­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 2023

Course Title: Introduction to LGBTQ Studies

Credit Hours: 3 semester hours credits/Graded

Instructor Information: Erika Hanley, M.A. (She/Her/Hers)

Graduate Teaching Assistant

ezh0029@auburn.edu

Office Hours: W 12PM – 1PM (or via appointment)

Email to schedule a Zoom meeting

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.*  ***REVISED – JANUARY 2021*** |

**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:

**Student Learning Outcomes**:

1. Knowledge of LGBTQ history and understanding how key historical events and culture have influenced how we view LGBTQ individuals
2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
3. Issues related to heterosexism in today’s society
4. 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
5. Awareness of the scientific progress made in studying sexuality and current controversies/debates
6. Developing knowledge of the complicated intersection of cultural identities (e.g., ethnicity, SES, gender, religious background, region, etc.) and how they affect LGBTQ individuals
7. Understanding of contemporary issues facing LGBTQ individuals, including marriage equality, parenting and legal issues, and the unique concerns facing older LGBTQ individuals
8. 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.

**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.

**Respect for Diversity:**It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

## Grading:

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

**Class Activities**

Synchronous Meetings & Class Activities 15 points

**Review Papers**

LGBTQ Book Review 15 points

LGBTQ Movie Review 15 points

**Creative Project** 25 points

**Assessments**

Midterm Exam 15 points

Final Exam 15 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**Assignments/Projects:**

Assignments are due on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 10% point deduction for each day they are late.

**Class Activities**

(15 pts) – It is expected that you will be an active participant in this course. As a part of this, you will need to be an active participant during synchronous meetings. Active participation can include: sharing your thoughts about the course material; relating course material to current events and/or to your own life; asking questions and/or critiquing about course material; contributing to answering questions; encouraging others' to share their perspectives; etc. Part of the value of this course is to learn from peers as well as to engage in critical thinking and reflection. Class activities may include: participating in an activity during a synchronous class meeting, creating and responding to a discussion post, and/or completing a quiz on the readings.

**LGBTQ Book Review**

(15 pts) –You will write a **3-4 page paper (title page and references not included)** after reading a book written by an LGBTQ author and/or about an LGBTQ character whose content relates to the course. You must have your book be approved by the instructor no later than the third week (Jan 29th the latest). 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. A rubric will be provided.

**LGBTQ Movie Review**

(15 pts) – 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 who is lesbian, gay, bisexual, pansexual, asexual, transgender, and/or intersex. You must have your movie approved by the instructor no later than the third week (Jan 29th the latest). 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*, *Moonlight*, *Brokeback Mountain*, *Angels in America* and *The Children’s Hour*. A rubric will be provided.

**Creative Project**

(25 pts) – In order to demonstrate your understanding of the course material, you will create a project. You will have two options regarding this project:

Option 1 - Select one of the following identities (**lesbian, gay, bisexual, pansexual, asexual, transgender,** or **intersex**), select one of the formats below, and address the 6 bullet points of information that must be included in the project.

Option 2 - Choose a specific topic and/or group related to the LGBTQ community, investigate the current state of knowledge about this topic, select one of the formats below, and address the 6 bullet points of information that must be included in the project. For example, the intersection of race and gender for trans women of color or houseless LGBTQ teenagers.

The project can be formatted in one of the following ways:

* A brochure or pamphlet
* A PowerPoint or Prezi
* A zine
* A website
* A podcast (10 minutes minimum and 20 minutes maximum)
* A short film or video (10 minutes minimum and 20 minutes maximum)

Projects must address:

* The history of oppression faced by selected identity
* The key historical events of selected identity
* The development of identity for selected identity
* The specific issues facing those individuals of the selected identity
* Possible conflict between other groups and selected identity
* Political, social, and economic issues relevant in today’s society

You must use **at least 7 outside sources (NOT including the course textbook or readings)** of which you will turn in separately on Canvas. Your project topic and formatting option will be due on Canvas no later than the fifth week (February 5th the latest) for approval. A rubric will be provided.

**Midterm Exam**

(15 pts) – The Midterm will be a multiple choice, short answer, and/or essay exam requiring students to demonstrate their knowledge of material covered the first half of the term.

**Final Exam**

(15 pts) – The Final will be a multiple choice, short answer, and/or essay exam requiring students to demonstrate their knowledge of material covered the second half of the term.

**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 emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points to be added towards your lowest grade in the course at the end of the semester (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 [emailsona@auburn.edu](mailto:emailsona@auburn.edu)

**Required Reading**

**Textbook**

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

**Additional Articles and Other Resources**

American Psychological Association (1991). Avoiding heterosexual bias in language. *American Psychologist, 46*(9). Retrieved from: <http://www.apa.org/pi/lgbt/resources/language.aspx>

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

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.

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.

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>

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

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>

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>

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

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>

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

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

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

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

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>

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>

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

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

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

Testa, R. J., Sciacca, L. M., Wang, F., Hendricks, M. L., Goldblum, P., Bradford, J., & Bongar, B. (2012). Effects of violence on transgender people. *Professional Psychology: Research and Practice*, *43*(5), 452–459.

Wise, J. E. (2019). Loss of moral high-ground: The transgender ban, a military psychiatrist’s perspective and call to action. *Journal of Gay & Lesbian Mental Health*, *23*(2), 114–116.

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| **WEEK** |  | **TOPIC** | **READINGS DUE** | **DUE** |
| 1 | Jan 11 | Review of Syllabus  Introduction to Course | **APA: Avoiding Heterosexual Bias**  **Alexander Ch.1** |  |
| Jan 13 | Discussion of Language & Terms |  |
| Jan 15 | Discussion of Language & Terms |  |
| 2 | Jan 18 | Martin Luther King Jr. Day  NO CLASS  ***LGBTQ+ History Lecture Uploaded to Canvas*** | **Eaklor (2008)**  Shively (1990)  **Alexander Ch. 3 & 4**  Duggan (1993) |  |
| Jan 20 | LGBTQ+ History: 19th Century to 1950’s |  |
| Jan 22 | LGBTQ+ History: 1950’s to 1970’s |  |
| 3 | Jan 25 | ***Society and Isms Lecture Uploaded to Canvas*** | **Ward & Schneider (2009)**  **Alexander Ch. 2** |  |
| Jan 27 | Heteronormativity |  |
| Jan 29 | Cissexism | **Choice for LGBTQ Book & Movie** |
| 4 | Feb 1 | ***Theory and Sex Lecture Uploaded to Canvas*** | Wortham (2016)  **Alexander Ch. 5**  **Bailey (2016)**  Bruni (2012) |  |
| Feb 3 | Queer Theory |  |
| Feb 5 | Science and Sex | **Project Topic & Format** |
| 5 | Feb 8 | ***Intersectionality Lecture Uploaded to Canvas*** | **Alexander Ch. 7**  **Parks, Hughes, Matthews (2004)** |  |
| Feb 10 | Intersectionalities |  |
| Feb 12 | Intersectionalities |  |
| 6 | Feb 15 | ***Identity Development Lecture Uploaded to Canvas*** | **Cass (1979) Model**  **Lev (2004) Model** |  |
| Feb 17 | Identity Development – Sexual Identity |  |
| Feb 19 | Identity Development – Gender Identity |  |
| 7 | Feb 22 | Midterm Review | **Review Midterm Study Guide** |  |
| Feb 24 | **MIDTERM**  NO CLASS | **MIDTERM DUE** |
| Feb 26 | NO CLASS |  |
| 8 | Mar 1 | ***Film & TV Lecture Uploaded to Canvas*** | **Alexander Ch. 10** |  |
| Mar 3 | Film |  |
| Mar 5 | TV |  |
| 9 | Mar 8 | ***HIV/AIDS Lecture Uploaded to Canvas*** | **CDC Fact Sheet**  **APA Resolution**  **Alexander Ch. 4** | **Movie Review** |
| Mar 10 | Wellness Day  NO CLASS |  |
| Mar 12 | HIV/AIDS |  |
| 10 | Mar 15 | ***Religion Lecture Uploaded to Canvas*** | **Buchanan et al (2001)**  **Rodriguez & Ouellette (2000)** |  |
| Mar 17 | Religion |  |
| Mar 19 | Religion |  |
| 11 | Mar 22 | ***Marriage Equality Lecture Uploaded to Canvas*** | **APA Resolution on Same-Sex Marriage**  **Corvino (2017)** |  |
| Mar 24 | Marriage Equality |  |
| Mar 26 | Marriage Equality |  |
| 12 | Mar 29 | ***Youth, Older Adults, and Parenting Lecture Uploaded to Canvas*** | Borden (2014)  **Patterson (2013)**  **Mallon (2013)** |  |
| Mar 31 | Youth and Older Adults |  |
| Apr 2 | Parenting | **Book Review** |
| 13 | Apr 5 | ***Issues Impacting Trans Individuals Lecture Uploaded to Canvas*** | **Testa et al. (2012)**  **Wise (2019)** |  |
| Apr 7 | The “T” in LGBTQ |  |
| Apr 9 | Violence Against Trans Individuals |  |
| 14 | Apr 12 | ***Culture and Diversity Lecture Uploaded to Canvas*** | **Alexander Ch. 6, 8, 12** |  |
| Apr 14 | Queer Cultures |  |
| Apr 16 | Queer Diversities | **Creative Project** |
| 15 | Apr 19 | Discuss Review Papers and Creative Projects |  |  |
| Apr 21 | Final Exam Review and Wrap Up |  |
| **FINAL EXAM DUE APR 27 BY 11:59PM** | | | | |

**Class Policy Statements:**

**Forms of Address - Names and Pronouns**: Our institution's non-discrimination policy includes gender, gender identity, gender expression, sexual orientation, and sexual identity, and requires all Auburn-affiliated personnel to take reasonable steps to ensure equitable experiences.

One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by.

Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

**Late Assignment Policy**: It is expected that you have completed all assignments by 11:59PM on the day it is due. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in a University Box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in point deduction of 10% per day late. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

**Attendance Policy**: Attendance is required. Students are expected to watch all asynchronous lectures (which constitute online class attendance) and attend all synchronous class meetings. For asynchronous lectures, it is important to watch the lecture prior to completing any assignments. For synchronous meetings, attendance will be taken in the same way as a face-to-face class would take attendance. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. For synchronous meetings, this means being present with your camera on and not engaging in side conversations or other tasks.

If you are unable to attend a synchronous lecture or turn in an assignment on time please contact your instructor immediately. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a Zoom meeting with your instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

**Honesty Code**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**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. 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.

**Office Hours**: I am available during my office hours and by appointment via Zoom. My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you many want to do after you graduate and find support. Campus email is the best way to reach your instructor to schedule an appointment. I encourage you to make an appointment with your instructor if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

**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) 844-5123** and <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.

**Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)