

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: GWST 444: Psychology of Sexual Orientation & Gender Identity

Date Submitted: 2/20/17 revision 3/3/17

Proposed Effective Date: Fall 2017

	Name	Email	Phone	Dept
Dept Chair or UPD	Carole McCann	mccann@umb.edu	X52161	GWST
Other Contact	Julie Murphy	jamurphy@umbc.edu	X53650	PSYC

COURSE INFORMATION:

Course Number(s)	GWST 444
Formal Title	Psychology of Sexual Orientation & Gender Identity
Transcript Title (≤30c)	Psyc Sex Orien & Gender Iden
Recommended Course Preparation	n/a
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Completion of PSYC 311 with a C or better OR completion of GWST 210 and PSYC 100 and one of GWST 300/PSYC 356/PSYC 357, each with a C or better.
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	<small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	X Reg (A-F) X Audit X Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

Survey and critique of psychological research in the areas of sexual orientation and gender identity, covering operational definitions/scientific methods, history of sexual orientation and gender in the mental health field, cause theories, developmental issues across the life span, discrimination and violence, and mental health issues.

RATIONALE FOR NEW COURSE:

- Why is there a need for this course at this time? This is a new crosslisting for a recent approved PSYC course. It is designed to expand the GWST Department's 400-level course offerings for the GWST major and minor. Most importantly, it will meet requirements for the Critical Sexuality Studies Minor, expanding our courses for the minor significantly.
- How often is the course likely to be taught? At least once per academic year.
- How does this course fit into your department's curriculum? Like the other course crosslisted with the Department of Psychology, GWST 444 will meet the Material, Social, and Technological contexts distribution requirement for the major. In addition, it will meet the Range of Experience requirement for the GWST major and minor as well.
- What primary student population will the course serve? GWST 444 will serve junior and senior GWST majors and critical sexuality studies minors who seek to get a depth of instruction in a topic that is related to many contemporary controversies and/or who have a well-rounded foundation in diversity-related issues.
- Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? Because there are few textbooks available in the field of psychology and sexual orientation/gender identity, the course readings depend heavily on reading original empirical articles, and challenging theoretical articles. Students will need a solid foundation in evaluating empirical research (PSYC 311) or will need to have prior experience with academic inquiry in the area of sexuality and gender (GWST 210) along with a basic foundation in psychology (PSYC 100), thus the course is less appropriate for a 100-300 level course.

- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). GWST concurs with the recommendation offered by the Psychology Department, who is the primary for this course. They argue that PSYC 311 provides instruction in empirical research methods and evaluation which will give students practice reading and critiquing empirical articles in psychology. PSYC 100 provides a more basic overview of research methods, but GWST 210 provide an additional level of preparation in topics of sexual orientation and gender identity, as well as qualitative and feminist research methods on these topics (which students who have taken only PSYC 311 are unlikely to have been exposed to). The two kinds of preparation are both valuable for the course, and will likely lead to differences in approach between students with the different prerequisites. The first several readings of PSYC 444 are intended to provide necessary background for the students coming from the different backgrounds (e.g., an introduction to terminology and language of sexual orientation for those with only PSYC 311, an introduction to empirical research methods for those with GWST 210/PSYC 100), and to bridge gaps in knowledge. It is expected that the differences in background/prerequisites will lead to animated and fertile discussions of course readings across students from different disciplines while maintaining a high level of academic rigor.
- g) Explain the reasoning behind the P/F or regular grading method. Students will have the option to audit the class or take a pass-fail option, but the course would not count towards the upper-level psychology elective credit unless regular grading is used.
- h) Provide a justification for the repeatability of the course. Not applicable

ATTACH COURSE OUTLINE (mandatory)

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
Psychology Department

**PSYC/GWST 444, Section 01: Psychology of Sexual Orientation & Gender Identity
Spring 2017: Math/Psychology building, Room 010**

Meeting Pattern: Mondays & Wednesdays: 4:00 – 5:15pm

INSTRUCTOR & TEACHING ASSISTANT INFORMATION

<i>Instructor:</i>	Julie Murphy, Ph.D.	<i>Teaching Assistant:</i>	Veronica Hamilton
<i>Email:</i>	jamurphy@umbc.edu	<i>Email:</i>	ham11@umbc.edu
<i>Office:</i>	Math/Psychology 302	<i>Office:</i>	Math/Psychology 302
<i>Hours:</i>	11am-12n on Mondays & 9-9:55am on Wednesdays	<i>Hours:</i>	by appointment (email)

REQUIRED MATERIALS

- **Textbook:** Clarke, V. Ellis, S.J., Peel, E., & Riggs, D.W. (Eds.) (2010). *Lesbian gay bisexual trans and queer psychology: An introduction*. New York, NY: Cambridge University Press. (**Required**). The textbook is available through the UMBC Bookstore (new ≈\$54, used ≈ \$41; purchase as low as ≈ \$31 on Amazon kindle, and \$19 in Amazon used paperback)
- **Supplemental Readings & Videos:** (**Required**). Provided through Blackboard.

COURSE DESCRIPTION, OBJECTIVES, & LEARNING OUTCOMES

This course will explore conceptual, empirical, and practical issues in the psychology of sexual orientation and gender identity through a writing intensive format. Specifically, we will address the current state of psychological knowledge regarding both gender identity and sexual orientation. Further, we will strive to articulate and explore the complexities of intersecting identities as they manifest in research on and individual experiences of sexual orientation and gender identity. The goals of this course will be achieved through writing assignments (completed both in class and outside of class time), course readings (primary research reports, theoretical articles, media reports of research, review articles), videos, online preparation quizzes, and team-based application activities in class.

More detailed learning outcomes and objectives are as follows. By the end of this course, students should be able to:

1. Recognize and articulate your own attitudes, beliefs, and values regarding sexual orientation and gender identity, identify the role of privilege and power in your experience of sexual orientation and/or gender identity, and contribute to a productive learning environment through respectful, challenging, and brave interactions with the professor and your classmates.
2. Describe and critically evaluate strengths and limitations of the current terminology and operational definitions used in research on sexual orientation and gender identity, as well as articulate “best practices” for day-to-day use of identity-related terms.
3. Identify and evaluate aspects of individual and cultural diversity (e.g., race/ethnicity, religion, socioeconomic status, disability) that impact and intersect with sexual orientation and gender identities; identify similarities and differences in identities and values across intersections, as well as gaps in our knowledge in this area.
4. Demonstrate knowledge of research methods (especially in the areas of operational definitions, sampling issues, experimental design, and qualitative and quantitative research methodologies) through in-class and written critiques of research reported in academic journals as well as popular media.
5. Describe how gender identity and sexual orientation were historically addressed (and “treated”) in the mental health field, and current approaches and controversies within the field of psychology.

6. Discuss the complexities and social relevance of developmental and “causal” theories of sexual orientation and gender identity, and limitations of research in this area.
7. Discuss developmental issues related to sexual orientation and gender identity, including developmental needs and functioning specific to people of different ages.
8. Describe the relation between sexual orientation/gender identity and mental health in multiple areas (e.g., anxiety/stress, depression/suicide risk, trauma, substance abuse).
9. Identify the dangers faced by people with non-cis- or hetero-normative identities, including physical violence, systemic discrimination, and psychological abuse. Describe the known factors that increase risk as well as negative outcomes associated with experiencing abuse and violence.
10. Demonstrate specialized knowledge of a particular psychology topic (chosen by the student) within the field of gender identity or sexual orientation by writing a term paper summarizing the current state of research, identifying gaps in the current research, and recommending types of research that would address those gaps in the research.
11. Use writing through the semester to facilitate your critical thinking and analytical skills on the topics of sexual orientation and gender identity.
12. Identify and articulate personal and academic benefits of continued growth in multicultural competence.
13. Identify ways that psychology is related to activism.

COURSE FORMAT

1. Writing Intensive

The writing intensive designation for PSYC 444 indicates that writing will be a major portion of the course. Writing will be used to help you critically evaluate research in the areas of sexual orientation and gender identity, and will also be used to demonstrate that knowledge. You will write a substantial term paper. Time will be spent in class discussing appropriate writing style and format for psychology. There will also be substantial time spent writing for this course outside of class time, so you should organize your time for the semester accordingly.

2. Reading Intensive

Even though there is no official designation for a “reading intensive” course at UMBC, most 400-level psychology courses qualify; this course is no exception. Senior-level (400-level) courses are meant to be capstone courses that put together the foundations of what you have learned in your lower-level courses, and push you to a higher level of reading, writing, and thinking. Unlike 300-level courses and lower, a major portion of the reading for 400-level courses consists of original empirical articles and difficult theoretical readings. Thus, in addition to having (possibly) a greater number of pages of reading per week, the readings are likely to be more difficult than you have previously had in many of your psychology courses. Allow for that increase in difficulty in your time-budgeting plans for the semester.

➔➔➔ **TIME:** UMBC has a set guideline of a minimum of two to three hours of studying/assignment completion time outside of class *per credit hour* for the average student. Thus, you should plan to spend 6 to 9 hours per week on this course *outside* of face-to-face class time. If you are a slower reader, a slower writer, or need more time to process information, you will need to allow additional time to complete the work for this course.

3. Team-Based Learning

This course is not taught using a traditional lecture format. Instead, class time will be spent in whole-class discussions, team-based discussions/activities, and (sometimes) watching video clips. You will be required to do pre-class preparation (Blackboard quizzes on assigned readings and videos) so that you can be a productive member of our learning community. You will also be assigned to a 4-6 person team. Your team will stay together throughout the semester, and you will work together on in-class activities. In addition, you and your teammates will evaluate each other periodically so you can get and give feedback about all teammates’ participation. With this feedback, any difficulties can be addressed in a timely fashion. You will receive points for team participation based on these evaluations, and you will receive compiled feedback from the instructor about the input of your team.

COURSE CONTENT NOTE¹

At times during this semester, we will have discussions, view video depictions, and read on topics related to violence, assault, and hate speech. This content can be disturbing to most students, so I want to prepare you ahead of time for what you will

¹ This section of my syllabus draws heavily from the work of Angus Johnston, as he reported here: <http://studentactivism.net/2015/08/25/trigger-warnings-for-syllabi-a-how-to-one-year-along/>.

encounter. If you suspect that this specific material and/or other topics are likely to be particularly emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually (or during office hours or by appointment), I welcome such discussions as an appropriate part of our coursework.

DEGREE REQUIREMENTS & PREREQUISITES

1. Prerequisite

To enroll in this course, you must have passed (with a grade of C or better) *either* PSYC 311 *or* GWST 210 plus PSYC 100 plus one of the following: GWST 300, PSYC 356, or PSYC 357.

2. UMBC Degree Requirements

PSYC 444 contributes 3 credits towards the 120 credits needed for the Bachelor's degree. In addition, it contributes 3 upper level (UL) credits toward the 45 UL credits needed for the Bachelor's degree. PSYC 444 also meets the requirements for a writing intensive (WI) course.

3. Pass/Fail Option

Although PSYC 444 can be taken Pass/Fail, if you elect this option, the course cannot be used to fulfill any Psychology requirements (major, minor, certificate, or concentration). However, if taken Pass/Fail, it **WILL** count towards the 120 credits needed for the Bachelor's degree and the 45 UL credits needed.

4. Psychology Major, Minor, Certificate & Concentration Requirements

You must earn a grade of "C" or better in order for PSYC 444 to count towards any of the following major/minor/certificate requirements:

B.A.: PSYC 444 fulfills an upper-level Psychology elective

B.S.: PSYC 444 fulfills an upper-level Psychology elective

Minor: PSYC 444 does not fulfill any of the requirements for the minor.

Conc: PSYC 444 fulfills a requirement for the Concentration in Diversity, Inclusion, and Multicultural Psychology (Sexual Orientation area), for the Concentration in Human Services Psychology (Community and Social Focus requirement), and for the Concentration in Biopsychology (with advisor approval only).

COURSE GRADES:

		<u>Grade Breakdown:</u>
Preparation Quizzes (PQ's) (14 @ 20 pts each)	260 points	A 90-100%
Team Survey & Evaluations:	90 points	B 80-89.99%
Team Survey (1 @ 10 pts)		C 70-79.99%
Team Evaluations (1 @ 0 pts, 2 @ 40 pts each)		D 60-69.99%
Writing Assignments:	225 points	
Writing Practice (In-Class) (3 @ 20 pts)		
Term Paper (165 pts total)		
Total Points Possible:	575 points	
Extra Credit Possible:	40 points	

➔➔➔ **Note:** Grades are not rounded up under any circumstances. You can raise your final score by >6% through extra credit options, RQ's are open-book and can be taken multiple times, and some of the writing assignments can be revised and resubmitted. Therefore, if you earn a x9.99%, you have not *earned* the next grade up! Do not attempt to negotiate grades, as that is unethical. I must hold **all** students to the same high standards.

1. Preparation Quizzes (260 points)

We will be spending the majority of our in-class time in discussions and applications of the concepts in the readings and assigned videos. Because both sexual orientation and gender identity issues are a part of the fabric of our daily lives, we all have relevant personal experiences, beliefs, and values related to these topics. You can (and possibly do) have discussions about these topics in your daily life. This class will optimally deepen the level of those conversations, emphasize critical

analysis of the psychological component of these topics, and help you to critically evaluate the strengths and weaknesses of psychological knowledge on these topics. To most effectively meet those goals, students should have completed the preparatory reading/watching prior to having the discussions (so everyone is starting from a common base of knowledge). Thus, you will have an online Preparation Quiz (PQ) due ½ hour before class on the first Friday of the semester as well as most Mondays (Blackboard → Preparation & Quizzes). The PQ's each have 20 questions related to the assigned materials (20 points per quiz * 14 quizzes = 260 points). These PQ's cover assigned reading/resource materials only (in other words, these quizzes do not cover in-class activities).

- **PURPOSE & INTEGRITY/ETHICS:** The PQ's are designed to facilitate your preparation prior to the beginning of discussion in class and will prepare you to ask clarifying questions and make strong contributions to your team's work. The score you earn on these quizzes will additionally provide you with information on what you have understood and not understood from your readings, which will further facilitate your active participation in class. PQ's are open book/open note/open video, but they are "closed friend" (you may not talk to anyone about the questions until after the submission deadline has passed); the Academic Conduct Policy applies to PQ's (and all other work completed during the semester). Violations of the Academic Conduct Policy will be reported through formal Academic Misconduct procedures.
- **AVAILABILITY:** Each PQ will be made available one week prior to the first day the materials will be covered in class. You are able to complete each PQ at your own pace on Blackboard, with the opportunity to log in and log back out of the PQ as many times as necessary to complete it. You must hit SUBMIT when you are ready for your quiz to be scored.
- **RE-TAKES & SCORING:** You are permitted to take each PQ **THREE** times. Thus, if you are not happy with your first score on a PQ, you make re-take it two more times prior to the deadline. Only your highest score will be saved. Note that the PQ items are drawn from a pool of items related to the readings. When you re-take the PQ, you may or may not see the same questions you had on the previous version of the PQ.
- **MAKE-UPS:** Because each PQ will be available for one week prior to the due date, you can complete your quiz any time during the week prior to the due date. *It is your responsibility to set up a reminder system for yourself about the quizzes.* Because of the long period of availability for each PQ, I do not allow make-up quizzes under any circumstances (e.g., the power went out, you got the flu, your mom needed help, your computer died, etc.).
- **RECOMMENDED STRATEGY:** I strongly recommend that you complete your readings prior to starting the PQ, and that you take notes during that first reading on any topic you think is central. In addition, I recommend that you complete all of the items on your first try of an PQ without looking at the reading materials, but *check your answers* in the book prior to hitting SUBMIT. This will help you to start to remember the information, and to prepare for the class discussions.
- **DEADLINES:** See the Course Schedule at the end of this syllabus for the deadlines for each PQ; all except the first PQ will be due by **3:30pm** on the respective due date. Note that PQ's cannot be taken after the expiration of the deadline. Once the deadline has passed, you will no longer be able to view the quiz in the PQ's folder on Blackboard.
- **ANSWERS:** You will be able to view your responses to PQ's by going to Blackboard → MyGrades and clicking on your score. At 3:31pm on the day of the PQ deadline, the correct responses to the PQ items will be visible/available to you; you will need to click on your score in the MyGrades portion of Blackboard.
- **APPEALS:** Occasionally, students will have a question about a particular response to one of the PQ questions (you may appeal scoring for up to a maximum of three items per RQ). Please do not submit an appeal until the PQ has closed and you have been able to *review the responses that are marked correct.* You have 2 days (48 hours) after the quiz answers are available to submit an appeal regarding the scoring of a particular item. To submit an appeal go to Blackboard → Appeals and follow the instructions there. Your appeal will be considered, and scoring of the item(s) in question will be checked. *You will receive a response within 5 days after you submitted the appeal.* If you still have questions about the particular item, you may schedule an appointment with the TA or Dr. Murphy and/or attend office hours to discuss the item.

2. Team Survey & Evaluations (90 points)

Team Survey (10 points): Research on team-based learning indicates that teams are most effective when they are diverse and instructor-assigned. To facilitate effective team assignment, you will complete a questionnaire (Blackboard→Team Survey & Evaluations) worth 10 points by the deadline (see Course Schedule). Because of the need to assign teams by the beginning of the second week of class, and the time-consuming nature of the assignment process, these surveys are not accepted late under any circumstances.

Team Evaluations (80 points): Three times during the semester (see Course Schedule), you and your teammates will complete Team Evaluations of each other's contributions to team work. This evaluation and feedback process will allow you and your teammates the opportunity to modify your behavior in response to feedback and will allow each team to alert me to any problems that may arise in your group (e.g., a group member consistently comes unprepared, a group member is texting instead of participating, etc.).

- **CRITERIA:** You will be rating yourself and your teammates on pre-specified criteria. You can see a description of these criteria by going to Blackboard → Team Survey & Evaluations, and viewing the Team Evaluation Guidelines item.
- **FIRST EVALUATION:** The first evaluation is a practice run (not worth any points), so you and your teammates can give and receive feedback and have time to modify your participation/behavior before there is any impact on your grade.
- **SCORING:** For the second and third evaluations, you will receive up to 40 points per evaluation (80 points, total).
- **AVAILABILITY & DEADLINES:** You will complete the evaluations online; a link to the evaluation will be posted on Blackboard → Team Survey & Evaluations one week prior to the due date. Note that the team evaluations are due by 11:59pm on the due date. *If you do not complete your evaluation by the deadline, you will not receive any points for the evaluation, regardless of the ratings of your teammates. However, you will still receive a compilation of the feedback of your teammates.*

3. Writing Assignments (225 points)

There are two types of writing assignments during the semester: in-class practice writing assignments, and a term paper. Note that the term paper is completed in multiple stages throughout the semester, with feedback on early drafts to prepare you for the final paper.

Important requirements for all papers: You may NOT submit a paper (or part of a paper) that you completed in a previous semester or a paper that you submitted for another course. All components of the term paper must be submitted through the Blackboard assignment link in .doc, .docx, or .txt format. No other formats can be accepted. Please do not write your paper/submission directly into the text window in Blackboard. Formatting is simply too unreliable in the text window. There is a tab within each link that allows you to attach a file. Please use that option!

Writing Practice Assignments (60 points): Deadlines in Course Schedule (submitted in-class)

For these assignments, you will be given time to work with your team in class to practice aspects of the final term paper. For some of these assignments, you will submit a single work product produced by your team (each student will receive a separate grade). For others, you will work with your team, but each student will submit a separate assignment in class. *If you have accommodations through Student Disability Services that may impact your ability to complete these assignments during class time, please talk to me about how best to work within your accommodations guidelines.*

Term Paper (165 points): Deadlines in Course Schedule (submitted through Blackboard)

Each student will complete a term paper reviewing the current state of research on a specific topic in the psychology of gender identity and/or sexual orientation. The goals of this paper are 1) to facilitate your learning process on the state of our knowledge in a specialty area within the field, 2) to provide you with instruction, practice, and feedback regarding appropriate psychological writing style and guidelines. The paper will review a minimum of four research papers within the chosen specialty area, and will be completed in stages throughout the semester.

Topic Choice & Reference List (10 points): Due 2/22 by 11:59pm

You must identify the specific topic within the psychology of sexual orientation and/or gender identity you will research, as well as the specific references (all must be reports of original, empirical research published in peer-reviewed journals). A detailed grading rubric is available within the Topic Choice & Reference List Assignment description and grading rubric (Blackboard→Writing Assignments).

Article Critique #1 (10 points): Due 3/15 by 11:59pm

You must select one of your four articles about which to write an Article Critique. This article critique will become one of the article critique components of your final review paper (which will consist of an introduction, four article critiques, and a conclusion). There are two posted resources to help you complete this assignment (Blackboard→Writing Assignments): the Article Critique #1 Assignment (including grading rubric) and the Writing Guidelines. You will receive feedback on the assignment and have the opportunity to meet with the Instructor and/or TA about the feedback you receive on your Article Critique #1 paper before the Article Critique #1 Revision is due.

Article Critique #1 Revision (15 points): Due 4/5 by 11:59pm

This assignment is a revision of the Article Critique #1 assignment, in response to instructor/TA feedback on your initial draft. The same Article Critique #1 Assignment and Writing Guidelines apply to this assignment, but the points are increased for this revision and grading is more stringent. (If you are satisfied with your submission for the initial Article Critique, you do not need to re-submit. Your original submission will be re-graded using the more stringent grading for the revision.)

Article Critique #2 (10 points): Due 4/19 by 11:59pm

This assignment is a draft of the next article critique component of your final paper, and follows the same guidelines as for the first article critique assignments. This assignment will be reviewed by two of your team members, to help you modify the assignment for inclusion in your final review paper.

Article Critique #2 Peer Feedback (20 points): Due 4/26 by 11:59pm

You will review two peer article critique papers for your teammates, using the grading rubric for the assignment. You will be graded on the quality of your feedback to your peers.

Final Term Paper (100 points): Due 5/19 by 11:59pm

This assignment is your final paper, due during exam week. In this paper, you will introduce the overall theme of the paper, review the current state of the research on your topic, critically evaluate the strengths and weaknesses of the research you have reviewed, and recommend directions for future research on this topic. The Article Critique papers you will write during the semester will be included in your final paper, and will be a model for the reviews of the other two articles you must include. Typically, this paper is about 10-12 pages (not including your references). A detailed Final Term Paper Assignment and grading rubric are available (Blackboard → Writing Assignments).

4. Extra Credit Opportunities (40 points)

There are multiple extra credit opportunities during the semester, worth up to 40 points (a bit more than 6% of the total grade). Extra credit may be earned through: 1) regular attendance, 2) research participation, 3) event participation/activism, and 4) brief current events presentations to class. You may use any combination of points that you choose. There is an extra credit directory (Blackboard → Extra Credit) that provides additional information about research participation and will provide links to approved events. Extra credit points are added in to your general pool of points; after an extra credit grade is entered to Blackboard, these points become a part of your total immediately. Extra credit assignments are not accepted late under any circumstances. Although other assignments are graded within 7 days, the turnaround time for posting extra credit grades is 14 days.

→→→ **DEADLINE:** The deadline for each type of extra credit activity is listed below. For example, event participation extra credit is due **WITHIN 7 DAYS OF ATTENDANCE**. However, overall, extra credit activities must be completed by *the end-of-day on the last day of face-to-face class*. Assignments will not be accepted after that time.

Attendance: You are expected to come to all classes and to actively participate in team discussions and activities in a meaningful way. There will be an attendance sheet to sign for every day of class. Although attendance is not “graded,” regular attendance (more than 80% of F2F classes) can earn you 10 points of extra credit. Not counting the first day, there are 28 days on which we have meetings. If you are in attendance for **22 or more** of those days (i.e., you sign the attendance sheet), you will earn 10 extra credit points. If you are absent for **7 or more** days, regardless of the reason (including excused absences), you **do not** earn the 10 points. (If you have more absences than permitted because of a University-sanctioned reason, you are welcome to do the other types of extra credit!)

Research Participation: Throughout the semester, students (undergraduate and graduate) and faculty *may* provide an opportunity to participate in ongoing research studies conducted through the Psychology Department at UMBC (note that research conducted by other Departments or at other universities are not eligible for extra credit for this course). You will need to sign up on Sona (the Psychology Department’s research participant management system). A PowerPoint describing how to access and sign up on Sona is posted in the Extra Credit directory on Blackboard. Depending on the study length, involvement, etc., they are worth differing amounts of “Sona Credits” – in brief, 1 Sona credit is worth 6 extra credit points for this course. Thus, if you participate in three studies (each for 1 Sona credit), you would earn 18 extra credit points.

- **SIGN-UP:** Be sure to add PSYC 444 to your class list in the Sona system.
- **APPROPRIATENESS:** You do **not** need to check if a study available on Sona is appropriate; if they are in SONA, they are appropriate.

- **ENTERING GRADES:** *At the end of the semester, the day after study day, I will download all of the extra credit participation and enter it into Blackboard.*
- **PLANNING:** Note that study participation opportunities are most available during the middle of the semester, and are rarely available at the end of the semester, so plan accordingly.
- **TRACKING:** Don't forget that you can earn a maximum of 40 points through extra credit options. It is up to you to keep track of the number of studies and number of points you have earned!

Event Participation/Activism: The American Psychological Association's (2017) Ethical Principles of Psychologists and Code of Conduct includes the following:

- "Psychologists respect and protect civil and human rights...."
- "Psychologists recognize that fairness and justice entitle all persons to access and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists."
- "Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status and consider these factors when working with members of such groups."

Because of these ethical mandates, I encourage students to attend events that will increase their cultural competence (expanding one's knowledge of different aspects of human experience) and/or that will advocate for vulnerable communities. There are too many possible events on campus in spring 2017 to list here. A few examples are provided in the Extra Credit folder on Blackboard. The guidelines for such activities are provided below.

- **DEADLINES, GRADING, & ASSIGNMENTS:** Your paper should be e-mailed to the instructor AND TA within **one week** of attendance at the event or completion of the advocacy. For each event, you must do three things: 1) Attend the presentation/conference/activity/event; 2) sign the attendance sheet (if provided); and 3) write a summary of the presentation/conference/activity that is roughly one page in length (single-spaced) and emphasizes *how the topic is related to materials in our course*. You may earn up to 6 points per event/paper. Submissions received *after* one week will not be accepted.
- **IDENTIFYING ACTIVITY OPTIONS:** If an activity is listed as an option in the Extra Credit directory on Blackboard, you will be able to complete that activity for extra credit (following the guidelines in the previous bullet). If an activity is not listed, but addresses issues of culture/civil rights/advocacy for vulnerable or oppressed communities, please e-mail the instructor **at least** one week in advance of the event to determine if it is appropriate. If available, please provide a link to the event (e.g., web address) within the e-mail. I require you to do this both so I can confirm the event is appropriate and to make the other students aware of the opportunity in advance. If I do not confirm that an event is appropriate, you cannot earn extra credit points for participating in the event.

Current Events Presentation: There are likely to be many current events and political issues that come up during the semester that are related to topics addressed in class (for example, bills related to conversion therapy, legislation regarding use of specific bathrooms, discrimination protections, hate crimes, etc.). When that comes up, you may make a handout for the class summarizing the main points (including the specific information source), and spend no more than 5 minutes during class informing the class about the issue and how it relates to class topics. You will turn in your handout, and be graded on both the handout, and the clarity of information shared with the class regarding the relation between the topic and the class materials.

COURSE POLICIES & INFORMATION:

1. Diversity & Inclusion

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. Diversity is defined in its fullest scope embracing racial and ethnic identity, gender identity, sexual orientation, religious affiliation, disability, foreign nationality, non-traditional students, family income, body size, and other important characteristics. During this course many viewpoints may challenge your thinking on a topic. All participants in this class – including the professor, teaching assistant(s), and students – should strive to create an atmosphere that welcomes, encourages, and respects all members of the class and diverse viewpoints. Please note that a part of respectful interaction in each classroom is that students, faculty, and teaching assistants address each other using the names and gender pronouns requested by each individual (if you do not know the gender pronouns the individual prefers, please ask!), and identity statuses (such as disability status, racial identity, religious affiliation, etc.) are not assumed.

2. Blackboard

This course will utilize Blackboard for most of the associated course materials. This includes (but is not limited to) class announcements, assignment links, preparation quizzes, and grades. Therefore, access to the internet is required and computer literacy is expected. The UMBC campus has numerous computer labs that are open to you; you may also access course materials from an off-campus computer (e.g., at home, library, etc.). You are encouraged and expected to check Blackboard frequently for class announcements and to verify that your assignments and grades have been posted. Losing your internet connection at home will not be accepted as a valid excuse for late quizzes/materials. While working on your quizzes/assignments, build in time to allow for the inevitable technology problems that frequently arise at the last minute, and allow time to come to campus labs to complete the work.

3. Classroom Etiquette

Every professor has a title they prefer in class. However, as a general practice, if you are unsure of your professor's preference, it is always best to default to "Dr. ____." My preference is to be called "Julie," but I will also answer to "Dr. Murphy," or "Professor." You may use whichever is most comfortable for you. I do **NOT** like to be called "Miss Murphy" or "Mrs. Murphy." Keep this in mind as you approach me for assistance and send me e-mails!

In this classroom, it is not permitted to have food or chew gum under any circumstances (during class, during team activities/discussion, or during an exam). However, it is fine with me if you have drinks during our class time. This requirement is *not* a loose regulation developed because of University requirements about use of the room. This is a specific requirement due to the needs of specific people in the classroom who will not be able to attend and participate in the class if food or gum are in the classroom. Please be respectful of this requirement so that all members of our community are able to access all aspects of the class. *If you violate this rule, you will be immediately asked to stop and get rid of food/gum.* Thank you for your cooperation.

Campus smoking policy clearly states that vaping and e-cigarettes are not permitted inside buildings and are not permitted in classrooms. If you attempt to vape or smoke e-cigarettes in our classroom, you will be asked to leave for that class period.

Cell phone use of any kind is not permitted during class (unless you confirmed with me in advance). I reserve the right to confiscate your cell phone during class or ask you to leave if you are texting or otherwise using your phone during class.

4. Communication (E-Mail)

Attending office hours or making an appointment is the best way to clarify information about the course. Recognize that e-mail is an option; however, note the following:

- E-mail is not an opportunity to get feedback whenever it is convenient for you. E-mail *is* a green alternative to coming to office hours (i.e., it saves you a trip).
 - Though you may send e-mail at your convenience, the TA and I will reply to e-mail during posted office hours and if we have more emails than can be answered during that time, we will answer them in order of receipt..
 - Any e-mail should be sent at least 15 minutes *before* the beginning of office hours for it to be answered at that time (i.e., if you send during a given day's office hours, we might not be able to reply to the e-mail until the next set of office hours).
- E-mail that asks questions directly answered within the syllabus (e.g., "When is the first term paper assignment due?") will **not** be answered.
- Every e-mail must conform to the following guidelines. Any e-mail that does not conform to the guidelines will likely not be answered. All e-mails must:
 - be sent to BOTH the TA and instructor.
 - include PSYC 444 (course number) in the subject line (I teach at least 3 courses per semester, and this will save me the time of looking up which course you are writing about).
 - include our full name (first and last) within the body of the e-mail.
 - include language that is appropriate and professional (including spelling and grammar). E-mails that are unprofessional and/or too difficult to decipher will go unanswered. Instead, you will receive a response that simply states, "Please clarify."
- Please note: if we initiate an e-mail to you, it will be to your UMBC account (i.e., we will often e-mail you from within Blackboard); if you initiate an e-mail to me, we will respond to e-mail you send from other accounts if they follow the guidelines above.

5. Questions About Grades

If you have questions about your grade, please follow the steps below:

- a) Attend office hours to review the materials (or review the quiz answers online per the instructions in the Preparation Quizzes section).
- b) After attending office hours, if you believe that your grade does not accurately reflect your work, please schedule an additional appointment with me. Then, submit a formal letter (a typed hard copy) directly to me within two weeks of meeting with me. Do not submit major grade complaints via e-mail.

➔➔➔ **GRADE NEGOTIATION:** Note that I will NOT negotiate grades. Due to the large amount of extra credit available, if you do not reach the *full* number of points required for a grade, then you have not EARNED that grade. It is *unethical* to ask me to change your grade from the grading system.

6. Posting Grades

On Blackboard, there will be links for assignments. Your submissions will be time/date stamped so that I know exactly when they have been turned in. Please verify that your work has been submitted so that you get credit for your work. **Please do not e-mail me to check if I have received your assignment.** The confirmation you receive indicates that I have. Term paper and in-class writing assignments are typically graded within 10 days. Extra credit assignments will usually be graded within 14 days of receipt. I accept extra credit assignments only through email – not via hard copy in person or in my Psychology department mail box. Assignments submitted incorrectly **will not be accepted or graded.**

7. Due Dates

All quizzes, in-class writing assignments, and extra credit options must be submitted by the designated time on the due date (i.e., by 11:59pm, 3:30pm, etc.), and are not accepted late under any circumstances (remember that extra credit assignments are due within 7 days of completing an activity). Writing assignments related to the term paper are accepted late, but are 10% reduced from the total score per 24 hours late, starting at the exact submission deadline. It is recommended that you plan to submit work early, as technology issues do arise (consider this: Murphy's Law would suggest that you will only have technology issues when you have an important deadline, and the instructor of this course has the last name Murphy. Just saying.).

8. Absences

It is understandable that emergencies and other problems arise that force students to miss a class. If you do miss a class for any reason, it is up to you to get notes from your classmates and Blackboard postings. Please do **NOT** contact the instructor or TA for this information. Also, do **NOT** ask the instructor if you missed anything "important" - **every** day of class is important! We do not need to see any official excuse notes, as your attendance is not an official part of your grade.

9. Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community. In this community, everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. It is the responsibility of each student to be familiar and comply with all provisions of the Student Academic Conduct Policy in the UMBC Student Handbook (available at http://www.umbc.edu/undergrad_ed/ai/documents/ACC2011.pdf). You are expected to fully understand what academic integrity entails. Ignorance is **NOT** an excuse. Please feel free to meet with me during office hours if you would like any of the policies clarified.

10. Changes to the Syllabus

Please note that the course schedule is to be used as a reference **only**, and is subject to change at the instructor's discretion. You will be notified (in lecture or via e-mail) of updates to the schedule and other changes to the syllabus. The most recent version will be posted on Blackboard. You will be responsible for checking the updated syllabus.

RESOURCES:

1. Disability Support

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act of 1990, the ADAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in their courses. If you have a documented disability and need to request academic

accommodations, please refer to the SDS website at sds.umbc.edu for registration information or visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact SDS at disAbility@umbc.edu or (410) 455-2459. If you require accommodations for this class, make an appointment to meet with the instructor to discuss your SDS-approved accommodations and how they apply to this course.

2. Veterans

If you are a veteran or on active reserve status and you are interested in information regarding opportunities, programs and/or services at UMBC, please visit the Vets 2 Vets website at http://www.umbc.edu/ocss/get_connected/vets2vets.html and/or contact veterans@umbc.edu .

3. Title IX

Title IX makes it clear that violence and harassment based on “sex and gender” are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. In addition, new policies regarding sexual misconduct are in effect at UMBC as of August 24, 2015; the new policy is here: http://www.umbc.edu/policies/pdfs/Sexual_Misconduct_Policy.pdf . Note that the protected status is defined at UMBC as “gender, gender identity or expression, sex (including pregnancy), and/or sexual orientation.” If you or someone you know has been harassed or assaulted, here is a list of campus and local resources that can support you. Please be aware that each resource has different standards of confidentiality that you should inquire about for informed consent.

UMBC Title IX Coordinator: Stephanie Lazarus (410-455-5745; <http://humanrelations.umbc.edu/sexual-misconduct/>)

UMBC Voices Against Violence Coordinator: Rina Rhynes (410-455-2542; <http://umbc.edu/vav>)

UMBC Counseling Center (410-455-2472; <http://counseling.umbc.edu/>)

UMBC’s Women’s Center (410-455-2714; <http://womenscenter.umbc.edu/resources-support/>)

UMBC University Police (410-455-5555; <http://police.umbc.edu/>)

TurnAround, Inc. 24-Hour Hotline (443-279-0379; <http://turnaroundinc.org>)

House of Ruth 24-Hour Hotline (410-889-7884; <http://hruth.org>)

HopeWorks of Howard County (410-997-2272; <http://wearehopeworks.org/>)

4. Learning Resources Center

The Learning Resources Center (LRC) provides free assistance with written assignments, study skills improvement, and other topics to enhance academic success. For more information, view the LRC website, at www.umbc.edu/lrc.

5. UMBC Counseling Center

The UMBC Counseling Center “exists to offer professional psychological services to UMBC students to enhance their personal growth, enrich their lives, and maximize their ability to function successfully academically.... All professional services at the Counseling Center are provided or supervised by licensed clinicians. Services include individual counseling, group counseling, and a variety of psyche-educational programming (e.g., time management, stress management, test anxiety, procrastination). Both personal and career concerns can be addressed at the Counseling Center, and all counseling services are free and confidential.” For more information, view the UMBC Counseling Center website (<http://counseling.umbc.edu>) or call 410-455-2472.

6. FAQs about Psychology at UMBC

The Psychology Department has developed a Frequently Asked Questions (FAQs) page, which is an online, self-paced opportunity to learn about: 1) getting involved in Psychology research at UMBC; 2) concentrations in Biopsychology, Human Services, Developmental Psychology, and Diversity and Inclusion; 3) a certificate in Psychology in the Workplace; 4) career opportunities with a Psychology major/minor; 5) graduate study in Psychology; and 6) many other relevant topics for students interested in Psychology. To access the FAQs page, go to Blackboard, click on the Organization Search feature and type “psychology” then click the Go tab. Select the PSYC tutorial, and self-enroll.

7. University Closures (“Inclement Weather Policy”)

When the University dictates a University-wide change in schedule (e.g., a “snow day,” a closure due to power outage, etc.), announcements are posted on both UMBC’s homepage and on MyUMBC. You can also receive campus closure alerts by signing up at <http://my.umbc.edu/go/alerts>. **Online** assignments will NOT be rescheduled due to campus closures (unless the closure is simultaneously associated with a documented crash of Blackboard). It is **University policy** that any cancelled classes are to be **rescheduled** at a time that is convenient to the majority of the students in the class (so that you get your money’s worth for the course).

For any University closure, an announcement will be posted on Blackboard and you will receive an e-mail explaining the specifics and changes to the schedule.

COURSE SCHEDULE PSYC 444: SPRING 2017

Dates and assignments may change.

*There are too many different reading assignments to list individually here. For the specific reading and video assignments due each day, you will need to refer to Blackboard.

Dates	Unit	Pre-Class Preparation Due*	Quizzes/Assignments
1/30 (Mon)	Groundwork	(none)	
2/1 (Wed)		Reading: 30 pages	Team Survey due 2/1 by 11:59pm PQ 1 due Friday, 2/3 by 11:59pm
2/6 (Mon)	Unit 1: Intro to LGBTQ Psychology & Research	Reading: 37 pages, Video: ≈25 minutes	PQ 2 due by 3:30pm
2/8 (Wed)			
2/13 (Mon)		Reading: 50 pages, Video: ≈3 minutes	PQ 3 due by 3:30pm
2/15 (Wed)			Writing Practice #1 due (in class)
2/20 (Mon)		Unit 2: Focus on Gender Identity	Reading: 50 pages, Video: ≈16 minutes
2/22 (Wed)			Term Paper Topic Choice / Reference List due by 11:59pm
2/27 (Mon)	Reading: 28 pages, Video: ≈47 minutes		PQ 5 due by 3:30pm
3/1 (Wed)			Writing Practice #2 due (in class) Team Eval 1 due by 11:59pm
3/6 (Mon)	Reading: 56 pages, Video: ≈8 minutes		PQ 6 due by 3:30pm
3/8 (Wed)			
3/13 (Mon)	Unit 3: Focus on Sexual Orientation		Reading: 46 pages, Video: ≈4 minutes
3/15 (Wed)			Article Critique #1 due by 11:59pm
3/20 to 3/24		☼ * SPRING BREAK!! * ☼	☼ * SPRING BREAK!! * ☼
3/27 (Mon)		Reading: 55 pages, Video: ≈16 minutes	PQ 8 due by 3:30pm
3/29 (Wed)			Writing Practice #3 due (in class)
4/3 (Mon)		Reading: 56 pages (no video)	PQ 9 due by 3:30pm
4/5 (Wed)			Article Critique #1 Revision due by 11:59pm
4/10 (Mon)		Reading: 55 pages (no video)	PQ 10 due by 3:30pm
4/12 (Wed)			Team Eval 2 due by 11:59pm
4/17 (Mon)	Unit 4: Violence & Health	Reading: 50 pages, Video: ≈14 minutes	PQ 11 due by 3:30pm
4/19 (Wed)			Article Critique #2 due by 11:59pm
4/24 (Mon)		Reading: 57 pages (no video)	PQ 12 due by 3:30pm
4/26 (Wed)			Article Critique Peer Feedback due by 11:59pm
5/1 (Mon)		Reading: 50 pages (no video)	PQ 13 due by 3:30pm
5/3 (Wed)			
5/8 (Mon)	Unit 5: Future Directions	Reading: 59 pages, Video: ≈8 minutes	PQ 14 due by 3:30pm
5/10 (Wed)			
5/15 (Mon)		Reading: 10 pages	Team Eval 3 due by 11:59pm
5/19 (Fri)			FINAL TERM PAPER due by 11:59pm

*7 or more absences means no attendance-related extra credit.

PSYC 444 Reading List Spring 2017

2/1/17:

- From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice (Arao & Clemens, 2013)
- Answers to your questions: For a better understanding of sexual orientation and homosexuality (APA, 2008)
- Answers to your questions about transgender people, gender identity, and gender expression (APA, 2011)
- Terms to avoid: GLAAD media reference guide (GLAAD, 2017)

2/6/17:

- Textbook Chapter 1 (Introducing LGBTQ psychology)
- Textbook Chapter 2 (Key debates and perspectives)
- Understanding the complexities of gender (Killermann, 2013)
- The ABC's of LGBT (Hardell, 2014)

2/13/17:

- Textbook Chapter 3 (Doing LGBTQ psychological research)
- Adolescents define sexual orientation and suggest ways to measure it (Friedman et al, 2004)
- The trans athlete behind the Olympic committee's new gender policy (Rinkunas, 2016)
- Sampling methodologies for epidemiologic surveillance of men who have sex with men and transgender women in Latin America: An empiric comparison of convenience sampling, time space sampling, and respondent drive sampling (Clark et al, 2014)
- Gender studies (Vaid-Menon, 2014)

2/20/17:

- Guidelines for psychological practice with transgender and gender nonconforming people (APA, 2015)
- Exploring the diversity of gender and sexual orientation identities in an online sample of transgender individuals (Kuper, Nussbaum, & Mustanski, 2012)
- Caster Semenya and the sensitive question of intersex athletes (Block, 2016)
- Nation's first known intersex birth certificate issued in NYC (O'Hara, 2016)
- The gender tag: Authentic gender expression (Wylde, 2016)

2/27/17:

- Gender identity disorder: A review of the past 10 years (Bradley & Zucker, 1997)
- Children with gender nonconformity: Letters to the editor (Pickstone-Taylor, 2003; Bradley & Zucker, 2003)
- Early history of the concept of autogynephilia (Blanchard, 2006)
- The case against autogynephilia (Serano, 2010)
- My transgender kid (Young & Sweeny, 2015)

3/6/17:

- The DSM-5 and the politics of diagnosing transpeople (Davy, 2015)
- Transgender identities: Research and controversies (Sanchez & Vilain, 2013)
- The family and romantic relationships of trans and gender diverse Australians: An exploratory survey (Riggs, von Doussa, & Power, 2015)
- Excerpt from: Resiliency factors among transgender people of color (White, 2013)
- Activist Janet Mock flips the script on reporter: Asks her to prove her womanhood (Fusion, 2014)
- A powerful poem about what it feels like to be transgender (Mokobe, 2015)

3/13/17:

- Textbook Chapter 2 (section on cause theories only)

- Etiology and attitudes: Beliefs about the origins of homosexuality and their implications for public policy (Overby, 2014)
- The born that way trap (Van Gelder, 1991)
- Can sexual orientation be changed? (Drescher, 2015)
- 'Queer' treatments: Giving a voice to former patients who received treatments for their 'sexual deviations' (Dickinson, Cook, Playle, & Hallett, 2012)
- The dark history of gay conversion therapy (Seeker Daily, 2016)

3/27/17:

- Textbook Chapter 4 (Diversity)
- Race and ethnicity among lesbian, gay, and bisexual communities (Wilson & Harper, 2013)
- 'I never faced up to being gay': Sexual, religious, and ethnic identities among British Indian and British Pakistani gay men (Jaspal, 2012)
- Gender identity and sexual orientation in people with developmental disabilities (Bedard, Zhang, & Zucker, 2010)
- This is what LGBT life is like around the world (Chang & Dazols, 2015)
- Two spirit (Injunuity, 2013)

4/3/17:

- Normalizing heterosexuality: Mothers' assumptions, talk, and strategies with young children (Martin, 2009)
- Textbook Chapter 7 (Young people, coming out, and identity development)
- Concepts of female sexual orientation (Diamond, 2013)
- Bisexual identities (Dworkin, 2013)

4/10/17:

- Textbook Chapter 8 (Relationships)
- Textbook Chapter 9 (Parenting and family)
- Physical dating violence, sexual violence, and unwanted pursuit victimization: A comparison of incidence rates among sexual-minority and heterosexual college students

4/17/17:

- Textbook Chapter 5 (Prejudice and discrimination)
- U.S. transgender survey executive summary (National Center for Transgender Equality, 2016)
- Evaluating the severity of hate-motivated violence: Intersectional differences among LGBT hate crimes victims (Meyer, 2010)
- #RaceAnd: Lady Dane Figueroa Edidi (Race Forward, 2016)
- Trans Women of Color Collective: Shifting the Narrative (TWOCC, 2015)

4/24/17:

- Textbook Chapter 6 (Health)
- Self-harming thoughts and behaviors in a group of children and adolescents with gender dysphoria (Skahgerberg, Parkinson, & Carmichael, 2013)
- Social anxiety and barriers to resilience among lesbian, gay, and bisexual adolescents (Safren & Pantalone, 2006)
- Estimating prevalence of mental and substance-using disorders among lesbians and gay men from existing national health data (Cochran & Mays, 2006)

5/1/17:

- Guidelines for psychological practice with lesbian, gay, and bisexual clients (APA, 2012)
- Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy (Shelton & Delgado-Romero, 2013)

- Standards of care for the health of transsexual, transgender, and gender non-conforming people, Version 7 (Bockting, et al, 2011)

5/8/17:

- Textbook Chapter 11 (The future of LGBTQ psychology)
- LGBT Pride as a cultural protest tactic in a southern city (McFarland Bruce, 2013)
- Making up allies: The identity choreography of straight LGBT activism (Grzanka, 2015)
- Study finds deep conversations can reduce transgender prejudice (Chen, 2016)
- 5 tips for being an ally (Ramsey, 2014)
- Why does privilege make people so angry? (MTV Decoded, 2016)

5/15/17:

- Answers to your questions: For a better understanding of sexual orientation and homosexuality (APA, 2008)
- Answers to your questions about transgender people, gender identity, and gender expression (APA, 2011)