

New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Beth Mabry	Email Address:	mabry@iup.edu
Proposing Depart/Unit:	Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTandQ) Studies minor (housed in CHSS)	Phone:	724-357-1289

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 LGBT 400
Course Title	Queer Theory
Dual/Cross Listed	<p><i>Dual Listed - Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed - Course has more than one prefix such as GEOG RGPI, 233.</i></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes with: Click here to enter text.
Number of Credits	(UG) Class Hours - 3.00 (UG) Lab Hours - 0.00 Credits - 3.00
Prerequisite(s)	None
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> None
Additional Information (Check all that apply. Note: Additional documentation will be required)	<input type="checkbox"/> Liberal Studies (please also complete Template C) <input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E)
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Number: 35 If yes: (check one of the following reasons and provide a narrative explanation) <input checked="" type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom <input type="checkbox"/> Accreditation body standards/recommendations <input checked="" type="checkbox"/> Other Explanation (required): Pedagogically, discussing sensitive and complex topics, such as sexualities, intersectionality, gender identities, and theories benefits from meaningful dialogue which the smaller class size fosters. A smaller class may also provide a more supportive learning environment for students who identify as LGBT or Q, many of whom experience young adulthood may be a traumatic time as they wrestle with identity issues in the face of possible rejection..
Catalog Description	<i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content beginning with an active verb.</i>

Template A

	<p>Familiarizes students with the scholarship and theories surrounding sexualities, sexual identities, and gender identities. Examines the literature and evidence on the ways in which social forces influence sexualities and gender (orientation, identity) as well as performance (how we humans act out our sexuality). Analyzes literatures on the diversity of non-hegemonic desires, behaviors, orientations, identities, and communities, and related issues from a trans-historical, cross-cultural, and interdisciplinary perspective. Explores the ways human sexualities and gender identities are themselves social forces as societies respond to sexual variations in terms of identities such as gay, lesbian, bisexual, transgender, queer, questioning, and a range of heterosexualities.</p>
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>At the end of the course, students should be able to:</p> <ul style="list-style-type: none"> • Differentiate between queer theory as an interdisciplinary approach to sexuality studies and disciplinary approaches to the study of sexuality and articulate the relationships among queer theories, gender theories, and disciplinary approaches to the study of sexualities; • Explain key scholarly concepts that have shaped the academic field of study known as queer theory, especially stigma, power, and performativity; • Analyze the roles of key scholarly concepts in historical, political, and transnational contexts and the contributions made by queer theory to understanding and addressing issues of human diversity in a global context; and • Synthesize queer theories for praxis to use the scholarly literature to inform research, advocacy, and social action surrounding social contexts and meanings of gay, lesbian, bisexual, transgender, and queer identities, as well as varying heterosexualities.
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p>	<p>WEEK 1 Introduction to Queer Theory: What It Is and Isn't</p> <p>WEEK 2 Social Constructionist Perspectives on Sexualities and Genders</p> <p>WEEK 3 Assimilation, Liberation, Repression, and the "Science" of Sexualities and Gender</p> <p>WEEK 4 Identities and Actions: Discourses of Difference in Being, Doing, and Hierarchies</p> <p>WEEK 5 Intersectionalities and Inequalities: Queer Race</p> <p>WEEK 6 Creation, Representation, Performance, and Politics of Sexualities</p> <p>WEEK 7 Organizing and Analyzing Genders and Sexualities, Beyond Phenomenology</p> <p>WEEK 8 Transsexuality in Historical and Transnational Contexts</p> <p>WEEK 9 Transgender Bodies, Subcultural Lives</p> <p>WEEK 10 Queering "Straight" Sex: Critical Analysis of Heterosexualities</p> <p>WEEK 11 Queer Encounters: "Deviant" Desires, Selves, and Communities</p> <p>WEEK 12 Politics of Fetishism(s) Normalizing Queer Desires</p> <p>WEEK 13 Social Change: Queering Popular Culture and Contemporary Lives</p> <p>WEEK 14 Queer Theory Action Project Presentations</p> <p>WEEK 15 FINAL EXAM WEEK</p>
<p>Rationale for Proposal</p>	
<p>Why is this course being proposed?</p>	<p>This course is proposed as an upper division elective (initially) for a new LGBTandQ Studies minor and a as free elective for all students. The goal is, eventually, once a critical mass of student in the minor assures adequate enrollment, to convert the course to a required capstone for the LGBTandQ Studies minor. The course provides students with theoretical frames for analyzing both historical and current queer identities, the issues of power and change related to them and their variations globally. Through extensive exposure to scholarly literatures on non-confirming genders and sexualities, students will develop the intellectual tools to apply theory (particularly but not exclusively queer theory) to inform individual and social responses to queerness and social change efforts. Such a course, currently absent from IUP's curricula, is found at a broad range of universities, from Princeton to Pitt to Kennesaw State. Queer theory courses complement a variety of majors and minors from arts and humanities to social and behavioral sciences and serves students with an interest in understanding the implications of variations in human experience. .</p>
<p>How does it fit into the departmental curriculum? (Check all that apply)</p>	<p> <input type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <small>(Interdisciplinary core e.g. Business/Education)</small> </p> <p> <input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input checked="" type="checkbox"/> Open Elective </p> <p> <input checked="" type="checkbox"/> Other - LGBT 400 is proposed as an elective, upper-division course for a new standalone minor in LGBTandQ Studies and an open elective for all students. It would be offered approximately every 3 years. </p>

Template A

	<p>Once the LGBTandQ Studies minor has a critical mass of students to ensure adequate enrollment, the LGBT 400 course would be revised as a required capstone in the minor and potentially be offered more often as demand permits.</p>
<p>Is a similar class offered in other departments?</p>	<p><input type="checkbox"/> Yes Please provide comment: Click here to enter text. <input checked="" type="checkbox"/> No</p>
<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input checked="" type="checkbox"/> Yes Please provide comment: As an open elective the course may be of interest to students in a wide variety of majors, and, once the LGBTandQ Minor is approved, the intention is to seek the course's inclusion among Liberal Studies electives <input type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input type="checkbox"/> Course Designed for Majors (<input type="checkbox"/> Required <input type="checkbox"/> Not Required) <input checked="" type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective <input type="checkbox"/> Restricted to Majors/Minors <input checked="" type="checkbox"/> Open to Any Student <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other - Click here to enter text.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines. requirements for other programs</i>)? The course is interdisciplinary in its approach and it may be taught by instructors from a variety of disciplines across campus. Teaching the course will be coordinated by the LGBTandQ Studies Minor Committee and the Dean of CHSS. The course will draw on faculty with an interest and expertise in this area and provide a free elective for students in the LGBTandQ Studies minor and students in a wide range of majors. The implications for other departments should be that their students will have an additional course offering to enrich their students' program of study should this fall within their areas of interest..</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (<i>Attach documents as appropriate</i>) LGBT 400 is intentionally interdisciplinary and draws on existing resources while adding to the current curriculum. The multiple departments involved in the proposed LGBTandQ Studies minor provided letters of support for this initiative. This process of soliciting feedback generated consideration of deferring LGBT 400 a capstone <i>requirement</i> in LGBTandQ Studies minor. Consultation with coordinators of similar standalone minor (without a major and thus without a base of students from which to draw for enrollment), made evident the prudence of initially offering LGBT 400 as an <i>elective</i>, rather than a requirement, in the LGBTandQ Studies minor, and as an open elective for other students, at least for the time being.</p>
<p>Are the resources adequate (i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please provide comment: Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	
<p>Comments: Click here to enter text.</p>	