**Introduction to LGBTQ+ Studies**

**Spring 2025 Syllabus**

Course Number: COUN 2020-D01

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Monday, Wednesday, Friday 10:00 – 10:50 AM

Class Location: https://ausecure.zoom.us/j/84967553407#success

Office: Haley Center 1232A

Instructor: Rachael Estes, M.Ed., M.S., NCC, LPC

Graduate Teaching Assistant / PhD Student

rfe0001@auburn.edu

Preferred Salutations: Rachael (she/her pronouns)

Office Hours: Wednesday, 9 AM or virtual by appointment

|  |
| --- |
| *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 Spring 2025*** |

**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.

## Grading:

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

**Class Activities**

Attendance/Class Activities 10 points

**Review Papers**

LGBTQ Book Review 15 points

LGBTQ Movie Review 10 points

**Creative Project** 15 points

**Assessments**

Midterm Exam 25 points

Final Exam 25 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to the 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 at 11:59 PM on the date listed on the syllabus and Canvas. Canvas is considered the official time stamp for assignments. 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 business day they are late.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment Submission | Point Reduction | Assignment Submission | Point Reduction |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  | |

**CLASS ACTIVITIES**

1. **Attendance**

(10 points) Attendance is required and expected for this class. 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 understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through in-class lectures as appropriate.

Students are allowed **2 unexcused absence without penalty**. All other absences are to be university approved outline below in class policy section.

1. **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.

1. **LGBTQ Movie Review**

(10 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.

1. **Creative Project** (15 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 5 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.

1. **Midterm Exam** (25 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.
2. **Final Exam** (25 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.

**Class and University Policies**

1. **Course Participation**

My teaching philosophy revolves around student engagement in class discussions. Therefore, in order to have a successful learning experience, students will have to take assigned readings seriously, and actively seek engagement in this course. Students are required to have read assigned material prior to attending class. Classes will be held in a discussion or activity-based format allowing for maximum learning for all students. Therefore, students will be expected to come to class prepared to ask questions and engage in class discussions. Points for course participation will be rewarded based on contributions to class discussions and engagement with peers and instructor.

1. **Zoom Policies**

When we meet on Zoom, 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 domicile, 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. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

1. **AI Policy**

In this course, students are permitted to use Generative AI Tools such as ChatGPT for formatting (e.g., APA style, grammar, sentence structure, etc.), study assistance, and specific instances designated by the instructor. Students ARE NOT allowed to use Generative AI Tools for content generation. As always, students must properly use attributions, including in-text citations, quotations, and references.

**To maintain academic integrity, students must disclose any use of AI-generated material.** A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

1. **Extra Credit Opportunities**

You are eligible to earn extra credit in this course (described below). I reserve the right to add additional extra credit opportunities as the course progresses. However, the maximum total extra credit you may earn in this course is **5** points.

See extra credit opportunities below:

1. 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. For every SONA credit you earn, you earn up to **5** extra credit point(s). If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu).
2. Additional extra credit opportunities might be available throughout the semester.
3. **Canvas/Email:**

All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make a good faith effort to keep all students’ grades up-to-date on the course’s Canvas page. **Email is the preferred means of communication between student and instructor throughout this course.** The instructor will notify you via email and Canvas announcements of any course changes. The instructor will respond to emails within a 48-hour period. Emails will not be checked after 8pm by instructor.

1. **Personal Technology**: The use of a laptop, tablet or any other device for taking notes or otherwise participating in class is permitted. 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. If there is a serious need to leave your cell phone on, such as a family emergency, please let me know.
2. **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.
3. **Recording**: 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.
4. **Class Cancellation**: If a class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments.
5. **Make-Up Policy**: Arrangements to make up a missed 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).**
6. **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).
7. **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 **800-815-0630**.
8. **Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade. It is the student’s responsibility to review and adhere to the Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>.

**Plagiarism:** Plagiarism is an act of academic dishonesty which involved intentionally and knowingly representing the words or ideas of another author’s as one’s own original work. Plagiarism can occur:

* When someone quotes another without using a proper reference.
* When someone quotes another without enclosing the quote in quotation marks.
* When someone does not use his or her own words in paraphrasing.
* When someone uses the ideas of another without citing the original source.

*If I suspect a student to be in violation of academic integrity, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or course. Additionally, the counseling program continually reviews students regarding professional and ethical behavior. A violation of academic integrity will likely result with a report being presented to the department chair and the faculty to determine if any additional action or remediation is necessary.*

1. **Classroom/Zoom Behavior**

Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* Use of tobacco products
* Monopolizing discussion
* Persistent speaking out of turn
* Distractive talking, including cell phone usage
* Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
* Refusal to comply with reasonable instructor directions
* Employing insulting language or gestures
* Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

1. **Title IX**

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: <http://www.auburn.edu/titleix>.

1. **Office of Accessibility**

Any student needing accommodations should inform the instructor and/or the Office of Accessibility as soon as possible (<https://accessibility.auburn.edu/>). I follow the Auburn policies regarding Accommodations.

1. **Student Policy eHandbook**

This course will follow the policies listed in the Auburn University Student Policy eHandbook. It is the responsibility of the student to review and adhere to the policies listed here: <http://www.auburn.edu/student_info/student_policies/>

**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.

**COURSE CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TOPICS** | **READINGS** | **DUE** |
| **Week 1** |  |  |  |
| **M 01/13/35** | Review of Syllabus |  |  |
| **W 01/15/25** | Review of Syllabus |  |  |
| **F 01/17/25** | Discussion of Terms |  |  |
| **Week 2** |  |  |  |
| **M** 01/20/25 | No Class |  |  |
| **W** 01/22/25 | Snow Day | APA: Avoiding  Heterosexual Bias |  |
| **F 01/24/25** | Discussion of Terms: Why Language Matters & Identities | Alexander Ch.1 |  |
| **Week 3** |  |  |  |
| **M** 01/27/25 | LGBTQ History: What Exactly Is It? | Alexander Ch. 3 & 4 |  |
| **W** 01/29/25 | LGBTQ History: Before & After Stonewall | Eaklor (2008) |  |
| **F 01/31/25** | LGBTQ History: Stonewall and Modern Times | Duggan (1993) Shively (1990) | DUE:  Choice for LGBTQ Book & Movie |
| **Week 4** |  |  |  |
| **M** 02/03/25 | Heteronormativity | Ward & Schneider (2009) |  |
| **W** 02/05/25 | Cissexism | Alexander Ch. 2 |  |
| **F** 02/07/25 | Heteronormativity & Cissexism cont. |  |  |
| **Week** **5** |  |  |  |
| **M** 02/10/25 | Queer Theory: An Introduction | Alexander: Ch.5 |  |
| **W** 02/12/25 | Science and Sex: Sexology | Bailey (2016) |  |
| **F** 02/14/25 | Science and Sex: Kinsey, Klein, & Storms Sexuality Analysis | Wortham (2016)  Bruni (2012) |  |
| **Week 6** |  |  |  |
| **M** 02/17/25 | Science and Sex: Current Debates | Bailey et al, 2016, p. 45-87 |  |
| **W 02/19/25** | Intersectionality | Alexander Ch. 7 |  |
| **F** 02/21/25 | Intersectionality | Parks, Hughes, Mathews (2004) | **Movie Review Due 02/23/25 @ 11:59 PM** |
| **Week** **7** |  |  |  |
| **M 02/24/25** | Identity Development | Cass (1979) Model |  |
| **W** 02/26/25 | Identity Development | Lev (2004) Model |  |
| **F** 02/28/25 | Midterm Review |  |  |
| **Week 8** | **Midterm** |  |  |
| **M** 03/03/25 | MIDTERM |  |  |
| **W** 03/05/25 | MIDTERM |  |  |
| **F** 03/07/25 | MIDTERM |  |  |
| **Week 9** | **Spring Break** |  |  |
| **M** 03/10/25 | No Class |  |  |
| **W** 03/12/25 | No Class |  |  |
| **F** 03/14/25 | No Class |  |  |
| **Week 10** |  |  |  |
| **M** 03/17/25 | Film | Alexander: Ch. 10 |  |
| **W** 03/19/25 | Television |  |  |
| **F** 03/21/25 | Film/Television Cont. |  |  |
| **Week 11** |  |  |  |
| **M** 03/24/25 | HIV/AIDS | CDC Fact Sheet |  |
| **W** 03/26/25 | HIV/AIDS | APA Resolution |  |
| **F** 03/28/25 | LGBTQ and Religion: Conflict and Resolution | Alexander: Ch. 4 |  |
| **Week 12** |  |  |  |
| **M** 03/31/25 | LGBTQ and Religion: Watch For the Bible  Tells Me So Documentary | Buchanan et al  (2001) |  |
| **W** 04/02/25 | Finish/Discuss For the Bible Tells Me So | Rodriguez &  Ouellette (2000) |  |
| **F** 04/04/25 | Contemporary Issues: Youth & Older Adults |  |  |
| **Week 13** |  |  |  |
| **M** 04/07/25 | Contemporary Issues: Marriage Equality | APA Resolution on Same-Sex  Marriage |  |
| **W 04/09/25** | Contemporary Issues: Marriage Equality  Watch/Discuss We Wil | Corvino (2017) |  |
| **F** 04/11/25 | Contemporary Issues: Parenting | Borden (2014) | **Book Review Due 04/07/24 @ 11:59 PM** |
| **Week 14** |  |  |  |
| **M** 04/14/25 | Contemporary Issues: The “T” in LGBTQ | Testa et al. (2012) |  |
| **W 04/16/25** | Contemporary Issues: Violence Against Trans Individuals | Wise (2019) |  |
| **F** 04/18/25 | Contemporary Issues: Bathroom Bills & Trans Military Ban |  |  |
| **Week 15** |  |  |  |
| **M** 04/21/25 | Queer Cultures | Alexander: Ch. 6, 8, & 12 |  |
| **W** 04/23/25 | Queer Diversities |  |  |
| **F** 04/25/25 | Creative Projects Workday |  |  |
| **Week 16** |  |  |  |
| **M** 04/28/25 | Creative Projects |  | **Creative Projects Due** |
| **W** 04/30/25 | Creative Projects/Review |  |  |
| **F** 05/02/25 | No Class |  |  |
| **Week 17** | Final Exam Week  **05/05/25 – 05/09/25** |  |  |