**SYLLABUS**

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| **1.** | **Course Number:** | COUN 2020 |
|  | **Course Title:** | Introduction to LGBTQ Studies Tns Trans |
|  | **Credit Hours:** | 3 Semester hours (Lecture 3) |
|  |  **Course Meetings:** | Tuesday/Thursday (11-12:15 pm) in Haley Center 1212  |
|  |  **Instructor:** | Christine Dyas, M.A. Counseling Psychology Doctoral Student (kcc0020@auburn.edu) |
|  |  **Office Hours:**  | T 10:00-11:00am in Haley 1234F or by appointment |
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**2. Date Syllabus Prepared:**

January 2017 (Revised January 2020)

**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 format will typically be lecture on the topics on Tuesdays with discussions about the material and required readings on Thursdays. 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 other 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:**

*\*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary. Green assignments are due on Tuesday; blue assignments are due on Thursday*

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| **Week** | **Topics** | **Reading** | **Assignments Due** |
| **Week 1 (1/9)** | Introduction to the CourseReview Syllabus | Syllabus  |  |
| **Week 2 (1/13-1/17)** | Discussion of Terms: Why Language Matters //LGBTQ History: What Exactly Is It? | APA: Avoiding Heterosexual Bias; Eaklor (2008) pp. 2-1Alexander et al (2018) Ch.1 (2-27)Shively (1990) pp. 1-3 |  |
| **Week 3 (1/20-1/24)** | LGBTQ History: Stonewall and Modern Times // Queer Theory: An Introduction | Alexander et al (2018) Ch. 3 (55-92)Alexander et al (2018) Ch. 4 (93-125)Duggan (1993)Wortham (2016) | **Thurs 1/23: Choice for LGBTQ Book & Movie DUE**  |
| **Week 4 (1/27-1/31)** | HeteronormativityDiscuss special issue of *Gender & Society* | Ward & Schneider (2009)  \**Also,* *pick one article from the special issue\** Alexander et al (2018) Ch. 2 (28-54) |  |
| **Week 5 (2/3-2/7)** | Science and Sex: Sexology // Science and Sex: Kinsey, Klein and Storms Sexuality  Axis | Alexander et al (2018) Ch. 5 (128-156) *For 2nd Edition Ch.5 (102-129)* | **Tues 2/4: Immersion Experience Paper 1** |
| **Week 6 (2/10-14)** | Science and Sex: Current Debates // Intersectionalities  | Bailey et al (2016) (45-87)Bruni (2012)Alexander et al (2018) Ch. 7 (187-218) *For 2nd Edition Ch. 8*Parks, Hughes, Matthews (2004) |  |
| **Week 7 (2/17-2/21)** | Review for Midterm  |  | Tues: Come prepared with questions about the midterm **Thurs- 2/20: MIDTERM**  |
| **Week 8 (2/24-2/28)** | Film and Television // HIV/AIDS Watch *Deep South* Documentary | Alexander et al (2018) Ch.10 (292- 323) *For 2nd Edition Ch. 13*APA ResolutionReview Alexander et al (2018) Ch. 4 (93-96)  *For 2nd Edition (p. 75-77)*CDC Fact Sheet |  |
| **Week 9 (3/2-3/6)** | Group project week!  |  | **\*All powerpoints due before start of class!**  |
| **Spring Break (3/9-3/13)** | No class…Have fun and be safe! |  |  |
| **Week 10 (3/16-3/20)** | Identity Development // HIV/AIDS Watch *My Generation: Reuben & 6 Months Later* | Lev (2004) Model Cass (1979) Model |  |
| **Week 11 (3/23-3/27)** | LGBTQ and Religion: Watch *For the Bible Tells Me So* Documentary | Buchanan et al (2001) *Optional Reading: Rodriguez &*  *Ouellette (2000)* | \*Prepare 3 discussion questions about the documentary to discuss in class on Thurs |
| **Week 12 (3/30-4/3)** | LGBTQ and Religion: Conflict and Resolution //Contemporary Issues: Marriage EqualityWatch & Discuss *We Will* | APA Resolution on Same-Sex MarriageCorvino (2017) | **Tues 3/31: Movie Review Response Due** **AND** **Thurs 4/2: Immersion Experience Paper #2 Due** |
| **Week 13 (4/6-4/10)** | Contemporary Issues: Parenting //Contemporary Issues: Discussion of PP: R&P Special Issue | Borden (2014) Pick one article PP: R&P to discuss | \*Pick one article PP: R&P to discuss in class on Thurs |
| **Week 14 (4/13-4/17)** | Contemporary Issues: Parenting and Older Adults //Queer Literatures  | Hillman & Hinrichsen (2014)Optional Reading: Mallon (2013)Alexander et al (2018) Ch. 8 (220-264) *For 2nd Edition (p. 210-215; 237-256; 257-260; 278-290*) | **Thurs 4/16: LGBTQ Book Review Paper Due** |
| **Week 15 (4/20-4/24)** | Queer Cultures //Queer Diversities //Review for Final and Wrap Up | Alexander et al (2018) Ch.12 (348-376) *For 2nd Edition Ch.15*Alexander et al (2018) Ch. 6 (157-186) *For 2nd Edition Ch. 7* |   |
|  **Final Exam: Wednesday, April 29, 2019 12-2:30pm**  |

**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**

(20pts.; 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 two experiential activities focused on learning more about LGBTQ individuals over 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 *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 a museum and interview an individual for the two experiences.
2. You must send me a canvas message letting me know what experience you are wanting to do before you attend so that I can approve it for the paper, or advise you that it might not be appropriate and help you choose another.
3. 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**

(15pts)- 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. 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).

* Presentations will be **20-25 minutes** and will address:
	+ The history of oppression faced by selected group
	+ The key historical events
	+ The development of identity
	+ The specific issues facing the group
	+ Possible conflict between other groups
	+ Political, social, and economic issues relevant in today’s society.

**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. 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*.

**G. Class Assignments/Discussion/Quizzes**

(15 pts) – It is expected that you will be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and assignments. Part of the value of this course is to learn from peers as well as to engage in critical thinking and reflection. This can only occur if you are willing to participate in the class exercises, as well as share your ideas/observations/questions. Directions regarding assignments will be provided weekly as the assignment may include: a reflection mini-paper, in-class discussions and activities, and/or completing a quiz on the readings.

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

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

Movie Review Response 5

Book Review Paper 10

Total 100

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

SONA Extra Credit

The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please email sona@auburn.edu

The instructor might also offer in-class opportunities for extra credit points at random times throughout the semester.

**9. Course Policy Statements:**

Name/Pronoun Statement: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester (either via email or in-person) so that I may make appropriate changes to my records.

Email: Outside of class, I will communicate primarily through email. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email or stop by my office. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow-up with me.

Student Mental Health and Well-Being:If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)**at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

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: Late papers, assignments, tests, etc… are not allowed except in the case of excused absences. 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). You are expected to alert me to university approved excuses as soon as you know about them. In other words, if you know in advance you will miss a class, you are expected to make arrangements *before* that day arrives. You are expected to follow up with requests to make up material and failure to do so will result in a zero. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. You are expected to show up to any arranged make-up day and failure to do so without a new excused absence, will result in a zero.

Technology Policy: The use of cell phones is not permitted in this class, except in emergency situations. In emergency situations, the student is responsible for communicating with the instructor *before class* the need to have phone out and getting approval. Use of cell phone in non-approved situations will result in the student being marked absent for that class. Computers may be used to take notes. The instructor reserves the right to ask the student to email said notes to provide evidence the computer is being used for class purposes. Students are not permitted to use technology for non-class or non-emergency purposes. Violation of this policy may result in student being marked absent for that class.

**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

Official Auburn Policy on Classroom Behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/policies/policyonclassroombehavior.pdf

Consistent disruptive behavior will result in being asked to leave class. This will impact your attendance and participation grades.

**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 electronically submit their approved accommodations through AU Access and 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 established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).