San José State University  
Department of Psychology  
Capstone Seminar: Current LGBTQ Issues in Psychology  
PSYC 190-01 , Fall 2019

Instructor:  
Amy L Caffrey, LMFT  
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Office Hours:  
Mon/Wed 12:00 – 1:00pm or by appointment  
Class Days/Time:  
Mon/Wed 10:30 – 11:45 am  
Classroom:  
SH 434  
Prerequisites:  
PSYC 100W, Graduating Senior standing. Pre/Co-requisite: PSYC 120

Course Format

This course will include lecture and discussion designed to provide the foundation and direction for subsequent investigation. Course will provide in depth analysis and review of particular LGBTQ psychology topics. This course will include lecture, group discussion, writing assignments, student presentations and an individual assignment where student will explore one topic in depth.

An important aspect of the course is the understanding of how the research findings have been interpreted. Specific topics will be researched and explored in detail, providing students with research and critical thinking skills, as well as an in- depth understanding of particular current LGBTQ topics in the field of psychology.

Many class sessions will involve group discussions. It is imperative that students read articles before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

Canvas

Copies of the course materials such as the syllabus, mandatory reading assignments, major assignment handouts, etc. may be found on Canvas course site. You are responsible for regularly checking for course updates and information.
**Course Description**

Integrative survey of current viewpoints, research and issues in LGBTQ psychology, how they developed and likely future directions of LGBTQ psychology.

This course is designed to provide students with a context for integrating the learning they have gained over the course of obtaining a Bachelor’s degree in psychology. This course is also designed to provide students with an integrative survey of current viewpoints and research regarding LGBTQ issues in Psychology.

A major goal is to improve and refine student’s critical thinking skills and knowledge applicable to the study of LGBTQ issues in psychology and to appreciate this in a broad cultural context.

**Course Goals and Student Learning Objectives**

Upon successful completion of this course, students will have:

1. Enhanced critical thinking about contemporary LGBTQ issues
2. Developed an understanding of the real-world challenges faced by LGBTQ individuals, couples and families
3. Demonstrated the ability to focus, refine and present complex theory and research ideas by way of class presentations and facilitation of class
4. Demonstrated competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic
5. Demonstrated an integration of knowledge and skills developed across the psychology major
6. Provided evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)
7. Ability to apply these skills to LGBTQ topics of interest
8. Awareness of future research needs regarding LGBTQ psychology research

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

CLO1 – possess a comprehensive understanding of the major theories and issues related to LGBTQ individuals, couples, families and children in the USA

CLO2 – have an extensive knowledge of current research in the LGBTQ Psychology field from major areas of psychology and be able to identify bias in research regarding LGBTQ

CLO3 - develop an understanding of the real-world challenges faced by LGBTQ individuals, couples and families and the long-term effects of those challenges

CLO4 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in LGBTQ psychology and apply them to all aspects of Psychology.
CLO5 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to LGBTQ behavior and mental processes.

Required Texts/Readings

Textbook

There is no text book for this course.

A mandatory reader and additional required reading will be provided via Canvas and in class.

Information and reading due dates will be provided first week of class.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 (Links to an external site.) at http://www.sjsu.edu/senate/docs/S12-3.pdf. (Links to an external site.)

Research Project CLO1, CLO2, CLO3, CLO 4, CLO5

“Real Life” Assignment CLO1, CLO3, CLO5

Movie Assignment and Discussion CLO1, CLO3, CLO 4, CLO5

2 Integration Papers CLO1, CLO2, CLO3, CLO 4, CLO5

In Class Activities & Discussions CLO1, CLO2, CLO3

Class Participation CLO1, CLO2, CLO3

Research Project: = 60 points

Each student will be assigned a LGBTQ topic to research

Each student will research at least 3 articles on the assigned topic relating to LGBT issues. Students assigned a specific topic will lead class discussion on the topic you were assigned on the day the topic is scheduled on the syllabus. Each student will write a research paper applying the research to issues related to LGBT and to Psychology. Your paper must include an APA formatted reference list from published, peer reviewed scientific journals of all articles used. More details will be discussed in class.

“Real Life” Assignment: = 50 points

Each student will be required to go out in the “real world” to engage with different aspects of this course as it is actually practiced outside of academics. All students should begin by a visit to the LGBT Pride Center on Campus. Afterwards, the student will choose 2 very different LGBTQ real world activities to participate in. This task is meant to be both enjoyable and informative.

The assignment is to engage in 2 activities/events/etc. relating to LGBTQ Psychology Issues. You will then write a brief 2-3page double-spaced summary of each experience. Each paper will include a brief summary of what you did (whom your talked to, what you observed or what event/activity you engaged in), what your heard, and what you learned and how actively you participated. More details will be discussed in class.
Be sure to write your paper in proper APA format (See APA Publication Manual, 6 Ed. for organizational guidance.)
References also must be in APA style.

**Movie Assignment: = 40 points**

Each student will be assigned a specific LGBTQ Documentary movie which address LGBTQ history prior to 1969 Stonewall Uprising

The assignment is to gain additional insight into LGBTQ Psychology Issues. You will then write a brief 3-4 page double-spaced paper about the issues addressed in the movie. Students will then lead a discussion on the topics addressed in the movie. More details will be discussed in class.

**Integration Papers = 20 points each**

There will be 2 integration papers which will evaluate your knowledge of the subjects discussed in class. You can consider each of them a take-home quiz

**In-Class Activities: = 60 points total**

Throughout the semester, you will be given “thought” questions and will watch video clips on a variety of LGBTQ topics. You will be asked to write short papers on the topics presented and their application to other topics, discussions and reading in this course

Purpose these writing assignments: (1) to encourage you to read and listen thoughtfully, and (2) to provide evidence that you have both read and engaged (to the best of your ability) in each topic.

You can consider each of them to be a “quiz”

**Class Participation: = 50 points**

You are expected to actively participate in all discussions, debates, presentations and class activities. Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences on in class activity days will diminish the level of participation you can achieve in the class, and will reduce your grade.

Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

In each of the topics presentations/discussions, you will be responsible for contributing to discussion of that topic. Please note that your role as a discussant is a serious one. I will be looking for you to make a tangible contribution to each day’s discussion. Merely posing a question or two from the reading, or providing an interesting anecdote will not suffice. This is a key opportunity for you to develop your critical thinking and evidence based responses that are the crux of the position papers for this course.

Class Participation points include your attendance & participation in the Final

**Grading**

Research Project = 60 points
“Real Life” Assignment = 50 points
Movie Assignment and Discussion = 40 points
Integration Papers = 40 points total
In class writing and activities = 60 points total
Class Participation = 50 points

**TOTAL = 300 points** Points will be deducted for late assignments
Grading Information

The various parts of the course add up to 300 possible points

300 - 290 = A+    289 – 279 = A    278 – 270 = A-
269 - 260 = B+    259 – 248 = B    248 – 239= B-
238 - 230 = C+    229 - 218 = C     217 - 209 = C-
208 - 200 = D+   199 – 189 = D    188 – 180 = D-
179 or less = F

Classroom Protocol

This class will use a seminar format with assigned reading and classroom discussion. This classroom is a professional environment, and should be treated that way. Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

Laptops

You may NOT use your laptops in class unless we are doing a particular assignment which requires a laptop. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

If you need to take notes in this class......you must use paper and pen/pencil

Cell Phones as well as other electronic devices

Please turn OFF (not on vibrate) all cell phones, pagers, tablets and any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

NOTE: Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

Each student is expected to:

- Attend all classes (your grade is dependent on your participation not your attendance)
- Complete all assigned readings prior to each class
- Actively participate in all classroom discussions. Pay attention
- Arrange on time // Do not leave early
- Turn off all cell phones, laptops & watch alarms prior to entering classroom.
- Don’t talk when your instructor is speaking or when other students are asking
- Be respectful of the thoughts, opinions, and experiences of others even though you might not agree with what they are saying. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one
- Laptops and cell phone are NOT permitted and MUST be turned OFF
- Turn in all assignments on time
- Course material will be available on the on Canvas, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to class. In that this a senior course, my expectation is that you will be very engaged in the material as it is being discussed in
University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.

Attendance per se shall not be used as a criterion for grading.”

**WRITING POLICY**

The quality of your writing is graded in this class. You will lose points if I cannot understand what you are trying to say. If your grammar is too difficult to understand, you should seek additional assistance with your writing. It is your responsibility to proof read or have the paper proof read prior to submission.

Whenever referencing something you have read, you are expected to provide a complete, APA-style reference. It is assumed that you know, understand, and can properly apply APA-style. If not, it is your responsibility to re-familiarize yourself with this style guide.

Never reference a web site or web source, ever. If you find a good article referred to on the web, get it, read it, and use that original source.

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

**Plagiarism at SJSU**

- The act of incorporating ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of other people’s work, without giving appropriate credit, and representing the product as your own work;
- And, representing other people’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as your own.

The following URL will take you to the SJSU library plagiarism tutorial. If you have not yet completed this, it is worth your while to do so. http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

All papers will be submitted to Turnitin.com. Scores obtained should be less than 30% before the paper is submitted for grading.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars (Links to an external site.) webpage (Links to an external site.) at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy (Links to an external site.) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub (Links to an external site.) at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

This Instructor does NOT allow you to record this class

University Policy S12-7, (Links to an external site.) requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute them.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 (Links to an external site.) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website (Links to an external site.) is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester.

King Library Research Services

Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet
with individual students. His phone number is 408-808-2348 and his email is Bernd.Becker@sjsu.edu.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126.

**Student Success and Wellness**

Taking care of yourself is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See [http://www.sjsu.edu/wellness](http://www.sjsu.edu/wellness) or [http://www.sjsu.edu/counseling/Workshops/](http://www.sjsu.edu/counseling/Workshops/) for workshop/events schedule and links to many other services on campus that support your wellness!

**Class Outline**

**Capstone: Current LGBTQ Issues in Psychology**

**Fall 2019 Section 01**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/21</td>
<td>Course Overview</td>
</tr>
<tr>
<td>8/26</td>
<td>Intro to LGBTQ Issues and Psychology <em>What do you know?</em> (Myths &amp; Facts // History &amp; Advances)</td>
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<tr>
<td>8/28</td>
<td>Language &amp; Labels // Concepts &amp; Significant Events // <strong>In Class Activity</strong></td>
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<tr>
<td>9/2</td>
<td>NO CLASS</td>
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<tr>
<td>9/4</td>
<td>Current Issues -- In 2019/2020 What are the Most Important LGBTQ Issues in America</td>
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<td>9/9</td>
<td>Nature vs. Nurture <em>Read Articles and be prepared to debate the issue</em></td>
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<td>9/11</td>
<td>Identity Formation and Coming Out // <strong>In Class Activity</strong></td>
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<td>9/16</td>
<td>Relationships // <strong>In Class Activity</strong></td>
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<td>9/18</td>
<td>Discrimination- Systemic and Individual // The Culture of Fear</td>
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<td>9/23</td>
<td>Microaggression // Minority Stress // <strong>In Class Activity</strong></td>
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<td>9/25</td>
<td><strong>Movie Assignment DUE</strong> and <strong>Discussion</strong></td>
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<td>9/30</td>
<td>Sexual Orientation Change Efforts // Conversion Therapy etc. // <strong>In Class Activity</strong></td>
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<tr>
<td>10/2</td>
<td>The Sissyboy Experiment Video &amp; <strong>Discussion</strong></td>
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<td>10/7</td>
<td>LGBTQ Youth</td>
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<td>10/9</td>
<td>Laws affecting LGBTQ people // Are LGBTQ people Equal under the Law?</td>
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<td>10/14</td>
<td>LGBTQ Parenting/ Adoption/Foster Parenting</td>
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<td>10/16</td>
<td>Explaining LGBTQ families to children (books) <em>Group Discussion</em> Integration Questions DUE</td>
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<tr>
<td>10/21</td>
<td>LGBTQ Research—Who’s Who? // Avoiding Heteronormative Bias</td>
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<td>10/23</td>
<td>Transgender and Gender Non-Binary Adults</td>
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<td>10/28</td>
<td>Transgender children // <strong>Videos &amp; In Class Activity</strong></td>
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<td>10/30</td>
<td>LGBTQ Strengths and Resilience // How to be an Ally // Working Effectively with LGBTQ+ people</td>
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<td>11/4</td>
<td>Violence against LGBTQ // Sexual Assault // DV LGBTQ // Trafficking // <strong>In Class Activity</strong></td>
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<td>11/6</td>
<td>International LGBTQ // Societies that acknowledge a 3rd gender identity // <strong>Integration Questions DUE</strong></td>
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<td>11/11</td>
<td>NO CLASS</td>
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<tr>
<td>11/13</td>
<td>Immigration Issues // <strong>videos and discussion</strong></td>
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<tr>
<td>11/18</td>
<td>Research Project Presentations</td>
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<tr>
<td>11/20</td>
<td>Research Project Presentations</td>
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<td>11/25</td>
<td>What Would You Do Videos // <strong>In Class Activity // Q &amp; A</strong></td>
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<tr>
<td>11/27</td>
<td>NO CLASS</td>
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<tr>
<td>12/2</td>
<td>Real Life Project Due --- <strong>Class Discussion</strong></td>
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<tr>
<td>12/4</td>
<td>TBA</td>
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<tr>
<td>12/9</td>
<td>Transforming research into practical, usable knowledge // The Future of LGBTQ Psychology Research</td>
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**FINAL EXAM --- Thursday Dec 12th 9:45-12 noon**