



PSY 493: Issues in Psychology

Section 005: Psychology of Sexual and Gender Diversity

Spring 2021 Course Syllabus

Important Details:

Class Time: Monday & Wednesday 10:20 AM - 11:40 AM; Mondays will be *ASYNCHRONOUS*; Wednesdays will be *SYNCHRONOUS*

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 (note that this email is slightly different from my last name)

Office Hours: 10:00 – 11:00 AM Tuesdays and other times by appointment over Zoom

Link for Office Hours:

<https://msuhipaa.zoom.us/j/97496346664?pwd=UGVlZmh4eWxCTzVyeGlEblYyVmM5QT09>

Meeting ID: 974 9634 6664; Passcode: Psych

Final Exam Info: There will not be a final exam

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 and grades will be posted there.

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. 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.**
- **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 (more details of each are provided in the next section).

Assignment:	Points Possible:	Percent of Grade:
Weekly activities (12 total, only 10 count so you can miss 2 of these; 10 x 5 points)	50	13%
Live Session Attendance (13 total; only 10 count so you can miss 3 of these; 10 x 5 points)	50	13%
Research Map Activity	25	6%
Autobiographical Essay	45	11%
Presentation	50	13%
Workshop your Paper	15	4%
Paper: Topic Chosen	5	1%
Paper: Citations	10	3%
Paper: First Draft	50	13%
Paper: Final Paper	100	25%
TOTAL	400	

Grading Scale:

Your points will be added across all assignments and your total score will be translated to a grade as outlined below. There will be no extra credit possible for the course.

Total Points:	% Total Points	Grade:
360 – 400	90-100%	4.0
340-359	85-89.9%	3.5
320-339	80-84.9%	3.0
300-319	75-79.9%	2.5
280-299	70-74.9%	2.0
260-279	65-69.9%	1.5
240-259	60-64.9%	1.0
<239	Under 60%	0

Description of Course Assignments:**1. Weekly Activities:**

Each week you will have an activity to do. Most weeks this will be a reflection on the readings, but other times this will be a different type of activity that will be completed asynchronously. You'll have the info each week about the assignments via D2L. Each of these assignments will count for 5 points and you'll be allowed to miss 2 of these to allow flexibility during the pandemic.

2. Live session Attendance:

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 the synchronous class sessions and attendance will be taken. You are expected to do the readings and review any media materials assigned (e.g., podcasts, etc.) prior to class. Each class period will count for 5 points and there are 13 scheduled synchronous sessions. I want to recognize that we are in a challenging time during the pandemic and there may be times that students need to miss class. As such, you can miss 3 synchronous sessions without a penalty. If you miss more than this, you will not be able to make up the points unless there is an excused absence (more on this later).

3. Research Map Activity:

Students will be assigned a topic and they will have to identify a research article that relates to the course content. Students will have to summarize this article and add it to a map of research on this topic. More details will be available via an assignment description. This assignment will count for 25 points.

4. Autobiographical Essay:

You are required to write a 2 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. 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.

5. Brief Presentations (~5 mins):

The class will be divided into thirds and each person will give a brief (5 minutes or less) presentation about a particular area. The topics are

- 1) historical LGBTQ+ events (occurred more than 20 years ago)
- 2) LGBTQ+ related events that have occurred within the past 10 years
- 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 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. This assignment will count for 50 points.

6. Workshopping Your Paper Topic with a Peer:

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 draft and you will also read their draft. You will provide feedback to each other about the topic and content of the paper. This assignment will count for 15 points.

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

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). 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 and you don't have to find additional ones unless you'd like to).

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).

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). 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. To help you in accomplishing this paper, there will be a series of deadlines, as outlined below:

- By Feb 3 9:00 AM – you need to submit the specific topic that you are planning to write about so that I can approve the topic.
- Feb 17 – come to class with a 1 page draft of your paper to workshop with a peer
- Feb 24 9:00 AM – submit your citations list and abstracts
- March 15 midnight – submit your first draft of your paper
- April 19 midnight – submit your final draft of your paper

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 impact their grade because they are less able to do well on the reflections and papers.
- 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

There are a lot of policies below and I think these are important to read through for transparency and to help you be on the same page as myself/university requirements. Please read them and reach out if you have questions about any of them. Before you do though, I do want to mention that we are likely in for a challenging semester with COVID-19. Please know that your well-being is important to me. If you become ill, are encountering significant hardships with housing/employment stability, taking care of a sick family member, or other possible challenges, I am available to help you find assistance and resources. There will be a resources section on the D2L page that also may be of assistance to you. Sometimes I may not know a resource right off hand, but if you reach out, we can set up a meeting and talk through how to navigate the course during challenging times and get connected to resources and supports to help you through.

1. **Reach out if you are struggling.** Read the paragraph above again and if you run into challenges, do reach out if you'd like help navigating the course or have questions about resources/supports. If you are struggling in the class, please 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.

2. **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

3. 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. 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/>.

4. **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.)

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.

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 or miss a quiz, you can contact the registrar for a Grief Absence Request (more info available at: <https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx>).

If you must miss a quiz due to a university sanctioned event that you are required to attend, you must provide appropriate documentation of this in order to make up an exam. Athletes 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. You must make appropriate arrangements at least 1 week in advance.

If you need to miss class due to observance of a religious holiday, you will be allowed to make up assignments but it is your responsibility to make arrangements at least 1 week in advance.

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. 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 mute yourself and stop your video to address it.

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 or share the lectures from the class. These will be available to you on the D2L site, but you should not download these for use outside of the class and should not share them with anyone else.
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. 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.

10. Turnitin:

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with 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, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Student submissions will be retained in the Turnitin repository for comparison with other student papers in this class and in future classes.

11. Recordings of Course:

Live sessions will not be recorded by me and you are not permitted to record these either. The asynchronous sessions will be recorded and made available to you. The recordings may be available only to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Doing so may result in disciplinary action. If the instructor or another University office plan other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

Related Policies:

Institutional Data Policy:

<https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/>

Student Privacy Guidelines and Notification of Rights under FERPA

<https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx>

12. Staying Home or Self-Isolating when Appropriate:

Students who need to quarantine themselves, have been sick with COVID-19 [symptoms](#), tested positive for COVID-19, or have been potentially [exposed](#) to someone with COVID-19 should follow CDC guidance to [self-isolate or stay home](#). If this is the case, I will make accommodations as needed to ensure that this does not put you at a disadvantage in the course.

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	Format	Topic	Readings/Material to Review Prior to this Class Period	Assignment Due
Jan 11 (M) - Jan 13 (W)	No Class		No instruction this week due to delayed semester start date per MSU's policies	
Jan 18 (M)	No Class	Martin Luther King, Jr. Day – NO CLASS		
Jan 20 (W)	Synchronous via Zoom 10:20-11:40 AM	First day of class – Introductions and Syllabus Overview		
Jan 25 (M)	Asynchronous lecture	Terminology	Glossary of LGBTQ Terms - https://www.refinery29.com/lgbtq-definitions-gender-sexuality-terms The Gender Unicorn: http://www.transstudent.org/gender	
Jan 27 (W)	Synchronous via Zoom 10:20-11:40 AM	<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.	Weekly reflection due by Wed Jan 27, 9:00 AM
Feb 1 (M)	Asynchronous lecture	Personal Narratives	Today you'll listen to LGBTQ+ people talking about their personal experiences. These videos/audio files will be posted on the D2L site.	
Feb 3 (W)	Synchronous via Zoom 10:20-11:40 AM	Measurement of Sexual Orientation	Puckett, J. A., Brown, N., Dunn, T., Mustanski, B., & Newcomb, M. E. (2020). Perspectives from transgender and gender diverse people on how to ask about gender. <i>LGBT Health</i> , 7, 305-311. DOI: 10.1089/lgbt.2019.0295	Weekly reflection due by Wed Feb 3, 9:00 AM

		and Gender Diversity		Pick a Topic for your Final Paper by Wed Feb 3, 9:00 AM
Feb 8 (M)	Asynchronous lecture	How to Read Research Articles and Literature Searching	<p>There will be an asynchronous session posted about how to read research articles and how to do a literature search. Read this to accompany this lecture: Natalia Rodriguez (2015). Infographic: How to read a scientific paper. https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper</p>	<p>Participate in a virtual activity about reading research articles – deadline Wed Feb 10, 9:00 AM</p> <p><u>THERE WILL BE NO WEEKLY REFLECTION THIS WEEK.</u></p>
Feb 10 (W)	Synchronous via Zoom 10:20-11:40 AM	Presentation Day: History – Setting the Stage	No readings for this class period.	Class presentations on historical LGBTQ events (cannot be within the past 20 years)
Feb 15 (M)	Asynchronous lecture	Psychology and Activism	<p>Special issue of the Behavior Therapist: You are required to all read the following article:</p> <p>Nadal, K. (2020). From revelations to revolutions: Integrating social justice principles into behavioral and cognitive science. <i>The Behavior Therapist</i>, 43, 271-274.</p> <p>You'll also be assigned to read one additional article from the special issue that you will use in the virtual activity.</p>	<p>Virtual advocacy activity – deadline Wed Feb 17, 9:00 AM</p> <p><u>THERE WILL BE NO WEEKLY REFLECTION THIS WEEK.</u></p>
Feb 17 (W)	Synchronous via Zoom 10:20-11:40 AM	Paper Workshop Day	No readings for today	Come to class with your 1 page paper to workshop it with a peer.
Feb 22 (M)	Asynchronous lecture	Psychology and the History of LGBTQ Communities	<p>Philadelphia Gay News Article on Dr. H Anonymous: https://digitallibrary.hsp.org/index.php/Detail/objects/8180</p> <p>John Fryer: Psychiatrist and Dr. H Anonymous biography from LGBT History Month website (1 page)</p> <p>Hooker, E. (1993). Reflections of a 40-year exploration: A scientific view on homosexuality. <i>American Psychologist</i>, 48, 450-453.</p>	

Feb 24 (W)	Synchronous via Zoom 10:20-11:40 AM	Check in	Open discussion of material so far	Weekly reflection due by Wed Feb 24, 9:00 AM Submit your citations list and abstracts (just copy and paste the abstracts into a file – make sure the citations themselves are APA style though!) by Feb 24, 9:00 AM
March 1 (M)	Asynchronous lecture	<i>Psychology and the History of LGBTQ Communities (CONTINUED)</i>	No readings for this class period	<u>THERE WILL BE NO WEEKLY REFLECTION THIS WEEK.</u>
March 3 (W)	No Class	BREAK DAY – NO CLASS		
March 8 (M)	Asynchronous lecture	<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. 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”	
March 10 (W)	Synchronous via Zoom 10:20-11:40 AM	Presentation Day – Current Events and Current Figures	No readings for this class period	Weekly reflection due by Wed March 10, 9:00 AM Class presentations on LGBTQ events that have occurred in the past 10 years and on current psychology figures in this area.

March 15 (M)	Asynchronous lecture	<i>Psychology and the History of LGBTQ Communities (CONTINUED)</i>	May use this time to finish history lectures if more time needed.	First draft of paper due by class time.
March 17 (W)	Synchronous via Zoom 10:20-11:40 AM	Presentation Day – Current Events and Current Figures	No readings for this class period	Weekly reflection due by Wed March 17, 9:00 AM Class presentations on LGBTQ events that have occurred in the past 10 years and on current psychology figures in this area.
March 22 (M) -	Asynchronous lecture	Coming out and Identity Development	Puckett, J. A., Tornello, S., Mustanski, B., & Newcomb, M. E. (in press). Gender variations, cohort effects, and mental health of transgender people across gender identity milestones. <i>Psychology of Sexual Orientation and Gender Diversity</i> .	Research Map Participation – due by Mon, March 22, 9:00 AM
March 24 (W)	Synchronous via Zoom 10:20-11:40 AM	<i>Coming out and Identity Development (continued)</i>	No readings for this class period	Weekly reflection due by Wed March 24, 9:00 AM
March 29 (M)	Asynchronous lecture	Manifestations of Stigma	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</i> , 56, 32-43. Herek, G. M. (2016). A nuanced view of stigma for understanding and addressing sexual and gender minority health disparities. <i>LGBT Health</i> , 3, 397-399.	AUTOBIOGRAPHICAL ESSAY DUE BY MIDNIGHT Research Map Participation – due by Mon, March 29, 9:00 AM
March 31 (W)	Synchronous via Zoom 10:20-11:40 AM	<i>Manifestations of Stigma (continued)</i>	No readings for this class period	Weekly reflection due by Wed March 31, 9:00 AM
April 5 (M)	Asynchronous lecture	Politics and the Influence of the Social Atmosphere	Go to: http://www.hrc.org/state_maps - 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.	Research Map Participation – due by Mon, April 5, 9:00 AM

			<p>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</i>, published online ahead of print.</p> <p>Rabasco, A., & Andover, M. (2020). The influence of state policies on the relationship between minority stress and suicide attempts among transgender and gender diverse adults. <i>LGBT Health</i>, 7, 457-460.</p>	
April 7 (W)	Synchronous via Zoom 10:20-11:40 AM	<i>Politics and the Influence of the Social Atmosphere (continued)</i>		Weekly reflection due by Wed April 7, 9:00 AM
April 12 (M)	Asynchronous lecture	LGBTQ Health: Disparities, minority stress, and social determinants of health	<p>Meyer, I. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i>, 129, 674-697.</p> <p>Puckett, J. A. (in press). Gender minority stress. In <i>The SAGE Encyclopedia of Trans Studies</i>.</p>	Research Map Participation – due by Mon, April 12, 9:00 AM
April 14 (W)	Synchronous via Zoom 10:20-11:40 AM	<i>LGBTQ Health: Disparities, minority stress, and social determinants of health (continued)</i>	No readings for this class period	Weekly reflection due by Wed April 14
April 19 (M)	Asynchronous lecture	LGBTQ Health: Coping and Resilience	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</i> , 17, 34-44.	FINAL PAPER DUE BY MIDNIGHT

			Gorman, K. R., Shipherd, J. C., Collins, K. M., Gunn, H. A., Rubin, R. O., Rood, B. A., & Pantalone, D. W. (2020). Coping, resilience, and social support among transgender and gender diverse individuals experiencing gender-related stress. <i>Psychology of Sexual Orientation and Gender Diversity</i> . Advance online publication.	Research Map Participation – due by Mon, April 19, 9:00 AM
April 21 (W)	Synchronous via Zoom 10:20-11:40 AM	<i>LGBTQ Health: Coping and Resilience (continued)</i> End of Semester Wrap Up	No readings for this class period	Weekly reflection due by Wed April 21
THERE WILL BE NO FINAL EXAM FOR THIS COURSE				