

SABBATICAL LEAVE APPLICATION

TO: Rick Miranda, Interim Vice President of Academic Affairs
FROM: Lance Kayser, Associate Professor of English
DATE: December 8, 2016
SUBJECT: REQUEST FOR SABBATICAL LEAVE

I. REQUEST FOR SABBATICAL LEAVE.

I am requesting 100% leave for the academic year 2017-2018. I will have been teaching full-time at Cerritos College for 11 years when the sabbatical begins, and I have never applied for nor taken sabbatical before.

II. PURPOSE OF LEAVE

The trajectory of the civil rights movement in America (including women's rights, African American rights, Latino/a rights, etc.) is an important way for students, particularly young students, to understand the struggle for equality, the process of acquiring rights and changing laws, and their own obstacles. A burgeoning movement within academia is the LGBT* sociopolitical movement, also known as Queer studies. Although many strides have been made over the last 47 years, since the Stonewall riots--the birthplace of the LGBT movement--this community is still overlooked, at best, and often openly discriminated and attacked in many parts of the world, including the United States. The massacre in Orlando at a gay nightclub underscores the need for education and awareness of the LGBT community. This education can come in many forms, but higher education can play a vital role in educating our communities through LGBT-focused classes and programs of study.

Cerritos College has already made progress with the formation of Safe Zone, but there are too few curricula opportunities for students to learn about the LGBT community. In order to fulfill this need and further the diversity objectives of Cerritos College, I will create an 18-unit LGBT Studies Certificate. The purpose of the certificate program will be to raise awareness of the LGBT community's struggles, to empower both LGBT and straight allies to be advocates for equality and change in our society, and finally to bring more legitimacy to LGBT Studies as an academic program of study. In fact, my research indicates that only two California Community Colleges offer an LGBT Studies certificate, and both of these colleges are in the Bay Area; therefore, Cerritos College has the opportunity to be the first Southern California community college to offer such a program.

As part of the certificate program, I will create two new courses. One will be an introduction to LGBT Studies class. This class will explore the historical

representations of queer individuals who contributed to their respective societies and to the establishment of LGBT rights. Secondly, I will create a Queer Literature class, which will explore the representations of queer characters and experiences in literature and also analyze the style and biographies of queer authors. In addition to these two courses, I will utilize classes that Cerritos College already offers that include LGBT content to fulfill the 18 units of the certificate.

*Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex comprise the LGBTQI community, but the acronym will be shortened for brevity to LGBT for this proposal.

III. SPECIFIC OBJECTIVES

In order to fulfill the goals of my sabbatical, I will complete the following objectives:

1) Travel:

Travel to various colleges, universities, and community colleges that offer LGBT Studies certificate programs, Associates degrees in LGBT Studies, and minors or majors in LGBT Studies in order to acquire information about LGBT studies courses, LGBT Studies certificate programs, and queer literature classes. Also, travel to LGBT conferences [GLSEN (Gay, Lesbian, Straight Education Network) Spring Conference, UCLA Queer Conference, and GALE (Global Alliance for LGBT Education) training/conference) to gain more insight on current pedagogies focused on Queer studies and Queer theory.

2) Research:

Research the various LGBT Studies certificate programs currently available, as well as departments that offer LGBT Studies classes and majors/minors to examine what is being offered at various colleges and universities. Pay close attention to what classes constitute the certificate program, why these particular classes were chosen, the pedagogical reasons for their inclusion, and which department houses the certificate program. Also research the curriculum for both the new LGBT studies class and the new queer literature class. Acquire sample syllabi, course outlines, supplemental information from instructors, course materials, and literature used for each course which will provide valuable information to create these two new courses.

3) Create Queer Literature course:

Create the syllabus, course outline, course materials, and assignments for the new Queer Literature course. Read queer literature, including foundational queer authors and literature, contemporary queer literature, and minority queer authors (listed in preparation section). The Queer Literature course will be ready to submit to curriculum by Fall 2017 and ready to teach by Fall 2018.

4) Create LGBT Studies course:

Create the syllabus, course outline, course materials, and assignments for the new LGBT Studies course. Read books about LGBT history, culture and socio-political activism (listed in preparation section). The LGBT Studies course will be ready to submit to curriculum by Fall 2018 and ready to teach by Fall 2019.

5) Create LGBT Studies Certificate:

Create LGBT Studies Certificate by forming student pathways to completing the certificate, completing the curriculum committee process for LGBT Studies and queer literature courses as well as the certificate itself. Work in conjunction with various departments in creating the certificate, and connect the LGBT Studies and/or Queer Literature course to the Teacher TRAC program.

IV. PREPARATION

As an English Professor, I believe that exposing students to a variety of different authors and texts from diverse backgrounds is important to their development of a respect for various cultures and points of view and to their understanding that diverse voices create the fabric of society. Due to that philosophy I have continually taught literature from a number of minority authors, including queer authors. In addition, I place the authors and works I teach within proper contexts, offering my students historical, cultural and socio-political contexts for the literature. This experience lends itself directly to the formation of both a queer literature class and an LGBT Studies course.

Also, as the co-founder and coordinator of the Safe Zone Program at Cerritos College, I have facilitated many trainings on LGBT content, having participated in 12 separate training sessions with faculty, staff, administrators and students. During those training sessions, I have covered topics ranging from LGBT terminology, LGBT history, the coming out process, transgender issues, gender identity issues, struggles and discrimination against the LGBT community as well as facilitated activities around these topics. Co-founding the Safe Zone Program and serving as the Safe Zone Coordinator for the past three years prompted me to develop curriculum for the various trainings I have facilitated and construct, from scratch, training programs for staff (including staff, faculty and administrators) and students. This experience has been an invaluable training ground for creating an LGBT Studies certificate program.

In addition, as the Safe Zone Coordinator, I chair the Safe Zone Committee where we planned events for LGBT History Month in October 2016. This was the first time that Cerritos College officially commemorated LGBT History Month with events that raise awareness of LGBT history and the continued struggles of the LGBT community. These events included a book club where students read and discussed a historical novel about a lesbian couple in the 19th Century, a movie night where students and staff watched *Misfits*, about three LGBT youth coming to terms with their sexuality in the South, an LGBT writers night where students and staff read works from queer writers or LGBT themes and where I was able to read an original short story, and a writing contest focused on the

coming out experience that garnered nearly 20 submissions. While planning these events, I gained experience and knowledge of LGBT issues and ways to increase awareness and knowledge in our campus community.

On a more practical level, I met with the Dean of Liberal Arts, David Fabish, to discuss my sabbatical project with him. Not only was David very supportive, but he also gave me great advice as I move forward. The first piece of advice was to be sure that the classes I create are transferrable, which I intend to do through my information on the course outline and by making copies of course catalog entries of similar classes at other colleges. Secondly, since one of the core classes in the certificate program is Queer Literature, an English course, he offered to house the certificate program in Liberal Arts. This will more easily allow me to coordinate the certificate program and take ownership of new courses I develop. However, since the certificate will be interdisciplinary, I will reach out to the various department chairs and division deans whose respective departments have classes with LGBT content to be part of the certificate program. Finally, I will also need to get English Department approval for the Queer Literature course, which can be done at a department meeting, and then acquire signatures from the chair and dean. The meeting with David Fabish was extremely helpful in logistically preparing for new course and the new certificate.

I have also begun my research by interviewing Mr. Gregory Miraglia. He created the LGBT Certificate at Napa Valley College and is the current coordinator of the certificate program as well as the instructor of the LGBT Studies course. Mr. Miraglia offered valuable information about how he created the program, the process he went through to accomplish this task, and the obstacles he faced when creating the certificate program. The conversation with him was illuminating and helpful as I begin my journey of creating a similar certificate program at Cerritos College.

I have also discovered that Cerritos College already has classes that offer LGBT content, such as Art 109, Gender and Sexuality in Art and Philosophy 109, Philosophy of the Body, Feminism and Gender. These types of classes will be important in creating the LGBT Studies certificate. These classes can comprise part of the certificate program offering of elective courses. I may also need to include themed courses that offer specific LGBT content, such as an LGBT-themed English 100 or Speech 100 course. These could be offered as stand-alone classes or as a learning community where we link it with another course; for instance a learning community with English 100 linked to Art 109.

In addition, I began compiling a list of colleges that offer classes in LGBT studies or queer literature. I have also started acquiring sample syllabus, reading lists and course descriptions for these classes (see Appendix A). As I continue to research these colleges, courses, and their respective syllabi, I will gain the necessary knowledge to build my own classes and create an effective and successful certificate program.

Finally, I have researched the minimum qualifications for teaching a class like LGBT Studies, which is considered an interdisciplinary course. According to asccc.org (Associated Senate for California Community Colleges), the minimum qualifications to teach an interdisciplinary course are a "Master's in the

interdisciplinary area OR master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline." Additionally, in the Frequently Asked Questions (FAQ) Section, it further clarifies, "Agreement on qualifications to teach any such course should be made by the college curriculum committee and based on the course outline of record." Therefore, I will consult with the Curriculum Committee for more clarification on minimum qualifications for teaching an LGBT Studies course at Cerritos College.

Tentative Bibliography (Queer literature and literary criticism in preparation to create syllabi and teach both the Queer Literature and LGBT Studies classes):

Literature =

- James Baldwin: *Another Country, Giovanni's Room*
- Christopher Isherwood: *A Single Man*
- Tennessee Williams: *A Streetcar Named Desire, Cat on a Hot Tin Roof*
- Walt Whitman: *Leaves of Grass*
- Allen Ginsberg: *Howl*
- Harold Pinter: *Moonlight*
- Alice Walker: *The Color Purple*
- Z.Z. Packer: *Drinking Coffee Elsewhere*
- Gloria Anzaldua: *Borderlands*
- Amistead Maupin: *Tales of the City Series*
- Michael Cunningham: *A Home at the End of the World, The Hours*
- Luis Zapata: *Even in the Best Families*
- Annie Proulx: *Brokeback Mountain*
- Manuel Munoz: *The Faith Healer of Olive Avenue*
- Edmund White: *A Boy's Own Story*
- Gore Vidal: *The City and the Pillar*
- Larry Kramer: *The Normal Heart*
- Richard Rodriguez: "Late Victorians"

Historical Literature & Literary Criticism =

- David Halperin: *One Hundred Years of Homosexuality*
- Eve Sedgwick: *Epistemology of the Closet*
- Judith Butler: *Gender Trouble*
- Lillian Faderman: *The Gay Revolution*
- Vern Bullough: *Before Stonewall*
- Eric Marcus: *Making Gay History*
- D. Michael Quinn: *Same-sex Dynamics Among Nineteenth-Century Americans*
- Francis Mark Mondimore: *A Natural History of Homosexuality*
- John D'Emilio: *Making Trouble: Essays on Gay History, Politics, and the University*
- George Chauncey: *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*

*The reading list will grow as my research uncovers other important pieces of Queer literature

V. PLANNING ITINERARY

I estimate that I will spend approximately 40 hours per week during the duration of my sabbatical leave.

August 15th – 30th 2017:

- Research on community colleges that offer LGBT Studies certificates, AA's or classes in LGBT Studies.
- Read *A Hundred Years of Homosexuality* by David Halperin & *Gay New York* by George Chauncey
- Meet with Ken Matsuura to prep Queer Literature course outline/content & minimum qualifications for teaching LGBT Studies course.
- Meet with Teacher TRAC to incorporate LGBT Studies/Queer Literature course into their pathway(s).

September 2017:

- Travel to Northern California colleges that offer LGBT Studies certificate and AA programs, such as Napa Valley College, which offers an LGBT Studies Certificate; City College of San Francisco, which was the first college to offer a major in LGBT Studies; and Sierra College, which also offers an AA in LGBT Studies.
- Read *Epistemology of the Closet* by Eve Sedgwick & *Another Country* by James Baldwin
- Submit application and course outline for Queer Literature class to curriculum

October 2017:

- Travel to York University & State University of New York (LGBT and Gender Studies minor and certificate)
- Read *Gender Trouble* by Judith Butler, *A Single Man* by Christopher Isherwood, and *A Streetcar Named Desire* by Tennessee Williams
- Research the classes at Cerritos College that offer content in the area of LGBT Studies

November 2017:

- Travel to San Diego State University (Second university to have LGBT Studies major)
- Read *The Gay Revolution* by Lillian Faderman, *Howl* by Allen Ginsberg, *Leaves of Grass* by Walt Whitman, and *Cat on a Hot Tin Roof* by Tennessee Williams
- Research LGBT Studies and Queer Literature classes
- Communicate with department chairs and deans of classes that will be included in the certificate program.

December 2017:

- Travel to University of Colorado, Boulder (University with LGBT Studies certificate)

- Read *Before Stonewall* by Vern Bullough, *Giovanni's Room* by James Baldwin, *Moonlight* by Harold Pinter, and *The Hours* by Michael Cunningham
- Attend GALE (Global Alliance for LGBT Education) training/conference

January 2018:

- Read *Making Gay History* by Eric Marcus, *The Color Purple* by Alice Walker, *Drinking Coffee Elsewhere* by Z.Z. Packer, and *Brokeback Mountain* by Annie Proulx
- Attend UCLA Queer Conference
- Create reading list for Queer Literature course

February 2018:

- Read *Same-sex Dynamics Among Nineteenth-Century Americans* by D. Michael Quinn, *Borderlands* by Gloria Anzaldua, *Even in the Best Families* by Luis Zapata, *The Faith Healer of Olive Avenue* by Manuel Munoz & "Late Victorians" by Richard Rodriguez
- Create Queer Literature syllabus
- Create LGBT Studies course outline

March 2018:

- Read *A Natural History of Homosexuality* by Francis Mark Mondimore, *A Home at the End of the World* by Michael Cunningham, *Tales of the City* by Armistead Maupin
- Attend GLSEN (Gay, Lesbian, Straight Education Network) Conference
- Create LGBT Studies syllabus

April 2018:

- Read *Making Trouble: Essays on Gay History, Politics, and the University* by John D'Emilio, *A Boy's Own Story* by Edmund White, *The City and Pillar* by Gore Vidal, and *The Normal Heart* by Larry Kramer
- Create assignments, reading lists, and exams for Queer Literature and LGBT Studies courses

May 2018:

- Create LGBT Studies assignments and course materials
- Complete applications for new courses and the LGBT Studies certificate program.
- Write report verifying the completion of sabbatical objectives

VI. SERVICE AND PRACTICAL APPLICATION

1) Service to Cerritos College Students:

The purpose of any educational endeavor should be the success of the students it serves. Therefore, understanding what students need and listening to their needs, both stated and implied, are paramount when creating curriculum, courses and programs. For example, our Student Safe Zone emerged from students' desire to participate in Safe Zone training. Also, students have inquired about a class focused on LGBT issues or literature. In addition to those student inquiries about an LGBT-focused course, these new courses and certificate program will help prepare students to enter an increasingly diverse workforce, replete with LGBT co-workers, clients, bosses, etc. These courses and certificate program will also increase student awareness of a marginalized and often victimized group, thereby increasing knowledge of LGBT struggles and, hopefully, leading to greater understanding and equality. Finally, students in English, Gender Studies, LGBT Studies, Sociology, Psychology, or any related field, would benefit from taking these courses as preparation for their major, their future careers, and because all the classes in the certificate program will be transferrable.

Additionally, the California State Board of Education recently voted unanimously to adopt a new History-Social Science Framework. Among several changes, one revision is that the new curriculum will include LGBT people and their contributions to California and US history and make sure these representations are accurate. This new Framework implements the requirements of SB 48, the Fair, Accurate, Inclusive, and Respectful Education Act of 2012 (Equality California). Due to the implementation of this new law, students entering the teaching profession or the field of education, in general, will need specific training and preparation in LGBT history and culture, which further underscores the need and validity of an LGBT Studies class and certificate (see Appendix B).

2) Service to Cerritos College will include:

One of the values of Cerritos College is "celebrating Diversity in people, philosophies, cultures, beliefs, programs and learning environments." Creating an LGBT Studies certificate program, including two new courses, furthers Cerritos College's mission of "celebrating diversity", particularly in a segment of the population that is still too often ignored, harassed, and victimized in our culture and cultures around the world. In addition, Cerritos College would have the distinction of being the first community college in Southern California to host an LGBT Studies certificate program. This would further distinguish our college as an institution that values and actively promotes diversity.

Another value of Cerritos College is "planning and supporting comprehensiveness in our curricular offerings." The creation of both the queer literature and LGBT Studies courses would fulfill this value. In particular, both courses will begin to fill the void in higher education curriculum that is only recently being offered in some colleges and universities. This is an opportunity for Cerritos College to not only make its

curricular offerings more comprehensive, but also make them more inclusive, striding toward the forefront of educational trends.

- 3) Service to Division/Department will include:
The direct benefit to both the Liberal Arts Division and the English Department is the addition of a queer literature class. Although some English Instructors (and other instructors in the Liberal Arts Division) include some LGBT content in their courses, including queer authors or literature that deals with queer content or characters, there is no course in the division that is primarily focused on LGBT content. This is a burgeoning field and would enhance the English Department's offerings, promote diversity through the Liberal Arts Division in general and the English Department specifically, and be part of the growing LGBT field in academia. There are now several universities that offer majors or minors in LGBT Studies, and this certificate, with its classes, would be a pathway for students to enter these majors and minors at various universities. Finally, the queer literature course could be part of the AA degree electives for an English major, could be part of the Creative Writing certificate electives options, as well as the LGBT Studies certificate program. The inclusion of this course in various pathways would raise its chances of success and student interest.

- 4) Service to the Community will include:
As the Safe Zone Coordinator, one of the difficult aspects of this position is hearing the heartbreaking stories of LGBT students who do not have support systems, being isolated or closeted from their own communities, friends, and family members. In part, this is why I initially created Safe Zone, which is to offer a safe and welcoming environment to LGBT students and their allies. Creating an LGBT Studies certificate, replete with a queer literature course and an LGBT Studies course, furthers the mission of Safe Zone, but also offers more legitimacy to study of LGBT history and issues. Additionally, including a curricular pathway for students to pursue studies in LGBT issues and content allows them and other students to view LGBT studies as a legitimate field of study worth studying, formal education pursuits, and ultimately equality in our society and around the world. Lastly, the creation of an LGBT Studies certificate program and classes helps to promote equality and understanding within our own community and surrounding communities of Cerritos and beyond.

VII. REPORT ON SABBATICAL LEAVE

A written report will be submitted by the fall 2018 semester. My report will verify that I have fulfilled the objectives of my sabbatical.

VIII. APPENDIX A (Course Descriptions for LGBT Studies and Queer/LGBT Literature courses at other Community Colleges)

LGBT Studies Course Descriptions:

1) Napa Valley College--Introduction to LGBT Studies:

This introductory course examines a wide range of issues related to the lesbian, gay, bisexual, and transgender (LGBT) community and how those issues impact family, education and the community. The course includes an overview of the history of sexual orientation and gender identity, the variations of sexual and gender identity, laws and policies impacting the LGBT community, the LGBT civil rights movement, and a look at many of those members of the LGBT community who have contributed to the evolution of this culture and our society.

Students will participate in class discussions, group projects, oral presentations, and a field trip. Regular writing assignments will provide a vehicle for students to think critically about their own experience and perceptions of the LGBT community and what they learn in class.

This course is ideal for anyone preparing for a career in social services including counselors, criminal justice, or education. It will specifically prepare educators to deliver curriculum required by the Fair and Inclusive Education Act in public schools. The course is equally beneficial for any student who simply wants to become more informed about the LGBT community and the issues it faces. This class is the foundational course required for the LGBT Studies Certificate Program and meets the Napa Valley College general education degree requirements for social and behavioral sciences and multicultural/gender studies. This course is transferable to the CSU and UC Systems and meets the Gender Studies requirement for both.

Student Learning Outcomes

- Identify the vocabulary people use to identify their sexual orientation and their gender identity.
- Discuss how sexual orientation and gender identity minorities are impacted by family, education, and communities.
- Identify the significant historical, social, cultural, and civil rights issues impacting the LGBT community.

Required Textbook

Meem, E. T., Alexander, J. F., Gibson, M., & Gibson, M. A. (2013). *Finding out, an introduction to lgbt studies*. 2nd Edition Thousand Oaks, CA: Sage Publications, Inc. ISBN: 9781452235288

The course content includes: LGBT stereotypes, origins, and influences; sexual orientation identity and gender identity; sexual orientation and gender identity across culture; key figures in LGBT history; LGBT civil rights movement; hate crimes; the

influence of religion; LGBT "Pride;" LGBT culture in the media; gender dysphoria; the AIDS epidemic; the "coming out" process; LGBT families; and LGBT sub-cultures found in the bay area. This class may include a field trip to the LGBT museum in San Francisco. The course is 54 hours in length and students may earn 3 units of college credit. There are no prerequisites to enroll.

2) City College of San Francisco--Introduction to LGBT Studies:

LGBT 5. Introduction to Lesbian, Bisexual, Gay and Transgender Studies (3)

Lec-52.5, field trips P/NP Available

This introductory course examines a broad range of contemporary LGBT issues in various domestic and global contexts including bio-medical, sociological and political. Additionally, students have the opportunity to explore intersecting identities while developing research and critical thinking skills vital for further progress in the program. UC/CSU

3) Sierra College Description--Introduction to LGBT Studies:

LGBT 0001. Introduction to LGBT Studies/Queer Theory

Units: 3

Formerly known as HUM 27

Also known as WMST 2

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

A broad and general exploration of Queer Theory as an historical consequence of Feminism and Gay and Lesbian Studies. Emphasis on theoretical and philosophical underpinnings of Queer Theory, Social Construction versus Essentialism, Postmodernist theory, politics, LGBT Studies and Queer Culture. Examines LGBTQ issues from bio-medical, sociological, political, racial and sexual perspectives. (CSU, UC)

Queer/LGBT Literature Course Descriptions:

1) Borough of Manhattan Community College--Queer Literature:

This course focuses on 20th and 21st century texts within the area of Queer literature and by Queer literary artists. It covers a variety of literary and critical texts in order to introduce students to classics of Queer Literature as well as lesser-known masterpieces. The aim of this class is to expand students' conceptions about literature, sexuality, and gender and lead them to critically investigate socially-constructed ideas about gender and sexuality. Students will examine and analyze the manner in which the authors and texts subvert and challenge sexual and cultural norms.

Prerequisite: ENG 101 and ENG 201 or ENG 121

2) City College of San Francisco:

LGBT 15. From Greece to Stonewall: Global LGBT Literature, Art and Culture (3)
Lec-52.5 P/NP Available

This global humanities course examines LGBT culture, artists, and writers from ancient Greece, Rome, Egypt, China, Africa and the Americas to Medieval and Renaissance Europe and Mexico through pre-World War II Europe and 1950's Japan and America. Students assess changing cultural attitudes about gender identity and sexual orientation. UC/CSU

3) Sierra College—LGBTIQ Literature:

ENGL 0016. Introduction to LGBTIQ Literature

Units: 3

Prerequisite: Eligibility for ENGL 1A

Hours: 54 lecture

Introduction to and critical analysis of selected LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer) texts over a range of historical periods and genres, including the essay, poetry, autobiography, short fiction, novel, drama, and graphic novel. (CSU, UC)

APPENDIX B (SB 48)

California's FAIR Education Act (SB 48) revised the education code in the state to include LGBT history and important individuals that contributed to the "economic, political, and social development of California and the United States of America":

SECTION 1. Section 51204.5 of the Education Code is amended to read:

51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, ***lesbian, gay, bisexual, and transgender Americans***, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society. (emphasis added)

The full text of SB 48 can be found at the following website:

ftp://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_0001-0050/sb_48_bill_20110714_chaptered.html