



## LGBT 122 - Transgender Identities and Issues Course Outline

Approval Date: 02/13/2019

Effective Date: 08/12/2019

### SECTION A

**Unique ID Number** CCC000602346

**Discipline(s)** Education

**Division** Career Education and Workforce Development

**Subject Area** Lesbian, Gay, Bisexual, Trans-gender Studies

**Subject Code** LGBT

**Course Number** 122

**Course Title** Transgender Identities and Issues

**TOP Code/SAM Code** 0899.00 - Education, Other\* / D - Possible Occupational

**Rationale for adding this course to the curriculum** Although gender identity and sexual orientation are two different aspects of personality, the transgender community has been part of the gay, lesbian, and bisexual community socially, culturally, and politically since the gay liberation movement began with the riots of the late 1950's and 1960's. Today, the LGBT community is viewed in almost all venues to include gender non-conforming identities with non-heterosexual identities. According to UCLA's Williams Institute (June 2016), there are 1.4 million adults who identify as part of the transgender community in the United States. California has the second highest number of transgender people in the United States. Young people, 18 to 24 years old, are more likely than older adults to identify as transgender. Despite a growing understanding and acceptance of the gender spectrum and gender non-conforming identities and expressions, transgender people continue to suffer crimes of violence and rates of suicide much higher than most other segments of society. UCLA's Williams Institute (January 2014) found that 50% of youth who identify as transgender attempted suicide at least once. 57% percent of transgender people face rejection from their families, 60% were refused health care by their doctor, 78% experienced sexual violence, 70% experience violence by law enforcement, and 69% experience homelessness. The evolving visibility and understanding of the "trans community" in general and all of the various identities it includes will likely increase the number of people, especially young adults, who identify in some way as gender non-conforming, gender queer or transgender. Students pursuing careers in health occupations, human services, criminal justice, child development, education, and hospitality are among the most likely to serve transgender people. It is essential that professionals working in these careers an understanding of transgender identities, the issues faced by the community, and how to best serve transgender people.

**Units** 3

**Cross List** N/A

Typical Course Weeks 18  
Total Instructional Hours

Contact Hours  
Lecture 54.00  
Lab 0.00  
Activity 0.00  
Work Experience 0.00  
Outside of Class Hours 108.00

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Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 45

Grading Option Letter Grade or P/NP

Distance On-Campus  
Education Mode of Instruction Hybrid  
Entirely Online  
Hybrid more than 50%

#### SECTION B

General Education Information:

#### SECTION C

#### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** This course introduces students to the transgender community including various gender identities and issues. This course prepares students for a variety of social and human services careers including education.

**Schedule Description** This course introduces students to the transgender community including various gender identities and issues.

#### SECTION D

#### Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Explain the difference between sexual orientation and gender identity and define the terms people use to identify their sexual orientation and gender identity.
- B. Explain gender dysphoria and the process of transitioning.
- C. Discuss the challenges non-gender conforming persons face in the community, family and workforce including education.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Explain the difference between sexual orientation and gender identity.
- B. Define terms used by people to describe their gender identity.
- C. Discuss the history and evolution of gender identities in the community, family and education.
- D. Discuss gender dysphoria and the evolution of its definition by the medical community.
- E. Discuss the challenges transgender people face while "coming out" to family, at school, and in the workplace.
- F. Examine how various religions view the transgender community and gender transition.
- G. Review the gender transition process from initial identity to sex re-assignment surgery.
- H. Identify key moments in the transgender civil rights movement.
- I. Identify California laws related to gender identity, gender expression, and gender transition related to education and the workforce.
- J. Discuss forms of violence, including hate crimes, faced by the transgender community.
- K. Examine forms of bullying and harassment experienced by transgender youth in education.
- L. Examine various practical challenges faced by transgender people such as restroom access and accessing healthcare.
- M. Examine transphobia and discrimination in communities of color in the workplace and in education.
- N. Analyze how educational institutions support transgender students.
- O. Examine California State Standards for K-12 education related to gender identity.
- P. Examine how transgender identities are represented in art and media.
- Q.

#### 3. Course Content

- A. The difference between sexual orientation and gender identity.
- B. Terms used by people to describe their gender identity.
- C. The history and evolution of gender identities in the community, family and education.
- D. Gender dysphoria and the evolution of its definition by the medical community.
- E. The challenges transgender people face while "coming out" to family, at school and in the workplace.
  - a. Youth face homelessness
  - b. Best practices for parents raising questioning children
  - c. Coming out strategies to family, at school, and the workplace.
- F. How various religions view the transgender community and gender transition.
  - a. Religion-based educational institutions exclusion of transgender students.
- G. The gender transition process from initial identity to sex re-assignment surgery.
- H. Key moments in the transgender civil rights movement.
- I. California laws related to gender identity, gender expression, and gender transition related to education and the workforce.
  - a. Name changes on drivers license and birth certificate
  - b. Access to educational facilities and programs based on gender identity

- c. Employment, housing, public access, health care
- J. Forms of violence, including hate crimes, faced by the transgender community.
  - a. Rates of suicide
  - b. Hate crimes
  - c. Matthew Shepard, James Byrd Jr. Hate Crimes Prevention Act
  - d. History of law enforcement response to transgender victims
  - e. Correctional practices related to housing transgender inmates
- K. Forms of bullying and harassment experienced by transgender youth in education.
  - a. State of High Education Study
  - b. Failure of educators to acknowledge gender identity as a form a bullying
  - c. Restroom and locker room violence
  - d. Sexual assaults in higher education
- L. Various practical challenges faced by transgender people such as restroom access and accessing healthcare.
- M. Transphobia and discrimination in communities of color in the workplace and in education.
  - a. Transphobia
  - b. Differences between public and private educational institutions
  - c. Title IX issues
- N. How educational institutions support transgender students.
  - a. Education for teachers and staff related to gender identity
  - b. Inclusive non-discrimination policies
  - c. State laws
  - d. State Standards for K-12
  - e. Preferred name
  - f. Acknowledging gender identity over birth sex
  - g. Moving away from traditional “boys and girls” addresses
  - h. Policies and actions preventing and in response to bullying
  - i. Safe Space programming
- O. California State Standards for K-12 education related to gender identity.
  - a. Overview of Fair and Inclusive Education Act
  - b. Examination of grade 2, 4, 5, 8, 10 and 11 required curriculum
- P. Representations of gender in the media can be used in education.
  - a. Television, art, literature
  - b.

**4. Methods of Instruction:**

**Activity:**

**Discussion:**

**Distance Education:**

**Field Trips:**

**Lecture:**

**Projects:**

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Exams/Tests -- For example: 1. A multiple-choice and true-false exam with questions about assigned readings, lectures, and video content. 2. A short-essay question exam with questions about assigned readings, lectures, and video content.

Research Projects -- For example: 1. Research how public and private educational institutions have adapted to gender non-conforming students and prepare a 5 to 10 page

paper. 2. Research the Fair and Inclusive Education Act and the curriculum required for K-12 students. Prepare a lesson plan for one of the grade level standards related to gender identity.

Papers -- For example: 1. Write a response to a set of questions provided by the instructor about a chapter from assigned reading. 2. Write a 5 to 10 page term paper about the gender transition process.

Field Trips -- For example: 1. Tour the Transgender Law Center of San Francisco. 2. Visit a local support group for transgender youth.

Group Projects -- For example: 1. Create a video while living part of a day as the opposite gender. 2. Create an educational presentation for K-12 teachers or parents and siblings of transgender youth.

Home Work -- For example: 1. Read a chapter from "Trans Bodies, Trans Selves A Resource For The Transgender Community" 2. Read an article about gender non-conforming K-12 students provided by the instructor.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Read Chapter 1 of the book, "Trans Bodies, Trans Selves."
2. Read Chapter 2 of the book, "Becoming Nichole."
3. Read a current article from a monthly publication, such as "The Advocate" magazine to be provided by the instructor.

B. Writing Assignments

1. Based on a reading assignment, answer a series of questions provided by the instructor.
2. Based on a documentary film, answer a series of questions provided by the instructor.
3. Research a key moment in transgender civil rights history and prepare an essay summarizing key moments of that history.

C. Other Assignments

1. Research a key moment in transgender civil rights history and present and oral presentation in front of the class.
2. Attend a support group meeting for a segment of the transgender community and interview one or more transgender people.
3. Research a culture based on race, nationality, or ethnicity, other than your own to determine how that culture views gender identity, expression, and transgender people and prepare an oral presentation in front of the class.

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Ericsson-Schroth, Laura  
Title: Trans Bodies, Trans Selves A Resource For The Transgender Community  
Publisher: Oxford Press  
Date of Publication: 2014  
Edition:

Book #2:

Author: Nutt, Amy  
Title: Becoming Nichole: The Transformation Of An American Family  
Publisher: Random House  
Date of Publication: 2015  
Edition:

**B. Other required materials/supplies.**