

# Lesbian, Gay, Bisexual, and Transgender Studies

## Undergraduate Certificate Program

Administered by the Committee for  
the Undergraduate Certificate in  
Lesbian, Gay, Bisexual, and  
Transgender Studies

*through the  
College of Public Programs*

Fall 2005



ARIZONA STATE UNIVERSITY



# Lesbian, Gay, Bisexual, and Transgender Studies

## Organization

The Committee on Lesbian, Gay, Bisexual, and Transgender Studies is a university-wide network of faculty and professional staff who are committed to advancement of instruction, research, and creative activity on issues related to lesbian, gay, bisexual, and transgender people in history, society, politics, and cultural life. Individuals from all campuses, colleges, schools, departments, and programs at Arizona State University are eligible to serve on the committee.

## Purpose and Nature of Certificate

Lesbian, Gay, Bisexual, and Transgender Studies is the examination of the experiences, history, culture, and contemporary issues related to lesbian, gay, bisexual and transgender (LGBT) people. Through the certificate program, members of the ASU academic community are given the opportunity to prepare students for diversity and participatory democracy and advance social knowledge about issues related to LGBT communities.

Lesbian, gay, bisexual and transgender people play important roles as colleagues, clients, parents, children, siblings, neighbors, employees and employers, religious leaders, and friends. Given the increasing visibility and changing political climate for LGBT people in the United States, all students—not only those who identify as gay, lesbian, bisexual, or transgender—are served well by learning about the histories, communities, and contemporary social issues regarding people from LGBT backgrounds. The educational experience is enhanced when students are introduced to complex intersections between and among sexual, racial, ethnic, religious, geographic, and national identities. The philosophy of this

certificate program is to promote intellectual and pedagogical diversity as one of the university's greatest assets, in part by instilling in students sensitivity to cultures different from their own, but also through careful analysis of the self in historical, artistic, and sociocultural contexts.

This certificate offers students a set of analytical skills and a sense of civic responsibility. Since its founding, Lesbian, Gay, Bisexual, and Transgender Studies has placed great emphasis on training students to be of service to local communities, as well as society at large. Lesbian, gay, bisexual, and transgender students will be future leaders and policy makers. In his celebrated book *The Rise of the Creative Class* (Basic Books, 2002), Richard Florida refers to a Gay Index as an indicator of a successful high-technology industry growth in a metropolitan area, not because the employees in the technology industry are gay, lesbian, bisexual, or transgender, per se, but rather because a community that is open to difference is appealing to the educated creative class (pp. 255–258).

The certificate is a step toward the openness and sophistication of a creative ecosystem. Lesbian, Gay, Bisexual, and Transgender Studies programs encourage students to undertake partnerships with the broader community, especially through internships and use-inspired research. Internships and community partnerships enable students to engage in socially relevant research and offer social service providers more culturally sensitive employees. Off campus, then, students gain experiential and cultural knowledge and apply principles and concepts learned in the classroom. On campus, students are encouraged to think critically about the world around them and examine how knowledge claims are generated, validated, and challenged. These are important skills for students to take with them after they leave the university. This aspect of the certificate reinforces ASU's commitment to the university

in the 21st century, by reconfiguring the relationship between the university and community through socially embedded learning.

The certificate also provides students interested in graduate and professional studies a competitive advantage as they pursue their postbaccalaureate education. Students graduating with a certificate in Lesbian, Gay, Bisexual, and Transgender Studies are well situated to begin graduate work in a variety of disciplines across the arts, humanities, and social sciences. These students are also well prepared to begin professional training in a wide variety of areas including, but not limited to, law, business and public administration, journalism, urban planning, counseling, education, library sciences, health administration, and social work. The background they receive from Lesbian, Gay, Bisexual, and Transgender Studies prepares them by offering not only a background in LGBT histories, cultures, and social issues, but also the theoretical and research methods needed to interrogate discovery and the ways we generate knowledge.

Finally, this certificate offers students important knowledge for employment. Demographic data highlight the increasing diversity of society, along with the increasing visibility and changing status of lesbian, gay, bisexual, and transgender people. Students with an interdisciplinary knowledge of LGBT concerns and how they relate to other aspects of social location and cultural identity, will be well prepared for employment in many occupations, including business and management, education, public and social policy, social services, health professions, law, high-tech industries, and other lines of work that involve interaction with coworkers and clients from diverse backgrounds.

## **Goals**

The specific goals of the certificate program are to give students:

- knowledge about specific lesbian, gay, bisexual, and transgender communities
- knowledge about the history and maintenance of the category, “lesbians and gay men”
- theoretical perspectives on “heterosexuality” as a presumptive sexual identity
- an understanding of Lesbian, Gay, Bisexual, and Transgender Studies as an academic area of inquiry
- an understanding of community politics, dynamics, and conflicts
- an understanding of contemporary social issues facing lesbian, gay, bisexual, and transgender people
- use-inspired education that culminates in a public presentation
- practical experience in utilizing course-work knowledge in the community through an internship or community service project
- preparatory course-work for advanced study in graduate and professional programs
- foundational knowledge for future professional employment

## **Procedures and Qualifications for Admission**

Students interested in admission to the certificate program should register with the chair of the Committee on Lesbian, Gay, Bisexual, and Transgender Studies. All undergraduate students in good standing at the university are qualified for admission. Students may begin taking courses before they

formally register for the certificate; however, they should meet with a member of the committee as soon as possible in order to select courses that most appropriately meet the student's individual needs.

### **Residency and GPA Requirements**

Twelve of the fifteen hours must be taken at ASU. All courses in the certificate must be completed with a grade of "C" (2.0) or better.

### **Curriculum**

The certificate requires fifteen credit hours; a minimum of twelve must be upper division. The two required courses include *Introduction to Lesbian, Gay, Bisexual, and Transgender Studies* and the capstone experience. The remaining nine hours are electives from an approved list.

Students who are using the certificate as a concentration for the Bachelor of Interdisciplinary Studies degree offered through the School of Interdisciplinary Studies, University College, need to complete eighteen hours of course-work. Students in this degree program should select twelve hours of electives from the approved list.

#### **Descriptions of Required Courses**

*Introduction to Lesbian, Gay, Bisexual, and Transgender Studies*. The introductory course is taught at the 100 level and carries no prerequisites. The syllabus has been designed by a faculty committee and is divided into three topics: history, contemporary issues, and identity development. The purpose of the course is to introduce the students to key concepts, terms, and issues related to lesbian, gay, bisexual, and transgender people. Individual instructors create their own assignments and approach topics in unique ways, but regardless of who teaches the course, the foundations and key elements are

addressed. Key elements include Stonewall, homophile movement, Hirschfeld, the Holocaust, *The Well of Loneliness*, Oscar Wilde, health, queer theory and politics, coming out, gender as a cultural construct, race/class/ethnicity, the closet, law and policy, transgender issues, transsexual issues, bisexuality, urban/rural, religion and spirituality, celebrities in the media, and the Westernization of “gay” and “lesbian” cultures. The curriculum committee will provide instructors with resources for the course, including materials on the capstone experience and career development.

*Introduction to Lesbian, Gay, Bisexual, and Transgender Studies* will be taught once each fall and spring semester on a rotation basis. The schedule will be updated each year. The course will be taught under the prefix of the host department (e.g., if the course is taught in Social Work, it will carry the SWU prefix); the course will not be cross-listed; and the SCH (student credit hours) will go to the host department.

*Capstone Experience.* All students will complete a three-credit-hour capstone experience after completing a minimum of nine credit hours in the certificate program. The capstone experience will be supervised by any member of the faculty approved by the Lesbian, Gay, Bisexual, and Transgender Studies Committee.

The *capstone experience* should be an internship, community service project, or research apprenticeship that integrates curricular activities with each student’s unique interests. The capstone experience should be based in principles of use-inspired, transformative research or creative activity that bridges the student’s curriculum with lived experiences of LGBT communities. Ideally, the capstone experience integrates theory with experience, scholarship with change, and/or research with outcomes.



The purpose of an internship or community service project is to give students in the certificate program the opportunity to gain practical experience in working with lesbian and gay issues. Some students may work in lesbian and gay communities, e.g., Arizona Human Rights Fund, Project Lifeguard, Body Positive, PFLAG, community newspapers, while others may work on lesbian and gay issues in the context of governmental, business, nonprofit, or other community service agencies. Students will be given guidance in selecting an appropriate internship/community service experience, depending upon their interests and abilities. This internship/community service experience should give them important, practical knowledge about their certificate project and establish a reciprocal relationship between the student and the sponsoring agency.

The purpose of a research apprenticeship is to create an intensive scholarly experience for students who plan on pursuing graduate education. In an apprenticeship, the student works alongside a professor who is engaged in original research or creative activity and participates in the scholarly process. The research apprenticeship engages the student in productive, generative, and creative processes. The apprenticeship is intended primarily as a learning experience for the student, but the relationship is beneficial to the faculty as well, as the student participates in all stages of the research or creative activity. The project in most cases will be one suggested by the faculty member or part of an ongoing project in which the faculty member is involved.

#### **Elective Courses**

The Committee on Lesbian, Gay, Bisexual, and Transgender Studies reviews all courses submitted for inclusion as an elective in the certificate program. The elective courses will be those that address gay, lesbian, transgender, transsexual,

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queer, and/or bisexual themes as well as courses that position heterosexuality in relation to gay, lesbian, transgender, transsexual, and/or queer issues.

There is some flexibility with the electives. The courses below are current effective Fall 2005, but new courses appear each semester and, if a course appears to be related to LGBT studies, the instructor or student may ask that it be reviewed for inclusion.

APA 330/COM 400/WST 394: Asian Pacific American  
Genders and Sexualities

COM 494: Communicative Sexualities

HUM 331: Sexuality, Race, and Power

HUM 340: Contemporary U.S. Film

HUM 494/598: Gender and Sexuality in the Classical  
World

HUM 494/598: Masculinity in Film

HUM 494: Sexuality in the Media

ENG 430: Studies in Victorian Literature and Culture:  
Victorian Sexuality

ENG 430: Studies in Victorian Literature and Culture:  
Victorian Masculinities

ENG 461: Studies in Women and Literature

ENG/FLA/ 494: Queer Theory

ENG/FLA 494: Queer Filmmaking

JUS 329: Domestic Violence

JUS 460: Feminism and Justice

LAW 691: Sexual Orientation and the Law (instructor  
approval required)

SOC 361: Variant Sexuality

SOC 363: Sociology of Men and Masculinity

SWU 498: Gender and Sexuality: Contemporary Issues

SWU 498: Gay/Lesbian Issues

THE 405: Film: Great Performers and Directors: Lesbian  
and Gay Film

THP 482: Theatre for Social Change

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WSH 413: Lesbian, Gay, and Gender Studies

WST 313: Women and Sexuality

WST 494/THP 494: Special Topics: Gender and  
Performance

WST 498: Pro-Seminar: Genders, Sexualities, and Human  
Rights

**Assessments**

The assessment process for the Lesbian, Gay, Bisexual, and Transgender Studies Certificate is twofold. First, each fall semester, 50 percent of the students who have completed 6 credit hours of certificate classes will be asked to complete a brief diagnostic examination on the fundamentals that should have been covered in the Introduction to Lesbian, Gay, Bisexual, and Transgender Studies course. The instrument will be composed of 10 to 15 multiple-choice questions. The purpose of the examination is to assess whether students are learning (and remembering) material foundational to Lesbian, Gay, Bisexual, and Transgender Studies.

Second, each student completing the certificate will hold a public colloquium during his or her final semester. At this colloquium, the student will make a presentation on the capstone experience, its relevance to both the curriculum and the community, and the ways in which theory informs (or misinforms) lived experience. Members of the community, faculty, staff, and students will be invited to each colloquium. Attendees will be asked to complete a response/evaluation form which will be reviewed by the Committee on Lesbian, Gay, Bisexual, and Transgender Studies. The information will be used on an ongoing basis to improve the quality of the certificate program.

### **Advising Procedures**

The advising of students in the certificate program will be supervised by the Committee on Lesbian, Gay, Bisexual, and Transgender Studies.

### **Committee Structure**

A unique characteristic of the Lesbian, Gay, Bisexual, and Transgender Studies Certificate is the role of the committee. This certificate is administered through the College of Public Programs, but the Committee on Lesbian, Gay, Bisexual, and Transgender Studies is composed of individuals from across Arizona State University. As such, the certificate is truly transdisciplinary. The intellectual foci of the certificate are on phenomena characterized by same-sex affection and relationships; historical, political, cultural, and psychological discourses by and about lesbians, gay men, bisexuals, and transgendered people; and close examination of artifacts and knowledge systems that have shaped the lives of sexual subjects. Through the committee structure, the certificate program is open to the full range of disciplinary perspectives. The committee structure provides for equal participation of faculty from social work, communication, law, literary studies, justice studies, languages, theater, sociology, and women's studies. As time goes on, the transdisciplinary nature of the certificate program will only be enhanced through equal participation from faculty in disciplines such as education, psychology, architecture, dance, business, and anthropology.

The goal is to communicate to all members of the ASU community that the Committee on Lesbian, Gay, Bisexual, and Transgender Studies is not a "closed shop." To achieve this goal, any faculty member, chair or director, or dean can nominate (or self-nominate) individuals to serve on the committee. Once a year, all academic deans will be invited to

nominate participants. Nominees are forwarded to the Dean of the College of Public Programs who will approve committee membership and, after consultation with the committee members, appoint a chair. The chair of the committee will be responsible for forming workgroups and subcommittees as needed.

### **Committee for the Undergraduate Certificate in Lesbian, Gay, Bisexual, and Transgender Studies**

#### **Faculty**

**Madelaine Adelman**, Associate Professor, School of Justice and Social Inquiry

**Lisa Anderson**, Assistant Professor, Women's Studies Program

**Aaron Baker**, Associate Professor, Department of English

**Daniel Bivona**, Associate Professor, Department of English

**Stephanie Brzuzy**, Associate Professor, School of Social Work

**Daniel Brouwer**, Assistant Professor, Hugh Downs School of Human Communication

**Sanford Cohn**, Associate Professor, Curriculum and Instruction, College of Education

**David W. Coon**, Associate Professor, Department of Social and Behavioral Sciences

**Charles B. Corbin**, Professor Emeritus, Department of Exercise and Wellness

**Frederick C. Corey**, Associate Professor, Hugh Downs School of Human Communication

**Anne Duncan**, Assistant Professor, Department of Languages and Literatures

**Mary Margaret Fonow**, Professor, Women's Studies Program

**Melinda de Jesús**, Assistant Professor, Asian Pacific American Studies Program

**Nancy Jurik**, Professor, School of Justice and Social Inquiry

**David William Foster**, Regents' Professor, Department of Languages and Literatures

**Kristin Koptiuch**, Associate Professor, Department of Social and Behavioral Sciences

**Ann Hibner Koblitz**, Professor, Women's Studies Program

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**Stephen Kulis**, Professor, Department of Sociology  
**Peter Lehman**, Director, Interdisciplinary Humanities Program  
**Karen Leong**, Assistant Professor, Women's Studies Program  
**Flavio Marsiglia**, Foundation Professor, School of Social Work  
**Jacqueline Martinez**, Associate Professor, Hugh Downs School of  
Human Communication  
**Thomas K. Nakayama**, Professor, Hugh Downs School of Human  
Communication  
**Guillermo Reyes**, Associate Professor, Department of Theatre  
**Mary Logan Rothschild**, Professor, Women's Studies and History  
**Elizabeth Segal**, Professor, School of Social Work  
**Ramon Rivera-Servera**, Assistant Professor, Department of Theatre  
**Johnny Saldaña**, Professor, Department of Theatre  
**Georganne Scheiner**, Associate Professor, Women's Studies Program  
**Judy Stinson**, Legal Writing Professor and Director, Legal Writing  
and Method Program, College of Law  
**Margaret Waller**, Associate Professor, School of Social Work  
**Rose Weitz**, Professor, Women's Studies and Sociology  
**Marjorie Zatz**, Professor, School of Justice and Social Inquiry

**Professional Staff**

**Kris Ewing**, Intergroup Relations Center  
**Christine Helms**, Assistant Director, Career Services  
**Laura Jesmer**, Clinical Social Worker, Counseling and Consultation  
**Jessica Pettitt**, Student Success Coordinator, Multicultural Student  
Center  
**Gregory Shrader**, Senior Psychologist, Counseling and Consultation  
**Casey Self**, Director of Academic Advising, University College  
**Gia Garcia Taylor**, Assistant Director, New Student and Parent  
Programs, Admissions  
**Maggie Tolan**, Assistant Dean for Student Affairs, College of  
Education  
**Sandra Voller**, Assistant Director of Academic Advising, University  
College  
**Thomas Walker**, Program Coordinator, Intergroup Relations Center

For program information, please contact:

**Frederick C. Corey, Ph.D.**  
Associate Dean, University College  
Interim Director, School of Interdisciplinary Studies  
Arizona State University  
PO Box 873801  
Tempe, AZ 85287-3801  
Email: *Frederick.Corey@asu.edu*

For academic advising information, please contact:

**Casey Self** (*Casey.Self@asu.edu*)  
or  
**Sandra Voller** (*Sandra.Voller@asu.edu*)  
University College Academic Advising  
Arizona State University  
UASB 129  
480-965-4464