



**PSY 493: Issues in Psychology**

**Section 001: Psychology of Sexual and Gender Diversity**

Spring 2020 Course Syllabus

**Important Details:**

**Class Time/Room:** Tues/Thurs 10:20 AM - 11:40 AM; 314 Ernst Bessey Hall

**Instructor:** Dr. Jae A. Puckett

**Pronouns:** they/them (“Do you know Dr. Puckett? *They* teach psychology of sexual orientation and gender diversity.”)

**Office:** Psychology Building, Room 105C

**Email:** [puckett26@msu.edu](mailto:puckett26@msu.edu) (note that this email is slightly different from my last name)

**Office Hours:** 12:00 – 1:00 Tuesdays and Thursdays in my office (Psych Building, room 105C); and by appointment in person or over Zoom

**Final Exam Date:** Friday, May 1, 2020 7:45 am – 9:45 am; There will not be a formal “exam” on this date, but we will still meet for a final discussion about the course.

**Course Prerequisite:** PSY 101 and PSY 295 and completion of Tier I writing requirement

**Course Website:** There is a D2L site for this course. All materials will be posted here, as well as your grades.

**Course Description:**

This course will introduce students to the psychological study of sexual orientation and gender diversity through theories of identity development and research on issues that impact lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals and communities. This course will include a historical perspective, examining how views of sexual orientation and gender diversity have evolved and changed over time. Students will develop a critical understanding of how psychology has approached the study of issues that impact LGBTQ+ individuals, as well as exposure to topics such as minority stress, mental health, coping, and resilience. A feminist analysis of sociopolitical contexts will be integrated into the course in order to understand the unique drivers of health disparities that exist for LGBTQ+ people.

**Course Learning Objectives** (note: sexual and gender minorities refers to LGBTQ+ people):

- 1) Define key identities and terms related to the study of sexual and gender minority populations in psychology.
- 2) Describe the historical significance of the field of psychology to the study of the sexual and gender minority populations.
- 3) Evaluate individual and contextual factors that influence the mental health and wellbeing of sexual and gender minorities.
- 4) Critically review empirical research on key topics such as identity development, mental health, coping, etc.
- 5) Demonstrate an understanding of the role the field of psychology can play in supporting marginalized communities, specifically sexual and gender minorities.

**Course Readings:**

In this course, we'll use multiple types of media to understand the topics we discuss from a more nuanced perspective. There is no required textbook for the course. Instead, a variety of readings will be required (research articles, book chapters, personal narratives, etc.), as well as videos/audio clips, which will be posted to the course website, distributed in class, or put on reserve in the library if needed. The readings are listed on the syllabus calendar, but there may be times where adjustments are made. You will be given advance notice if this occurs and an updated version of the course calendar will be posted on the course website so that you will have an up to date list of the readings.

**Core Expectations in the Course:**

- **Personal Responsibility and Participation:** Take responsibility for your learning – if you fully engage, you will get the most out of your classes. Participation is required in order to facilitate your learning (and, as such, attendance is needed too!). Active participation of all students is an integral component to the success and value of this class for everybody. **Therefore, all students are expected to attend class, all students are expected to have done the assigned reading *prior* to class, and all students are expected to contribute to class activities and discussion.** Please note that **attendance is necessary but not sufficient to earn the maximum credit for the “Participation” portion of your grade** – i.e., participation means active involvement as well as presence. If you are absent, it is your responsibility to get notes or any handouts distributed during class from a peer.
- **Respect for Diversity:** Maintain an atmosphere of mutual learning and respect. I expect and require all students to be respectful not only of each other, but also of all populations and topics discussed and studied. In this class, we will respect all people regardless of race, ethnicity, age, sex, gender identity, sexual orientation, religion, social class, ability, or any other aspect of identity.

**Course Requirements and Grading Information:**

There are a variety of assignments in this course (full details of each are provided in the next section).

<b>Assignment:</b>	<b>Points Possible:</b>	<b>Percent of Grade:</b>
Participation	30	10%
Quizzes	70	23%
Autobiographical Essay	35	12%
Presentation	25	8%
Workshop your Paper	25	8%
Paper: Topic Chosen	5	2%
Paper: Citations	10	3%
Paper: First Draft	40	13%
Paper: Final Paper	60	20%
<b>TOTAL</b>	<b>300</b>	

Total Points:	% Total Points	Grade:
270-300	90-100%	4.0
255-269	85-89.9%	3.5
240-254	80-84.9%	3.0
225-239	75-79.9%	2.5
210-224	70-74.9%	2.0
195-209	65-69.9%	1.5
180-194	60-64.9%	1.0
<180	Under 60%	0

### Description of Course Assignments:

#### 1. Attendance and Participation:

- a. In order to do well in this course, you have to attend class and actively participate in the course, including asking questions, offering your thoughts on the readings or questions posed in class, participating in activities, and contributing to the class discussions. All students are expected to attend class and a sign-in sheet will be distributed each class period to take attendance. Do not sign in for anyone other than yourself, or you will lose your credit for your own attendance and participation. You are expected to do the readings, review any media materials assigned (e.g., podcasts, etc.), and complete any homework assignments prior to class. You will NOT receive a separate grade for doing homework, but if you have not completed the assignments, it will impact your participation grade because you will not be able to contribute in class. **Please note that attendance is necessary but not sufficient to earn the maximum number of points--** i.e., participation means active involvement as well as presence.

The infographic features four red circles on a dark blue background, each containing a white number. From left to right: a circle with the number '2', a circle with the number '1', a circle with the number '0', and a circle with the number '-1'. Below each circle is a label: 'Positive Contributors', 'Neutral Contributors', 'Absent', and 'Negative Contributors'. A vertical double line is positioned between the '2' and '1' circles, and single vertical lines separate the other circles.

Each day, you will get a score for your level of participation. Obviously, you do not have to participate to the MAX every day, but you do have to contribute more days than not to receive the maximum credit for the course. **See the syllabus for the full details.**

**Positive Contributor** - speaks in class, brings up questions of their own, respectfully respond to others in the class, attempts to synthesize ideas or apply concepts.

**Neutral contributors** - does not speak in class or avoids speaking unless called upon specifically, present but not active in class.

**Negative Contributor** - derails or dominates class discussions, belittles or berates others in the class, does not acknowledge other perspectives, spends time texting/emailing in class, and/or engaging in work for other classes.

**This does not mean that you have to attend every day or get a 2 every day.** I will drop 4 zeros (basically, this means that you can miss 4 days that are unexcused absences). There are 30 class periods where we will meet – after reducing this by dropping 4 potential zeros, you have 26 possible participation grades. The following is a breakdown of how your points will count. These are scaled to take into account that there may be days that you are in class but may not reach the level 2 participation points. After accumulating points, this will be scaled as follows:

39-52 participation points (i.e., participated at a level 2 at least ½ of the time) = **30 points**

35-38 participation points = **25 points**

31-34 participation points = **20 points**

27-30 participation points = **15 points**

22-26 participation points = **5 points**

< 22 participation points = **0 points**

## 2. Quizzes and Reading Checks:

- a. Over the semester, you will be given short quizzes to assess your reading of the course materials. You can use your notes and other class materials for these and they will need to be completed on the course website by a specific time in order to be graded. These will be completed outside of class time.

## 3. Autobiographical Essay:

- a. You are required to write a 3 page, double spaced, autobiographical essay on the ways in which you have experienced LGBTQ+ issues in your own life. This is to be self-reflective in nature and requires no library research or citation of sources (although if other sources are used, they must be cited). The essay should include a mix of references to key experiences and a reflection about the ways in which those experiences have shaped you as an individual and are likely to influence you professionally or in your relationships with others. Self-disclosure of an intensely personal nature ***is not expected***. The essay may include a discussion of early exposure to homophobia/heterosexism and transphobia/genderism, the ways you were influenced by the gender binary, an occasion when you first realized that there was more than one sexual identity or that a diversity of gender identities exist, first encounters with “out” LGBTQ+ people, or other topics (these are just examples of some of the topics that you might choose from). The goal of this activity is to stimulate awareness of the ways in which we are all products of a social environment that privileges those who are heterosexual and cisgender.

## 4. Brief Presentations (~5-7 mins):

- a. The class will be divided into thirds and each person will give a brief (5-7 minutes or less) presentation about a particular area. The topics are 1) historical LGBTQ+ events; 2) LGBTQ+ related events that have occurred within the past 10 years; and 3) current researchers/psychologists who study issues that relate to LGBTQ+ people. Because there should not be overlap in specific presentations, you must post on the class discussion board the specific event or person that you will be presenting about and I need to approve it. If you have trouble coming up with something – just ask, I have lots of suggestions. These should be BRIEF and take 5-7 minutes to present. You should prepare 1-2 slides to accompany your presentation. ***These are due to Dr. Puckett by 9:00 am on the day of the presentations and no late slides will be accepted.*** Slides should be submitted on D2L. If your slides are late, you can still do an oral presentation but will lose partial credit for not

having slides. A handout will be given with more specific instructions for this assignment.

**5. Workshopping Your Paper Topic with a Peer:**

- a. During one of the class periods, you will need to bring in a 1 page (double spaced) description of the paper you are planning to write for the course (more information in the next assignment description). You will be paired up with a classmate who will read this description and you will also read their description. You will provide feedback to each other about the topic and content of the paper.

**6. Paper on Psychology, Social Change, and LGBTQ+ Populations:**

- a. Find a topic area that especially interests you. This can be a topic that we cover in class or something not on the syllabus (as long as it relates to class).
- b. For this paper, you must engage in 3 specific tasks 1) You must review the literature in the area you are interested in. To do so, you should find and review at least 6 research articles in the area you are interested in. Because we are not reviewing a lot of articles, this makes it really important that you have a specific topic that you are interested in. Otherwise, you may end up with 6 articles that are not closely related and this will impact the quality of your review. If you use articles that were assigned in class, you can do so but they cannot count towards the 6 you need for the assignment. 2) Reflect about the ways that psychology may be important for social change in this area. We will read articles about feminist approaches and the importance of psychology to social change and Dr. Puckett will post some additional resources for this area. You must have at least 3 references that cover this part of the paper (they can be the same ones used in class/posted by Dr. Puckett). 3) Integrate what you have learned about the topic area with the information you've learned about the intersection of psychology and social change and come up with 2 specific examples of how individuals in the field can enact social change in the area you have chosen. For example, if you chose to write about hate crimes experienced by transgender women, how do you think that psychologists can help address this social issue? This section needs to be specific and driven by the literature you have read (meaning that you need to form connections to support the ideas you come up with).
- c. The recommended length for the paper is 7-8 pages (double spaced) in APA style, not including the title page and reference list (no abstract is needed).
- d. You will need to find peer-reviewed publications for your papers. We will talk more specifically in class about locating articles, but in short, you should use the Library's databases to look for research to answer your question (e.g., PsychInfo, PubMed, PsychArticles, Web of Science). Do **NOT** use websites as a primary source.
- e. To help you in accomplishing this paper, there will be a series of deadlines, as outlined below:
  - i. By January 23<sup>rd</sup>, you need to send me the specific topic area that you are planning to write about. This should be sent via email. I must approve the topic.
  - ii. February 18<sup>th</sup> – Send me the citations for the 6 research articles that you will include and the abstracts for each article. These should be in a Word document that you submit via D2L. I will give you feedback on these.
  - iii. March 17<sup>th</sup> – First draft of paper due for feedback (submit on D2L).
  - iv. April 23<sup>rd</sup> – Final draft of paper due (submit on D2L).

**Top Suggestions for Doing Well In This Course:**

- 1) Students who are high performers in this class **read the readings and engage in class discussions**. Sometimes students think that because of the topic, they don't need to read or that they can participate based on solely their prior knowledge. It is great and wonderful when you bring in past experiences and knowledge – I appreciate that! And, I also have found that when student underestimate the importance of still reading even if they have experiences or knowledge that gives them a background in the areas we are talking about, it can definitely impact their grade because they are less able to do well on quizzes or papers that need to include course readings.
- 2) Students who are high performers in this class are those who **find and use help resources available around campus and from me**. I strongly encourage you all to learn about the writing resources available on campus and to let me know if you'd like to set up a time to meet at any point in the semester. It is better to use help early on, even if there are no issues, rather than wait for things to become more challenging.
- 3) Students who are high performers in this class **find something to be passionate about and run with it!** There are a lot of topics that we will cover and many more that we do not have time to discuss. This is a rich field and area of study – find something that strikes your interest and fully put yourself into learning about the topic.

### **CLASS POLICIES**

1. **Limits to Confidentiality:** Essays and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me: • Suspected child abuse/neglect, even if this maltreatment happened when you were a child, • Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and • Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center

#### **2. Academic Assistance:**

Disability Accommodations: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

MSU Academic Supports: There are a variety of supports available to you on campus. You can reach out to me for questions related to the course. You also may find support supports at the

university library (when searching for literature for your paper). MSU's Writing Center also provides assistance and has several links to other campus resources on their webpage:

<http://writing.msu.edu/resources/>.

### 3. **Academic Integrity:**

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook](#) and Resource Guide and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

According to MSU Policies:

**1.00 PROTECTION OF SCHOLARSHIP AND GRADES** The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

- 1.01 claim or submit the academic work of another as one's own.
- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 1.06 fabricate or falsify data or results.

Therefore, you are expected to complete your own assignments for this course. You are expected to develop original work and may not submit work that you completed for another course to satisfy the requirements of the current class. If you violate MSU's academic integrity policies, you will not receive any credit for a given assignment and may potentially receive a failing grade in the course. **At a minimum, you will be given a 0 for the assignment if you submit dishonest work or engage in plagiarism and there will not be opportunities to redo assignments that are found to be dishonest or plagiarized.** If you are ever unsure of appropriate citation methods or crediting of sources in written assignments, please contact me and we can discuss this more.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number), the Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository.

4. **Invitation:** If you are struggling in the class, please come and seek me out sooner rather than later. The earlier we address what is going on, the more likely it is that you can recover and get back on track. My goal is to make it possible for all students to have a successful educational experience in this class. Feel free to schedule an office hour with me to go over course materials.

#### 5. **Attendance and Missed Assignments:**

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Missed assignments cannot be made up unless you have an excused absence. Any other missed assignments will be recorded as a 0. If there is an emergency that comes up, you should let me know ASAP and we can discuss the specific situation more. In most situations, if you have not spoken with me prior to the assignment deadline, then you will be unable to make up the assignment.

If you experience a loss and need to miss a number of classes related to this, you can contact the registrar for a Grief Absence Request. If you are an athlete and must miss class for university-approved events or competitions, you must present a letter signed by the director of the Student-Athlete Support Services and the faculty representative of the Athletic Council with the dates and locations of the events. Even if you are missing class for university sanctioned events, you must still complete assignments with the same deadlines as other students.

If you need to miss class due to observance of a religious holiday, this will be excused but it is your responsibility to make arrangements in advance and ensure that you are adhering to standard deadlines in the class.

#### 6. **Classroom Behavior:**

An academic classroom is a professional environment. As such, you are expected to be respectful of your peers and the instructor. You will get the most out of this class if you attend regularly, take notes, participate – be an active learner. Side conversations and telephone calls are not permitted during class. **All electronic devices are to be silenced.** If there is an emergent situation that requires a response from you (i.e., you notice an emergency call/text on your phone), please feel free to leave the classroom to address it.

If you would like to use a **computer** to take notes, you can. But, if it becomes apparent that you are not paying attention or are distracted, I will have to ask you not to use your computer in class. *To try to help ensure your engagement, if you use a computer, you must sit in the first 3 rows of the class.* **The exception to this will be days where I recommend you bring a computer to class to participate in a group activity.**



Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the SRR states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

### **8. Intellectual property.**

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may **not** record lectures or any other classroom activities.
2. Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

### **9. Sensitivity to Individual Differences:**

During class discussions, students are expected to participate and to treat other students with respect. We will be discussing controversial issues in class. Please remember that other students may have different opinions and experiences. That said, I will not tolerate spoken or written comments that arise during the semester that intend to show disrespect for any person or group, based on any element of identity—whether it is race, ethnicity, age, sex, gender identity, sexual orientation, national origin, religion, social class, ability, etc.

Given the nature of this class and the topics we will be discussing, it is also crucial that we maintain confidentiality regarding class discussions. It is OK to talk about class material outside of lecture but please **DO NOT** reveal personal information about your classmates with other people if someone happens to share something about their personal identity in class.

**Diversity and Inclusion:** MSU welcomes a full spectrum of experiences, viewpoints, and intellectual approaches because they enrich the conversation, even as they challenge us to think differently and grow. However, we believe that expressions and actions that demean individuals or groups compromise the environment for intellectual growth and undermine the social fabric on which the community is based.

**Note:** This is the *tentative* schedule that we will follow. However, it is **subject to modification**. Minor changes will be announced during class time. If major changes ensue, a revised schedule will be posted or distributed. Any changes to readings will be announced and an updated version of the calendar will be posted on the course website.

**Course Calendar:**

Date	Topic	Readings/Material to Review	Assignment Due
Jan 7 (T)	<b>First day of class – Introductions and Syllabus Overview</b>	-----	
Jan 9 (Th)	<b>Setting the stage for the semester and Starting to discuss terminology</b>		
Jan 14 (T)	<b>Terminology</b>	Glossary of LGBTQ Terms - <a href="https://www.refinery29.com/lgbtq-definitions-gender-sexuality-terms">https://www.refinery29.com/lgbtq-definitions-gender-sexuality-terms</a>  The Gender Unicorn: <a href="http://www.transstudent.org/gender">http://www.transstudent.org/gender</a>	
Jan 16 (Th)	<i>Terminology and setting the stage for the semester (CONTINUED)</i>	Simmons, H., & White F. (2014). Our many selves. In L. Erickson-Schroth (Ed.), <i>Trans bodies, trans selves: A resource for the transgender community</i> (pp. 3-23). New York, NY: Oxford University Press.	
Jan 21 (T)	<b>Psychology and Activism</b>	Nadal, K. L. (2017). “Let’s get in formation”: On becoming a psychologist-activist in the 21 <sup>st</sup> century. <i>American Psychologist</i> , 72, 935-946.	
Jan 23 (Th)	<i>Psychology and Activism (CONTINUED)</i>	Russell, G. M., & Bohan, J. S. (2007). Liberating psychotherapy: Liberation psychology and psychotherapy with LGBT clients. <i>Journal of Gay &amp; Lesbian Psychotherapy</i> , 11, 59-75.	<i>Pick a Topic for your Final Paper (email this topic to Dr. Puckett for feedback by class time)</i>
Jan 28 (T)	<b>Identity, Privilege, and Intersectionality</b>	TED Talk: Kimberlé Crenshaw: The urgency of intersectionality.  Kimberlé Crenshaw – Why Intersectionality Can’t Wait, published in The Washington Post.	
Jan 30 (Th)	<b>How to Read Research Articles</b>	Natalia Rodriguez (2015). Infographic: How to read a scientific paper. <a href="https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper">https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper</a>	

	<b>and Literature Searching</b>		
Feb 4 (T)	<b>Presentation Day: History – Setting the Stage</b>	No readings for this class period.	<i>Class presentations on historical LGBTQ events (cannot be within the past 20 years)</i>
Feb 6 (Th)	<b>Psychology and the History of LGBTQ Communities</b>	Philadelphia Gay News Article on Dr. H Anonymous: <a href="https://digitallibrary.hsp.org/index.php/Detail/objects/8180">https://digitallibrary.hsp.org/index.php/Detail/objects/8180</a>  John Fryer: Psychiatrist and Dr. H Anonymous biography from LGBT History Month website (1 page)  Hooker, E. (1993). Reflections of a 40-year exploration: A scientific view on homosexuality. <i>American Psychologist</i> , 48, 450-453.	
Feb 11 (T)	<i>Psychology and the History of LGBTQ Communities (CONTINUED)</i>	Spitzer, R. L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. <i>Archives of Sexual Behavior</i> , 32, 403-417.	
Feb 13 (Th)	<b>Paper Workshop Day</b>		<i>Come to class with your 1 page paper to workshop it with a peer.</i>
Feb 18 (T)	<i>Psychology and the History of LGBTQ Communities (CONTINUED)</i>	Spitzer, R. L. (2012). Spitzer reassesses his 2003 study of reparative therapy of homosexuality. <i>Archives of Sexual Behavior</i> . (1 page)  New York Times article: Psychiatry Giant Sorry for Backing Gay “Cure”	<i>Submit your citations list and abstracts by class time.</i>
Feb 20 (Th)	<i>Psychology and the History of LGBTQ Communities (CONTINUED)</i>	Winters, K. (2008). Gender Madness in American Psychiatry. Two Essays: 1) Autogynephilia and Homosexual Gender Dysphoria; 2) Gender-Reparative Therapies.	
Feb 25 (T)	<b>Presentation Day – Current Events and Current Figures</b>		<i>Class presentations on LGBTQ events that have occurred in the past 10 years and on current psychology figures in this area.</i>
Feb 27 (Th)	<b>Presentation Day continued – Current Events</b>		<b><i>WE WILL CONTINUE THE PRESENTATIONS DURING THIS CLASS PERIOD:</i></b>

	<b>and Current Figures</b>		<i>Class presentations on LGBTQ events that have occurred in the past 10 years and on current psychology figures in this area.</i>
<b>March 3 and March 5</b>	<b>SPRING BREAK – no class</b>		
March 10 (T)	<b>Coming out and Identity Development</b>	Kenneady, D. A., & Oswalt, S. B. (2014). Is Cass's model of homosexual identity formation relevant in today's society? <i>American Journal of Sexuality Education, 9</i> , 222-246.	
March 12 (Th)	<i>Coming out and Identity Development (CONTINUED)</i>	Austin, A. (2016). “There I am”: A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. <i>Sex Roles, 75</i> , 215-230.	
March 17 (T)	<b>Trans Identities</b>	Video: “A Letter to the Girl I Used to Be” by Ethan Smith. <a href="https://www.youtube.com/watch?v=Lkn06Y8prDU">https://www.youtube.com/watch?v=Lkn06Y8prDU</a>  Video: Jacob Tobia interview about gender fluidity. <a href="https://www.youtube.com/watch?v=VIYxTYqRr0Q">https://www.youtube.com/watch?v=VIYxTYqRr0Q</a>  Video: BuzzFeed – Transgender People Talk about Coming Out. <a href="https://www.youtube.com/watch?v=T6DoVSoxOVA">https://www.youtube.com/watch?v=T6DoVSoxOVA</a>	<i>First draft of paper due by class time.</i>
March 19 (Th)	<b>Fluidity of Identity</b>	Diamond, L. M. (2016). Sexual fluidity in male and females. <i>Current Sexual Health Reports.</i>	
March 24 (T)	<b>Manifestations of Stigma</b>	Herek, G. M., Gillis, J. R., & Cogan, J. C. (2009). Internalized stigma among sexual minority adults: Insights from a social psychological perspective. <i>Journal of Counseling Psychology, 56</i> , 32-43.	
March 26 (Th)	<i>Manifestations of Stigma (CONTINUED)</i>	Herek, G. M. (2016). A nuanced view of stigma for understanding and addressing sexual and gender minority health disparities. <i>LGBT Health, 3</i> , 397-399.	
March 31 (T)	<b>Heteronormativity and Cisnormativity</b>	Queer 2.0 The Problem with Heteronormativity: <a href="https://www.nbcnews.com/video/queer-2-0-the-problem-with-heteronormativity-776468547840?v=railb">https://www.nbcnews.com/video/queer-2-0-the-problem-with-heteronormativity-776468547840?v=railb</a>	

		Read this about cisnormativity: <a href="http://queerdictionary.blogspot.com/2014/09/definition-of-cisnormativity.html">http://queerdictionary.blogspot.com/2014/09/definition-of-cisnormativity.html</a>	
April 2 (Th)	<b>Politics and the Influence of the Social Atmosphere</b>	Go to: <a href="http://www.hrc.org/state_maps">http://www.hrc.org/state_maps</a> - There is a button where you can "select an issue" Go through the list of issues and learn about how LGBTQ people are (and are not) protected across the United States.  Raifman, J., Moscoe, E., Austin, B., & McConnell M. (2017). Difference-in-differences analysis of the association between state same-sex marriage policies and adolescent suicide attempts. <i>JAMA Pediatrics, published online ahead of print.</i>	<b>AUTOBIOGRAPHICAL ESSAY DUE</b>
April 7 (T)	<i>Politics and the Influence of the Social Atmosphere (CONTINUED)</i>	Hatzenbuehler, M., & McLaughlin, K. A. (2014). Structural stigma and hypothalamic-pituitary-adrenocortical axis reactivity in lesbian, gay, and bisexual young adults. <i>Annals Behavioral Medicine, 47</i> , 39-47.	
April 9 (Th)	<b>LGBTQ Health: Disparities, minority stress, and social determinants of health</b>	Meyer, I. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin, 129</i> , 674-697.  Hendricks, M. L., & Testa, R. J. (2012). A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the minority stress model. <i>Professional Psychology: Research and Practice, 43</i> , 460-467.	
April 14 (T)	<b>LGBTQ Health: Coping and Resilience</b>	Meyer, I. H., Ouellette, S. C., Haile, R., & McFarlane, T. A. (2011). "We'd be free": Narratives of life without homophobia, racism, or sexism. <i>Sexuality Research and Social Policy, 8</i> , 204-214.  Anneliese Sigh, Ph.D., Speaking of Psychology: Helping Transgender People Thrive. (Audio recording)	
April 16 (Th)	<i>LGBTQ Health: Coping and Resilience</i>	Singh, A. A., McKleroy, V. S. (2011). "Just getting out of bed is a revolutionary act": The resilience of transgender people of color who have survived traumatic life events. <i>Traumatology, 17</i> , 34-44.	
April 21 (T)	<b>Assimilationists versus</b>	Gay assimilation? <a href="https://www.nytimes.com/2018/05/01/opinion/gay-assimilation.html">https://www.nytimes.com/2018/05/01/opinion/gay-assimilation.html</a>	

	<b>Revolutionists in the LGBTQ Community</b>	Meredith Talusan: Queer Culture in the Age of Transgender Disruption; Vice article: <a href="https://www.vice.com/en_us/article/queer-culture-in-the-age-of-transgender-disruption?utm_source=vicfbus">https://www.vice.com/en_us/article/queer-culture-in-the-age-of-transgender-disruption?utm_source=vicfbus</a>	
April 23 (Th)	<i>Open</i>	<i>TBA</i>	<i>Final Paper Due</i>
<b>Final Exam Period; Friday, May 1 2020 7:45am - 9:45am in 314 Ernst Bessey Hall</b> <b>No actual “exam” but we will meet to have a final group discussion about the course.</b>			