



**SWU 461/SWG 561 Syllabus and Course Outline**  
**Summer 2020**  
**Online 6-Week Session A**

- I. **Name and Number of Course:** SWU 461/SWG 561 Lesbian, Gay, Bisexual, Transgender, and Queer Issues  
**Instructor:** Melanie Reyes  
**Email:** [Melanie.Reyes@asu.edu](mailto:Melanie.Reyes@asu.edu) \*this is the best way to contact the instructor  
**Office Hours:** Please email to schedule
  
- II. **Program Level:** BSW 400, MSW 500
  
- III. **Course Requirements:** Credit: 3 semester hours  
 Elective  
 Prerequisites: SWU 461: Junior Standing  
 SWG 561: Graduate student: (degree-seeking or non degree seeking)
  
- IV. **Course Description:**  
 A historical, socio-cultural introduction to lesbian, gay, bisexual, transgender, queer, and questioning communities and their resilience to challenges and barriers.
  
- V. **Rationale for the Course:**  
 The purpose of the course is to increase students’ understanding of the lived experiences of diverse LGBTQ people and communities, their identity construction, and the effect of laws, discrimination and oppression on their lives using a social work framework. In addition, the lenses of other disciplines, such as psychology, sociology, and history may also be used to present course content.
  
- VI. **Course Competencies and Practice Behaviors:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

*Students will demonstrate the ability to evaluate their own biases and proceed ethically while working with LGBTQ clients.*

<b>Knowledge, Values, Skills</b>	<b>Operational Practice Behaviors</b>	<b>Assignments &amp; Activities</b>
Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.	Social workers practice personal reflection and self-correction to assure continual professional development.	Discussion board posts, Film reflection paper
Social workers have an obligation to conduct themselves ethically and engage in ethical decision making.	Social workers tolerate ambiguity in resolving ethical conflicts.	Discussion board posts, Film reflection paper

**Competency 2: Engage Diversity and Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*Students will demonstrate the ability to synthesize concrete course content about the history, identity development, and special issues faced by the LGBTQ community, as well as the role of cultural factors. They will acquire knowledge about how oppression and discrimination affects this population and the role of policy in the lives of LGBTQ individuals.*

<b>Knowledge, Values, Skills</b>	<b>Operational Practice Behaviors</b>	<b>Assignments &amp; Activities</b>
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.	Social workers recognize and communicate their understanding of the importance of difference in shaping life experience.	Quizzes Film reflection paper
Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.	Social workers understand the forms and mechanisms of oppression and discrimination.	Quizzes, Policy paper

**Competency 5: Engage in Policy Practice**

*Students will demonstrate an understanding of macro policies that affect the lives of LGBTQ individuals and their families.*

<b>Knowledge, Values, Skills</b>	<b>Operational Practice Behaviors</b>	<b>Assignments &amp; Activities</b>
Social work practitioners understand that policy affects service delivery and they actively engage in policy practice.	Social workers analyze, formulate, and advocate for policies that advance social well-being.	Policy paper

**VII. Course Modules \*\*Condensed\*\***

1. Sexual orientation, gender identity, and gender expression
2. Historical perspective of LGBTQ community
3. Identity development & coming out
4. Oppression, prejudice, and discrimination
5. LGBTQ relationships and families
6. LGBTQ youth
7. Violence and hate crimes
8. Health
9. Religion and spirituality and Affirmative social work practice
10. Race/Ethnicity and Immigration issues
11. Aging and bereavement, Ability, and Socioeconomic status

**VIII. Key Course Concepts:**

Allies	Gay	Prejudice
Asexual	Gender	Queer
Bisexual	Gender Non-Conforming	Questioning
Bullying	Hate language	Reproductive technologies
Cisgender	Heterosexism	Same-sex marriage
Coming out	Homophobia	Second parent adoption
Discrimination	Identity	Sex
DOMA	Intersex	Sex education in schools
Domestic partnership	Lesbian	Sexual orientation
Don't Ask Don't Tell (DADT)	LGBTQ <sup>2</sup> IA <sup>2</sup>	Social welfare policies
ENDA	Non-Binary	Transgender
	Oppression	Two-spirit

**Notice:** In accordance with ASU policy, students must be forewarned if a course will cover materials, which could be considered sensitive and/or offensive to some students. This course will cover material, which could be considered “sensitive” and/or offensive to some students. ***As one of the ethical responsibilities of social workers is to advocate on behalf of oppressed populations and work toward social justice, the instructor and the readings may present views that are contrary to the dominant culture’s views.***

**IX. ASU and Related Professional Policies**

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**

<https://provost.asu.edu/academic-integrity>

**Student Code of Conduct:**

<https://eoss.asu.edu/dos/srr/codeofconduct>

**Computer, Internet, and Electronic Communications Policy:**

<https://www.asu.edu/aad/manuals/acd/acd125.html>

**Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

**Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**Handling Disruptive, Threatening, or Violent Individuals on Campus:**

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Social work students are responsible for reviewing and complying with the National Association of



**Social Workers Code of Ethics:**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

**Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

**X. Accommodations for Students with Disabilities:**

If you are a student with a disability and have a need for assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC) by phone: (480) 965-1234, fax: (480) 965-0441, or by email: [DRC@asu.edu](mailto:DRC@asu.edu). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <https://eoss.asu.edu/drc/contactus>

**XI. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of

residence.

**XII. Required Textbook and Readings**

**Required Text:**

- Dentato, M. P. (Ed.). (2018). Social work practice with the LGBTQ community; The Intersection of history, health, mental health, and policy factors. New York, NY: Oxford University Press.
- Material assigned on Canvas or by email.

**Recommended Text:**

- Makadon, H., Mayer, K., Potter, J., & Hilary, G. (Eds.) (2015). The Fenway Guide to Lesbian, Gay, Bisexual, and Transgender Health (2nd ed.). Sheridan Books.

**XIII. Course Schedule – Plan of Instruction**

Week 1	5/18/2020 – 5/24/2020
<b>Module 0: Introductory week</b>	
<b>Readings/Viewings:</b> <ul style="list-style-type: none"> <li>• Read the syllabus carefully and completely</li> </ul>	
<b>To Do:</b> <ul style="list-style-type: none"> <li>• Watch introductory video</li> <li>• Explore Canvas Course site</li> <li>• Read the syllabus and course outline <i>carefully and completely</i></li> <li>• Send any getting-started questions to your instructor</li> <li>• Begin reading through Module 1 content</li> </ul>	
<b>Module 1: Sexual orientation, gender identity, and gender expression</b>	
<b>Readings/Viewings:</b> <ul style="list-style-type: none"> <li>• The Asexual Visibility &amp; Education Network. About Asexuality. <a href="https://www.asexuality.org/?q=overview.html">https://www.asexuality.org/?q=overview.html</a></li> <li>• Dentato: Chapter 2 – Understanding Differences and Definitions: From Oppression to Sexual Health and Practice.</li> <li>• Harner, V. (2015). Terms. Unbinding the Binary. <a href="https://docs.google.com/document/d/10Fc8HqPC0ORR3rzhkZbUp35cxWpNkPiAHruAi6gahYw/edit?usp=sharing">https://docs.google.com/document/d/10Fc8HqPC0ORR3rzhkZbUp35cxWpNkPiAHruAi6gahYw/edit?usp=sharing</a></li> <li>• GLAAD. (2016). Media Reference Guide. <a href="https://www.glaad.org/reference/transgender">https://www.glaad.org/reference/transgender</a></li> <li>• Gender Unicorn: <a href="http://transstudent.org/gender">http://transstudent.org/gender</a></li> <li>• Transgender (2009). Frequently Asked Questions about Transgender People. A Resource from the National Center for Transgender Equality. <a href="http://www.transequality.org/issues/resources/understanding-transgender-people-faq">http://www.transequality.org/issues/resources/understanding-transgender-people-faq</a></li> </ul>	

- 10 Myths About Non-Binary People it's Time to Unlearn.  
<https://everydayfeminism.com/2014/12/myths-non-binary-people>

**To Do:** **Due at 11:59pm on 5/24/2020**

- **Complete discussion board post #1:** Introduce yourself with the following information: 1. Your name, 2. Your gender pronouns, 3. Your geographic location, 4. Why you enrolled in this course, 5. One thing you're hoping to learn this semester.
- **Complete discussion board post #2:** Critique the "Gender Unicorn" -- Is this a useful model for explaining gender and sexual orientation to beginners?

### Module 2: Historical perspective of LGBTQ community

#### Readings/Viewings:

- Dentato: Chapter 1 – A History of Community: Marching Toward LGBTQ Equality.
- GLSEN: LGBTQ History Timeline: <https://www.glsen.org/article/lgbtq-history-1>

**To Do:** **Due at 11:59pm on 5/24/2020**

- **Discussion board post #3:** Why is it important to understand a historical context when considering current day challenges faced by LGBTQ individuals?

**Week 2**      **5/25/2020 – 5/31/2020**

### Module 3: Identity development & coming out

#### Readings/Viewings:

- Dentato: Chapter 4 – Identity Development
- Dentato: Chapter 5 – The Coming Out Process.
- Anderson, W. (2014). Transitioning while non-binary. The Body Is Not An Apology.  
<http://thebodyisnotanapology.com/magazine/transitioning-while-non-binary/>
- Bauer, A. (2010). <http://www.tranarchism.com/2010/11/26/not-your-moms-trans-101/>
- Martos, A. J., Nezhad, S., & Meyer, I. H. (2015). Variations in sexual identity milestones among lesbians, gay men, and bisexuals. Social Research & Social Policy, 12, 24-33. <http://rdcu.be/KrYA>

#### Optional video viewing:

- <https://www.youtube.com/watch?v=pVGHraraVu8>

**To Do:** **Due at 11:59pm on 5/31/2020**

- **Discussion board post #4:** Discuss how you came to understand your own sexual orientation and gender identity  
**OR** Discuss if you believe that labels are oppressive or not. Why or why not?

### Module 4: Oppression, prejudice, and discrimination

#### Readings/Viewings:

- Dentato: Chapter 3 – Advancing Social and Economic Justice
- Dentato: Chapter 19 – The Intersection of Policy and Practice: Advancing Civil Rights Equality and Equity.
- Movement Advancement Project Equality Maps: <http://www.lgbtmap.org/equality-maps> \*Explore content related to laws pertaining to sexual orientation and gender identity
- UN Human Rights. (2015). "UN Free & Equal: The Price of Exclusion"  
<https://www.youtube.com/watch?v=DvSxLHpyFOk>

<b>To Do:</b>	<b>Due at 11:59pm on 5/31/2020</b>
	<ul style="list-style-type: none"> <li>• <b>Discussion board post #5:</b> What are other areas within our social ecology that LGBTQ people experience discrimination or oppression and how does it manifest <b>OR</b> how is privilege (of any type) related to oppression?</li> </ul>
<b>Week 3</b>	<b>6/1/2020 – 6/7/2020</b>
<b>Module 5: LGBTQ relationships and families</b>	
<b>Readings/Viewings:</b>	
<ul style="list-style-type: none"> <li>• Dentato: Chapter 8 – Dating, Relationships, and Family Issues.</li> <li>• Marriage Equality Current Facts: <a href="http://www.marriageequality.org/resources">http://www.marriageequality.org/resources</a></li> <li>• U.S. v. Windsor (Read Court Opinion- Justice Kennedy pg. 5-26) <a href="https://supreme.justia.com/cases/federal/us/570/12-307/opinion3.html">https://supreme.justia.com/cases/federal/us/570/12-307/opinion3.html</a></li> <li>• Explore one policy brief, report, or guide. <a href="http://www.lgbtmap.org/lgbt-families">http://www.lgbtmap.org/lgbt-families</a></li> <li>• Equity Rights Maps Pertaining to LGBTQ Families: <a href="https://www.lgbtmap.org/equality-maps/foster_and_adoption_laws/adoption">https://www.lgbtmap.org/equality-maps/foster_and_adoption_laws/adoption</a></li> <li>• Video: Vice on HBO: How Trans Kids And Their Parents Decide When To Start Medical Transition <a href="https://www.youtube.com/watch?v=QD720mHFqW0">https://www.youtube.com/watch?v=QD720mHFqW0</a></li> </ul>	
<b>To Do:</b>	<b>Due at 11:59pm on 6/7/2020</b>
	<ul style="list-style-type: none"> <li>• <b>Discussion board post #6:</b> Summarize the DOMA Court Opinion in your own words. Identify the implications associated with DOMA repeal.</li> <li>• <b>Discussion board post #7:</b> Share a link to the policy brief, report, or guide you explored on <a href="http://www.lgbtmap.org/lgbt-families">http://www.lgbtmap.org/lgbt-families</a>. Which facts were most surprising?</li> </ul>
<b>Module 6: LGBTQ youth</b>	
<b>Readings/Viewings:</b>	
<ul style="list-style-type: none"> <li>• Dentato: Chapter 7 – Strengths-Affirming Practice with LGBTQ Youth</li> <li>• Dentato: Chapter 18 – Building Strengths-Based and Empowering Continuums of Care for LGBTQ Youth.</li> <li>• Duncan, D. T., Hatzenbuehler, M. L., Johnson, R. M. (2014). Neighborhood-level LGBT hate crimes and current illicit drug use among sexual minority youth. <i>Drug and Alcohol Dependence</i>, 135, 65-70. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3919662/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3919662/</a></li> <li>• “It Gets Better Project” <a href="http://www.itgetsbetter.org/">http://www.itgetsbetter.org/</a> **Explore Content</li> <li>• Grzanka, P. R. &amp; Mann, E. S. (2014). Queer youth suicide and the psychopolitics of “It Gets Better”. <i>Sexualities</i>, 17, 369-393. <a href="http://journals.sagepub.com.ezproxy1.lib.asu.edu/doi/full/10.1177/1363460713516785">http://journals.sagepub.com.ezproxy1.lib.asu.edu/doi/full/10.1177/1363460713516785</a></li> <li>• Oakley, T. (2018). Chosen Family: Stories of Queer Resilience. The Harsh Reality of LGBT Homeless Youth. <a href="https://www.youtube.com/watch?time_continue=249&amp;v=W4D-3eOcjKw">https://www.youtube.com/watch?time_continue=249&amp;v=W4D-3eOcjKw</a></li> </ul>	
<b>To Do:</b>	<b>Due at 11:59pm on 6/7/2020</b>
	<ul style="list-style-type: none"> <li>• <b>Discussion board post #8:</b> <i>Using any resources available to you (e.g., course content, Internet, organizational materials, library), what do you feel is the most pressing and urgent social issue related to being a young person in the LGBTQ community?</i></li> <li>• <b>Discussion board post #9:</b> Do you believe the “It Gets Better Project” “renders queer youth suicide both a psychological disorder and a sociological crisis for which the only viable solution is</li> </ul>

‘homonormative’ subjectivity?’ (Grzanka & Mann, 2014) Why, or why not?

**OR** Based on your readings and understanding of the material thus far, what do you think is the most critical issue faced by LGBTQ youths? Why? **AND** What can you as a social worker or other practitioner do about it?

- **QUIZ 1** (Please note: PowerPoint slides are not a substitute for the readings. They may not contain all information related to topics covered in the textbook but will incorporate additional information that may appear on quizzes.)

**Week 4**      **6/8/2020 – 6/14/2020**

**Module 7: Violence and hate crimes**

**Readings/Viewings:**

- Dentato: Chapter 23 – Understanding the Impact of Intimate Partner Violence
- Ending Anti-trans Violence (Trans Equality) - [http://transequality.org/sites/default/files/docs/resources/NCTE\\_Blueprint\\_for\\_Equality2012\\_Ending\\_Violence.pdf](http://transequality.org/sites/default/files/docs/resources/NCTE_Blueprint_for_Equality2012_Ending_Violence.pdf)
- Responding to Hate Crimes (Trans Equality) - <https://transequality.org/issues/resources/responding-hate-crimes-community-resource-manual>
- Survivors of Violence- Know your Rights! - <http://transequality.org/know-your-rights/survivors-violence>

**To Do:** **Due at 11:59pm on 6/14/2020**

- **Discussion board post #10:** Your good friend Samantha (who is a transgender woman) was recently violently attacked. How might you help her?
- **FILM REFLECTION**

**Module 8: Health**

**Readings/Viewings:**

- Dentato: Chapter 20 – An Examination of Health and Mental Health Factors Impacting the LGBTQ Community
- Dentato: Chapter 24 – Health Disparities, HIV/AIDS, and Framing a Public Health Agenda.
- Cahill, S. & Vargas, H. (2015). Policy and legal issues affecting LGBT health. The Fenway Guide to Lesbian, Gay, Bisexual, and Transgender Health (2nd ed., pp. 519-538). Sheridan Books. [https://myasucourses.asu.edu/bbcswebdav/pid-13113875-dt-content-rid-72580497\\_1/xid-72580497\\_1](https://myasucourses.asu.edu/bbcswebdav/pid-13113875-dt-content-rid-72580497_1/xid-72580497_1)

**To Do:** **Due at 11:59pm on 6/14/2020**

- **Discussion board post #11:** What can we (as social workers or other social service practitioners) do to help our LGBTQ clients lead healthy lives on the micro, mezzo, and macro levels?

**Week 5**      **6/15/2020 – 6/21/2020**

**Module 9: Religion and spirituality**

**Readings/Viewings:**

- Rosenkrantz, D. E., Rostosky, S. S., Riggle, E. D. B., & Cook, J. R. (2016). The positive aspects of intersecting religious/spiritual and LGBTQ identities. *Spirituality in Clinical Practice*, 3(2), 127-138.
- <http://www.notallikethat.org/> Please watch the intro video. \*\*Explore Content
- <http://www.notallikethat.org/taking-god-at-his-word-the-bible-and-homosexuality/> Read this page.



*Affirmative social work practice*

- Dentato: Chapter 11--Affirming and Strengths-Based Models of Practice.

Additional recommended reading:

- American Psychological Association (2012). Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients. <http://www.apa.org/pubs/journals/features/amp-a0024659.pdf>
- American Psychological Association (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People <http://www.apa.org/practice/guidelines/transgender.pdf>

**To Do: Due at 11:59pm on 6/21/2020**

- **Discussion board post #12:** You are engaged in a conversation with your coworker who says they cannot support their gay client or their “lifestyle” because it’s against their religious beliefs. What do you say, if anything? How might you refer to content found on the “Not all Like That” Website? What social work ethical considerations come into play here?
- **Discussion board post #13:** What will you do to be an ally/activist with/in the LGBTQ community?
- **POLICY PAPER DUE**

**Week 6                      6/22/2020 – 6/26/2020**

**Module 10: Race/ethnicity and immigration issues**

**Readings/Viewings:**

- Dentato: Chapter 21 – LGBTQ People of Color with Mental Health Conditions: Considering Intersectionalities
- Kahn, S. , Alessi, E. J., Kim, H. , Woolner, L. and Olivieri, C. J. (2018), Facilitating Mental Health Support for LGBT Forced Migrants: A Qualitative Inquiry. *Journal of Counseling & Development*, 96: 316-326.
- United We Dream: <https://unitedwedream.org/our-work/> \*\*Explore Content
- Morales, E. (2013). Latino gay, bisexual, and transgender immigrants in the United States. *Journal of LGBT Issues in Counseling*, 7(2), 172–184. [https://myasucourses.asu.edu/bbcswebdav/pid-13113891-dt-content-rid-72549071\\_1/xid-72549071\\_1](https://myasucourses.asu.edu/bbcswebdav/pid-13113891-dt-content-rid-72549071_1/xid-72549071_1)
- Movement Advancement Project. (2017). Unjust: LGBTQ Youth Incarcerated in the Juvenile Justice System: Graphical Executive Summary. <http://www.lgbtmap.org/policy-and-issue-analysis/criminal-justice-youth-detention>
- <https://www.ihs.gov/lgbt/health/twospirit/> Read page \*\*Explore content

**To Do: Due at 11:59pm on 6/26/2020**

- **Discussion board post #14:** Define Two-Spirit. In your opinion, what is one important consideration when working with Two-Spirit individuals?
- **Discussion board post #15:** What are the challenges faced by undocumented queer immigrants and what does it have to do with you?

**Module 11: Aging and bereavement**

**Readings/Viewings:**

- Dentato: Chapter 10 – Aging within the LGBT Community: An Exploration of Life’s Challenges.

*Ability*

- Podcast: Disability Justice Is LGBT Justice: A Conversation with Movement Leaders (either listen to the podcast--audio in the link--or read the transcription)  
<https://www.americanprogress.org/issues/lgbt/news/2015/07/30/118531/disability-justice-is-lgbt-justice-a-conversation-with-movement-leaders/>

*Socioeconomic status*

- Dentato: Pages: 413
- The Unfair Price: Poverty in the LGBT Community <http://talkpoverty.org/2014/10/09/poverty-in-the-lgbt-community/>

**To Do:** ***Due at 11:59pm on 6/26/2020***

- **Discussion board post #16:** Your elderly relative confides in you; they are gay and have hid it from the family for decades. How do you respond and what concerns might you have, if any?
- **QUIZ 2** (Please note: PowerPoint slides are not a substitute for the readings. They may not contain all information related to topics covered in the textbook but will incorporate additional information that may appear on quizzes.)

**ASSIGNMENTS**

***Discussion Board Posts (1.75 points each for a total of 28 points)***

This course is online only. For this reason, it is imperative that students participate in discussions on Canvas. Each week will have a discussion board space on Canvas. Note that posts are numbered consecutively, and you may be required to post and respond to more than one prompt. Please submit an original post AND respond to at least one other student's original post. Each discussion board post AND response is worth 1.75 points (16 threads). ***Please reflect on the prompts provided by the instructor in the Course Schedule and incorporate course materials into your posts and responses to other students. For Weeks 1 – 5, the discussion posts are due by 11:59pm on Sunday of each week. For Week 6, the discussion posts are due by 11:59pm on Friday of the week (the last day of the Session.)***

Differences of opinion are welcomed; however, please be sensitive and use respectful language on all discussion board posts. It is okay to offer thoughtful reflections on your own personal experience and to challenge the ideas of other students. It is unacceptable to make disparaging remarks about any group of individuals. Students who use disrespectful language may be asked to abstain from future discussion board posts and will not receive credit for this assignment.

To earn points for this assignment, you should offer thoughtful comments (at least 100 words per week for **graduate** students and at least 80 words per week for **undergraduate** students) that raise questions and further the discussion, offering examples when necessary. Points may be deducted for excessive spelling and grammar problems.

<b>Discussion board post grading rubric</b>	
<b>Description</b>	<b>Points</b>
Original post clearly represents critical thought	1
Student responded to another's post AND response clearly represented critical thought (not merely a restatement or "thanks for posting")	.5
Student incorporated course content	.15
Student used proper spelling and grammar	.10



**Quizzes (10 points each for a total of 20 points)**

There will be two online quizzes that cover the assigned readings. Each quiz will have 20 multiple-choice questions. Each question will be worth .5 points. You will have 120 minutes to complete each quiz. Once you begin the quiz online, you will not be able to exit and re-enter it. You may refer to course materials while taking the quiz. Please do not share answers with other students or take the test with other students. Dishonesty in completing quizzes can result in a failing grade and referral to the School of Social Work’s Academic Standards Committee. **Please note: Quiz 1 is due on a Sunday. Quiz 2 is due on a Friday.**

**Film Reflection Paper (26 points)**

Please watch a film that features an LGBTQ character from the attached list (or another one of your choice if cleared first by instructor) and write a reflection paper. **Please use American Psychological Association (APA) format, 6<sup>th</sup> or 7<sup>th</sup> edition.** In this paper, please address the following:

- How does this film portray LGBTQ individuals? Did you notice any strengths or weaknesses with this portrayal?
- Can you relate this film to the course content (this could be from any of the course materials)?
- What are some of the cultural factors present in the film that may play a role in this character’s gender identity or sexual orientation identity? In what ways does this character experience discrimination or oppression?
- What was your personal reaction to this character or those around him/her?

It is acceptable to use first-person for this paper.

**Film List**

(Note: some films may contain violent or graphic scenes – you may want to check the rating first)

**\*\*You may choose a film not on the list if it is clearly related to course content\*\***

<ul style="list-style-type: none"> <li>● (A)sexual (2011)</li> <li>● 3 on a Match (1998)</li> <li>● A Single Man (2009)</li> <li>● Aimee and Jaguar (1999)</li> <li>● Beautiful Boxer (2003)</li> <li>● Beautiful Thing (1996)</li> <li>● Bound (1996)</li> <li>● Boy Meets Girl</li> <li>● Boys Don’t Cry (1999)</li> <li>● Boys on the Side (1995)</li> <li>● Breakfast on Pluto (2005)</li> <li>● Breakfast with Scot (2007)</li> <li>● Brokeback Mountain (2005)</li> <li>● But I’m A Cheerleader (1999)</li> <li>● Carol (2015)</li> </ul>	<ul style="list-style-type: none"> <li>● High Art (1998)</li> <li>● House of Boys (2009)</li> <li>● How to Survive a Plague (2012)</li> <li>● Imagine Me &amp; You (2005)</li> <li>● In &amp; Out (1997)</li> <li>● Kinky Boots (2005)</li> <li>● La Cage Aux Folles (1978)</li> <li>● La Mission (2009)</li> <li>● Latter Days (2004)</li> <li>● Let’s Love Hong Kong (2002)</li> <li>● Love, Simon (2018)</li> <li>● Loving Annabelle (2006)</li> <li>● Ma Vie en Rose (Belgian film, 2007)</li> <li>● Mambo Italiano (2003)</li> <li>● Producing Adults (2004)</li> </ul>
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<ul style="list-style-type: none"> <li>● Circumstance (2011)</li> <li>● Cloudburst (2011)</li> <li>● Codependent Lesbian Space Alien Seeks Same (2011)</li> <li>● Dog Day Afternoon (1975)</li> <li>● Family Affair</li> <li>● Family Flaw (2002)</li> <li>● Family Pack (2000)</li> <li>● Feuille (2004)</li> <li>● Fingersmith (2005)</li> <li>● Fire (1996)</li> <li>● Fish and Elephant (2001)</li> <li>● Girl King (2015)</li> <li>● Hedwig and the Angry Inch (2001)</li> <li>● Tipping the Velvet (2002)</li> <li>● Transamerica (2005)</li> <li>● Trembling Before G-d (2001)</li> <li>● Velvet Goldmine (1998)</li> <li>● Victor Victoria (1982)</li> <li>● Were the World Mine (2008)</li> <li>● XXY (2007)</li> </ul>	<ul style="list-style-type: none"> <li>● Mango Kiss (2004)</li> <li>● Midnight in the Garden of Good and Evil (1997)</li> <li>● Milk (2008)</li> <li>● Mosquita y Mari (2012)</li> <li>● My Summer of Love (2004)</li> <li>● Nico and Dani (2007)</li> <li>● Pariah (2011)</li> <li>● The Normal Heart (2014)</li> <li>● Dallas Buyers Club (2013)</li> <li>● To Wong Foo, Thanks for Everything! Julie Newmar (1995)</li> <li>● Ready? Ok! (2008)</li> <li>● Save Me (2007)</li> <li>● Saving Face (2004)</li> <li>● The Adventures of Sebastian Cole (1998)</li> <li>● The Children’s Hour (1961)</li> <li>● The Crying Game (1992)</li> <li>● The Curiosity of Chance (2006)</li> <li>● The Kids are All Right (2010)</li> </ul>
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**Undergraduate** and **graduate** student papers must be no more than two pages (does not include cover page or references, if used). Please submit your paper in Word format (or another compatible format, but no PDFs please) via Canvas.

<b>Film Reflection Paper Grading Rubric</b>	
<b>Description</b>	<b>Points</b>
Paper/film is relevant to course content	2
Assesses film’s portrayal of LGBTQ character(s)	4
Relates film to course content, <i><b>specifically</b></i> connecting readings or other course material.	6
Notes cultural factors that may affect the LGBTQ character’s identity development, as well as the experience of discrimination/oppression	4
Describes personal reaction to character or those around him/her/them	6
Clearly written with proper sentence structure, correct spelling, grammar, and punctuation. Use of APA style.	2
Overall, paper reflects a clear understanding of LGBTQ experience.	2
<b>Total</b>	<b>26</b>

**Policy Paper (26 points)**

Please write a paper on a policy that impact LGBTQ individuals and/or their family systems **using the APA format, 6<sup>th</sup> or 7<sup>th</sup> edition**. Please include:



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- An overview and relevant background of the policy, including when it was passed, how it was passed (voter initiative, court ruling, legislature, etc.), when/how it was implemented, as well as the current status (recent or upcoming court rulings or challenges)
- Whether this is a county, state, national, etc., policy
- The various components and details of the policy, when applicable
- How this policy affects or is expected to affect LGBTQ individuals and/or families. Please include an example
- A discussion of which groups support and oppose this policy, including financial support
- The arguments offered for and against the policy, as well as the source of these arguments if applicable. Include research conducted on the topic or any prevalent theories that inform each side of the argument. Which side of the debate do you favor and why?
- Current status of the policy. This includes any recent court rulings, lawsuits, or legal challenges, as well as proposed bills or hearings to overturn/change the policy
- What changes might you make to the policy?

**\*\*NOTE:** *If the policy impacts both gender and sexual minorities, you must address related issues.*

Below is a list of relevant (current and historical) policies. If there is another policy that is of interest to you please go ahead and write your paper on that topic. If you aren't sure of a policy's relevance, please ask the instructor. Possible topics (***Please*** do not limit yourself to this list):

*Check here for emerging policy issues: <http://www.lgbtmap.org/policy-and-issue-analysis>*

- Anti-Bullying Policies (proposed legislation)
- California's Prop 8
- Defense of Marriage Act (DOMA)
- Domestic Partner Benefits for Arizona state employees
- Don't Ask, Don't Tell
- Employment Non-Discrimination Act (ENDA) or the Equality Act
- Foster Care/Adoption from the Child Welfare System by LGBTQ people as individuals and couples
- Family Medical Leave Act applicability to LGBTQ couples and parents
- Legal issues in end-of-life care and upon death of a partner
- Recent so-called "bathroom laws" or "papers to pee" in Arizona
- Safe School Improvement Act
- Second Parent Adoption by same-sex couples
- Inclusion of LGBTQ identities in VAWA (the Violence Against Women Act)
- "Conversion" or "Reparative therapy" laws/bans
- LGBTQ identities and criminal justice laws such as PREA (Prison Rape Elimination Act)

**Graduate Students:**

- Graduate student papers must be at least 5 pages.



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- Graduate students must cite appropriately at least 4 peer-reviewed journal articles in their paper and include these in the Reference section.

**Undergraduate Students:**

- Undergraduate student papers must be at least 3 pages.
- Undergraduate students must cite a minimum of 2 sources appropriately and include these in the Reference section.

Please submit your paper as a Word (or compatible format – no PDFs please) via Canvas.

<b>Policy paper grading rubric</b>		
<b>Description</b>	<b>Detail</b>	<b>Points</b>
Chosen policy is appropriate		2
Introduction	Include: <ul style="list-style-type: none"> <li>• Whether it's a county, state, national, etc., policy</li> <li>• How policy was enacted</li> <li>• When/how policy was implemented</li> </ul>	3
Current status	<ul style="list-style-type: none"> <li>• What is the current status of this policy?</li> <li>• Any recent or upcoming court rulings, lawsuits, legal challenges?</li> </ul>	4
Specifics	<ul style="list-style-type: none"> <li>• What are the components and details of the policy?</li> <li>• Who supports/opposes the policy?</li> </ul>	4
Impact on LGBTQ individuals/families	<ul style="list-style-type: none"> <li>• Describe the impact thus far or the projected impact if policy has not yet gone into effect on this community</li> <li>• Give an example of the policy's current or anticipated effects</li> </ul>	4
Arguments	<ul style="list-style-type: none"> <li>• What are the arguments in favor of this policy? Arguments against?</li> <li>• Is there research or a theory used to support either/both sides?</li> <li>• Which side do you favor?</li> <li>• What changes might you make to the policy?</li> </ul>	4
Information is clearly presented	This includes proper sentence structure, correct spelling, grammar, and punctuation	1
Comprehension	Overall, assignment reflects a clear understanding of LGBTQ experience.	2
Proper use of APA style		2
<b>Total</b>		<b>26</b>

**XIV. Evaluative Procedures**

1. Discussion board posts 28 points
2. Quizzes 20 points
3. Film Reflection 26 points
4. Policy paper 26 points



<b>90-100 points</b>	<b>A</b>
<b>80-89.9 points</b>	<b>B</b>
<b>70-79.9 points</b>	<b>C</b>
<b>60-69.9 points</b>	<b>D</b>
<b>&lt; 59.9 points</b>	<b>E</b>

#### *Grade descriptions*

An “A” grade at the **undergraduate** level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments, and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

An “A” grade at the **graduate** level means that a student is doing outstanding or excellent work, in which a student contributes to class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the **undergraduate** level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments, and demonstrates (at the very least) a strong grasp of the material.

A “B” grade at the **graduate** level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student contributes to class regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most graduate courses, a majority of students would be expected to achieve at the “B” level.

A “C” grade at the **undergraduate** level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of course concepts.

A “C” grade at the **graduate** level means that a student is doing inconsistent work. The student does not contribute to class regularly, fails to complete some of the course assignments, and/or fails to demonstrate a basic level of understanding of course concepts.

A “D” or “E” grade at the **undergraduate** level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

A “D” or “E” grade at the **graduate** level means that a student is doing unacceptable work, demonstrating a lack of understanding of course concepts.



An "XE" denotes failure due to academic dishonesty. See the website referenced above for the Academic Integrity Policy.

## **XV. Other Expectations**

### **Late Assignment Policy**

Late assignments will result in a 10%-point deduction for each day late unless prior approval of instructor is provided. Consider that if you submit a late discussion post you are missing out on opportunities to engage in learning and discussion with your peers, and they are missing out on your insights and perspective.

### **Grammar & Writing**

Please carefully proofread assignments before handing them in, seeking help if needed. I will return papers if excessive spelling, syntax, or grammar issues make it difficult to read the assignment. Resubmitted assignments will be subject to the late assignment policy listed above.

Plagiarism consists of copying another student's work, submitting work that is not your own, including information in your work without proper / any citation, or submitting work you previously turned in for other courses. Instances of plagiarism can result in a failing or zero grade for the assignment or the course, and/or a referral to Social Work Standards or your respective department.

ASU University Academic Success Programs are available to students for online and in-person writing tutoring: <https://studentsuccess.asu.edu/>

Additional resources include: [Grammarly](#) and [Owl Purdue Online Writing Lab](#)

### **Communication**

#### *Response Time*

The nature of an online course often produces an expectation of immediate email response. This is not a realistic expectation. Emails will generally be responded to within 48 hours, however, emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday or Tuesday. It is expected that students read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. The master instructor and co-instructors strive for a high level of support for all students, while also expecting students to take charge of their learning experience and being attentive to course expectations and requirements. Q&A Board posts submitted Monday through Thursday will be answered within 24 hours, and sooner when possible. Questions posted Friday through Sunday will be answered on Monday.

#### *Email Communication*

All correspondence with the instructor should be respectful and professional. The instructor and





students can use an informal and friendly tone when emailing while staying considerate. This course is a partnership between students and educators, and it is the hope students approach it as such. ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

#### *Office Hours*

Meeting with the course instructor may be done so through a scheduled Skype or Zoom conference session. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

#### **Online Course**

This is an online course. There are no face-to-face meetings.

#### **Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

#### **Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

#### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

#### **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outline by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must



maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

#### **Writing Center:**

Writing support is available to undergraduate and graduate students. The professional tutor holds regular office hours to meet with students who schedule appointments and those who need walk-in assistance. The writing center additionally provides support to online students. You may schedule a virtual appointment with a tutor and request additional support.

<https://tutoring.asu.edu/student-services/online-writing-tutoring>

#### **Prohibition of Commercial Note Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

#### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

#### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

#### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.



Qualified students who wish to request an accommodation for a disability should contact the DRC:


Website: <https://eoss.asu.edu/drc>

Phone: 480-965-1234

Email: [DRC@asu.edu](mailto:DRC@asu.edu)

### Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. If you do have technical problems, the most efficient way to get help is to call 1-855-ASU-5080 (the ASU technology helpline) or click on the  Help link in Canvas.

**IMPORTANT NOTE:** Sometimes Canvas does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are taking quizzes, watching videos, or completing assignments, open the internet with a different browser such as Mozilla Firefox or Google Chrome.

### Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Taking an online course is different from the traditional face-to-face course. While you may know that, it is important to keep some things in mind. The class moves at a consistent pace, which means you must keep up with it each week. Frequently check on the due dates and plan accordingly. Focus on the early weeks, if you do well on those assignments, you will have points to spare later in the semester. There is a great deal of individualized learning, but, if you have questions, don't wait, email me right away for clarification. Keep up with the reading, as much of the course is based on that content.

### Student Responsibilities

- Students are expected to log into the course regularly and be an active participant throughout the course. This includes engaging in the group discussions, utilizing and following the Q&A boards, reading feedback on their assignments, and reviewing all content in the weekly modules.
- Given the pluralistic nature of our society, some individuals' values and attitudes may be at odds with another individual's beliefs. Discourse about these differences can be



informative and help each of us to clarify our thinking if the dialog is held in a respectful manner. Everyone should feel free to state their opinions in the course. While we welcome opposing viewpoints to be explored, members of the course need to be respectful of opinions that conflict with their own. Failure to remain respectful may result in your expulsion from the course. Specifically, judgmental or profane language, name-calling, and threats (direct or implied) are prohibited in any form of interaction with other members of the class or instructors.

- Students are expected to write assignments in their own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented, and must include the source, year, and page number(s). Material taken from other authors that is paraphrased must also include source information. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade and referral to Standards.
- Papers are to be typed and double-spaced. All sources must be cited in accordance with the Publication Manual (6<sup>th</sup> ed. or 7<sup>th</sup> ed.) of the American Psychological Association (APA). Writing quality (grammar, punctuation, spelling, organization, etc.) will affect the grade of each of the papers. Your written paper and assignments must be responsive to all points listed in the assignments (consult the grading rubric for a point-by-point breakdown) and show evidence of library and original research. Research support must come from peer-reviewed empirical articles or scholarly books (e.g., Wikipedia is NOT peer-reviewed). Assignments should meet the minimum standards for scholarly academic work, that is, clear writing, appropriately edited, well- integrated, and with conclusions appropriately supported by secondary or original research evidence.
- Participation in this course must be consistent with the NASW Code of Ethics, including the principles of confidentiality.

### **Student Resources**

**My ASU Service Center:**

<http://my.asu.edu/service> or 1-855-278-5080

**Undergraduate Academic Advising:**

<http://asu.force.com/kb/articles/FAQ/How-do-I-schedule-an-appointment-with-an-undergraduate-academic-advisor/>

**ASU Email Guide:**

<http://asu.force.com/kb/articles/FAQ/ASU-Email-Guide/>

**ASU Wireless Network:**

[https://asu.secure.force.com/kb/pkb\\_Home?q=wireless%20network&l=en\\_US](https://asu.secure.force.com/kb/pkb_Home?q=wireless%20network&l=en_US)

**Succeed Online**

<https://currentstudent.asuonline.asu.edu/>

**Title IX**

<http://sexualviolenceprevention.asu.edu>