**SYLLABUS**

|  |  |  |
| --- | --- | --- |
| **1.** | **Course Number:** | COUN 2020 |
|  | **Course Title:** | Introduction to LGBTQ Studies Tns Trans |
|  | **Credit Hours:** | 3 Semester hours (Lecture 3) |
|  |  **Course Meetings:** | MWF (11-11:55am) in Haley Center 3166  |
|  |  **Instructor:** | Kelly Hughes, M.A. (ksh0015@auburn.edu) |
|  |  **Office Hours:**  | By appointment; emails will be responded to |
|  |  | within 24 hours on weekdays and 24-48 hours on  |
|  |  | on weekends |

**2. Date Syllabus Prepared:**

January 2017 (Revised December 2018)

**3. Required Reading**

Alexander, J., Meem, D. T., & Gibson, M.A. (2018). *Finding Out: An Introduction to LGBT Studies* (3rd ed.). Thousand Oaks, CA: Sage.

American Psychological Association (1991). Avoiding heterosexual bias in language.

*American Psychologist, 46*(9). Retrieved from: <http://www.apa.org/pi/lgbt/resources/language.aspx>

American Psychology Association (2011). Resolution on marriage equality for same-sex couples. *American Psychologist*. Retrieved from: https://www.apa.org/about/policy/same-sex.aspx

American Psychological Association. (2016). *Resolution Opposing HIV Criminalization*. Retrieved from: http://www.apa.org/about/policy/hiv­criminalization.aspx

Bailey, J. M., Vasey, P. L., Diamond, L. M., Breedlove, S. M., Vilain, E., & Epprecht, M. (2016). Sexual orientation, controversy, and science. *Psychological Science in the Public Interest, 17*(2), 45-101. doi: 10.1177/1529100616637616

Buchanan, M., Dzelme, K., Harris, D., & Hecker, L. (2001). Challenges of being simultaneously gay or lesbian and spiritual and/or religious: A narrative perspective. *The American Journal of Family Therapy, 29*(5), 435-449. doi: 10.1080/01926180127629

Borden, K. A. (2014). When family members identify as lesbian, gay, or bisexual: Parent-child relationships. *Professional Psychology: Research and Practice, 45*(4), 219-220. doi: 10.1037/a0037612

Bruni, F. (2012, January 28). Genetic or not, gay won’t go away. *The New York Times*. Retrieved from: <http://www.nytimes.com/2012/01/29/opinion/sunday/bruni-gay-wont-go-away-genetic-or-not.html>

Corvino, J. (2017, November, 27). Drawing a line in the ‘gay wedding cake’ case. *The New York Times*. Retrieved from: <https://www.nytimes.com/2017/11/27/opinion/gay-wedding-cake.html>

Center for Disease Control (2016) HIV and AIDS in America: A snapshot. Retrieved from: <https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/hiv-and-aids-in-america-a-snapshot-508.pdf>

Duggan, L. (1993). The trials of Alice Mitchell: Sensationalism, sexology, and the lesbian subject in turn-of-the-century America. *Signs*, *18*(4), 791-814.

Eaklor, V. L. (2008). *Queer America: A GLBT History of the 20th Century* (pp. 2-11). Westport, CT: Greenwood Press.

Human Rights Campaign Foundation (2009). At the intersection: Race, sexuality, and gender. Retrieved from <http://www.hrc.org/files/documents/HRC_Equality_Forward_2009.pdf>

Hillman, J., Hinrichsen, G. A. (2014). Promoting an affirming, competent practice with older lesbian and gay adults. *Professional Psychology: Research and Practice, 45*(4), 269-277. doi: 10.1037/a0037172

Mallon, G. P. (2013). Lesbian, gay, bisexual, and transgender (LGBT) families and parenting. *Encyclopedia of Social Work.* doi: 10.1093/acrefore/9780199975839.013.158

Parks, C., Hughes, T. L., Matthews, A. K. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 241-254. doi:10.1037/1099-9809.10.3.241

Patterson, C. J. (2013). Children of lesbian and gay parents: Psychology, law, and practice. *Psychology of Sexual Orientation and Gender Diversity 64,*(8), 727-736. doi: 10.1037/2329-0382.1.S.27

Rodriguez, E. M., & Ouellette, S. C. (2000). Gay and lesbian Christians: Homosexual and religious identity integration in the members and participants of a gay‐positive church. *Journal for the Scientific Study of Religion*, *39*(3), 333-347. doi: 10.1111/0021-8294.00028

Shively, C. (1990, July 1). Was the father of our country a queen? Bringing new meaning to the phrase "George Washington slept here". *Gay Community News*, *17*(49), pp. 1-3.

Sedgwick, E. (1993). *Tendencies*. Durham, NC: Duke University Press, pp. 1-20.

Ward, J. & Schneider, B. (2009). The reaches of heteronormativity. *Gender & Society, 23*(4), 433-439. doi: 10.1177/0891243209340903

Wortham, J. (2016, July 12). When everyone can be ‘queer,’ is anyone? *The New York Times Magazine.* Retrieved from: <https://www.nytimes.com/2016/07/17/magazine/when-everyone-can-be-queer-is-anyone.html>

**4. Course Description:** The class focuses on content addressing and introduces lesbian, gay, bisexual, and transgender studies. The course will examine the historical, scientific, psychological, and cultural contexts of relationships, issues and trends in a diverse society related to sexual orientation. Because successful living in a diverse society requires successful communicating, the course also focuses on communication around difficult topics (often referred to as difficult dialogues). The course includes all of the following objectives:

**5. Student Learning Outcomes**:

a) Knowledge of LGBTQ history and understanding how key historical events and culture have influenced how we view LGBTQ individuals

b) Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities

c) Issues related to heterosexism in today’s society

d) Developing self-awareness; understanding the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body

e) Awareness of the scientific progress made in studying sexuality and current controversies/debates

f) Developing knowledge of the complicated intersection of cultural identities (e.g.,

ethnicity, SES, gender, religious background, region, etc.) and how they affect LGBTQ individuals

g) Understanding of contemporary issues facing LGBTQ individuals, including marriage equality, parenting and legal issues, and the unique concerns facing older LGBTQ individuals

h) Ability to engage in conversations about sexual orientation and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions.

**6. Course Philosophy**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other sexual orientations, challenge beliefs they may hold, provide opportunities to learn about history from a subordinate perspective, and gain awareness about the challenges LGBTQ individuals face in today’s society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values others people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means that hateful speech and actions will not be tolerated in the class.

Each of us has cultural beliefs and a worldview that shapes how we see the world, what we value, and biases we hold. I ask that you develop an awareness of when your ideas and views reflect your culture and worldview rather than an absolute of what is right or wrong or good or bad. A fundamental part of this class is to identify ways in which the diversity of values and worldviews adds to the society in which we live.

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
|  | **Topic** | **Assignments** |
| **Week 1 (1/10-1/12)** |
| **W** | Review of Syllabus; Introductions |   |
| **F** | Discussion of Terms: Why Language Matters |  APA: Avoiding Heterosexual Bias  |
| **Week 2 (1/15-1/19)** |
| **M** | **Martin Luther King Jr. Day** |  **NO CLASS** |
| **W** | LGBTQ History: What Exactly Is It? |  Eaklor (2008) pp. 2-11 Alexander et al (2018) Ch.1 (2-27) Shively (1990) pp. 1-3 |
| **F** | Science and Sex: Sexology |  Alexander et al (2018) Ch. 2 (28-54) |
| **Week 3 (1/22-1/26)** |
| **M** | Spectrum Guest Speakers |  \*Bring three questions for Spectrum  **Choice for LGBTQ Book & Movie**  **Due** |
| **W** | LGBTQ History: Stonewall and Modern Times |  Alexander et al (2018) Ch. 3 (55-92) |
| **F** | LGBTQ History: Stonewall and Modern Times |  Alexander et al (2018) Ch. 4 (93-125) Duggan (1993) |
| **Week 4 (1/29-2/2)** |
| **M** |  Queer Theory: An Introduction |  Wortham (2016)Optional Reading: Sedgwick et al (1993) |
| **W** | HeteronormativityDiscuss special issue of *Gender & Society* |  Ward & Schneider (2009)  \**Also,* *pick one article from the special* *issue\**   |
| **F** |  Heteronormativity: Heterosexism activities |  LGBT Resource Center Alexander et al (2018) Ch. 5 (128-156) |
| **Week 5 (2/5-2/9)** |
| **M** |  Science and Sex: Kinsey, Klein and Storms Sexuality  Axis |  **Immersion Experience Paper #1 Due**  |
| **W** |  Queer Diversities |  Alexander et al (2018) Ch. 6 (157-186) |
| **F** |  Queer Literatures |  Alexander et al (2018) Ch. 8 (220-264) |
| **Week 6 (2/12-16)** |
| **M** |  Science and Sex: Current Debates |  Bailey et al (2016) (45-87) Bruni (2012) |
| **W**  |  Intersectionalities  |  Alexander et al (2018) Ch. 7 (187-218)  |
| **F** |  Intersectionalities |  Parks, Hughes, Matthews (2004) |
| **Week 7 (2/19-2/23)** |
| **M** | Review for Mid-Term |  \*Bring in questions  |
| **W** | **Midterm** |  |
| **F** | Identity Development Watch *My Generation: Reuben & 6 Months Later* |  Lev (2004) Model |
|  **Week 8 (2/26-3/2)** |
| **M** |  Identity Development |  Cass (1979) Model  |
| **W** | Visual and Performing Arts | Alexander et al (2018) Ch.9 (265-291)  Optional Reading: HRC’s 2009 “At  the Intersection Report” |
| **F** | Film and Television |  Alexander et al (2018) Ch.10 (292-  323) |

|  |
| --- |
| **Week 9 (3/5-3/9)** |
| **M** | Student Presentations | **Group Presentations Due** |
| **W** | Student Presentations | **Group Presentations Due** |
| **F** | Student Presentations | **Group Presentations Due** |
| **Spring Break (3/12-3/16)** |
| **Week 10 (3/19-3/23)** |
| **M** | HIV/AIDS | APA Resolution Review Alexander et al (2018) Ch. 4  (93-96) |
| **W** | Watch *Deep South* Documentary |  **Immersion Experience Paper #2 Due** |
| **F** | Discuss *Deep South* HIV/AIDS | \*Bring three discussion questions  about the documentary CDC Fact Sheet |
| **Week 11 (3/26-3/30)** |
| **M** | LGBTQ and Religion: Watch *For the Bible Tells Me So* Documentary |  Buchanan et al (2001) Optional Reading: Rodriguez &  Ouellette (2000) |
| **W** | Finish & Discuss *For the Bible Tells Me So* |  \*Bring in three discussion questions  about the documentary |
| **F** | LGBTQ and Religion: Conflict and Resolution | **Movie Review Response Due** |
| **Week 12 (4/2-4/6)** |
| **M** | Contemporary Issues: Marriage Equality | APA Resolution on Same-Sex Marriage |
| **W** | Contemporary Issues: Marriage Equality and Other Rights | Corvino (2017) |
| **F** | Contemporary Issues: Marriage EqualityWatch & Discuss *We Will* | **Immersion Experience Paper #3 Due** |
| **Week 13 (4/9-4/13)** |
| **M** | Contemporary Issues: Parenting |  Borden (2014) Optional Reading: Patterson (2013) |
| **W** |  Contemporary Issues: Parenting and Older Adults | Hillman & Hinrichsen (2014)Optional Reading: Mallon (2013) |
| **F** | Contemporary Issues: PFLAG Guest Speaker\* |  \*Bring three questions for guest  Speaker |
|  **Week 14 (4/16-4/20)** |
| **M** | Contemporary Issues: Discussion of PP: R&P Special Issue | \*Pick one article PP: R&P to discuss |
| **W** | Queer Cultures |  Alexander et al (2018) Ch.12 (348-376) |
| **F** | Discuss Book Reviews |  **LGBTQ Book Review Paper Due** |
|  **Week 15 (4/23-4/27)** |
| **M** | Queers and the Internet |  Alexander et al (2018) Ch.11 (324-347) |
| **W** | Review for Final |   |
| **F** | Continue to Review for Final and Wrap Up |  |
|  **Final Exam** |

**7. Assignments/Projects:**

**All assignments are due by the start of class on the date listed on the syllabus.** Late papers and assignments will be reduced by 25% for each class they are late.

**A. Midterm**

(15 pts.) – The mid-term will be a multiple choice and short answer test requiring

students to demonstrate their knowledge of material covered the first half of the term.

**B. Final**

(20 pts.) – The final will be comprehensive requiring students to demonstrate their

knowledge of material covered in the course.

**C. Immersion Experiences and Reaction Papers**

(30pts.; 10pts each) – Research suggests that the development of appreciation for different cultures requires meaningful interaction with persons from cultures and groups unfamiliar to you and/or different from your own. With this in mind:

1. You are required to engage in three experiential activities focused on learning more about LGBTQ individuals the course of the semester (looking at the course schedule and text can provide you with ideas for groups that you may want to obtain additional contact). I encourage you to gain contact with groups that you have not had an opportunity (or had only minimal opportunity) to interact with previously. Although I encourage you to make each of the experiences different in type, you must have at least *two different types of experiences*. Consider scheduling interviews with representatives of a cultural group, attending meetings, social gatherings, discussions, presentations, or workshops; visiting cultural centers or historical sites; or providing volunteer service with/to members of your chosen group. As an example of the requirement to engage in at least two different types of activities, you could go to two different museums and interview an individual for the three experiences, but you could not go to museums for all three experiences.
2. After each experience, prepare a reaction paper (3-4 pages, double-spaced, not including the title page and references) reflecting on what you learned and how it will affect your personal/professional development (2 pages) and placing what you observed, learned, heard in the context of the class materials and ideas (2 pages).

**D. Group Presentations**

(10pts) – In groups, you will present on one of the following identities: lesbian, gay, bisexual, pansexual, asexual, transgender, or intersex. Only one group can present on each topic. Your group will bring in at least 5 outside sources. You will submit a reference list to me the date of the presentation. Presentations will be 20-25 minutes and will address the history of oppression faced by each group, the key historical events, the development of identity, the specific issues facing the group, possible conflict between other groups, and political, social, and economic issues relevant in today’s society. The grade for this will be a product of group-member effort ratings and the grade assigned for the presentation by the instructor (so to get the grade the instructor assigned, one would need to have high effort ratings from peers and low effort grading from peers will proportionately reduce your individual grade from that assigned by the instructor of the group).

**E. LGBTQ Book Review Paper**

(10pts) –You will write a 3-4 page paper (title page and references not included) after reading a book written by an LGBTQ author whose content relates to the course. You must have your book be approved by the instructor no later than the third week. Your paper should summarize the book (1 page) and discuss how the book relates to the topics discussed in the course (1 page). In addition, you should identify issues that have been briefly or not explored in class (1-2 pages). Examples of approved books include: *Fun Home: A Family Tragicomic* by Alison Blechel, *What Belongs to You* by Garth Greenwell, *Odd Girl Out* by Ann Bannon, and *Giovanni’s Room* by James Baldwin.

**F. Class Activities/Discussion/Quizzes**

(10pts) – It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). This can only occur if you are present in class and willing to participate in the class exercises share your ideas/observations/questions (each class exercise that is graded will be worth 1 point and there will be 10 such exercises which will not be announced ahead of time). *Exercises can include quizzes on the readings or discussion questions, so be prepared for class each day.*

**G. Movie Review Response**

(5pts) – You will write a 2-3 page (title page and references not included) response on a

movie that relates to the course and is about an individual identifying as lesbian, gay, bisexual, pansexual, asexual, transgender, or intersex. You must have your movie approved by the instructor not later than the third week. Your paper should summarize the movie (1 page). In addition, you will include your reactions to the movie and compare and contrast the movie with material covered in the course (1-2 pages). Examples of approved movies include: *But I’m a Cheerleader*, *Brokeback Mountain*, *Angels in America* and *The Children’s Hour*.

**8. Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

|  |  |
| --- | --- |
| Mid-term | 15 |
| Final | 20 |
| Group Presentation | 10 |
| Immersion Experiences | 30 |
| Class Activities |  10 |

Movie Review Response 5

Book Review Paper 10

Total 100

A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

**9. Course Policy Statements:**

Attendance: Attendance is expected and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. In addition, please use good manners with regard to your cell phone. Keep it on silent/vibrate and only answer it in the case of an emergency (see previous statements about the frequency of emergencies). Personal laptops should only be used for notetaking or class-related activities.

Excused Absences: Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see university policies for additional information on absences.

Make-Up Policy: Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Late paperswill receive a 25% deduction in grade for each day they are late.**

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**10. Academic Honesty:**

The University Honesty Code and the university policies, see website at [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sites.auburn.edu/admin/universitypolicies/default.aspx%20) for more information, pertaining to cheating will apply to this class.

**11. Students with Disabilities Statement:**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not made accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).