



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work
 Subject SWU Number 461 Title Lesbian, Gay, Bisexual, Transgender, & Queer Issues Units: 3

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
 A historical, socio-cultural introduction to lesbian, gay, bisexual, and transgender communities and their resilience to challenges and barriers.

Requested designation: Cultural Diversity in the United States-C
*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cecilia Ayon Phone 602.496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M Carney Date: 12/1/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus, Readings
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus, Readings, Assignments Described in Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
561/461	87253/87247	LGBTQ Issues	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
2a. Indepth study of gender and sexual minority groups	1. A film reflection/critique of a movie where the main character/s are members of gender/sexual minority group such as "Boys Don't Cry" Content covered in classes week 1-10, 12, 13, 14	See Syllabus Pg. 11 See Syllabus Pg. 5-9
2c. Study of social relations	2. Social service agency project where students are required to investigate a local human/social services agency to determine how/if social needs of LGBTQ community are met. A student might visit a local mental health agency, interview staff, and create a Power Point presentation about the agency's community responsiveness. Content covered during class 4,. 10	See Syllabus Pg. 13 See Syllabus Pg. 7
2a. Study of political relations	3. Students write a policy paper about a local or national policy that affects members of the LGBTQ population. A student may write a brief policy analysis about the policy related to LGBTQ parents seeking to foster or adopt children. Content covered during week 11, 15	See Syllabus Pg. 15 See Syllabus Pg. 8, 9

--	--	--

SWU 461 Lesbian, Gay, Bisexual, Transgender, and Queer Issues

Catalog description:

Historical, socio-cultural introduction to lesbian, gay, bisexual and transgender communities and their resilience to challenges and barriers.



College of Public Programs
SCHOOL OF SOCIAL WORK

SWU 461/SWG 561 – Lesbian, Gay, Bisexual, Transgender, and Queer Issues

Lead Instructor:	Natasha S. Mendoza, PhD, LMSW
Course Instructor:	Natasha S. Mendoza
Office Hours:	By appointment
Contact:	Email: Tadoza@asu.edu

- I. Name and Number of Course:** SWU 461/SWG 561 Lesbian, Gay, Bisexual, Transgender, and Queer Issues
- II. Program Level:** BSW 300, 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, and transgender 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:

2.1.1 Professional Identity & 2.1.2 Ethical Practice

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

Knowledge, Values, Skills	Operational Practice Behaviors	Assignment
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

2.1.3 Critical Thinking, 2.1.4 Diversity in Practice, & 2.1.5 Human Rights & 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.

Knowledge, Values, Skills	Operational Practice Behaviors	Assignment
Critical thinking requires the synthesis and communication of relevant information.	Social workers distinguish, appraise, and integrate multiple sources of knowledge (research-based and practice wisdom).	Quizzes
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.	Film reflection paper, Agency project
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

2.1.8 Policy Practice

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

Knowledge, Values, Skills	Operational Practice Behaviors	Assignment
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 Units:

1. Sexual orientation and gender identity expression
2. Intersex and asexuality
3. Historical perspective of LGBTQ community
4. Oppression, prejudice, and discrimination
5. Identity development
6. Coming out
7. LGBTQ relationships and families
8. LGBTQ youth
9. Psychosocial support for families
10. Violence and hate crimes/language
11. Native American and immigration issues
12. Workplace issues
13. Social welfare policy & advocacy
14. Aging and bereavement
15. Health
16. Religion and spirituality
17. Affirmative social work practice

VIII: Key Course Concepts:

Allies	ENDA
Bisexual	Female to Male (FtM)
Bullying	Gay
CA's Prop 8	Gender
Civil unions	Gay-Straight Alliances (GSAs)
Closet	Hate language
Coming out	Heterosexism
Discrimination	Homophobia
DOMA	Identity
Domestic partnership	Intersex
Don't Ask Don't Tell (DADT)	Lesbian

LGBTQ ² IA ²	Same-sex marriage
Male to Female (MtF)	Second parent adoption
Oppression	Sex
Passing	Sex education in schools
Power of Attorney	Sexual orientation
Prejudice	Social welfare policies
Queer	Transgender
Questioning	Transsexual
Reproductive technologies	

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:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

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

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

X. Accommodations for Students with Disabilities

If you are a student with a disability and have need of 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). 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: <http://campus.asu.edu/downtown/DRC>.

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

1. Morrow, D. F. & Messinger, L. (2006). *Sexual orientation & gender expression in social work practice: Working with gay, lesbian, bisexual & transgender people*. New York, NY: Columbia University Press.
2. Other material as assigned on Blackboard or by email.

XIII. Course Schedule – Plan of Instruction

Week 1: Sexual orientation and gender identity expression
Historical perspective

Readings: Morrow & Messinger Chs. 1 & 2

To do: View Lecture 1

Discussion board posts due by 11:59 PM on Sunday August 31, 2014

Week 2: Oppression, prejudice, and discrimination

Intersex

Asexuality

Readings: Morrow & Messinger Ch. 3

Wiesemann, C. (2010). Ethical guidelines for the clinical management of intersex. *Sexual Development, 4*, 300-303.

Topp, S. S. (2012). Against the quiet revolution: The rhetorical construction of intersex individuals as disordered. *Sexualities, 16*, 180-194.

Carrigan, M. (2011). There's more to life than sex? Difference and commonality within the asexual community. *Sexualities, 14*, 462-478.

To do: View Lecture 2

Discussion board posts due by 11:59 on Sunday September 7, 2014

Week 3: LGBTQ identity development

Readings: Morrow & Messinger Chs. 4 & 5

Diamond, L. (2006). What we got wrong about sexual identity development: Unexpected findings from a longitudinal study of young women. In A. M. Omoto & H. S. Kurtzman (Eds.). *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people*, pp. 73-94. Washington, D.C.: American Psychological Association.

To do: View Lecture 3

Discussion board posts due by 11:59 PM on Sunday September 14, 2014

Week 4: Coming out as LGBTQ

Readings: Morrow & Messinger Ch. 6

Hill, N. L. (2009). Affirmative practice and alternative sexual orientations: Helping clients navigate the coming out process. *Clinical Social Work Journal*, 37(4), 346-356.

Riggle, E. D. B., Whitman, J. S., Olson, A., Rostosky, S. S., & Strong, S. (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology: Research and Practice*, 39(2), 210-217.

To do: View Lecture 4

Discussion board posts due by 11:59 PM on Sunday September 21, 2014

Week 5: Psychosocial support for families
Homosexuality and the DSM – historical perspective

Readings: Morrow & Messinger Ch. 7

Kutchins, H., & Kirk, S. A. (1997). The fall and rise of homosexuality. In *Making us Crazy: DSM: The psychiatric bible and the creation of mental disorders*, pp. 55-99. New York, NY: Free Press.

To do: View Lecture 5

Discussion board posts due by 11:59 PM on Sunday September 28, 2014

Week 6: LGBTQ adolescents

Readings: Morrow & Messinger Ch. 8

Potoczniak, D., Crosbie-Burnett, M., & Saltzburg, N. (2009). Experiences regarding coming out to parents among African American, Hispanic, and White gay, lesbian, bisexual, transgender, and questioning adolescents. *Journal of Gay & Lesbian Social Services, 21*, 189-205.

To do: View Lecture 6

Discussion board posts due by 11:59 PM on Sunday October 5, 2014

Film reflection paper due by 11:59 PM on Sunday October 5, 2014

Week 7: Gay male relationships and families

Readings: Morrow & Messinger Ch. 9

Schacher, S. J., Auerbach, C. F., & Silverstein, L. B. (2005). Gay fathers expanding the possibilities for us all. *Journal of GLBT Studies, 1*(3), 31-52.

To do: View Lecture 7

*****Note Nothing is due on October 12, 2014 due to Fall Break**

Week 8: Lesbian relationships and families

Readings: Morrow & Messinger Ch. 10

Renaud, M. T. (2007). We are mothers too: Childbearing experiences of lesbian families. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 36*(2), 190-199

To do: View Lecture 8

Discussion board posts due by 11:59 PM on Sunday October 19, 2014

Quiz 1 due by 11:59 PM on October 19, 2014 . Covers weeks 1-8.

Week 9: Bisexual relationships and families

Transgender emergence

Readings: Morrow & Messinger Chs. 11 & 12

Mallon, G. P., & DeCrescenzo, T. (2006). Transgender children and youth: A child welfare practice perspective. *Child Welfare, 85*(2), 215-241.

To do: View Lecture 9

Discussion board posts due by 11:59 PM on October 26, 2014

Week 10: Violence, hate crimes, and hate language

Workplace issues

Native American two-spirit individuals

Readings: Morrow & Messinger Chs. 16 & 18

Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). "My spirit in my heart": Identity experiences and challenges among American Indian two-spirit women. *Journal of Lesbian Studies*, 10(1-2), 125-149.

To do: View Lecture 10

Discussion board posts due by 11:59 PM on November 2, 2014

Week 11: Social welfare policy and advocacy
LGBTQ immigration issues

Readings: Morrow & Messinger Ch. 19

Morales, E. (2013). Latino gay, bisexual, and transgender immigrants in the United States. *Journal of LGBT Issues in Counseling*, 7(2), 172-184.

To do: View Lecture 11

Discussion board posts due by 11:59 PM on November 9, 2014

Agency project due by 11:59 PM on November 9, 2014

Week 12: LGBTQ aging and bereavement

Readings: Morrow & Messinger Ch. 13

Fenge, L., & Fannin, A. (2009). Sexuality and bereavement: Implications for practice with older lesbians and gay men. *Practice: Social Work in Action*, 21(1), 35-46.

To do: View Lecture 12

Discussion board posts due by 11:59 PM on November 16, 2014

Week 13: LGBTQ health issues

Readings: Morrow & Messinger Chs. 14 & 15

To do: View Lecture 13

Discussion board posts due by 11:59 PM on November 23, 2014

***Note Nothing is Due on November 30, 2014 due to Thanksgiving

Week 14: Religion and spirituality

Readings: Morrow & Messinger Ch. 17

Minwalla, O., Simon Rosser, B. R., Feldman, J., & Varga, C. (2005). Identity experience among progressive gay Muslims in North America: A qualitative study within Al-Fatiha. *Culture, Health & Sexuality*, 7(2), 113-128.

Schnoor, R. F. (2006). Being gay and Jewish: Negotiating intersecting identities. *Sociology of*

Religion, 67, 43-60.

To do: View Lecture 14

Discussion board posts due by 11:59 PM on December 7, 2014

Week 15: Affirmative social work practice

Readings: Morrow & Messinger Ch. 20

Ji, P. (2007). Being a heterosexual ally to the lesbian, gay, bisexual, and transgendered community: Reflections and development. *Psychotherapy, 11*(3-4), 173-185.

To do: View lecture 15

*** Note No discussion board due

Week 16

No assigned readings, lecture, or discussion board posts.

To do: Policy paper due by 11:59 PM on Wednesday December 10, 2014

Quiz 2 due by 11:59 PM on Wednesday December 10, 2014. Covers weeks 9-15.

Please note: PowerPoint slides are not a substitute for the readings. They may contain information related to topics covered in the textbook, but will incorporate additional information that may appear on quizzes.

XIV. Evaluative Procedures

1. Discussion board posts (15%)
2. Quizzes (20%)
3. Film reflection paper (15%)
4. Agency project (25%)
4. Policy paper (25%)

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

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 “F” 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.

Instructor’s Late Assignment Policy

Late assignments will result in point deductions unless prior approval of instructor is provided.

Please carefully proofread assignments before handing them in, seeking help if needed. I will hand papers back 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.

Assignments

Discussion Board Posts (15 points)

This course is online only. For this reason, it is imperative that students participate in discussions on Blackboard. Each week will have its own discussion board space on Blackboard. Please post at least once for each week (start a new thread) as well as respond to at least one other student’s

post (reply in their thread). Both the original and response posts are worth .5 points. You can post a response, personal reflection, or critique related to any content from the week's readings or lecture slides. The instructor may provide prompts, but please feel free to post on anything that was relevant to you in the material covered that week. Posts are due by 11:59 PM on Sunday of each week.

Differences of opinion are welcomed; however, please be sensitive and use respectful language on all discussion board posts. It is ok 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.

Quizzes (10 points each, 20 points total)

There will be two online quizzes that cover the assigned readings. Each quiz will have 20 multiple choice questions, drawn primarily from the Morrow & Messinger textbook, though questions from lectures, films, and supplemental readings may be included. Each question will be worth .5 points. Quizzes will be open for 48 hours (2 days) after they are posted online. You will have 45 minutes to complete each quiz. Once you begin the quiz online, you will not be able to exit and re-enter it. Opening other web browsers on your computer will cause the quiz to automatically close. Both quizzes are closed-book; I trust that you will comply with this requirement. 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.

Film reflection paper (15 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, 6th 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 ok to use first-person for this paper. **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 other compatible format, but no PDFs please) via Blackboard.

Suggested Film List (note: some films may contain violent or graphic scenes – you may want to check the rating first):

- A Single Man (2009)
- Beautiful Thing
- Boys Don't Cry (1999)
- Boys on the Side (1995)
- Breakfast on Pluto (2005)
- Breakfast with Scot (2007)
- Circumstance (2011)
- Fire (1996)
- Hedwig and the Angry Inch (2001)
- High Art (1998)
- In & Out (1997)
- Kinky Boots (2005)
- La Cage Aux Folles (1978)
- La Mission (2009)
- Latter Days (2004)
- Ma Vie en Rose (Belgian film, 2007)
- Milk (2008)
- My Summer of Love (2004)
- Nico and Dani (2007)
- Ready? Ok! (2008)
- Save Me (2007)
- The Adventures of Sebastian Cole (1998)
- The Children's Hour (1961)
- The Curiosity of Chance (2006)
- The Kids are All Right (2010)
- Transamerica (2005)
- Trembling Before G-d (2001)
- XXY (2007)

Film reflection paper grading rubric

Description	Points
Paper is from list or approved by instructor	1
Assesses film's portrayal of LGBTQ character(s)	3
Relates film to course content	3
Notes cultural factors that may affect the LGBTQ character's identity development, as well as the experience of discrimination/oppression	3
Describes personal reaction to character or those around him/her	3
Clearly written with proper sentence structure, correct spelling, grammar, and punctuation. Use of APA style.	2
Total	15

Social Service Agency Project (25 points)

This assignment requires that you investigate/visit a local agency. This can be an agency that either offers services specifically for the LGBTQ population or a general social service agency. You may also use your field internship or place of employment, if applicable, for this assignment. No matter which kind of agency you choose, you are required to speak to someone involved with this agency. All projects should contain your own reflections on your investigation of this agency and your overall opinion on the agency's responsiveness to LGBTQ individuals and their families. Please present your findings as a PowerPoint presentation.

Each student must visit a **different** social service agency to avoid duplication of information. Please obtain approval by emailing the instructor with name of the agency you wish to visit.

Please provide the following components in your final project:

- A brief background of the agency, including how long it has existed, where it is located, source of funding, and main focus
- Who did you speak with? What is this person's role?
- Is the agency sensitive to the needs of the LGBTQ population? How can you tell? Do their intake forms or other documents use language that is welcoming to this group?
- What resources are available for the LGBTQ population if members are involved with this agency?
- How does this agency address/meet the needs of the LGBTQ population? Some examples may be:
 - Does this agency have any policies (non-discrimination or other) regarding LGBTQ clients or employees?
 - Are the partners/families of LGBT employees offered the same benefits as heterosexual partners?
 - Are there any trainings offered for the staff on working with the LGBTQ population?
 - Do their materials reflect an openness or bias toward the LGBTQ population?
 - What is the overall climate toward LGBTQ clients, employees, and their families?
 - What could the agency do in order to be more sensitive to this population?
 - Any other ways you can think of?
- Do you believe that this agency is doing all it can to meet the needs of the LGBTQ population?

Undergraduate student presentations should be at least 10 slides and **graduate** student presentations should be at least 12 slides. Please submit your project via Blackboard.

Agency project grading rubric

Rubric		
Description	Detail	Points
Agency approved by instructor		1
Introduction	Includes: <ul style="list-style-type: none"> • A brief background of the agency • How long it has existed • Where it is located • Source of funding • Main focus of services 	3
Interview	<ul style="list-style-type: none"> • First name of the person with whom you spoke and role within agency • Share some info obtained from the interview 	3
Sensitivity and inclusiveness	<ul style="list-style-type: none"> • Is the agency sensitive to the needs of the LGBTQ population? How can you tell? • Do the intake forms or other documents use language that is welcoming to this group? 	4
Resources	<ul style="list-style-type: none"> • What resources are available for the LGBTQ population involved with this agency? 	3
Needs of LGBTQ population	<ul style="list-style-type: none"> • How does this agency address/meet the needs of the LGBTQ population? Give examples if applicable 	4
Personal opinion	<ul style="list-style-type: none"> • Do you believe that this agency is doing all it can to meet the needs of the LGBTQ population? Explain your answer 	4
Information is clearly presented	This includes correct spelling and grammar as well as clarity of information	3
Total		25

Policy Paper (25 points)

Please write a paper on a policy that impacts LGBTQ individuals and/or their family systems.

Please include:

- 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

Undergraduate student papers must be at least 3 pages, while **graduate** student papers must be at least 5 pages. **Graduate** students must cite at least 4 peer-reviewed journal articles in their paper and include these in the references section. All students should use APA format, 6th edition. Undergraduate students are also expected to cite sources appropriately. Please submit your paper as a Word (or compatible format – no PDFs please) via Blackboard.

Below is a list of relevant policies. Please do not limit yourself to this list; if there is another policy that is of interest of 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:

- Anti-Bullying Policies (proposed legislation)
- California's Prop 8
- Defense of Marriage Act
- Domestic Partner Benefits for Arizona state employees
- Don't Ask, Don't Tell
- Employment Non-Discrimination 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
- Hospital Visitation Rights for Partners of LGBTQ people
- 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

Policy paper grading rubric

Rubric		
Description	Detail	Points
Chosen policy is appropriate		1
Introduction	Include: <ul style="list-style-type: none"> • Whether it's a county, state, national, etc., policy • How policy was enacted • When/how policy was implemented 	4
Current status	<ul style="list-style-type: none"> • What is the current status of this policy? • Any recent or upcoming court rulings, lawsuits, legal challenges? 	4
Specifics	<ul style="list-style-type: none"> • What are the components and details of the policy? • Who supports/opposes the policy? 	4
Impact on LGBTQ individuals/families	<ul style="list-style-type: none"> • Describe the impact thus far or the projected impact if policy has not yet gone into effect on this community • Give an example of the policy's current or anticipated effects 	4
Arguments	<ul style="list-style-type: none"> • What are the arguments in favor of this policy? • Arguments against? • Is there research or a theory used to support either/both sides? • Which side do you favor? 	4
Information is clearly presented	This includes proper sentence structure, correct spelling, grammar, and punctuation	3
Proper use of APA style		1
Total		25

Morrow, D. F. & Messinger, L. (2006). *Sexual orientation & gender expression in social work practice: Working with gay, lesbian, bisexual & transgender people*. New York, NY: Columbia University Press.

CONTENTS

Volume Editors
Contributors

PART 1 A CONTEXT FOR SOCIAL WORK PRACTICE

1. Sexual Orientation and Gender Identity Expression
DEANA F. MORROW
2. A Historical Perspective
LORI MESSINGER
3. Oppression, Prejudice, and Discrimination
DIANE E. ELZE

PART 2 IDENTITY DEVELOPMENT AND COMING OUT

4. Gay, Lesbian, and Bisexual Identity Development
DEANA F. MORROW
5. Transgender Identity
JAMES I. MARTIN AND D. R. YONKIN
6. Coming Out as Gay, Lesbian, Bisexual, and Transgender
DEANA F. MORROW

PART 3 RELATIONSHIPS AND FAMILIES

7. Psychosocial Support for Families of Gay, Lesbian, Bisexual, and Transgender People
HARRIET L. COHEN, YOLANDA C. PADILLA, AND VERONICA C. ARAVENA
8. Gay, Lesbian, Bisexual, and Transgender Adolescents
DEANA F. MORROW
9. Gay Male Relationships and Families
ROBIN E. MCKINNEY

-
10. [Lesbian Relationships and Families](#)
[CHERYL A. PARKS AND NANCY A. HUMPHREYS](#)
 11. [Bisexual Relationships and Families](#)
[DAPHNE L. MCCLELLAN](#)
 12. [Transgender Emergence Within Families](#)
[ARLENE ISTAR LEV](#)
 13. [Lesbian, Gay, Bisexual, and Transgender Aging](#)
[ELISE M. FULLMER](#)

PART 4 SOCIETY AND CULTURE

14. [Health Concerns for Lesbians, Gay Men, and Bisexuals](#)
[CAITLIN RYAN AND ELISABETH GRUSKIN](#)
15. [Transgender Health Issues](#)
[EMILIA LOMBARDI AND S. MASEN DAVIS](#)
16. [Violence, Hate Crimes, and Hate Language](#)
[MARY E. SWIGONSKI](#)
17. [Religion and Spirituality](#)
[DEANA F. MORROW AND BOO TYSON](#)
18. [Workplace Issues](#)
[KRISTINA M. HASH AND SHERRY D. CEPERICH](#)
19. [Social Welfare Policy and Advocacy](#)
[LORI MESSINGER](#)
20. [Toward Affirmative Practice](#)
[LORI MESSINGER](#)

[Appendix A. Words and Symbols of GLBT Culture](#)

[Patricia L. Greer and Deana F. Morrow](#)

[Appendix B. GLBT Resources](#)

[Patricia L. Greer and Deana F. Morrow](#)

[Index](#)

Textbook and Supplemental Readings for SWU 461/SWG 561
Lesbian, Gay, Bisexual, Transgender, and Queer Issues

Textbook:

Morrow, D. F. & Messinger, L. (2006). *Sexual orientation & gender expression in social work practice: Working with gay, lesbian, bisexual & transgender people*. New York, NY: Columbia University Press.

Supplemental Readings: (In order of syllabus).

- Wiesemann, C. (2010). Ethical guidelines for the clinical management of intersex. *Sexual Development, 4*, 300-303.
- Topp, S. S. (2012). Against the quiet revolution: The rhetorical construction of intersex individuals as disordered. *Sexualities, 16*, 180-194.
- Carrigan, M. (2011). There's more to life than sex? Difference and commonality within the asexual community. *Sexualities, 14*, 462-478.
- Diamond, L. (2006). What we got wrong about sexual identity development: Unexpected findings from a longitudinal study of young women. In A. M. Omoto & H. S. Kurtzman (Eds.). *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people*, pp. 73-94. Washington, D.C.: American Psychological Association.
- Hill, N. L. (2009). Affirmative practice and alternative sexual orientations: Helping clients navigate the coming out process. *Clinical Social Work Journal, 37*(4), 346-356.
- Riggle, E. D. B., Whitman, J. S., Olson, A., Rostosky, S. S., & Strong, S. (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology: Research and Practice, 39*(2), 210-217.
- Kutchins, H., & Kirk, S. A. (1997). The fall and rise of homosexuality. In *Making us Crazy: DSM: The psychiatric bible and the creation of mental disorders*, pp. 55-99. New York, NY: Free Press.
- Potoczniak, D., Crosbie-Burnett, M., & Saltzburg, N. (2009). Experiences regarding coming out to parents among African American, Hispanic, and White gay, lesbian, bisexual, transgender, and questioning adolescents. *Journal of Gay & Lesbian Social Services, 21*, 189-205.
- Schacher, S. J., Auerbach, C. F., & Silverstein, L. B. (2005). Gay fathers expanding the possibilities for us all. *Journal of GLBT Studies, 1*(3), 31-52.
- Renaud, M. T. (2007). We are mothers too: Childbearing experiences of lesbian families. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 36*(2), 190-199.
- Mallon, G. P., & DeCrescenzo, T. (2006). Transgender children and youth: A child welfare practice perspective. *Child Welfare, 85*(2), 215-241.
- Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). "My spirit in my heart": Identity experiences and challenges among American Indian two-spirit women. *Journal of Lesbian Studies, 10*(1-2), 125-149.
- Morales, E. (2013). Latino gay, bisexual, and transgender immigrants in the United States. *Journal of LGBT Issues in Counseling, 7*(2), 172-184.
- Fenge, L., & Fannin, A. (2009). Sexuality and bereavement: Implications for practice with older lesbians and gay men. *Practice: Social Work in Action, 21*(1), 35-46.
- Minwalla, O., Simon Rosser, B. R., Feldman, J., & Varga, C. (2005). Identity experience among progressive gay Muslims in North America: A qualitative study within Al-Fatiha. *Culture, Health & Sexuality, 7*(2), 113-128.
- Schnoor, R. F. (2006). Being gay and Jewish: Negotiating intersecting identities. *Sociology of Religion, 67*, 43-60.

Ji, P. (2007). Being a heterosexual ally to the lesbian, gay, bisexual, and transgendered community: Reflections and development. *Psychotherapy, 11*(3-4), 173-185.