SYLLABUS
Psychology 160, Section 1: Homosexuality
California State University, Sacramento
Department of Psychology
Spring 2014

Instructor: Rebecca Cameron, Ph.D.
Office: Amador 353C  Office Hours: W 10:00-11:30 AM, H 5:30-7:00 PM
Email: Please use SacCT email for communication related to this course.
For matters unrelated to Psychology 160: Cameron@csus.edu
Phone: 916-278-6892

Course meeting time: MW 1:30-2:45 PM
Course location: Tahoe 1025

Teaching assistant: Sam Stevens  Office hours M 3:00-4:00 PM 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 for information missed if you are absent.

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 during this class unless approved on a particular day to facilitate class activities (e.g., for your group presentation). 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. Repeated distraction during class will result in your grade being lowered.
COURSE REQUIREMENTS:

Class participation and attendance: 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 is required. 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 cause you to miss class/activity responses that are required as part of your grade (these cannot be submitted if you are not in class to complete them). 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 (3 points each; 12 will be offered, for 36 total available points). Quizzes will generally be offered through SacCT, although they may be scheduled for class time. Quizzes will be based on assigned readings.

Class/activity responses (3 points each, 15 offered, for 45 total available points; 14 required/42 points required). Worksheets, short responsive writing, or specific products will be required approximately weekly. At times, this may require that you print out materials from SacCT ahead of class meeting times; when this is the case, the instructor will inform you ahead of time. Please adhere to guidelines for each assignment 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 total points available): Detailed instructions will be provided and discussed. The first portion of the project will involve identifying a specific focus, conducting library research, and submitting a proposal accompanied by resources (10 points). The second portion of the project will involve developing a written outline and giving a group presentation (10 points). References and citations in APA format are required and materials are to be used appropriately (avoiding plagiarism, citing sources, etc.). Topics will be selected and groups formed by the instructor with input from students. Group process difficulties need to be addressed with the instructor promptly.

APA style resources:
- The APA style guide is available for in-library use at 1 North Course Reserves at the User Services Desk: BF 76.7 P83 2010.

Outside activity (4 points available, 2 points required): You are required to undertake a relevant learning experience outside of class. This may involve attending a PRIDE Center event on campus or an activity in the community, visiting a resource center, or undertaking another active effort to learn about LGBT issues beyond what is covered in class. Please discuss your plans and obtain permission of the instructor ahead of time using a form that the instructor will provide; not all activities may be eligible for this assignment. You will need to submit some form of evidence that you participated, along with a brief reflection on what you learned, in order to receive full credit.
Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes on assigned readings (12 @ 3 pts.)</td>
<td>36</td>
</tr>
<tr>
<td>Class/activity responses (14 @ 3 pts./15 available)</td>
<td>42 (45 available)</td>
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<tr>
<td>Group presentation: proposal and library research</td>
<td>10</td>
</tr>
<tr>
<td>Group presentation: final outline and presentation</td>
<td>10</td>
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<tr>
<td>Outside activity (2 pts. required/4 pts. available)</td>
<td>2 (4 available)</td>
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</table>

Total required points 100 (105 available)

The grading scale is as follows (minimum percentages for each letter grade are shown):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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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 quizzes 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/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm). Information on how not to plagiarize is available at [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353). Please understand that every effort is being made to create an environment in which there exists fair and just evaluation.

Tentative course calendar (dates and topics are subject to change):

<table>
<thead>
<tr>
<th>Week/dates</th>
<th>Topics, Readings, and Assignments</th>
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<tbody>
<tr>
<td>01: MW 1/27-29</td>
<td>Introduction to the Course, Terminology</td>
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<td>History</td>
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<tr>
<td></td>
<td>Text Chapter 1-Introducing LGBTQ Psychology</td>
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<td>Backdrop Chapter 1</td>
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<tr>
<td>02: MW 2/3-5</td>
<td>M 2/3-Combined class LIB 11 (Psyc 160/Govt 168): Dr. Brian DiSarro</td>
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<td>W 2/5-Perspectives</td>
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<td>Text Chapter 2-Key Debates and Perspectives</td>
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<td>Backdrop Chapter 2</td>
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<td>Quiz #1 (in class W 2/5)</td>
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<td>03: MW 2/10-12</td>
<td>Research</td>
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<tr>
<td></td>
<td>Text Chapter 3-Doing LGBTQ Psychological Research</td>
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<td></td>
<td>Backdrop Chapters 3 &amp; 4</td>
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<td></td>
<td>Quiz #2 (due M 2/10 at 11:45 AM)</td>
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</tbody>
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04: MW 2/17-19  
Homophobia, Prejudice, Discrimination  
Text Chapter 5-Prejudice and Discrimination  
Backdrop Chapters 8, 9, 10, & 11  
Quiz #3 (due M 2/17 at 11:45 AM)

05: MW 2/24-26  
Adolescence, Coming Out  
Text Chapter 7-Young People, Coming Out and Identity Development  
Quiz #4 (due M 2/24 at 11:45 AM)

06: MW 3/3-5  
Diversity: Transgender  
Text Chapter 4, pp. 88-90 only  
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 #5 (due M 3/3 at 11:45 AM)

07: MW 3/10-12  
M 3/10-Combined class LIB 11 (Psyc 160/Govt 168): Dr. Rebecca Cameron  
Tentative topic: Psychological Factors in Homophobia/Transphobia & Mental Health Impact of Stigmatizing Social Policies  
W 3/12-Relationships and Marriage  
Text Chapter 8-Relationships  
   Topic: TBA
   W 3/19-Diversity: Bisexuality
   Text Chapter 4-Diversity, pp. 81-87 only
   Backdrop Chapter 5
   Health, 100(3), 496-502.
   Quiz #6 (due W 3/19 at 11:45 AM)

SB:  MW 3/24-26  SPRING BREAK

09: MW 3/31-4/2  M 3/31-CESAR CHAVEZ DAY, no class
   W 4/2-Parenting and Family
   Text Chapter 9-Parenting and Family
   Gould, S. (2000). Nothing to me. In N. Howey & E. Samuels (Eds.), Out of the
   ordinary: Essays on growing up with gay, lesbian, and transgender parents (pp.
   Samuels (Eds.), Out of the ordinary: Essays on growing up with gay, lesbian, and
   transgender parents (pp. 63-71). New York: St. Martin’s Press.
   Quiz #7 (due W 4/2 at 11:45 AM)

10: MW 4/7-9  Aging
   Text Chapter 10-Ageing and Old Age
   Price, E. (2010). Coming out to care: Gay and lesbian carers’ experiences of
   dementia services. Health and Social Care in the Community, 18, 160-168.
   Quiz #8 (due M 4/7 at 11:45 AM)

11: MW 4/14-16  Diversity: SES, rural, race, ethnicity, religion, and disability
   Text Chapter 4-Diversity, pp. 90-102
   men on Gaydar. Sex Roles, 68, 768-778.
   behavior among transgender women of color. Sex Roles, 68, 675-689.
   Quiz #9 (due M 4/14 at 11:45 AM)
   Student presentations.

12: MW 4/21-23  Diversity (continued)
   chronic illness or disability: A sociocultural, minority group perspective on mental
   exploration of lived religion in same-sex couples from Judeo-Christian traditions.
   Family Process, 47, 389-403.
   Quiz #10 (due M 4/21 at 11:45 AM)
   Student presentations.
13: MW 4/28-30  Health, including HIV/AIDS
Text Chapter 6-Health
   a. Circles (pp. 15-27)
   b. The fear (pp. 117-127)
*Quiz #11 (due M 4/28 at 11:45 AM)*
Student presentations.

14: MW 5/5-7  Counseling & Psychotherapy
*Quiz #12 (due M 5/5 at 11:45 AM)*
Student presentations.

15: MW 5/12-14  Future Directions & Wrap-Up
Text Chapter 11-The Future of LGBTQ Psychology
Student presentations.

Have a great summer!