Instructor: Rebecca Cameron, Ph.D.
Office: Amador 353C  Office Hours: Tuesdays/Thursdays 8:30-10:00
Email: Please use SacCT email for communication related to this course.
For matters unrelated to Psychology 160: Cameron@csus.edu
Phone: 916-278-6892  web: www.csus.edu/indiv/c/cameron

Course meeting time: T/H 12:00-1:15 PM
Course location: Amador 151

Teaching assistants: Rebecca Goodchild  Office hours Tuesdays 11:00-12:00 in AMD 307
Lori Grenier  Office hours Thursdays 1:30-2:30 in AMD 307

Description of the course: Exploration of the psychological world of gay men and lesbians. An examination of psychological theories, empirical research, and phenomenological perspectives. Covers psychological functioning, homophobia, disclosure, relationships, parenting, and aging. [Additional topics include bisexuality and transgender.]

Required readings include the texts and additional supplemental readings listed in the course calendar.

Required course texts:

A required coursepack will be available from the bookstore.

Please be sure to obtain a classmate’s name, number, and email to contact for missed notes/study groups/etc.

Need for Accommodation: If you have a disability and require accommodations, you need to provide disability documentation to Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955.
If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact the instructor as soon as possible.

Classroom environment: Electronic devices are not permitted except computers for note-taking during videos, unless this becomes problematic. Do not use laptops at other times. Please refrain from checking texts and emails on your phone; the instructor will ask you to excuse yourself from class on days that you need to be attending to non-class business. No photographing or recording is allowed without permission of the instructor.
COURSE REQUIREMENTS:

Class participation and attendance (8 participation points available): Roll will be taken using a sign-in sheet daily. Signing in for a classmate under any circumstances is considered academic fraud. Your contributions to class discussions and activities are highly valued by this instructor. This class will rely on active student participation in order to create the learning environment needed for this type of material. You will be asked to participate in class activities designed to encourage open conversations about course material; these may be in large or small group formats. Your constructive participation will be evaluated and will constitute 8% of your final grade. If you find it difficult to participate in large group discussions, please discuss this with the professor, and be sure to participate in small group discussions and initiate or respond to SacCT-based discussion posts. Excessive absences and lateness/early departures will affect your grade in two ways. First, failure to be present will necessarily result in a lower participation grade. In addition, each absence in excess of 3 class periods (or comparable lateness/early departure) will result in your final grade being reduced by 1/3 of a grade (i.e., an A would become an A-). It is your responsibility to obtain information about any announcements, class notes, and handouts from other classmates in the event of an absence.

Quizzes (4 points each; 12 will be offered/10 included in grade, for 40 total available points). The lowest quiz of the first 6 offered will be dropped, and the lowest quiz of the second 6 will be dropped, for a total of 10 quizzes contributing to your final grade and 40 total available points. Quizzes will generally be offered through SacCT, although they may at times be scheduled for class time. Quizzes will be based on assigned readings.

Response papers (4 points each, 10 offered/8 included in grade, for 32 total available points). The lowest paper of the first 5 offered will be dropped, and the lowest paper of the second 5 will be dropped, for a total of 8 papers contributing to your final grade and 32 total available points. Worksheets or short responsive writing will be required for 10 of our class sessions. You will be expected to print these out from SacCT and bring them in with you for each class. Please adhere to guidelines in order to be eligible for full credit. Response papers may include personal reactions and thoughts about the material in addition to more scholarly or content-oriented questions.

Group research and presentations (20 points available): Detailed instructions will be provided and discussed over time. Library research, a written outline, and a group presentation will be required. Topics will be selected and groups formed by the instructor with input from students. Group process difficulties need to be addressed to the instructor promptly.

Tasks:
- Select and locate at least four articles (e.g., two articles that your textbook author refers to and two selected using Psychinfo, that address the question or topic that your group is responsible for). Obtain the articles and get instructor approval.
- Outline each article according to the following topics (modify as needed if the article is not an empirical study):
  - What type of article is this? Quantitative or qualitative research? Experiment or correlational study? Epidemiological? Theoretical?
  - Introduction: What was the research question? Why is it important? Do the authors report other studies or theories that lead up to their study?
  - Methods: What was the population being studied? How were participants obtained? How many, and what were their demographics? What did the researchers have the participants do and what was measured?
  - Results: Don’t emphasize the fine points of the statistics as much as what the authors tested and whether the results supported or failed to support their hypotheses.
Discussion: What do the findings mean? How do the authors understand the findings? What should be done as a next step? What are the implications?


Work with your group to compare/contrast/summarize the articles in an effort to answer the question.

Prepare an overview of your presentation.

Present your findings to the class on the date that will be scheduled by the instructor. Depending on available time, lead discussion on your topic.

Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes on assigned readings (10 @ 4 pts.)</td>
<td>40</td>
</tr>
<tr>
<td>Response papers/worksheets (8 @ 4 pts.)</td>
<td>32</td>
</tr>
<tr>
<td>Group research/presentation (20 pts.)</td>
<td>20</td>
</tr>
<tr>
<td>Participation (8 pts.)</td>
<td>8</td>
</tr>
<tr>
<td>Total available points</td>
<td>100</td>
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</tbody>
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The grading scale is as follows (minimum percentages for each letter grade are shown):

- A 93%  A- 90%
- B+ 87%  B 83%  B- 80%
- C+ 77%  C 73%  C- 70%
- D+ 67%  D 63%  D- 60%
- F <60%

Please note, the number of points you earn for the course will not be rounded (up or down), and you must earn at least the minimum required points for each grade above in order to earn it. That means you may want to “round up” the required points, above, when considering what is required for each grade. Letter grades are assigned for the final course grade only and are based on the total accumulated points. You can calculate an estimate of your grade by dividing points earned by points available to date at any time during the semester.

Academic honesty: You are expected to be honest in your academic work. You must not plagiarize, cheat, or collude in connection with exams or assignments and must acknowledge fully all sources and all assistance received in work submitted to a faculty member for evaluation. Please refer to university policy for additional information: [http://www.csus.edu/umanual/student/UMA00150.htm](http://www.csus.edu/umanual/student/UMA00150.htm). A tutorial on how not to plagiarize is available at [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353). In order to encourage academic honesty in this course, the instructor will implement certain strategies and policies surrounding examinations. Students who are honest should not be disturbed by these precautions and should know that every effort is being made to create an environment in which there exists fair and just evaluation.
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics, Readings, and Assignments</th>
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<tbody>
<tr>
<td>01: T/H 1/24-26</td>
<td>Introduction to the Course, Terminology</td>
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<tr>
<td>02: T/H 1/31-2/2</td>
<td>History&lt;br&gt;Text Chapter 1-Introducing LGBTQ Psychology&lt;br&gt;Perspectives&lt;br&gt;Text Chapter 2-Key Debates and Perspectives&lt;br&gt;Backdrop Chapters 1 &amp; 2&lt;br&gt;&lt;em&gt;Quiz #1 (Tuesday 1/31 in class)&lt;/em&gt;</td>
</tr>
<tr>
<td>03: T/H 2/7-9</td>
<td>Research&lt;br&gt;Text Chapter 3-Doing LGBTQ Psychological Research&lt;br&gt;Backdrop Chapters 3 &amp; 4&lt;br&gt;&lt;em&gt;Quiz #2 (due 2/7 at 10 AM)&lt;/em&gt;</td>
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07: T/H 3/6-8  Diversity, including Transgender
Backdrop Chapters 6 & 7
  a. Wilchins, R. Deconstructing trans (pp. 55-63)
  b. Link, A. Scars (pp. 94-95).
  c. Raz, H. Scars (pp. 96-97).
  d. Fraker, D. Dutch (pp. 104-107).
  f. James, A. Not as if you felt that way, but… (pp. 127-129).
  g. Walker, K. This butch body (pp. 263-266).
  h. Davis, C. The A train (pp. 273-274).
  i. Wilchins, R. Gender rights are human rights (pp. 289-297).

Quiz #6 (due 3/6 at 10 AM)

08: T/H 3/13-15  Diversity, including race, ethnicity, and disability

Quiz #7 (due 3/13 at 10 AM)

SB: T/H 3/20-22  SPRING BREAK

09: T/H 3/27-29  Relationships and Marriage
Text Chapter 8-Relationships

No quiz this week.

10: T/H 4/3-5  The relationship of science and social activism.
Backdrop Chapters 8, 9, 10, & 11
Quiz #8 (due 4/3 at 10 AM)
H 4/5 Special Guest Lecture/Discussion: Gayle Pitman, author of Backdrop.

11: T/H 4/10-12  Parenting and Family
Text Chapter 9-Parenting and Family

Quiz #9 (due 4/10 at 10 AM)
Student presentations.
12: T/H 4/17-19 Health, including HIV/AIDS
Text Chapter 6-Health
   a. Circles (pp. 15-27)
   b. The fear (pp. 117-127)

*No quiz this week.*
Student presentations.

13: T/H 4/24-26 Mental Health, Counseling, & Psychotherapy

*Quiz #10 (due 4/24 at 10 AM)*
Student presentations.

14: T/Th 5/1-3 Aging
Text Chapter 10-Ageing and Old Age

*Quiz #11 (due 5/1 at 10 AM)*
Student presentations.

15: T/Th 5/8-10 Future Directions & Wrap-Up
Text Chapter 11-The Future of LGBTQ Psychology

*Quiz #12 (due 5/8 at 10 AM)*
Student presentations.

*Have a great summer!*