

# **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

**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 Education Mode of Instruction** On-Campus  
Hybrid  
Entirely Online

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## 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



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."

Author: