

**Transfer Model Curriculum (TMC) Template for Social Justice Studies**

**CCC Major or Area of Emphasis:** Social Justice Studies

**TOP Code:** 2201.40

**CSU Major(s):** African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies.

(See TMC for complete list of CSU majors)

**Total Units: 18** (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course’s inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

**Associate in Arts in Social Justice Studies for Transfer Degree**  
College Name:

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: (9 units)</b>						
Introduction to Social Justice Studies (3) <b>OR</b> Introduction to Race and Ethnicity (3)	SJS 110	PSYC 21	Introduction to Cross-cultural Psychology	3	Area D	Area 4
	<b>OR</b> SOC 150	OR SOC 3	OR Cultural and Racial Minorities			
Introduction to Women’s Studies (3) <b>OR</b> Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies (3) <b>OR</b> Introduction to Gender (3)	SJS 120	WMST 1	Introduction to Women's Studies	3	Area D	Area 4
	<b>OR</b> SJS 130	OR SOC 11	OR Sociology of Gender			
	<b>OR</b> SOC 140					

<p>Any <b>REQUIRED CORE</b> course not already used or any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture &amp; Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies major at a CSU.</p>	<p><b>AAM</b></p>	<p>LGBT 1</p>	<p>Introduction to LGBTQ Studies</p>	<p>3</p>	<p>Area D</p>	<p>Area 4</p>
<p><b>LIST A: Select three courses from at least two of the following areas (9 units)</b> Courses must be related to social justice, gender/women, or ethnicity/race. <b>Only one course fromm Area 4 may be used.</b></p>						
<p><b>Area 1: History or Government (3)</b></p>	<p><b>GECC</b></p>	<p>HIST 32</p>	<p>U.S. Women's History3</p>	<p>3</p>	<p>Area D</p>	<p>Area 4</p>
<p><b>Area 2: Arts and Humanities (3)</b></p>	<p><b>GECC</b></p>	<p>ENG 32 PHIL 5 HUMN 4 RELS 3  RELS 11</p>	<p>U.S. Women's Literature Feminist Philosophy Global Cinema Introduction to Women's Spirituality Nature of Islam</p>	<p>3 3 3 3  3</p>	<p>Area C</p>	<p>PSY C 3</p>
<p><b>Area 3: Social Science (3)</b></p>	<p><b>GECC</b></p>	<p>LGBT 2 PSYC 3 PSYC 10 PSYC 13 ANTR 5</p>	<p>LBGQT Psychology Social Psychology Human Sexuality  PSycholgoy of Women  Cultures of the U.S. in Global Perspective</p>	<p>3 3 3  3  3</p>	<p>Area D</p>	<p>Area 4</p>
<p><b>Area 4: Quantitative Reasoning and Research Methods</b></p>						
<p>Introduction to Statistics (3) <b>OR</b> Introduction to Statistics in Sociology (3) <b>OR</b> Introduction to Political Science Research Methods (3)</p>	<p>MATH 110 <b>OR</b> SOVI 125 <b>OR</b> POL 160</p>	<p>MATH 40 <b>OR</b> SOC 13 <b>OR</b></p>	<p>Statisitcs and Probability  <b>OR</b> Research Methods  <b>OR</b></p>	<p>4   4</p>	<p>Area B4</p>	<p>Area 2</p>



<p style="text-align: center;"><b>OR</b></p> <p>Introduction to Research Methods in Psychology (3)</p> <p style="text-align: center;"><b>OR</b></p> <p>Introduction to Research Methods in Psychology with Lab (4)</p> <p style="text-align: center;"><b>OR</b></p> <p>Introduction to Research Methods (3)</p>	<p style="text-align: center;"><b>OR</b></p> <p>PSY 200</p> <p style="text-align: center;"><b>OR</b></p> <p>PSY 205B</p> <p style="text-align: center;"><b>OR</b></p> <p>SOCI 120</p>	PSYC 25	Research Methods	4		
<p><b>Area 5: Major Preparation</b></p> <p>Any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture &amp; Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies major at a CSU not already used.</p>	<b>AAM</b>					
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>		18-19		
				<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	9-19	9-19
				<b>General Education (CSU-GE or IGETC) Units</b>	<b>39</b>	<b>37</b>
				<b>Elective (CSU Transferable) Units</b>	12-21	14-23
				<b>Total Degree Units (maximum)</b>	<b>60</b>	

**Course Outline for LGBT 1**  
**INTRODUCTION TO LGBTQ STUDIES**

**Effective: Fall 2020**

**I. CATALOG DESCRIPTION:**

**LGBT 1 — INTRODUCTION TO LGBTQ STUDIES — 3.00 units**

A broad exploration of queer theory and its relationship to gay and lesbian studies, feminist theory, and intersectionality. Emphasis on theoretical and philosophical underpinnings of queer theory, social construction and essentialism, postmodernist theory, politics, LGBT studies and queer culture. Examines LGBTQ issues from psychological, bio-medical, sociological, political, racial and sexual perspectives.

3.00 Units Lecture

**Grading Methods:**

Letter or P/NP

**Discipline:**

- Psychology or
- Women's Studies

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Analyze the various ways people identify their sexual orientation and/or their gender identity and expression.
- B. Synthesize the intersections of sexual orientation, gender identity, gender expression, race, ethnicity, socioeconomic class, disability, age, and other intersecting identities within the United States.
- C. Assess theories about sexual orientation and gender identity and expression within the context of feminist theory, critical theory, and queer theory.
- D. Examine the continuous evolution of legal policies and societal views of LGBTQ+ people on a national and global level.
- E. Examine sexual orientation and gender identity issues within the Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, and recent immigrant communities in the United States.
- F. Identify key individuals and describe their contributions regarding changing public policy and laws for LGBTQ+ people.
- G. Analyze the impact of sexual prejudice on LGBTQ+ individuals and communities.
- H. Analyze the evolution of LGBTQ+ culture in the media and the arts.
  - I. Research the history of public health policy in the United States, as well as, internationally to explore how public policies affect LGBTQ+ people.

**V. CONTENT:**

- A. Feminist theory, critical theory, and queer theory
- B. Introduction to sexual orientation and gender identity
- C. Asexual and intersex communities
- D. Intersecting identities and LGBTQ communities
- E. Heterosexism and heteronormative culture
- F. Global LGBTQ+ laws, rights, and policies
- G. Key figures in LGBTQ+ history
- H. LGBTQ+ civil rights and human rights movement
  - I. Minority stress: Impact of sexual prejudice on the LGBTQ+ community
- J. The relationship between religion and LGBTQ+ people
- K. LGBTQ+ issues in healthcare
- L. LGBTQ+ protest and pride
- M. LGBTQ+ representations in literature
- N. LGBTQ+ representations in cinema, television, and online media

**VI. METHODS OF INSTRUCTION:**

- A. Audio-visual Activity -
- B. Critique -
- C. Discussion -
- D. Lecture -
- E. Research -
- F. Written Exercises -
- G. Research -
- H. Classroom Activity -
- I. Service Learning -

VII. TYPICAL ASSIGNMENTS:

- A. Assignment 1 - In 600-800 words respond to the topic discussed in class. Your response should answer the following
  - 1. In what ways has the Ganna et al. 2019 study used essentialism to reinforce views about sexual orientation?
  - 2. In what ways has the Ganna et al. 2019 study used social constructivism to reinforce views about sexual orientation?
  - 3. How would you improve on the hypotheses and/or methods of the Ganna et al. 2019 study to reduce biases towards people that are not heterosexual.
- B. Assignment 2 - Submit a standard 3+ main body paragraph opinion essay with a clear thesis and a concluding paragraph (800-1200 words in length).
  - 1. Your opinion should be clearly stated and be supported with evidence from the textbook, assigned articles, or other sources. Your paper should also include an APA style reference page.
  - 2. What evidence is there that LGBTQ-headed families are similar to heterosexual families? What evidence is there that they are different?

VIII. EVALUATION:

**Methods/Frequency**

- A. Exams/Tests  
2-3/semester
- B. Quizzes  
weekly
- C. Research Projects  
2/semester
- D. Papers  
2-4/semester
- E. Oral Presentation  
1/semester
- F. Field Trips  
1-2/semester
- G. Class Participation  
weekly

IX. TYPICAL TEXTS:

- 1. Alexander, Jonathan, Deborah Meem, and Michelle Gibson. *Finding Out: An Introduction to LGBTQ Studies*. 3rd ed., Sage Publishing Inc, 2017.
- 2. Munoz, Jose. *Cruising Utopia: The Then and There of Queer Futurity*. 34695th ed ed., NYU Press, 2009.
- 3. Sullivan, Nikki. *A Critical Introduction to Queer Theory*. 1st ed., NYU Press, 2003.
- 4. Scott-Dixson, Krista. *Trans/Forming Feminisms : Trans-Feminist Voices Speak Out*. 1st ed., Canadian Scholars' Press, 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None required





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**Course Outline for LGBT 2**

**LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER PSYCHOLOGY**

**Effective: Fall 2020**

**I. CATALOG DESCRIPTION:**

LGBT 2 — LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER PSYCHOLOGY — 3.00 units

Exploration of research concerning the psychology of people that are part of the lesbian, gay, bisexual, transgendered, and queer communities. The course will examine psychological theories, empirical research, and phenomenological perspectives. Topics will include sexual and gender identities in racial and ethnic minorities, identity development, coming out, prejudice, discrimination, violence, relationships, parenting, aging, physical health, and mental health.

3.00 Units Lecture

**Grading Methods:**

Letter or P/NP

**Discipline:**

- Women's Studies or
- Psychology

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Identify, describe and apply major theories and concepts from psychological research on sexual and gender identities.
- B. Read and interpret empirical research on sexual/gender identities from peer reviewed psychology journals
- C. Analyze individual LGBTQ related experiences against theory and research
- D. Compare lay assertions on sexual and gender identity against empirical evidence
- E. Use the professional and standardized citation and referencing system in psychology (APA-style) in written work when appropriate

**V. CONTENT:**

- A. What is sexual and gender identity?
- B. Causes of Sexual Orientation and Gender Identity
- C. How many LGBTQ people are there?
- D. Methods in LGBTQ Research
- E. Coming Out: Impact of Self and Others
- F. LGBTQ Relationships and Marriage
- G. LGBTQ Parents and Family
- H. Prejudice, Discrimination, and Violence
  - I. Being LGBTQ in the Workplace
- J. LGBTQ Health Psychology
- K. LGBTQ Mental Health and Psychotherapy
- L. LGBTQ Identity, Aging, and Retirement

**VI. METHODS OF INSTRUCTION:**

- A. **Audio-visual Activity** -
- B. **Critique** -
- C. **Discussion** -
- D. **Lecture** -
- E. **Research** -
- F. **Written Exercises** -
- G. **Research** -

**VII. TYPICAL ASSIGNMENTS:**

Assignment 1. In 800-1000 words, respond to the topics discussed in class. Your response should answer the following

Topic 1 Essentialism and Social Constructionism

- A. In what ways has the Ganna et al. 2019 study used essentialism to reinforce views about sexual orientation?
- B. In what ways has the Ganna et al. 2019 study used social constructivism to reinforce views about sexual orientation?
- C. How would you improve on the hypotheses and/or methods of the Ganna et al. 2019 study to reduce biases towards people that are not heterosexual.

Assignment 2 Submit a standard 3+ main body paragraph opinion essay with a clear thesis and a concluding paragraph (800-1200 words in length). Your opinion should be clearly stated and be supported with evidence from the textbook, assigned articles, or other sources. Your paper should also include an APA style reference page. For a brief discussion of writing an opinion paper (argumentative essay) [gOwL here.](#)

- A. Topic 1 - What evidence is there that LGBTQ-headed families are similar to heterosexual families? What evidence is there that they are different?

VIII. EVALUATION:

**Methods/Frequency**

- A. Exams/Tests  
2-3/semester
- B. Quizzes  
weekly
- C. Research Projects  
2/semester
- D. Papers  
2-4/semester
- E. Class Participation  
weekly

IX. TYPICAL TEXTS:

1. Ellis, Sonja, Damien Riggs, and Elizabeth Peel. *Lesbian, Gay, Bisexual, Trans, Intersex, and Queer Psychology*. 2nd ed., Cambridge University Press, 2019.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None required