

SYLLABUS
Psychology 160, Section 1: Homosexuality
California State University, Sacramento
Department of Psychology
Spring 2013

Instructor: Rebecca Cameron, Ph.D.
Office: Amador 353C **Office Hours:** T 8:30-10:00 AM, W 10:30 AM-12:00 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: **TH 5:00-7:50 PM**
Course location: **Amador 217**

Teaching assistants: Sierra Dimberg Office hours T 10:30-11:30 AM in AMD 307
Or by appointment. (sierradimberg@gmail.com)
Rebecca Goodchild Office hours TH 12:00-1:00 PM in AMD 307
Or by appointment. (b_goodchild@hotmail.com)

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:

Clarke, V., Ellis, S. J., Peel, E., & Riggs, D. W. (2010). *Lesbian, gay, bisexual, trans and queer psychology: An introduction*. Cambridge, UK: Cambridge.

Pitman, G. E. (2011). *Backdrop: The politics and personalities behind sexual orientation research*. Sacramento, CA: Active Voice Press.

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 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 1 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 at each class session. 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. The second portion of the project will involve developing a written outline and giving a group presentation. 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.

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; 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:

Quizzes on assigned readings (12 @ 3 pts.)	36	
Class/activity responses (14 @ 3 pts./15 available)	42	(45 available)
Group presentation: proposal and library research	10	
Group presentation: final outline and presentation	10	
Outside activity (2 pts. required/4 pts. available)	2	(4 available)
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Total required points	100	(105 available)

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 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> . Information on how not to plagiarize is available at <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, particularly with respect to guest lecturers):

Week/Dates	Topics, Readings, and Assignments
01: Th 1/31	Introduction to the Course, Terminology History
02: Th 2/7	Perspectives Text Chapter 1-Introducing LGBTQ Psychology Text Chapter 2-Key Debates and Perspectives Backdrop Chapters 1 & 2 <i>Quiz #1 (in class)</i>
03: Th 2/14	Research Text Chapter 3-Doing LGBTQ Psychological Research Backdrop Chapters 3 & 4 <i>Quiz #2 (due 2/14 at 4 PM)</i>
04: Th 2/21	Homophobia, Prejudice, Discrimination Text Chapter 5-Prejudice and Discrimination 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. <i>Quiz #3 (due 2/21 at 4 PM)</i>

05: Th 2/28

Adolescence, Coming Out

Text Chapter 7-Young People, Coming Out and Identity Development

Heatherington, L., & Lavner, J. A. (2008). Coming to terms with coming out: Review and research recommendations for family-systems-focused research. *Journal of Family Psychology*, 22, 329-343.

Ryan, C. (2009). *Helping families support their lesbian, gay, bisexual, and transgender (LGBT) children*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Quiz #4 (due 2/28 at 4 PM)

Special Guest Lecture/Discussion: Brian DiSarro

06: Th 3/7

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.

Special Event: Gen Silent screening, 6 PM DN 1004 (community, guests welcome)

Quiz #5 (due 3/7 at 4 PM)

07: Th 3/14

Work on group presentations, consult with TAs.

08: Th 3/21

Diversity, including bisexuality, race, ethnicity, and disability

Text Chapter 4-Diversity

Backdrop Chapter 5

Hanjorgiris, W. F., Rath, J. F., & O'Neill, J. H. (2004). Gay men living with chronic illness or disability: A sociocultural, minority group perspective on mental health. *Journal of Gay & Lesbian Social Services*, 17(2), 25-41.

Ross, L. E., Dobinson, C., & Eady, A. (2010). Perceived determinants of mental health for bisexual people: A qualitative exploration. *American Journal of Public Health*, 100(3), 496-502.

Quiz #6 (due 3/21 at 4 PM)

SB: Th 3/28

SPRING BREAK

09: Th 4/4

Diversity, including Transgender

Backdrop Chapters 6 & 7

APA Task Force on Gender Identity, Gender Variance, and Intersex Conditions. (2006). *Answers to your questions about transgender individuals and gender identity*.

Washington, DC: American Psychological Association.

Nestle, J., Howell, C., & Wilchins, R. (2002). Selected readings from *Genderqueer: Voices from beyond the sexual binary*. New York: Alyson Publications.

- 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).
- e. Anonymous, Charlotte. Vignettes (pp. 108-112).
- 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 #7 (due 4/4 at 4 PM)

- 10: Th 4/11 **Social change and advocacy.**
Backdrop Chapters 8, 9, 10, & 11
Quiz #8 (due 4/11 at 4 PM)
Special Guest Lecture/Discussion: Nicole Scanlan
- 11: Th 4/18 **Relationships and Marriage**
Text Chapter 8-Relationships
Killian, M. L. (2010). The political is personal: Relationship recognition policies in the United States and their impact on services for LGBT people. *Journal of Gay and Lesbian Social Services*, 22, 9-21.
Quiz #9 (due 4/18 at 4 PM)
Student presentations.
- 12: Th 4/25 **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. 1-13). New York: St. Martin's Press.
Lynch, S. (2000). I remember reaching for Michael's hand. In N. Howey & E. 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 #10 (due 4/25 at 4 PM)
Student presentations.
- 13: Th 5/2 **Health, including HIV/AIDS**
Text Chapter 6-Health
Selected readings. From Holleran, A. (2008). *Chronicle of a plague revisited: AIDS and its aftermath*. New York: Da Capo Press.
 a. Circles (pp. 15-27)
 b. The fear (pp. 117-127)
Quiz #11 (due 5/2 at 4 PM)
Student presentations.
- 14: Th 5/9 **Mental Health, Counseling, & Psychotherapy**
Davison, G. C. (1976). Homosexuality: The ethical challenge. *Journal of Consulting and Clinical Psychology*, 44, 157-162.
Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., & Hasin, D. S. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual populations: A prospective study. *American Journal of Public Health*, 100, 452-459.
Shipherd, J. C., Green, K. E., & Abramovitz, S. (2010). Transgender clients: Identifying and minimizing barriers to mental health treatment. *Journal of Gay and Lesbian Mental Health*, 14(2), 94-108.
Quiz #12 (due 5/9 at 4 PM)
Student presentations.

15: Th 5/16

Future Directions & Wrap-Up

Text Chapter 11-The Future of LGBTQ Psychology

Colvin, R. (2009). Shared perceptions among lesbian and gay police officers: Barriers and opportunities in the law enforcement work environment. *Police Quarterly, 12*, 86-101.

Student presentations.

Have a great summer!