­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 2020 D01

Course Title: Introduction to LGBTQ Studies

Credit Hours: 3 semester hours credits/Graded

Class Meeting:MWF 10:00- 10:50am CT **Synchronous via Zoom**

Instructor Information: Mrs. Tori Massey Young, MS, LPC, NCC (She/Her/Hers)

Graduate Teaching Assistant

tdy0003@auburn.edu

Office Hours: By appointment only via zoom

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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.*** |

**Date Syllabus Revised:** January 2024

**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 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.

**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:

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| Mid-term | 40 points |
| Final | 40 points |
| Group Presentation | 35 points |
| Class Participation | 15 points |
| Movie Review Paper | 35 points |
| Book Review Paper | 35 points |
| **Total** | **200 points** |
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| **A** | **B** | **C** | **D** | **F** |
| 100 – 90% | 89 – 80% | 79 – 70% | 69 – 60% | 59% and below |

***\*grades will be rounded to the nearest whole number\****

**Assignments/Projects:**

Assignments are due at the START of class 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% deduction in grade for each day they are late up to a week.

**Midterm**

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.

**Final**

The final will be a comprehensive multiple choice and short answer exam requiring students to demonstrate their knowledge of material covered in the course.

**Group Presentations**

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 along with the presentation. 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.

The grade for this will be a product of **group-member effort ratings** and the **grade assigned for the presentation by the instructor**.

**LGBTQ Book Review Paper**

You will write a **3-4 page paper (references not included, Times New Roman, 12pt font, APA Format)** after reading a book written by an LGBTQ author whose content relates to the course. You must have your book 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).

**Class Activities/Discussion/Attendance**

It is expected that you will be present and be an active participant in this course, as participation is imperative to good learning. As a part of this, you will need to share your thoughts during discussions and activities – to your comfort level. 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 and share your ideas/observations/questions.

**Movie/TV Show Review Paper**

You will write a **3-4 page (references not included, Times New Roman, 12pt font, APA Format)** review on a movie or TV show 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/TV show approved by the instructor no 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** (2-3 pages).

**Extra Credit through SONA**:

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](mailto:emailsona@auburn.edu). If you have questions about participating in studies, please [emailsona@auburn.edu](mailto:emailsona@auburn.edu)

More information on SONA can be found at: <https://cla.auburn.edu/psychology/research/participation/>

**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.**

**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>

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

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

Kenneady, D. A., & Oswalt, S. B. (2014). Is Cass’s model of homosexual identity formation relevant to today’s society? *American Journal of Sexuality Education*, *9*(2), 229–246. <https://doi-org.spot.lib.auburn.edu/10.1080/15546128.2014.900465>

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

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>

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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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments** |
| **Week 1: Introduction** | | |
| **W (1/10)** | Review of Syllabus; Introductions; “House Rules” |  |
| **F (1/12)** | Discussion of Terms: Why Language Matters, Identities | APA: Avoiding Heterosexual Bias |
| **Week 2: LGBTQ History** | | |
| **M (1/15)** | **Martin Luther King Jr. Day** | **NO CLASS** |
| **W (1/17)** | LGBTQ History: What Exactly Is It? | Alexander et al (2018) Ch.1  Eaklor (2008) pp. 2-11  Shively (1990) pp. 1-3 |
| **F (1/19)** | LGBTQ History: Before & After Stonewall | Alexander et al (2018) Ch. 3 (4th edition: Ch. 4)  Alexander et al (2018) Ch. 4 (4th edition: Ch. 5)  Duggan (1993) |
| **Week 3 : Society and Isms** | | |
| **M (1/22)** | Heteronormativity  ***Assign groups to topics in class*** | Ward & Schneider (2009)  Alexander et al (2018) Ch. 2 |
| **W (1/24)** | Cissexism  Heterosexism & Cissexism activities | **DUE:**  **Choices for LGBTQ Book and Movie Due** |
| **F (1/26)** | Wrap Up and Discussion |  |
| **Week 4 :Theory and Sex** | | |
| **M (1/29)** | Queer Theory: An Introduction | Wortham (2016)  Optional Reading: Sedgwick et al (1993) |
| **W (1/31)** | Science and Sex: Sexology, Kinsey, Klein and Storms Sexuality Axis | Alexander et al (2018) Ch. 5 (4th edition: Ch. 3) |
| **F (2/2)** | Wrap Up and Discussion |  |
| **Week 5 : Intersectionality** | | |
| **M (2/5)** | Science and Sex: Current Debates | Bailey et al (2016) (45-87) |
| **W (2/7)** | Intersectionality | Alexander et al (2018) Ch. 7 (4th edition: Ch. 8)    Parks, Hughes, Matthews (2004) |
| **F (2/9)** | Wrap Up and Discussion |  |
| **Week 6 : Identity Development** | | |
| **M (2/12)** | Identity Development | Cass (1979) Model |
| **W (2/14)** | Identity Development | Lev (2004) Model |
| **F (2/16)** | Wrap Up and Discussion |  |
| **Week 7 :Film and Television** | | |
| **M (2/19)** | Content Review |  |
| **W (2/21)\*** | **MIDTERM EXAM** |  |
| **F (2/23)** | Film and Television | Alexander et al (2018) Ch.10 (4th edition Ch. 11)  **Movie/TV Show Review Paper Due** |
| **Week 8: HIV/AIDS and Contemporary Issues** | | |
| **M (2/26)** | HIV/AIDS | Review Alexander et al (2018) Ch. 4 (4th edition: Ch. 5) |
| **W (2/28)** | Contemporary Issues: Youth & Older Adults | Hillman & Hinrichsen (2014) |
| **Week 9 : Spring Break** | | |
| **3/4 -3/8** | AU Spring Break Observance | **NO CLASS** |
| **Week 10: Presentations** | | |
| **M (3/11)** |  | **Group Presentations** |
| **W (3/13)** |  | **Group Presentations** |
| **F (3/15)** |  | **Group Presentations** |
| **Week 11: LGBTQ and Religion** | | |
| **M (3/18)** | LGBTQ and Religion: Conflict and Resolution cont. | Buchanan et al (2001) |
| **W (3/20)** | LGBTQ and Religion: Conflict and Resolution Introduction | Buchanan et al (2001) |
| **F (3/22)** | Wrap Up and Discussion |  |
| **Week 12: Marriage Equality** | | |
| **M (3/25)** | Contemporary Issues: Marriage Equality | APA Resolution on Same-Sex Marriage |
| **W (3/27)** | Contemporary Issues: Marriage Equality | Corvino (2017) |
| **F (3/29)** | Wrap Up and Discussion |  |
| **Week 13 : Issues faced by Trans Individuals** | | |
| **M (4/1)** | Contemporary Issues: The “T” in LGBTQ |  |
| **W (4/3)** | Contemporary Issues: Violence Against Trans Individuals | Testa et al. (2012) |
| **F (4/5)** | Wrap Up and Discussion |  |
| **Week 14 : Diversity and Culture** | | |
| **M (4/8)** | Queer Cultures | Alexander et al (2018) Ch.12 (4th edition: Ch. 13) |
| **W (4/10)** | Queer Diversities | Alexander et al (2018) Ch. 6 |
| **F (4/12)** | Wrap Up and Discussion |  |
| **Week 15: Counseling and Conclusion** | | |
| **M (4/15)** | Discuss book/ movie reviews | **LGBTQ Book Review Paper Due** |
| **W (4/17)** | Counseling Considerations Class Discussion |  |
| **F (4/19)** | Community Resources Class Discussion/ Activity |  |
| **Week 16: Course Review** | | |
| **M (4/22)** | | Final Exam Review |  |
| **W (4/24)** | | Final Exam Review/ Study Day |  |
| **F (4/26)** | | Classes End | **NO CLASS** |
| **FINAL EXam Friday, May 3rd 8:00 – 10:00am CT** | | | |

**Course Policy Statements:**

**Name/Pronoun Statemen**t: 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.

**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.

**Zoom Policy:** All classes will meet via Zoom synchronously unless otherwise specified by instructor. Your attendance, attention, and participation are expected. Zoom participation requires you to keep your VIDEO ON and your MICROPHONE MUTED when you are not speaking. Although you may be participating from your home, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class.

**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.

**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.

**Personal Technology**: The use of a laptop, tablet, or any other device for taking notes or otherwise participating in class is permitted fine. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. I recommend that you power them down. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know. Otherwise, if you are using your cell phone, you will be marked as absent for the class period and you will not receive participation points.

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

**Recording**: In order to create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings. Instructor will record lecture content only for student review access via Canvas page. No recordings will take place during discussion based activities to protect student privacy.

**Class Cancellation**: In the event that class is canceled or the university closes, I will post the planned class activities on Canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled through email/ Canvas, therefore, it is expected that students are regularly checking their official Auburn email and Canvas page.

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (CANNOT be applied to the Midterm, Final, or in class presentations) during the semester, no explanation needed. In order to use this, students must email the instructor **before** the due date stating that they will be using their 72-hour extension.

**Make-Up Policy**: Arrangement to make up a missed assignement 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 papers/assignments will receive a 10% deduction in grade for each day they are late.**

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

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!

**Disability Accommodations**: 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 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).

**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.

**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

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

*Course Policies Adapted for Use from CRLT, University of Michigan.*