Course Description

Why do health disparities exist between LGBTQ (lesbian, gay, bisexual, transgender, queer) and heterosexual people? How does the societal context regarding gender and sexuality affect LGBTQ health? This course will investigate these questions by exploring topics, debates, theories, and findings in LGBTQ health through the lens of LGBTQ psychology. LGBTQ psychology examines the psychology of members of sexual and gender minorities as important topics in their own right, rather than as deviations from heterosexist and cisgenderist norms. The first part of the course will examine the context within which health disparities exist. The second part of the course will address specific health issues affecting LGBTQ individuals. This course takes a developmental lifespan approach to understand how LGBTQ health issues might vary by age group. We will take into account contextual factors on a societal level, such as heterosexism, and experiences of sexual orientation-based prejudice and victimization, to identify how health operates in the context of particular societal situations. We will also use the lens of intersectionality to understand how different social identities such as gender, sexual orientation, race/ethnicity, location, and socioeconomic status intersect to produce health disparities.

REQUIRED TEXTS
Available at A Room of One’s Own (307 W Johnson St):

Additional articles and chapters will be posted on Learn@UW.

Reserve: Copies of The New Gay Teenager and Smearing the Queer are on reserve at College Library.

Learn@UW: I will post important announcements and handouts on Learn@UW where you can access them if you miss class. All readings outside of the required texts will also be posted here. Learn@UW will be used throughout the semester for discussion posts and responses.

Accessibility: I wish to ensure that all students are fully included in this course. Please let me know by Thursday, September 15 if you require special accommodations in the curriculum or instruction procedures so that you may participate fully. The McBurney Center on campus provides assistance for physical, learning, sensory, or psychological disabilities: 608-263-2741; 702 W Johnson St; www.mcburney.wisc.edu. If any religious observances will affect your participation in class, please let me know so that we can make arrangements in advance.

COURSE REQUIREMENTS AND GRADING
Your final grade will be based on the following:
Attendance and participation: 15%
Discussion posts and responses: 15%
Midterm exam (Oct 25): 25%
Paper preparation assignment (due Nov 10): 5%
Paper (due Dec 1): 15%
Final exam (Dec 20, 12:25-2:25pm): 25%
TOTAL: 100%

Grading Scale
A  93-100  C  70-77
AB  88-92  D  60-69
B   83-87  F  below 60
BC  78-82

Please discuss all questions and concerns about your grade with me first. If you are not satisfied with the result of the discussion, you may contact the GWS Chair, Jane Collins (608-890-0348). She will attempt to resolve the issue and inform you of the Appeals Procedure if no resolution is reached informally.

Attendance and participation: Attendance in lecture is required and essential to doing well in the course. You are expected to be at all lectures ON TIME, having completed the course readings and assignments for the day. You are allowed to miss TWO lectures, without penalty to your grade.

Discussion posts and responses: Beginning with Week 2, each week you are required to post either a response to the course material and readings for the week (primary post), or to respond to another students’ post (response post). By the end of the semester, you will have posted 7 primary posts, and 7 response posts. Primary posts for a particular week are due by 5pm on Thursday; response posts are due by 5pm on Sunday. Guidelines for the posts will be on Learn@UW. You are allowed to miss ONE week of posting a response OR responding to others’ posts, without penalty to your grade.

Exams: There is one midterm exam and a final exam for this course. The midterm will cover material (including lectures, films, and readings) from Weeks 1 through 7; the final will cover material from Weeks 8 through 15. Exam format will consist of short answers and essay questions. All make-up exams require documentation of the reason for the make-up (e.g., medical).

Paper: You are required to write one final paper (5-6 pages) for the course. The paper assignment will be given approximately 1 month before the due date of the paper. There will be NO make-ups or re-writes for the paper. Three weeks before the paper is due, you will be required to turn in the Paper Preparation Assignment, which will consist of your thesis and a complete outline of your paper.

Extra Credit: Throughout the semester, there will be opportunities to earn extra credit. You may attend a talk or event, which I will announce in advance, and write a 750-word response. Include the title and author of the talk/event, describe what you learned/observed, and make connections between what you learned/observed and the course material from GWS 320. All extra credit will be due in hard copy in lecture within ONE WEEK after the talk/event. You may turn in 2 extra credit papers (10 points each) for a maximum of 20 points. Extra credit will be added after your final grade is calculated for up to an additional 2% of your grade.
Writing Center: The campus Writing Center is an excellent resource. If you are having trouble with your paper, please consider visiting the Center to take advantage of their helpful assistance:
http://writing.wisc.edu/

Cheating and Plagiarism: You are expected to practice academic honesty in all aspects of the course. Cheating and plagiarism will not be tolerated. The penalty for academic dishonesty will be an automatic 0 on that aspect of the course (e.g., exam, paper, etc.). For more information on what constitutes academic misconduct, please see the Student Assistance & Judicial Affairs webpage: http://students.wisc.edu/saja/misconduct/UWS14.html

COURSE SCHEDULE AND READING ASSIGNMENTS

**With the exception of the first class, it is important that you do all readings BEFORE coming to class. All readings listed below are required, unless otherwise noted. Readings may be subject to change; all changes will be announced in a timely manner.**

UNIT ONE: CREATING THE FRAMEWORK

Week 1: Introduction to LGBTQ Psychology and LGBTQ Health

Tues, Sept 6
Introduction to the course – No readings

Thurs, Sept 8
*Smearing the Queer* - Foreword (pp. xi-xiv)*
The New Gay Teenager* – Chapters 1 (pp. 1-22) and 3 (pp. 49-69)

Week 2: The “Science Question” in LGBTQ Psychology

Tues, Sept 13

Thurs, Sept 15
*The New Gay Teenager* – Chapter 2 (pp. 23-48)

Week 3: LGBTQ Diversity and Intersectionality

Tues, Sept 20
Thurs, Sept 22

Week 4: Coming Out Processes, Identity Formation, and Change
Tues, Sept 27
The New Gay Teenager – Chapters 4 and 5 (pp. 70-112)

Thurs, Sept 29
The New Gay Teenager – Chapter 6, 7, and 8 (pp. 113-177)

UNIT TWO: IDENTIFYING THE CONTEXT

Week 5: Stigmatization and Prejudice of Sexual and Gender Minorities
Tues, Oct 4

Thurs, Oct 6

Week 6: LGBTQ in the Health Care System
Tues, Oct 11

Thurs, Oct 13
Thayer, L. (2004). For better lesbian health, fewer barriers to care. Women’s Health Activist,
May/June, 6-7.

Week 7: Mental Health
Tues, Oct 18

Thurs, Oct 20
Lawrence, A. A. (2010). Transgender health concerns (Excerpt). In I. H. Meyer, & M. E. Northridge (Eds.), The health of sexual minorities: Public health perspectives on lesbian, gay, bisexual and transgender populations (pp. 473-494, only read pp. 489-493). New York, NY: Springer
American Psychological Association – Practice guidelines for LGB clients: Attitudes toward homosexuality and bisexuality

Week 8: Risk Behaviors Affecting LGBTQ Health
Tues, Oct 25   **Midterm exam**
No readings

Thurs, Oct 27

UNIT THREE: SPECIFIC HEALTH ISSUES

Week 9: HIV/AIDS
Tues, Nov 1
Smearing the Queer – Chapter 1 (pp. 11-46)

Thurs, Nov 3
Lawrence, A. A. (2010). Transgender health concerns (Excerpt). In I. H. Meyer, & M. E.
Northridge (Eds.), *The health of sexual minorities: Public health perspectives on lesbian, gay, bisexual and transgender populations* (pp. 473-494, **only read pp. 488-489**). New York, NY: Springer


**Week 10: Sexual and Reproductive Health**

Tues, Nov 8

*Smearing the Queer* – Chapters 2, 3, and 4 (pp. 51-134)

Thurs, Nov 10  **Paper Preparation Assignment due**


**Week 11: Same-Gender Relationships and Intimate Partner Violence**

Tues, Nov 15


Thurs, Nov 17

Girshick, L. B. (2002). Introduction and “I couldn’t believe a woman did this to me” (Excerpts). In *Woman-to-woman sexual violence: Does she call it rape?* (pp. 3-18; 63-75). Boston, MA: Northeastern University Press.


**Week 12: Transitions: Hormones and Surgery for Transsexuals**

Tues, Nov 22


Thurs, Nov 24
No class – Thanksgiving break

**Week 13: Reproduction and LGBTQ Families**

Tues, Nov 29


Thurs, Dec 1 **Paper due**


**Week 14: Disability and Aging**

Tues Dec 6


Thurs, Dec 8


**Week 15: Course Wrap-Up and Future Directions**

Tues, Dec 13
*Smearing the Queer* – Chapter 7 (pp. 165-171)


Thurs, Dec 15

*The New Gay Teenager* – Chapters 9 and 10 (pp. 178-223)

***********************HAVE A GOOD WINTER BREAK!*******************************