

Fall 2012

UNST 421 Senior Capstone

Sexual & Gender Minority Youth

M/W 5:30pm-7:30pm

SRTC 139B

Instructor: Molly C. Gray

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Office: ASRC 676 Z

Office Hours: M/W 2pm-5pm

(or by appointment)

Texts: Course readings are available on D2L, which you can access via your odin account at: <https://d2l.pdx.edu>. Please contact help@pdx.edu or the instructor if you encounter a problem.

Course Expectations: In this course, you are expected to engage in course work and service-learning both in and outside of established class meeting times. For this reason, your availability will need to remain fairly flexible, though you will be given advance notice of projects outside of class. In the scheduled class times and in projects with our community partner, you are to be responsible for your own personal and academic engagement. If circumstances, personal or class-related, present as an obstacle to this, please meet with the instructor to discuss solutions as early as possible. As a rule, late work is not generally accepted unless arrangements have been made with the instructor. Additionally, as a policy, laptops and cell phones will not be allowed in class, as they are an obstruction to engaged learning & participation.

Policy on Absences and Tardiness: During the entirety of the term, one class absence is permissible. For a second or third absence, 2.5 points will be deducted from your grade for each class missed. After four absences, you will drop a letter grade. You cannot pass this class with five or more missed classes. Additionally, points will be deducted for tardiness, particularly if it is an on-going problem.

Grading: All course assignments and course participation will be graded on a point system adding up to 100 points possible. To understand the percentage weight of a particular assignment to your overall grade, think of the points as a percentage out of 100. The capstone assignments and points possible are broken down as follows:

Attendance/Participation:	30 Points
Service Learning:	30 Points
Written Assignments:	30 Points
<u>Final Group Service Project:</u>	<u>10 points</u>
	100 Points

Support for Students with Disabilities: Students with a disability or disabilities in need of class/service learning site accommodations should contact the instructor and/or the Disability Resource Center, SMC 435, 725-4150, TTY or Relay 725-4178, or e-mail at drc@pdx.edu.

University Studies: This course has been designed to meet the goals of the University Studies program. These goals include: Communication, Critical Thinking & Inquiry, The Variety of Human Experience, Ethical Issues & Social Responsibility.

Course Learning Objectives:

- Expand knowledge of sexual minority, gender minority and youth populations in Portland, the U.S. and Internationally
- Locate youth within a framework of cultural/social identities such as gender, sexuality, race, ethnicity, faith, socio-economic class, ability & region of origin
- Identify the historical and contemporary cultural and political institutions which perpetuate the marginalization of oppressed groups
- Understand how social identities inform our own individual experience as well as gain insight on social difference, particularly to better bridge difference
- Examine homophobia, transphobia & heterosexism within an interlocking framework related to sexism, racism, classism and other oppressions
- Critically engage and actively work towards the eradication of social problems such as homophobia, transphobia and heterosexism

Service Learning: Students are expected to engage in service learning activities, which comprises 30 points, or 30%, of their overall grade. The community partner, SMYRC, will provide a ***required*** training. After this training, students can participate in groups or individually in a number of approved service learning activities that are assigned points based on the task's level of time commitment, educational opportunity for the student and contribution to the community partner. These tasks can include, but are not limited to, volunteering during drop-in at SMYRC for special events, planning a canned food drive, fundraising, event planning, grant writing, and a number of other activities based on SMYRC need and student interest/skill. The instructor will provide a worksheet to record student activities to help ensure clarity and the engagement of 30 points total of service learning by the end of the term. **Outside of assigned coursework, students are expected to keep a service learning log of reflections on service learning activities completed.** This log will be reviewed, with advanced warning, periodically by the instructor and submitted for final grading the last week of the term. You will find that some of the service learning reflections have been already written into the syllabus, such as the assignment connected to the SMYRC Bridge 13 training.

Extra Credit: Students have the opportunity to make up credit for **one** missed class per term by completing extra credit point. This can be done by attending an approved, educational community event related to the topics of the course and writing a 2-page reflection on the event. The reflection is due by the end of the term and must be clearly marked that it is extra credit as well as first approved by the instructor. Additionally, community events can be used sparingly for a few points of service learning points if they are again, approved and educational in content and will be attributed to your overall service learning grade. These events are especially useful for students with less exposure to sexual and gender minority communities and helpful for all to engage in the course topics. See the instructor for more details.

Week One Sept 24/26

Introduction

History of Youth Organizing

Readings: "Queer 101: a glossary"-Sonnie
"Liberationists...Queer Youth Organizing"-Cohen
"In the Beginning...Was Gay Youth"-Savin-Williams

Assignment: Research an individual in the LGBTQ movement and summarize the individual's contribution to the movement, particularly how this individual has an impact on LGBTQ youth. Please be prepared to share this knowledge in a brief 5-minute presentation during our LGBTQ history discussion on Apr 6th.

Service Learning

Assignment: Go to www.smyrc.org to familiarize yourself with the community partner. Please follow the links at the bottom of the homepage to explore myspace, podcasts & youtube videos to learn more about SMYRC.

Week Two Oct 1/3

Youth Voices

Readings: "Speaking for Ourselves: A Note From the Editor"-Sonnie
Youth Narratives Packet
"Can I Speak to You & Do You Hear Me?"-Coloma

Film: *Out of the Past: the struggle for gay rights in America*

Service Learning: **We will meet at SMYRC, our community partner site on Saturday, Oct 6th from 10am-1pm for a required Bridge 13 training. SMYRC is located at 2406 NE Sandy Blvd #100. Please bring a potluck item to share for lunch.**

Assignment: Choose **one of the following** assignments to be due in class **Oct 10th**.

A. Internet Search Log. If you are less familiar with resources or information available for/about sexual and gender minority youth, please choose this assignment. In this assignment, you will research and summarize at least 8 websites dedicated to information for LGBTQ youth online. Additionally, you will write an attached 1-page response detailing the common issues facing LGBTQ youth, as evidenced by the websites as well as classroom readings and films. Please see hand-out for more information on this assignment. **-OR-**

B. Write a 2-3 page discussion of this week's readings & films-this is not a summary or a response paper, but a synthesis of the readings thus far and a discussion regarding the critical

issues facing sexual and gender minority youth today. What are the common threads between the youth stories, the parallel experiences? What are some of the risk factors that youth encounter? What are some of the characteristics of the young people featured in class films and materials? Place these personal narratives in context of last week's readings-compare the efforts of early Gay Youth organizing within an historical framework and compare to what the editors articulate as movement goals in *Revolutionary Voices*. Next, contrast Savin-Williams' descriptions of youth with actual youth voices in *The Shared Heart*, *Revolutionary Voices*, etc. Do you feel that researchers are clearly understanding the needs and voices of young people? Are youth presented accurately? How do the statistics presented by Advocates for Youth affect the way that we envision sexual and gender minority youth and their needs? How do these statistics dispute or relate to Savin-Williams' discussion of past and future frameworks for understanding LGBTQ youth? How do important cultural factors such as race, ethnicity, class, religion and region affect this discussion?

Week 3 Oct 8/10

Coming Out/Family

Readings: "You're What? Coming Out to the Family"-Gray
"Cyberqueer: Coming Out on the Internet"-Gray
"Shifting Sands or Solid Foundation: LGBT Identity Formation"-Eliason

Films: "*Generation Q*" & "*The Principles of Youth*"

Service Learning: **Choose one of the following options & add to your service-learning portfolio:**

A. Write a one-page reflection about your experiences and what you learned at the Bridge 13 training. What activities affected you most and what do you still have questions about? Educate someone in your life about SMYRC and what you learned there (such as the gender gummy). Describe and reflect on this step in being an advocate for LGBTQ youth. How can you improve your advocacy or how would you like to sharpen your advocacy skills? Last, complete the terminology assignment hand-out. Add to Service Learning Portfolio. **-OR-**

B. Write a one-page assessment of the Bridge 13 training. What models do B13 facilitators implement in their training?

What are some of the strengths of the training? How can you imagine the impact of B13 is on the community and on behalf of LGBTQ youth? What challenges might you assume the program encounters? What areas of B13 would you like to see strengthened? How can you utilize this information in your own work on behalf of LGBTQ youth? Last, create an exercise that could be added to the Bridge 13 curriculum, an activity similar to what we experienced at SMYRC. Describe the activity or write a short lesson-plan, stating both the objective of the activity and the expected learning outcome.

Week 4 Oct 15/17

Transgender Identities/Representations

Readings: “How Dresses Can Make You Mentally Ill”-Langer & Martin
“We Are All Works in Progress”-Feinberg
“Naming All the Parts”-Bornstein

Film: “*American Gender*”

Week 5 Oct 24

Transgender Identities/Representations, continued

Readings: “A Boy in the Girls’ Bathroom”-Forest
“Letter From a Butch”-Anonymous
“Stonewall”-Walsh
“Is It a Boy or a Girl?”-Alex G.

Service Learning: **Movie Night. A.** Host an LGBT-themed movie viewing with people in your life and facilitate a discussion on the film and LGBT issues afterward, focusing the discussion on advocating for rights for LGBTQ individuals. Reflect on the event and discussion in a 1-2 page reflection for Service Learning Portfolio.

Week 6 Oct 29/31

Intersex Issues

Readings: “FAQ’s Intersex Activism”-Koyama
“Shifting the Paradigm of Intersex Treatment”-Kessler
“What if it’s Sort of a Boy and Sort of a Girl?”-Weil
“Different: My Experiences as an Intersexed Gay Boy”-Hanley

Films: “*Size Matters*” clip

Week 7 Nov 5/7

Course Check-In & Future Planning

Due: **Gender Oppression Essay (see handout) due Nov 7th in class.**

Week 8 Nov 12/14

School Experiences

Readings: “LGBTQ Youth Statistics”-Harvey Milk School
 “A School Climate Survey”-GLSEN
 “Kids in the Hall”-Gray
 “Last Dance”-Lewis

Film: “*Follow My Voice*”

Week 9 Nov 19/21

Religion/Spirituality

Readings: “Condemned or Redeemed? What Does Your God Think of All of
This?”-Gray
 “Life as an Ed-Gay Poster Child”-Richards
 “A Queitly Queer Revolution”-Adams

Film: Sehakia-Muslim Lesbians

Assignment: **Coming Out Letter (see hand out) due Nov 21st in class.**

Week 10 Nov 26/28

Service Learning/Course Wrap-Up

Final Service Learning Reflection & Portfolio Due