitted!!!

Final Research Paper Due: Wednesday, May 4, 2011 @ 5:00 pm in Merrick Building Rm. 212-07

Appendix A. Peer Universities with Similar Program

I. Duke University The Program in the Study of Sexualities

Duke's program in the study of sexualities (SXL) provides one of the few undergraduate programs dedicated to sexuality studies in the United States. Building on Duke University's reputation in sexuality studies and queer theory, the SXL program fosters an interdisciplinary community of researchers and students interested in this emerging field through an undergraduate certificate, course offerings, and a calendar of events.

About SXL

The program in the study of sexualities (SXL) continues Duke University's reputation as a leader in sexuality studies and queer theory. It fosters an intellectual community of researchers and students who use the interdisciplinary investigation of sexuality to forge new perspectives on the natural and social world. Through an undergraduate certificate program, courses, and an active schedule of lectures and events, SXL offers a platform to engage in conversations about Sexuality Studies in and beyond Duke.

The Certificate in the Study of Sexualities provides an in-depth introduction to an emerging interdisciplinary field that takes sexuality as its object of study. To understand the multifaceted dimensions of sexuality, the study of sexuality engages work on politics, relationships, bodies, representations, behaviors, and emotions. Sexuality Studies includes attention to scientific approaches concerning primate evolution, biology, and physiological processes. At Duke, the central emphasis of the SXL Program is the "social construction" of sexuality – that is, how sexuality is shaped by historical, social, and symbolic contexts.

Strengths of the Duke University Program in the Study of Sexualities include:

- theory and analysis, particularly queer, feminist, critical-race, and post-colonial theories of sexual politics;
- an intersectional emphasis on race, ethnicity, and transnational contexts, with clusters of scholars in Latina/o and Latin American sexualities and Asian sexual cultures;
- collaborations with many academic departments and with the Center for Lesbian, Gay, Bisexual and Transgender Life;
- archival resources in sexual politics and lesbian and gay history in the Duke library collections;
- a dynamic series of lectures, workshops, and events highlighting new directions in sexuality scholarship as well as applications of research to social issues;
- Duke University Press' reputation as a leading publisher in sexuality studies.

Duke's program in the study of sexualities is an autonomous program housed in the Program in Women's Studies. The two programs share staff and resources. The SXL Certificate Program reports to the Dean of Academic Affairs of Trinity College, Dean [Lee D. Baker](#).

Undergraduate Certificate Program

The SXL Program allows students the flexibility to tailor their curriculum in relation to their major or interests.

BEGINNING THE SXL CERTIFICATE

1. Students interested in pursuing the certificate should contact the [director](#) to plan their curriculum.
2. If they have not yet done so, should plan to take the introductory course, SXL 115, as early as their schedules permit.
3. Add the SXL certificate to your program by visiting the Student Service Center, Room 101 Allen Building, or at the Registrar's Office, 114 S. Buchanan Blvd., Smith Warehouse, Bay 9, Room A289.
4. Certificate students should also sign up for the SXL email list either by visiting the list's [home page](#) or by sending an email to sympa@duke.edu with SUBSCRIBE sxl-students in the subject line or body.

COURSE REQUIREMENTS – 6 Courses

The SXL curriculum requires six courses: three from SXL and three approved electives.

- THREE FROM SXL
 - SXL 115 Introduction to the Study of Sexualities
 - SXL 120 – Special Topics
 - SXL 195 The Capstone /Senior Seminar
- THREE approved elective courses (may include additional SXL 120 courses)

ELECTIVE COURSES

The following criteria allow a course to be cross-listed, recommended, or approved:

- A significant portion of course materials and discussion focus directly on sexuality.
- Sexuality is one of the main analytic categories in the course.

Examples of approved electives from previous years are listed in [Course Archives](#) and include:

- Sexualities in Film & Video
- Perspectives in Gay, Lesbian, Bisexual Studies

- American Culture and Sexuality
- Love, Marriage and Adultery in the Nineteenth Century
- Gender and Sexuality in Latin America
- Primate Sexuality

Each semester at Duke, there are at least four courses that count towards the certificate – usually more. Two courses can work for both the Certificate and the student’s major or minor. Each semester the Program will offer a list of approved electives. Students may also petition the SXL director to have a course count towards the certificate by submitting a request with a copy of the syllabus (including independent study, study abroad, transfer credits, or sexuality studies courses at UNC).

Faculty interested in having their course approved or cross-listed in the SXL certificate curriculum should first contact the Program Administrator, Lillian Spiller.

CERTIFICATE PROGRAM RULES

- Two courses may count towards a major/minor and the SXL certificate.
- No more than three courses can originate in one department.
- At least four courses must be at or above the 100-level.

STUDY ABROAD

Please consult with the director about applying study abroad credits towards the certificate program.

One program with a sexuality studies focus is World Learning’s program in Netherlands: International Perspectives on Sexuality and Gender.

PROGRAM II MAJOR

There currently is no major in Sexuality Studies. Students interested in studying sexuality beyond the offerings of the certificate program can consider applying for a Program II curriculum, in dialogue with their advisors and the Program II staff. The Program II application must make clear why the subject cannot be realized in an already established major.

There is currently one student pursuing a Program II major in sexuality studies.

Course Archive

A SELECTION OF COURSES IN SEXUALITY STUDIES

(includes cross-listed and approved)

Sexuality Studies

49S First Year Seminar

115S Introduction to Sexuality Studies

120 Selected Topics/ 120S Seminar Selected Topics. Examples of 120 include:

- Modern Sex – Peter Sigal (HISTORY 195S)
- Aging, Sex and Popular Culture – Erin Gentry Lamb (WST 150S, CULANTH 180S, ENGLISH 179ES)
- Sex Work: Economies of Gender and Desire – Kinohi Nishikawa (WST 150S, CULANTH 180S, LIT 124S)
- Gender, Sexuality and Politics in the Modern West

Biological Anthropology

Primate Sexuality

Cultural Anthropology

280S Gender and Learning and Teaching

Classical Studies

195S Gender and Sexuality in Ancient Greece

195S Gender and Sexuality in Ancient Rome

Divinity (crosslisted Ethics)

XnEthics230 Sexual Ethics/Sex, Gender and Morality: (Hall)

XnEthics 242 Human Sexuality: (staff)

English

288 Homosexuality-Masculinity in Drama

History

103 Cultural Perspectives of the Twentieth-Century, United States South

Literature

125 Special Topics in Gender and Sexuality

152 Love, Marriage, and Adultery in Nineteen Century European Literature (previously named Love, Marriage, and Adultery in the Nineteen Century)

289 Topics in Feminist Theory (previously named Sex and Gender)

Political Science

187 Politics and the Libido (Paletz)

Psychology

177S Human Sexuality

180S Advanced Topics in the Psychology of Gender

Religion

125 Women and Sexuality in the Christian Tradition

138 Gender in Religion in the United States (previously Women and Religion in America)

182 Medicine and Religion in American Society

Sociology

118 Sex, Gender, and Society

149 Sexuality and Society (R. Bach)

Theater Studies

132 Gender in Dance and Theater (previously Gender in Asian Dance and Dance Theatre Performance)

Women's Studies

108 AIDS: Ethics, Policy, and Representation

111 Gender in Dance and Theatre (previously named Gender in Asian Dance and Dance Theatre Performance)

FALL 2008 APPROVED ELECTIVES

AAAS 199 Black Love – Walker-Barnes

Culanth 116 Advertising/Masculinity – O'Barr

Culanth 191 Sex and Money – Settle

ENG 179ES SXL and US Culture – Wihite

SOC 149 SXL and Soc – Bach

II. Emory University

The Department of Women Studies Major and Minor

The Department of Women's Studies offers an interdisciplinary undergraduate major and minor in a challenging and supportive intellectual environment. The program emphasizes the interdisciplinary study of women and gender, and an inclusive study of women that acknowledges differences such as race, class, sexuality, and national belonging. Women's Studies develops students' skills of critical thinking and analysis, writing and research, imagination and creative expression.

The program offers four core courses and a diverse range of cross-listed courses in the areas of Anthropology, Art History, Biology, Literature, English, Film Studies, History, Philosophy, Political Science, Psychology, Religion, and Sociology. Many courses, including the Introduction to Women's Studies (WS100), are taught in small class settings to encourage the active exchange of ideas between teachers and students.

Requirements for Major (for students declaring a WS Major on or after January 1, 2010)

For a major in women's studies, a student must take a total of 10 courses:

- WS 100 (Introduction to Women's Studies)
- WS 105 (Introduction to Studies in Sexualities)
- WS 302 (Contemporary Feminist Theory)
- WS 490 (Senior Seminar)
- 1 course from History of Feminist Thought and Activism cluster
- 5 electives from at least 3 of the following clusters:
 - Global Perspectives
 - Race, Ethnicity, Economics
 - Bodies, Sexualities, Science, and Health
 - Culture and the Arts
 - Ethics, Religion, Politics, and Law

The double major consists of a major in women's studies and a major in another department. The student may use one cross-listed course to satisfy both majors. Courses taken to fulfill the major

in Women's Studies must be taken for a letter grade and not pass/fail. Use the Women's Studies Major checklist to check your status toward completing your Women's Studies major.

Students who declared a Women's Studies Major prior to January 2010 will follow the Major requirements that were in effect at that time.

Requirements for Minor (for students declaring a WS Minor on or after January 1, 2010)

Women's Studies offers a minor concentration that is designed to complement majors in other departments. For a minor in Women's Studies, students must take a total of 6 courses:

- WS 100 (Introduction to WS)
- WS 105 (Introduction to Studies in Sexualities) OR 1 course from the Histories of Feminist Thought and Activism cluster
- WS 302 (Contemporary Feminist Theory)
- WS 490 (Senior Seminar)
- 2 electives (a WS course or a course cross-listed with WS)

Courses taken to fulfill the minor in Women's Studies must be taken for a letter grade and not pass/fail. Use the Women's Studies Minor checklist to check your status toward completing your Women's Studies Minor.

Students who declared a WS Minor before January 2010 will follow the Minor requirements that were in place at that time.

Course Clusters

History of Feminist Thought & Activism Cluster

WS 301: Histories of Feminist Thought
WS 336: Multicultural & U.S. Women's History
WS 357: Gender Politics in the U.S.
WS 385: African-American Feminist Thought and Activism

1) Global Perspectives Cluster

WS 190: Harem Tales
WS 340: Women in Cross-Cultural Perspectives
WS 342: Gender & Globalization - Global & Transnational Culture
WS 360: Chinese Women--Film & Fiction
WS 363: Russia's "Amazon-Women"
WS 385: Postcolonial Feminist Theory
WS 385: Transnational Feminism
WS 385: Gender, Globalization and Cyberspace
WS 385: Gender and Consumption
WS 385: The Caribbean
WS 385: Spanish Comedia: Race, Gender and Performance
WS 466: Women and Development
WS 475: Gender, Ethnicity and Immigration
WS 475: Gender and Human Rights

2) Race, Ethnicity, Economics Cluster

WS 342: Gender & Globalization – Global & Transnational Culture
WS 385: Postcolonial Feminist Theory
WS 385: Gender at Work
WS385: Women, Race & Southern Cultures
WS 385: Gender and Consumption
WS 385: Women Re-writing the US South, 1945-Present
WS 385: Race, gender, and sexuality within the African American literary tradition
WS 385: African American Feminist Thought
WS 385: Sexual Identities and Racial Difference in the Twentieth-Century U.S.
WS 475, Asian & Latino Immigrants
WS 475: Gender, Race and Political Representation in the U.S.
WS 475: Immigrant Women's Lives and Narratives in U.S. History
WS 475: Gender, Ethnicity and Immigration
WS 475: Feminist Intersections

3) Bodies, Sexualities, Science, and Health Cluster

WS 190: Gender, Science and Technologies
WS 231: Sociology of Sex and Gender
WS 305: Psychology of Gender
WS 365: Lesbian/Gay/Bisexual Studies
WS 370: Beauty Myths
WS 385: Sex and the City
WS 385: Sex, Gender and the Brain
WS 385: Extreme Bodies
WS 385: Gender and Global Health
WS 385: Birth and Global Health
WS 385: Sexual Identities and Racial Difference in the Twentieth-Century U.S.
WS 385: Hysteria to Prozac
WS 385: User's Guide to Freud

4) Culture and the Arts Cluster

WS 190: Gender in American Popular Culture
WS 190: Becoming a Woman
WS 360: Chinese Women--Film & Fiction
WS 381: Studies in African American Women's Literature
WS 382: Studies in Women's Poetry
WS 383: Dangerous Women: Feminist Science Fiction
WS 385: Reading Alice Walker
WS 385: Race, gender, and sexuality within the African American literary tradition
WS 385: Spanish Comedia: Race, Gender and Performance
WS 385: Japanese Modern Women Writers
WS 385: Gender and Sexuality in Experimental Film
WS 475: Bad Girls on Stage

5) Ethics, Religion, Politics, and Law Cluster

WS 285: Sex, Power and Politics
WS 328: Women, Religion and Ethnography
WS 357: Gender Politics
WS 358: Women and the Law
WS 475: Gender, Race and Political Representation in the U.S.
WS 352: Gender and Religion
WS 359: Women and Religion in China
WS 385: Mystical Thought and Practice: Women Contemplatives
WS 385: Feminism and Philosophy

WS 466: Women and Development

WS 475: Gender and Human Rights
WS 485: Internship in Women's Studies

Appendix B: Other Institutions

Cornell University Lesbian, Gay, Bisexual, & Transgender Studies Program

Director: Cary Howie

391 Uris Hall

Ithaca, NY 14853-7601

p. 607.255.6480

607.255.6480

f. 607.255.2195

e. lgbtstudies@cornell.edu

Monday-Friday 8:30-4:30

Lesbian, Gay, Bisexual, Gay, & Transgender (LGBT) Studies is devoted to the study of sexuality and its importance to the organization of social relations, literature, art, and embodied life. It is primarily concerned with the representations and lives of lesbian, gay, bisexual, and transgendered subjects, even as these subjects remain stubbornly and productively difficult to define once and for all. LGBT Studies is an interdisciplinary program, and it is likewise open to a variety of perspectives on the stability of its constituent identity categories.

Indeed, central to the curriculum is a sense that sexuality varies across time and place, serves political ends, and cannot be thought in isolation from gender, class, race, ethnicity, age, religion, and physical ability. LGBT Studies emphasizes both the diachronic differences in the constitution of sexualities (how sexuality is different in different historical periods) as well as the synchronic ones (how sexuality takes shape within particular texts, periods, or populations).

LGBT Studies at Yale University

Lesbian, Gay, Bisexual, and Transgender Studies (LGBTs) at Yale promotes innovative interdisciplinary scholarship and teaching on the historical and contemporary experience of lesbians, gay men, bisexuals, and transgendered people. It also fosters critical analysis of queer and normative sexualities, the formation of sexual and gender minorities, and the role of

sexuality in culture and politics across the world. It has a national and international reputation for its faculty, lecturers, fellowships, prizes, and symposia.

As an interdisciplinary committee, LGBTS organizes and co-sponsors scholarly lectures, conferences, film screenings, and other events; provides research grants to faculty, graduate students, and undergraduates; co-sponsors the Women's, Gender, and Sexuality Studies Graduate Colloquium; and works closely with Women's, Gender, and Sexuality Studies (WGSS) to coordinate LGBTS course offerings. From 2001-2006, a generous gift from a donor allowed LGBTS to establish and oversee the Larry Kramer Initiative, which hosted a wide array of public programs on LGBT issues and strengthened LGBTS at Yale. Today LGBTS has a 15-member faculty committee, a faculty chair, and a full-time Program Manager.

Undergraduate Program

Director of Undergraduate Studies:

Melanie Boyd

melanie.boyd@yale.edu

Phone: (203) 432-0847 (203) 432-0847

The program in Women's, Gender, and Sexuality Studies focuses on gender and sexuality as fundamental categories of social and cultural analysis. Drawing on history, literature, cultural studies, social science, and natural science, it offers interdisciplinary perspectives from which to study the diversity of human experience. Gender—the social meaning of the distinction between the sexes—and sexuality—sexual identities, discourses, and institutions—are critically explored, with particular attention to the ways that they intersect with class, race, ethnicity, nationality, and transnational movements. Students majoring in Women's, Gender, and Sexuality Studies choose one of two tracks: women's and gender studies (W&GS) or lesbian, gay, bisexual, transgender, and queer studies (LGBTQ). The major includes a core curriculum of required courses as well as an area of individual concentration that students develop in consultation with program faculty and the director of undergraduate studies.

Students in the women's and gender studies track focus on the history, expression, and diversity of women's experiences and on the historical and theoretical construction of the category of woman. They work toward completing a senior essay broadly concerned with women as social actors, feminist theory and methodology, and gender as a significant category of social organization and meaning. Students in the LGBTQ track analyze social, historical, and theoretical constructions of sexuality and identity, including (but not limited to) gay, lesbian, bisexual, transgendered, and queer. They work toward completing a senior essay broadly concerned with the construction of sexual difference as a significant category of social organization and meaning. Students in both tracks select from a wide range of social science, humanities, and natural science courses in developing their program of study.

Requirements of the major. Women's, Gender, and Sexuality Studies may be taken either as a primary major or as one of two majors. The major requires twelve term courses. Students take one gateway course, one intermediate course, one disciplinary methods course, the junior sequence, and the senior sequence. At least one of the twelve courses in the major must focus on

women, gender, and/or sexuality in Africa, Asia, Latin America, or the Middle East. (WGSS 295b does not fulfill this requirement.) All majors define and develop an area of concentration consisting of five electives in a particular area of interest. With permission of the director of undergraduate studies, majors may make an appropriate substitution for one course counting toward the required twelve term courses; students who are completing two majors may make a second substitution.

A gateway course, WGSS 110a, 120a, 200a, or 253b, is required for all majors, and students are encouraged to take that course in their freshman or sophomore year. In addition, all majors must take either Globalizing Gender (WGSS 295b) or Introduction to LGBT Studies (WGSS 296a), preferably after the gateway course and prior to the junior sequence. WGSS 295b is required for majors specializing in the W&GS track, while WGSS 296a is required for those choosing the LGBTQ track. All majors are encouraged to take both WGSS 295b and 296a.

Methods requirement. Students are required to take a methods course, which can be chosen from a variety of designated electives in Women's, Gender, and Sexuality Studies. In special circumstances, the director of undergraduate studies may allow a student to fulfill the methods course requirement by counting a course that is not listed among the designated WGSS electives. Majors should choose a methods course that will provide them with the analytical tools necessary to carry out the senior essay. Students are advised to complete the methods requirement in their sophomore or junior year. A list of courses that fulfill the methods requirement is available from the director of undergraduate studies.

Junior sequence. The two-term junior sequence consists of History of Feminist Thought (WGSS 340a) and the Junior Seminar: Theory and Method (WGSS 398b).

Senior sequence and senior essay. The senior sequence consists of two courses. In the fall term of the senior year, all majors take the Senior Colloquium (WGSS 490a) and begin researching and writing a senior essay. The senior essay, which should reflect the student's area of concentration, is written under the guidance and supervision of a faculty member with expertise in that area; students are expected to meet with their essay adviser on a regular basis. Students typically complete the senior essay in the spring term of the senior year while enrolled in the Senior Essay (WGSS 491a or b).

Area of concentration. All students majoring in Women's, Gender, and Sexuality Studies, in consultation with the director of undergraduate studies, design an individual area of concentration consisting of five courses in a single disciplinary topic or substantive area of interest. Examples include but are not exhausted by the following: women's health and public policy; science, technology, and feminist theory; gay and lesbian arts and intellectual history; transgender history; transnational feminism; gender and development in South Asia; gender, race, and visual culture; masculinity studies; and postcolonial women writers

Appendix C. Other LGBTQ Studies Programs and Dates Established

Majors are offered by Wesleyan, U. Chicago, Brown, Hobart and William Smith Colleges, York University (Sexuality Studies, 2009), University of Toronto, Miami University (Ohio, 2010)

Minors are offered by Ohio State, San Francisco State, Stanford, Berkeley, UCLA?, UC Riverside, Towson (proposal, Nov. 96, still on-line), Cornell, SUNY, Purchase, Allegheny, Hobart and William Smith Colleges, Concordia University (Canada), Western Washington University, Bowdoin College, Humboldt State University (Aug 2004), University of Minnesota (fall 2004), Kent State University (fall 2001), University of North Carolina-Chapel Hill (2004), University of North Texas (2004), University of Delaware (Fall 2006), Hofstra (2006), Nebraska-Lincoln (2006), Syracuse (2006), McGill (2006), University California at Santa Barbara (2006), Northern Illinois University (both undergraduate and graduate certificates), University of Kansas (2008), University of Houston (2008), York University (Sexuality Studies, 2004), UC-Davis (2009, Sexuality Studies), University of Toronto, University of British Columbia, DePaul (2007?), University of New Hampshire, Carleton University (Ottawa), University of Michigan, Colgate University (2009), University of Oregon (2009?), Bridgewater State College (2009), Illinois-Urbana-Champaign (Fall 2009), Brooklyn College (approved 2008, inaugurated Fa 2009), Washington State (approved 2009), Miami University (Ohio, 2010) –downloaded 11/20/2010 from <http://www.people.ku.edu/~jyounger/lgbtqprogs.html>

Appendix D. Other Universities with Similar Programs with Links to Web Sites

Allegheny College: Interdisciplinary Minor in Lesbian and Gay Studies -- An interdisciplinary minor which combines three Liberal Studies courses focused on lesbian and gay issues with courses from the sciences, humanities, and social sciences that connect these issues to other cultural themes.

City College of San Francisco: Gay, Lesbian & Bisexual Studies Department -- City College of San Francisco, a pioneer in the development of the field of queer studies, is among the most hospitable campuses for G/L/B/T students in the country.

Cornell University: Lesbian, Bisexual, & Gay Studies -- The field of Lesbian, Bisexual, and Gay Studies is devoted to the study of sexuality and its importance to the organization of social relations more generally. Primary among its concerns is also the study of lives, the politics, and the creative work of sexual minorities.

Duke University: Program in the Study of Sexualities -- The Program in the Study of Sexualities focuses on the political, historical, cultural, and psychological contexts in which gender identities and sexualities have been and are currently being expressed. At the core of any study of sexualities is the social belief that heterosexuality and homosexuality are extremes of a single continuum, with bisexuality somewhere in the middle.

Gender Studies at University of Chicago -- Gender Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality.

Harvey Milk Institute, San Francisco -- The mission of the Harvey Milk Institute (HMI) is to foster the development and examination of lesbian, gay, bisexual, transgender and queer culture and community in the Bay Area and beyond. HMI conducts programs that present and interpret works by contemporary and historical queer artists and critical thinkers that explore community and personal issues within the context of queer culture.

Hobart and William Smith Colleges: Lesbian, Gay, and Bisexual Studies -- The program in lesbian, gay, and bisexual studies seeks to understand the historical and cultural construction of sexuality. This interdisciplinary program is anti-homophobic in intent, offering courses that attend seriously to the experience of gay, lesbian, and bisexual people; to the theoretical controversies surrounding sexual identities; and to the variety of scholarship in this area.

Lesbian and Gay Studies at Purchase College -- The Lesbian and Gay Studies Program offers courses across disciplines that address lesbian, gay, and bisexual concerns. The program is designed to allow students to focus on such issues as theories of sexual orientation, the history of the gay movement, AIDS, queer theory, and the lesbian/gay artist and writer.

New York University: Center for the Study of Gender and Sexuality -- Founded in the fall of 1999, the Center for the Study of Gender and Sexuality (CSGS) is unique nationwide in its named emphasis on both gender and sexuality. We foster explorations of gender and sexuality in a broad range of contexts in the humanities, social sciences, sciences, and professions.

San Francisco State: Minor in Gay, Lesbian, and Bisexual Studies -- Gay, Lesbian, and

Bisexual Studies intends to delineate and analyze meanings that have been associated with homosexuality in various artistic, biological, cultural, educational, ethical, historical, and literary contexts; and examine the related issues of mixed-gender and cross-gender roles and practices.

Smith College: Queer Studies Concentration in the Women's Studies Major -- Queer Studies is an emerging interdisciplinary field whose goal is to analyze anti-normative sexual identities, performances, discourses and representations in order ultimately to destabilize the notion of normative sexuality and gender.

Towson State University: Proposal for a Lesbian and Gay Studies Minor -- The Lesbian and Gay Studies Minor addresses issues of sexual orientation from interdisciplinary and multicultural perspectives. The growing public visibility and awareness of diverse sexualities and their cultural and political ramifications for individuals, social institutions, and communities is evident in increased media coverage of political activism and debate related to issues of sexual orientation.

University of California, Berkeley: Lesbian, Gay, Bisexual and Transgendered Studies -- LGBT Studies works to establish sexuality as a crucial category of analysis in the humanities and social sciences. It draws on disciplines such as anthropology, sociology, psychology, history, literature, and cultural studies, in order to document the extent to which sexuality itself is a complex cultural and historical phenomenon that bears careful examination.

University of California, Los Angeles: Lesbian, Gay, Bisexual, and Transgender Studies -- The Lesbian, Gay, Bisexual, and Transgender Studies Program at UCLA is an interdisciplinary program that supports teaching and research on the historical and contemporary experience of lesbians, gay men, bisexuals, and transgendered people.

University of California, Riverside: Lesbian, Gay and Bisexual Studies -- The program encourages new cross-disciplinary research in the field for students interested in the humanities, arts, and social sciences. The curriculum addresses such topics as sexual identity and orientation; lesbian, gay, bisexual, and transgender perspectives on the arts; gender, sexuality, and nationality; sexualities and ethnic identities.

University of Chicago: Center for Gender Studies -- Gender Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality.

University of Maryland, College Park: Proposal for a Certificate in LGBT Studies -- Lesbian, Gay, Bisexual and Transgender (LGBT) Studies epitomizes the vanguard of Higher Education today through its multi-disciplinary approach to scholarship.

University of Wisconsin, Milwaukee: Certificate Program in Lesbian, Gay, Bisexual, and Transgender Studies -- LGBT Studies investigates the historical and contemporary experiences of people traditionally neglected in scholarship and courses. Work in this innovative field includes material and methods from many disciplines: English and foreign languages, Allied Health Professions, Anthropology, Art History, Biology, Communications, Economics, Fine Arts, History, Music, Nursing, Political Science, Psychology, Sociology, and Social Welfare.

APPENDIX E: NEWS

I. Gay Studies Programs Thriving on U.S. College Campuses

by Associated Press , September 3, 2007

SAN FRANCISCO

Before he transferred to San Francisco State *University* from its sister school in rural central California, Emo Loredo knew only a few other openly gay students.

So it came as a pleasant surprise when he discovered his new college offered not only classes such as Homophobia and Coming Out, Gay Love in Literature and Queer Art History, but a full-fledged undergraduate minor in lesbian, gay, bisexual and transgender studies.

“One of the things I’ve learned is that homosexuality was around way back in ancient times,” said Loredo, 24, who enrolled last week in a sociology class called Queer Cultures and Society.

“Before, I thought homosexuality was started in the early 1970s.”

San Francisco State was one of the first U.S. universities to plumb the scholarly potential of gay lives, starting with a single English course in 1972. But with issues such as same-sex marriage, gays in the military and the peccadilloes of politicians continuing to divide public opinion, other schools also are choosing to put them in an academic context.

After years of offering a smattering of gay-related classes, at least 30 public and private colleges now offer multidiscipline minors in LGBT studies, the majority of them established within the last three years. They range from DePaul University in Chicago, one of the nation’s largest Roman Catholic universities, to five of the 10 campuses in the University of California system.

Another 16, including Ivy Leaguers Yale and Cornell, allow undergraduates to earn certificates or to pursue concentrated studies in lesbian and gay subject matter.

The field has become so ubiquitous on campuses that Dr. John G. Younger, a University of Kansas classics professor who maintains a Web site devoted to gay studies, said he stopped counting the number of schools that offer occasional sections in lesbian literature or gay history.

“I began thinking maybe it’s useless to keep this list because every university probably has something,” said Younger, who travels the country advising colleagues on how to gain administrative approval for their proposed gay studies programs.

The expansion has given a discipline once limited to history, English or women’s studies departments a place across the curriculum, encompassing subjects such as religion and the law. Younger said one of the most interesting combinations he’s come across was an anthropology course at Duke University on “queerness in advertising.”

Last year, a Carnegie Mellon professor decided to use polls and studies of gay people as the basis for his freshman statistics seminar. One lesson involved asking students to guess how many people in the class were gay as a way to test their “gaydar.”

Helping fuel the rise of these specialized degree programs are endowments from gay alumni, the research of openly gay and lesbian professors and demands from students who are coming out of the closet — and rejecting conventional notions of sexuality — at younger ages, academic experts say.

Dr. Steven Seidman, a sociologist based at the State University of New York at Albany, said he has observed a shift in the makeup of students who take classes such as Sociology and Sexuality or Introduction to Lesbian and Gay Studies.

In the past, the offerings drew primarily straight women and a handful of students who identified as gay or lesbian, almost all of them White. Now, the coed class rolls include young scholars of varying races who often refuse to be pigeonholed by the traditional labels of sexual orientation and gender, according to Seidman.

There is no giggling, and there is no debate about whether homosexuality is normal or whether lesbians and gays should have rights, he said.

“For the most part, people in these classes are open, they are self-accepting and they are not afraid to major in this area, and that’s generating a huge demand,” Seidman said.

At San Francisco State, sociology professor Jennifer Reck said she had 55 upper division students vying to get into her Queer Cultures and Society course, a survey of how gays and lesbians “respond to and influence broader society,” both historically and in current affairs. She had to turn at least 10 away.

Reck said the wide acceptance such subjects have found in academia is not universal, using her own experience as a doctoral candidate at the famously liberal University of California, Santa Cruz two years ago as an example.

“I had advisers actually tell me I shouldn’t study this area because it would not make me marketable for the future,” she said. “Luckily, I had others that were very sympathetic, who said, ‘If we never study these areas, how are things going to change?’”

- Associated Press

II. Medical Students Have Some Concerns About Their Preparedness to Treat LGBT Patients

By Katherine Mangan

April 7, 2011

Today's medical-school students generally feel comfortable interacting with lesbian, gay, bisexual, and transgender people as patients, but they are less confident treating their unique health-care needs, according to a paper being released by Stanford University researchers this weekend.

Meanwhile, a think tank based at the University of California at Los Angeles is releasing a report today that estimates the nation's LGBT population at nearly nine million people, or 3.5 percent of the adult population.

This diverse population tends to have higher rates of certain diseases and infections because of barriers to health care, according to a draft manuscript of a report on the Stanford researchers' study, "Medical Students' Preparedness and Comfort Levels in Caring for LGBT Patients." The manuscript is being presented at the annual conference of the American Educational Research Association in New Orleans.

The researchers at the LGBT Medical Education Research Group at Stanford's medical school distributed a questionnaire to all allopathic medical schools in the United States and Canada, as well as all of the osteopathic schools in the United States. Some 5,838 students completed it between June 2009 and May 2010. The researchers also held focus groups with students at five medical schools.

On average, students reported feeling most prepared to deal with patients' human immunodeficiency virus (HIV), sexually transmitted infections, and safer-sex issues. They felt least prepared when it came to topics such as adolescent health and mental health among LGBT patients, as well as transgender health issues like transitioning and sex-reassignment surgery.

The report pointed to previous studies that have found that gay and transgender people are often refused needed treatment, treated rudely, or given only cursory physical exams.

Medical facilities and healthcare providers can do a lot to improve the comfort level of LGBT patients. Start with forms that don't identify "marital status" as married, single, divorced." Add domestic partner and in same-sex relationship. Don't list the parents on a child/adolescent's health form as mother and father; two lines marked parent works fine. Don't assume every woman is married and call her Mrs. Listen to the words patients use to talk about family members or people they live with; if you hear a lot of pronouns like "they", "them", "we" and "us", ask who they, them, we, and us includes and be respectful that if they hesitate, they are concerned about how you will feel about the patient's primary support network. Ask! Ask if they are in relationship and what the partner's name is. Ask if their partner has a health care provider....family practice really should include the entire family regardless of their gender, sexual orientation, etc. Be human! Be respectful. Be concerned about knowing your patient well. Be a good doctor! 23 people liked this. Like The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

In 2007, the Association of American Medical Colleges recommended that medical schools include in their curricula “comprehensive content addressing the specific health-care needs “of this population.

At UCLA, the Williams Institute on Sexual Orientation Law and Public Policy found, in the report being released today, that there are about 700,000 transgender people, in addition to eight million lesbian, gay, or bisexual adults in the United States. Women are much more likely than men to identify themselves as bisexual, the researchers noted.