

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW395K / SW360K	Semester:	Summer 2001
Unique Number:	95595 / 95805	Meeting Time/Place:	Tuesday / Thursday 1:30-4:00 SSW SW 2.122

Instructor Information

Instructors	Contact Information	Office	Office hours
Yolanda C. Padilla, Ph.D., LMSW- AP Associate Professor	471-6266 ypadilla@mail.utexas.edu	SSW 3.130K	Tue 12:30-1:30 Wks 2, 4, 8, 9
Catherine Crisp, MSW, LMSW-ACP Doctoral Candidate	512-863-7212 ccrisp@cox-internet.com	SW 3.112	Thu 12:30-1:30 Weeks 3, 5, 6, 7

**GAYS AND LESBIANS IN AMERICAN SOCIETY
POLICY AND PRACTICE ISSUES**

I. Course Description

Gays and lesbians constitute an important presence in American society. Yet, the gay and lesbian population is confronted with a system of cumulative inequality, due in part to its small numbers, geographic dispersion, and prejudiced societal attitudes. The result is that gays and lesbians face serious issues related to lack of legal protection, violence, and limited political representation, and are denied full participation in a wide range of social institutions, including family life, religion, education, employment, recreation, the military, and many others. Research shows that this social environment places gays and lesbians at increased risk of isolation, poor school performance, mental health problems, and even suicide. The complexity of the problems facing gays and lesbians has important implications for social work, both in terms of policy and direct practice approaches. Given that gays form a cross-section of the population, encompassing gay, lesbian, bisexual, and transgender people and their families, social workers come in contact with this group in all fields of practice. This course provides a broad interdisciplinary knowledge-base on gay and lesbian issues in social work and integrates content on social policy and identity formation. In addition, the course demonstrates the application of this knowledge to core social work skills in both policy and direct practice interventions with this population.

II. Course Objectives

At the end of this course, students will be able to:

1. Critically analyze societal views toward homosexuality and the sources of these views, including religion, the media, the medical and mental health systems, and the educational system;

2. Synthesize knowledge on the social and political marginalization of gays and lesbians, and trace the historical and contemporary movement for gay and lesbian rights;
3. Identify key components of gay identity development across the life span, including the coming out process, relationship and family formation, and aging;
4. Demonstrate knowledge of social work's role in practice and policy issues with gays and lesbians, including ethical concerns in social work;
5. Apply knowledge on gays and lesbians to core social work skills in policy practice, with a focus on policy analysis, advocacy and public education, and agenda-setting;
6. Apply key components of gay affirmative practice in clinical intervention and identify its relationship to the core values of social work practice.

Course Content and Organization

This course approaches gay, lesbian, bisexual, and transgender (GLBT) studies by integrating identity and policy issues. Based on social work's person-in-environment framework, it is taught from the premise that "the personal is political," that individual life chances are intrinsically affected by the social and political context. Thus, the course provides an in-depth analysis of GLBT concerns from three levels: policy, organizational, and individual. Theoretical frameworks for understanding problems at each level are defined and applied, as well as integrated across all levels. Following this model, we also include an analysis of strategies for policy reform and organizational change. In addition, we examine approaches for providing competent professional services to gay, lesbian, bisexual, and transgender youths and adults within health and human service organizations, schools, and other settings. The course is organized as follows:

- i Gay identity in the contemporary social context: identity politics and development of community and culture; the social construction of homosexuality and GLBT social and political marginalization; identity over the life span (coming out, adolescence, adulthood, aging)
- i Policy and institutional issues and reform: the historical and contemporary movement for gay and lesbian rights; models of policy innovation for social change and the anatomy of the opposition; issues of religion and spirituality
- i Organizational barriers and strategies for change: models of organizational change (the case of schools)
- i Individual and family health and mental health: health and mental health issues; cultural competency and gay affirmative practice

III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, videos, guest lectures, and formal presentation

of material. Assigned readings are for the class session in which they are listed in the syllabus. The major criteria for student evaluation will be based on weekly reaction papers to the assigned readings, class discussions, and major assignments described below.

IV. Required Course Readings

Texts

Button, James W., Barbara A. Rienzo, and Kenneth D. Wald. 1997. Private Lives, Public Conflicts: Battles Over Gay Rights in American Communities. Washington, DC: Congressional Quarterly Press.

Hunter, Ski., Coleen Shannon, Jo Knox, and James I. Martin. 1998. Lesbian, Gay, and Bisexual Youths and Adults: Knowledge for Human Services. Thousand Oaks, CA: Sage.

Lipkin, Arthur. 1999. Understanding Homosexuality, Changing Schools: A Text for Teachers, Counselors, and Administrators. Boulder, CO: Westview Press.

Selected Readings (*Readings will be made available to students.*)

Almeida, Rhea. 1997. Becoming an Ally: What Straight Therapists Can do. In the Family, 2(4), 7-11.

Appleby, George A. and Anastas, Jeane. W. 1998. Affirming Gay, Lesbian, and Bisexual Lives. In Appleby, G. A. & Anastas, J. W. Not Just a Passing Phase: Social work with Gay, Lesbian, and Bisexual People, pp. 383-409. New York: Columbia University.

Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC). Year unknown. Competencies for Counseling Gay, Lesbian, Bisexual and Transgendered (GLBT) Clients. [Online]. Available: <http://www.aglbic.org/comptncs.htm>

Davidson, Mary. Gage. 2000. Religion and Spirituality. In Ruperto Perez, Kurt A. DeBord, and Kathleen Bieschke (Eds.). Handbook of Counseling and Psychotherapy with Lesbian, Gay, and Bisexual Clients, pp. 409-433. Washington, DC: American Psychological Association.

Dean, Laura, et al. 2000. Lesbian, Gay, bisexual, and Transgender Health: Findings and Concerns. Journal of Gay and Lesbian Medical Association 4(3): 102-151.

di Mauro, Diane. 2000. Current Trends and Future Directions in Sexuality Research. Items (Newsletter of the Social Science Research Council), 1(3-4): 2-5.

GLBT Groups Denounce New Study Promoting 'Gay Cure.' 2001, May 11. The Texas Triangle, p. 10.

Gray, Andrew T. 2000. Wearing the dress. In Kim Howard & Annie Stevens (Eds.). Out and About Campus, pp. 83-91. Los Angeles: Alyson Books.

- Green, Jamison. Introduction to Transgender Issues. 2000. In Paisley Currah and Shannon Minter (Eds.) Transgender Equality: A Handbook For Activists and Policymakers, pp. 1-12. Washington, DC: National Center for Lesbian Rights and the Policy Institute of the National Gay and Lesbian Task Force. [On-line]. Available: <http://www.ngltf.org/downloads/transeq.pdf>
- Harry Benjamin International Gender Dysphoria Association (HBIIGDA). 2001. Standards of Care for Gender Identity Disorder, Sixth Edition. [Online]. Available: <http://www.hbigda.org/soc.html>
- Iasenza, Suzanne and Lew, Mike. 1997. Working With the Enemy? Therapy With a Homophobic Client. In the Family 3(1): 21-24.
- International Gay Lesbian Human Rights Commission (IGLHRC). 2000. Policy on Gender Identity Discrimination. [Online]. Available: http://www.iglhrc.org/news/factsheets/GID_policy.html
- Lock, James and Steiner, Hans. 1999. Gay, Lesbian, and Bisexual Youth Risks for Emotional, Physical, and Social Problems: Results from a Community-based Survey. Journal of the American Academy of Child and Adolescent Psychiatry, 38(3): 297-304.
- Loughery, John. 1998. Chapter 25, Divergent Paths. In John Loughery, The Other Side of Silence: Men's Lives and Gay Identities: A Twentieth-Century History, pp. 437-449. New York: Henry Holt.
- Loulan, Joann. (1999). By Any Other Name: Why I'm Still a Lesbian Despite the Man In My Bed. [On-line]. Available: <http://www.gfriends.com/archive/gf799/pages/soapbox.htm>
- Markowitz, Laura. 1999. Dangerous Practice: Inside the Conversion Therapy. In the Family 4(3): 10-13.
- Morgan, Kris and Nerison, Rebecca. 1993. Homosexuality and psychopolitics: An Historical Overview. Psychotherapy, 30: 133-40.
- NASW National Committee on Lesbian, Gay, and Bisexual Issues. 2000. Position Statement: "Reparative" and "Conversion" Therapies for Lesbians and Gay Men. [On-line]. Available: <http://www.naswdc.org/NASW/Diversity/lgbt/reparative.htm>
- Perlstein, Marcia. 1996. Integrating a Gay, Lesbian, or Bisexual Person's Religious and Spiritual Needs and Choices into Psychotherapy. In C. J. Alexander (Ed.). Gay and Lesbian Mental Health: A Sourcebook for Practitioners, pp. 173-188. Binghamton, NY: Harrington Park.
- Ritter, Kathleen and O'Neill, Craig. 1989. Moving Through Loss: The Spiritual Journey of Gay Men and Lesbian Women. Journal of Counseling and Development 68: 9-15.
- Shernoff, Michael and Carter, Betty. (1998). Choosing a Lens: When Therapy With Gays Is Not About Gayness. In the Family 3(4): 22-24.
- Sherrill, Kenneth. 1996. The Political Power of Lesbians, Gays, and Bisexuals. PS: Political Science and Politics 29(3): 469-473. [On-line]. Available: <http://www.apsanet.org/PS/sept96/sherrill.cfm>

Stacey, Judith, and Timothy Biblarz. 2001. (How) Does the Sexual Orientation of Parents Matter? American Sociological Review, 66: 159-183. [On-line]. Available: <http://www.asanet.org/pubs/stacey.pdf>

Stephenson, Yanela and Cassese, James. 1996. Coming Out to Clients. In the Family 2(1): 25-26.

Sullivan, Andrew. 1997. Alone Again, Naturally. In Michael Lowenthal (Ed.) Sex, Spirit, Community: Gay Men at the Millennium, pp. 107-121. New York: Tarcher/Putnam.

Tuerk, Catherine. 1998. Stages Parents Go Through When a Child Comes Out. In the Family, 4(1): 16.

Van Voorhis, R. M. (1998). Culturally Relevant Practice: A Framework for Teaching the Dynamics of Oppression. Journal of Social Work Education 34: 121-133.

V. Course Requirements: Assignments and Grading Policy

1. Weekly Reaction Paper/Class Discussion Assignment 30%*

Each weekly grade will be based on:

- 50% Participation in Seminar Discussion
(25% Tuesday session/25% Thursday session)
- 50% Reaction Paper

(Full credit for the weekly paper will be given only with full weekly attendance. Otherwise, the weekly paper will be accepted, but will receive only 25% credit, maximum. On days when weekly written/homework assignments are not required, the grade will be based solely on class participation/attendance.)

* Grade based on average of total weekly assignments. In order to provide leeway for emergencies (e.g., car breakdowns, illness, printer problems, etc.), students may drop their lowest weekly grade.

2. Final Integrated Paper 40%

3. Community/Skills Building Project 30%

TOTAL POINTS 100%

Description of Assignments *(See attached for a detailed description of assignments.)*

VI. Course Schedule

Assigned readings due on the date listed. Videos/guest lectures subject to change in the event of unavoidable scheduling conflicts. This class is co-taught; therefore, we indicate below who is mainly responsible for each session. The terms ‘*gay, lesbian, bisexual, and transgender*’, ‘*GLBT*’, ‘*LGBT*’, ‘*gay and lesbian*’, and ‘*gay*’ will be used interchangeably in this class.

Date	Theme and assigned readings	Assignment due, class activity
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Week 1

<i>June 7</i>	Overview of the Class	
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I. GAY IDENTITY IN THE CONTEMPORARY SOCIAL CONTEXT

Week 2

<i>June 12</i>	<p><i>Identity Politics in the Gay and Lesbian Experience: Toward the Development of Community and Culture</i> (lead instructor: ycp/cc)</p> <p>Hunter et al., Chapter 1, Introduction Hunter et al., Chapter 3, Development of Community and Culture Button et al., Foreword; Chapter 1, Identity Politics, Law, and Policy Innovation Lipkin, Chapter 7, Multiple Identities</p>	Due: Reaction Paper
<i>June 14</i>	<p><i>The Social Construction of Homosexuality: Social/Political Marginalization and the Depathologization of Homosexuality</i> (ycp/cc)</p> <p>Lipkin, Chapter 2, The Theories of Homosexuality Lipkin, Chapter 4, Homophobia and Heterosexism Hunter et al., Chapter 2, The Oppression of Heterosexism Morgan et al., “Homosexuality and Psychopolitics: An Historical Overview”</p>	

Week 3

<i>June 19</i>	<p><i>Identity Over the Life Span: Coming Out</i> (cc)</p> <p>Lipkin, Chapter 6, Identity Formation Hunter et al., Chapter 5, Disclosure Challenges Tuerk, “Stages Parents Go Through When a Child Comes Out” Gray, “Wearing the Dress” Loulan, “By Any Other Name: Why I’m Still a Lesbian Despite the Man in my Bed”</p>	Due: Project Proposal Due: Reaction Paper
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<p>June 21</p>	<p><i>Identity Over the Life Span: Relationships, Adolescence, Adulthood, Aging</i> (cc)</p> <p>Hunter et al., Chapter 6, Couples Hunter et al., Chapter 7, Mothers, Fathers, and Children Hunter et al., Chapter 8, Youth Hunter et al., Chapter 9, Middle Adulthood Hunter et al., Chapter 10, Older Adulthood</p>	<p>Guest Panel</p>
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II. POLICY AND INSTITUTIONAL ISSUES AND REFORM

Week 4

<p>June 26</p>	<p><i>The Historical and Contemporary Movement for Gay and Lesbian Rights</i> (ycp)</p> <p>Lipkin, Chapter 5, American History Green, “Introduction to Transgender Issues” Sherrill, “The Political Power of Lesbians, Gays, and Bisexuals”</p>	<p>Due: Reaction Paper</p>
<p>June 28</p>	<p><i>Models of Policy Innovation for Social Change</i> (ycp)</p> <p>Button et al., Chapter 2, The Contemporary Gay Political Movement Button et al., Chapter 3, The Politics of Gay Rights Laws Button et al., Chapter 4, The Impact of Anti-Discrimination Legislation di Mauro, “Current Trends and Future Directions in Sexuality Research” Stacey et al., “(How) Does the Sexual Orientation of Parents Matter?” “GLBT Groups Denounce New Study Promoting ‘Gay Cure’”</p>	<p>Guest Lecture</p>

Week 5

<p>July 3</p>	<p><i>Reform and the Anatomy of the Opposition (A Comment on the Role of Religion—A Halocline Effect)</i> (ycp)</p> <p>Button et al., Chapter 6, The Opposition: Protectors of Traditional Values Lipkin, Chapter 13, Reform and Opposition Sullivan, “Alone Again, Naturally”</p>	<p>Due: Reaction Paper Guest Panel</p>
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<p>July 5</p>	<p><i>Issues of Religion and Spirituality in the Lives of GLBT Individuals (cc)</i></p> <p>Perlstein, “Integrating a Gay, Lesbian, or Bisexual Person’s Religious and Spiritual Needs and Choices Into Psychotherapy”</p> <p>Ritter et al., “Moving Through Loss: The Spiritual Journey of Gay Men and Lesbian Women”</p> <p>Davidson, “Religion and Spirituality”</p> <p><u>Policies of religious organizations on homosexuality</u>: You should read about either the denomination/faith you were raised with or support currently. If Christian, go to http://www.religioustolerance.org/hom_chur2.htm; if not Christian, go to http://www.religioustolerance.org/hom_chur3.htm. You should click on the link for the specific denomination/faith you have chosen and read about its policies about homosexuality.</p>	<p>Due: Project Progress Report</p>
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III. ORGANIZATIONAL BARRIERS AND CHANGE

Week 6

<p>July 10</p>	<p><i>Models of Organizational Change: The Case of Schools (ycp)</i></p> <p>Lipkin, Chapter 1, Overview of the Problem</p> <p>Lipkin, Chapter 11, School Change</p> <p>Lipkin, Chapter 12, The Massachusetts Model</p> <p>Lipkin, Chapter 14, Curriculum</p> <p>Button et al., p. 146-168 (in Chapter 5), The Schools and Gay and Lesbian Youth</p>	<p>Due: Reaction Paper Video: It’s Elementary</p>
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IV. INDIVIDUAL AND FAMILY HEALTH AND MENTAL HEALTH

<p>July 12</p>	<p><i>Health and Mental Health Issues in the Lives of GLBT Individuals (cc)</i></p> <p>Dean, et al., “Lesbian, Gay, Bisexual, and Transgender Health”</p> <p>Lock et al., “Gay, Lesbian, and Bisexual Youth Risks for Emotional, Physical, and Social Problems”</p> <p>IGLHRC, “Policy on Gender Identity Discrimination”</p>	
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Week 7

<p><i>July 17</i></p>	<p><i>Clinical Practice with GLBT Individuals: An Overview of the Issues</i> (cc)</p> <p>Almeida, “Becoming an Ally: What Straight Therapists Can Do” Shernoff, et al., “Choosing a Lens: When Therapy with Gays is Not About Gayness” Iasenza et al., “Working with the Enemy? Therapy with a Homophobic Client” Stephenson et al., “Coming Out to Clients” Markowitz, “Dangerous Practice: Inside the Conversion Therapy” NASW, “Position Statement: ‘Reparative’ and ‘Conversion’ Therapies”</p>	<p>Due: Reaction Paper</p>
<p><i>July 19</i></p>	<p><i>Cultural Competency and Gay Affirmative Practice with GLBT Individuals</i> (cc)</p> <p>Van Voorhis, “Culturally Relevant Practice” Hunter et al., Chapter 12, Affirmative Practice: Overview Appleby, et al., “Affirming Gay, Lesbian, and Bisexual Lives” AGLBIC, “Competencies for Counseling GLBT Clients” HBIQDA, “Standards of Care for Gender Identity Disorder”</p>	

V. CELEBRATION, COMMUNITY, AND SYNTHESIS

Week 8

<p><i>July 24</i></p>	<p><i>Celebrating GLBT Culture and Community</i> (ycp/cc)</p> <p>Each student should bring a poem, song, artwork, or other item that celebrates GLBT life.</p>	<p>Due: Gay Pride Symbol Project presentations/discussion</p>
<p><i>July 26</i></p>	<p>Student Community/Skills Building Projects</p> <p>Community event: <i>July 27-29, National Youth Advocacy Coalition Conference, Univ of Texas</i></p>	<p>Due: Projects Project presentations/discussion (continued)</p>

Week 9

<p><i>July 31</i></p>	<p><i>Synthesis: Where Do We Go From Here?</i> (ycp/cc)</p> <p>Button et al., Chapter 7, Gay Rights and American Politics Loughery, “Divergent Paths”</p>	<p>Due: Projects Project presentations/discussion (continued) Course Evaluations</p>
<p><i>Aug 2 5 pm</i></p>	<p>Submit Final Integrated Paper at the SSW Student Services Office.</p>	<p>Due: Final Integrated Paper</p>

VII. Additional Resources

Recommended Readings

- Aarons, Leroy. 1995. Prayers for Bobby: A Mother's Coming to Terms with the Death of Her Gay Son. New York: Harper Collins.
- American Civil Liberties Union. 1999. The Rights of Lesbian, Gay, Bisexual and Transgendered People, [ACLU Briefing Paper]. [On-line]. Available: <http://www.aclu.org/library/pbp18.html>
- Arnup, Katherine. 1999. Out in This World: The Social and Legal Context of Gay and Lesbian Families. Journal of Gay and Lesbian Social Services, 10(1), 1-26.
- Bayer, Ronald. 1987. Homosexuality and American Psychiatry: The Politics of Diagnosis. Princeton, NJ: Princeton University.
- Bishops' Committee on Marriage and Family National Conference of Catholic Bishops. 1997. Always Our Children - A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers. United States Catholic Conference, Inc. [On-line]. Available: <http://www.mu.edu/um/Bishops.htm>
- Black, Dan, Gary Gates, Seth Sanders, and Lowell Taylor. 2000. Demographics of the Gay and Lesbian Population in the United States: Evidence from Available Systematic Data Sources. Demography, 37(2), 139-154.
- Blumenfeld, Warren. 1992. Homophobia: How We All Pay the Price. Boston: Beacon Press.
- Central Conference of American Rabbis. 2000. Resolution on Same Gender Officiation. [On-line]. Available: <http://www.ccarnet.org/cgi-bin/resodisp.pl?file=gender&year=2000>
- Clark, Donald. 1997. Loving Someone Gay. Berkeley, CA: Celestial Arts.
- Comstock, David G. 1991. Violence Against Lesbians and Gay Men. New York: Columbia University.
- Davies, Dominic and Charles Neal. (Eds.). 1996. Pink Therapy: A Guide for Counselors and Therapists Working with Lesbian, Gay, and Bisexual Clients. Philadelphia: Open University.
- De Anda, Diane. 1984. Bicultural Socialization: Factors Affecting the Minority Experience. Social Work, 29(2), pp. 101-107.
- Duberman, Martin. (Ed.). 1997. A Queer World: The Center for Lesbian and Gay Studies Reader. New York: New York University Press.
- Eichberg, Rob. 1990. Coming Out: An Act of Love. New York: Penguin.
- Eskridge, William M. 1999. Gaylaw: Challenging the Apartheid of the Closet. Cambridge: Harvard University Press.
- Faderman, Lillian. 1999. To Believe in Women: What Lesbians Have Done for America—A History. Boston: Houghton Mifflin.

- Fone, Byrne. 2000. Homophobia: A History. New York: Henry Holt.
- Gay and Lesbian Medical Association (GLMA). 2001. Healthy People 2010 Companion Document for LGBT Health. [Online.] Available: <http://www.glma.org/policy/hp2010/>
- Gonsiorek, John C. (Ed.). 1985. Homosexuality and Psychotherapy: A Practitioner's Handbook of Affirmative Models. New York: Haworth.
- Green, Beverly and Herek, Gregory M. (Eds.). 1994. Lesbian and Gay Psychology: Theory, Research, and Clinical Applications. Thousand Oaks: Sage.
- Greene, Beverly. (Ed.). 1997. Ethnic and Cultural Diversity Among Lesbians and Gay Men. Thousand Oaks: Sage.
- Herek, Gregory, J. Roy Gillis, and Jeanine C. Cogan. 1999 (in press). Psychological Sequelae of Hate Crime Victimization. Journal of Consulting and Clinical Psychology. [On-line]. Available: <http://psychology.ucdavis.edu/rainbow/html/violence.pdf>
- Howard, Kim and Stevens, Annie (Eds.). 2000. Out and About Campus. Los Angeles: Alyson Books.
- Jordan, Karen M. 2000. Substance Abuse Among Gay, Lesbian, Bisexual, Transgender, and Questioning Adolescents. School Psychology Review, 29(2): 201 - 206.
- Jost, Kenneth. Gay Rights. 2000. In Issues in Social Policy: Selections from the CQ Researcher, p. 171-190. Washington DC: CQ Press.
- Just the Facts About Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel. 1999. National Education Association et al. [Online]. Available: <http://www.apa.org/pi/lgbc/publications/justthefacts.html>
- Mallon, Gerald P. 1998. Foundations of Social Work Practice with Lesbian and Gay Persons. Binghamton, NY: Harrington Park Press.
- Martin, James I. and Ski Hunter. 2001. Lesbian, Gay, Bisexual, and Transgender Issues in Social Work: A Comprehensive Bibliography with Annotations. Alexandria, VA: Council on Social Work Education.
- Middleton, Jennifer 2000. Making Schools Safe—An Educational Program from the Lesbian & Gay Rights Project of the American Civil Liberties Union. Swedesboro, NJ: ACLU Press. Overview Available: http://www.aclu.org/issues/gay/Training_overview.html
- Peterson, Jean. 1996. Health Care for Lesbians and Gay Men: Confronting Homophobia and Heterosexism. Binghamton, NY: Harrington Park Press.
- Polish, Rabbi Dan, and Judge David Davidson. 2001. Re: Boy Scouts of America, [Memorandum]. Union of American Hebrew Congregations. [On-line]. Available: <http://www.uahc.org/csa/boyscoutsmemo3/htm>

- Riggle, Ellen D. B., and Barry L. Tadlock. (Eds.). 1999. Gays and Lesbians in the Democratic Process: Public policy, Public Opinion, and Political Representation. New York: Columbia University Press.
- Rothblum, Esther D. and Factor, Rhonda. 2001. Lesbians and Their Sisters as a Control Group: Demographic and Mental Health Factors. Psychological Science, 12(1), 63-69.
- Salokar, Rebecca Mae. 1997. Beyond Gay Rights Litigation. Journal of Gay and Lesbian Studies, 3(4), 385-416.
- Sears, James T., and Walter L. Williams. (Eds.). 1997. Overcoming Heterosexism and Homophobia. New York: Columbia University Press.
- Solarz, Andrea L. (Ed.). 1999. Lesbian Health: Current Assessment and Directions for the Future. Washington, DC: National Academy Press.
- Tully, Carol T. 1994. To Boldly Go Where No One Has Gone Before: The Legalization of Lesbian and Gay Marriages. Journal of Gay and Lesbian Social Services, 1(1), 73-87.
- Van Wormer, Katherine, Joel Wells, and Mary Boes. 2000. Social Work with Lesbians, Gays, and Bisexuals: A Strengths Perspective. Boston: Allyn and Bacon.

Web Resources

See separate hand-out.

COURSE ASSIGNMENTS

**** NOTE: Please submit 2 copies of every assignment. ****

I. WEEKLY READINGS REACTION PAPERS/CLASS DISCUSSION

A major portion of class work will be based on collaborative learning group discussion. Students will get into groups and discuss a selected issue related to the readings. Each group will select a scribe, who will take notes from the group discussion and present those points in a class-wide discussion.

In preparation for this class activity, students are required to write a short Reaction Paper to the readings for that week. (The readings for Tuesday/Thursday of each week are organized so as to bring together related themes that can be addressed in a single coherent paper.) The paper should be 2–3 typed pages long (or the equivalent hand-written pages). Write about things that stand out for you in the readings: things that are new to you, that you disagree/agree with, or that you find troublesome or thought-provoking (reactions, thoughts, comments and questions). If you read something that you do not like or agree with, suggest alternatives. Your comments should be directly grounded in the readings. That is, you should directly and explicitly refer to all readings and indicate the source of specific points that you bring up. (For example, “according, to Lipkin, the major issues affecting schools are....”). The Reaction Paper should be written in the form of an essay (rather than in the form of a list or outline). Your grade will be based on the extent to which your reaction papers reflect a careful examination of the themes in the assigned readings.

Please note that we have NO EXAMS. Thus, this part of the course work is the core of your learning in this class. So please take the weekly readings, the preparation of your weekly Reaction Papers, and the class participation seriously. The main purpose of writing the Reaction Paper is to be prepared for class. Therefore, if you do not attend class, Reaction Papers will be accepted, but you will receive only partial credit for them.

The weekly Reaction Papers will also serve as the major basis for writing a Final Integration Paper, in which you bring together the material learned from the whole semester. See below for a detailed description of the Final Integration Paper.

Review GLBT News Updates. In addition to the readings, students should draw on current developments for weekly class discussion and reaction papers. Suggested sources:

- i The Advocate Update on-line provides weekly news updates via E-mail. It includes clickable links to the top gay and lesbian news (politics, law, religion), health, and entertainment stories of the week as reported on Advocate.com. Register for this service at http://www.advocate.com/html/update/update_sample.asp.
- i Other on-line sources of LGBT news: Texas Triangle: <http://www.txtriangle.com/>; List of gay literature/magazines: <http://www.gayliterature.com/mags.htm>; NGLTF News+Views: <http://www.nglftf.org/news/index.cfm>; Gay Parent: <http://www.gayparentmag.com/index.html>; OutProud (from the National Coalition of GLBT Youth): <http://www.outproud.org/>; gaybc (Gay and Lesbian Radio Network—talk, music, news) <http://www.gaybc.com/>.

II. FINAL INTEGRATED PAPER

The purpose of this paper is to integrate material we have discussed throughout the course with your own experiences. Specifically, the paper asks you to discuss three areas in your experience with glbt individuals: your past experience, your current experience, and the goals you hope to achieve in the future in your work with glbt individuals. The paper should be written in three sections, described in detail below. The course readings should be incorporated as appropriate into the paper; much of the information you chose to include in this paper may come from your reaction papers. It is recommended that you begin writing this paper early on in the summer so you can give it adequate thought.

The paper is due on **August 2 at 5 pm**. As with all other assignments, please turn in **2** copies (1 for each of the instructors). The paper should be 15-24 typed pages in length, written according to APA guidelines. Citations in the body of the paper should use the format (author, year) and a reference sheet should be included at the end of the paper. The paper should be organized as follows:

Section I: Past experience with glbt individuals (5-7 pages)

In this section, please examine and discuss the knowledge, attitudes, and skills you possessed prior to this class that enabled or prevented you from advocacy and/or practice with glbt individuals. This should include an examination of:

1. Your value systems (attitudes) about glbt individuals including values you were raised with and messages you received from different institutions such as schools, religious organizations, and the media. This section should also include a discussion of your level of homophobia and how that may have changed over the course of your lifetime, prior to entering this class.
2. Your knowledge and beliefs about glbt individuals. Please identify any knowledge or beliefs that were not truthful as well as that which you believe to be true.
3. The skills you both possessed and lacked prior to entering this class that enabled or prevented you from advocating for and/or practicing with glbt individuals.

Section II: Current experience in this class (5-7 pages)

This section is intended to examine how this class has changed and/or added to your knowledge, attitudes, and skills in advocacy and/or practice with glbt individuals. It is intended to be an evaluation of your own learning process and not an evaluation of the course. This should include an examination of:

1. What did you learn that has most changed your perspective on advocacy and practice with glbt individuals?
2. Did you react strongly (both positively and/or negatively) to any of the material that was presented in the class (in lectures, from guest speakers, in discussions, from videos, etc)? If so, what material was it and why do you think you reacted strongly to it?
3. What have you learned that you think is the most helpful to you in your advocacy and/or practice with glbt individuals? Why do you think it is the most valuable?
4. What knowledge, attitudes, and skills did you gain that will enable you to advocate and/or practice with glbt individuals?

Section III: Future goals in advocacy and practice with glbt individuals (5-10 pages)

This section is intended to examine what you would like to do in the future with regard to advocacy and/or practice with glbt individuals. This should include an examination of:

1. What would you like to do with the knowledge, attitudes, and skills you have obtained from your experiences in this course?
2. What do you need to do (what skills do you need to obtain, what knowledge do you feel you need, and what attitudes do you feel you need to develop) to achieve the goals stated in #1 and to be an effective advocate and/or practitioner with glbt individuals?
3. What strengths do you have that will enable you to reach your goals? What obstacles do you foresee that you will encounter in pursuing your goals?

Your grade for the final paper will be based on your ability a) to thoughtfully consider and respond to each of the questions posed above, b) to apply information presented in class and in the readings to your experiences and future goals, and c) to present the information in the paper in a written manner that is concise and professionally written.

Each of the instructors is available to consult with you on any aspect of this paper.

III. COMMUNITY/SKILLS BUILDING PROJECT

The objective of this assignment is two-fold (a) to give you the opportunity to go into the community and learn about the LGBT population, the issues they face and their available resources, and (b) to allow you to expand your skills for working with LGBT-related issues.

Because we realize that students coming into this elective will bring a variety of interests, we have decided to let each student propose a community project that is tailored to your interests and that will help you prepare for the professional goals that you have set for yourself. Below are some projects from which you can select and tailor to your interests or you can propose an original project. The project can have either a policy or a clinical focus, and it can address the broad lesbian, gay, bisexual and transgender population as a group, or a sub-group of this population.

You may either work in teams or individually on this project. You will be asked to submit a detailed proposal for our approval. In your proposal, indicate how you will build your background knowledge and future goals into the project. For students who are taking this course for graduate credit (SW 395K), the proposed assignment should be commensurate with graduate level work. That is, the project should reflect advanced analytical thinking and a higher level of complexity.

Schedule:

June 19	Submit 1-page proposal
July 5	Submit 1-page progress report and meet with one of the instructors
July 26/31	Submit final product and give in-class presentation (if relevant)

You will be expected to work on your project throughout the semester. Your grade for the community/skills building project will be based on your ability to (a) apply the material learned in the class to the project of your choice, and (b) carry out a well-developed project.

SUGGESTED PROJECTS	PRODUCT
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Group projects (3-5 students)

<p><u>Conference Presentation</u>: Prepare and give a <u>group</u> presentation at the <i>National Youth Advocacy Coalition (NYAC), 2001 Western Regional Conference</i> sponsored Out Youth, Austin, July 27-29, University of Texas at Austin. Use relevant web resources, literature, and direct interviews with applicable organizations to develop the presentation.</p>	<p>Conduct 30-45 min. presentation in class & submit a detailed presentation outline</p>
<p><u>Diversity Training</u>: Prepare some form of GLBT diversity training geared to a specific group, such as teachers, counselors, youth, a community group. Use relevant web resources, literature, and direct interviews with applicable organizations to develop the training session.</p>	<p>Conduct 30-45 min. training in class & submit a detailed training outline</p>
<p><u>Legislative Analysis</u>: Select and analyze an important contemporary policy issue pertaining to LGBT people, specifically, a bill addressed in the most recent session of the Texas legislature. Students should investigate the history of the issue, become familiar with proposals to introduce new policies or modify existing policies, seek the opinions of those with various views on the issue, and determine which groups and individuals (such as state legislators, professional groups, citizen advocacy groups) are supportive, opposed to, or neutral on the policy. A hand-out detailing the instructions for this project will be provided.</p>	<p>Policy analysis paper (15-20 pages)</p>

Individual project

<p><u>Experiential Project</u>: Volunteer 16 hours at an agency of your choice that serves LGBT people and write a journal about what you learn and how it relates to what is presented in class.</p>	<p>Journal (8-10 pages)</p>
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Class Expectations

1. **Attend class regularly.**
Class attendance is required every class period for the entire class period.
2. **Turn assignments in on the due dates.**

All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates.

Major assignments will be penalized 5 points for each calendar day late.

3. **Follow the rules of scholastic honesty.**

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All written assignments (papers, weekly synopses, etc.) should be based on individual, not collaborative, work. However, collaborative discussion in and out of class is strongly encouraged. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. **Request and use feedback.**

We will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with us prior to the time the particular assignments are due.

5. **Offer feedback.**

Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. **Participate in class discussions and other in-class activities.**

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.

7. **Present written and oral presentations professionally.**

Grades will be lowered if assignments are not clearly presented. Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your written assignments.

8. **Use APA Style for referencing.**

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office.

9. **Agency and community safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

10. **Use of electronic devices in class**

Please turn off all electronic devices (cell phones, pagers, PDAs, watch alarms, etc) unless you are specifically using them for a class purpose (such as to take notes on your PDA). If you need to leave them on for some reason, please advise the instructors prior to class and set the device to silent mode so as to not disrupt the rest of the class.