COURSE NUMBER: SOWO 709.001, MHCH 740.008  
COURSE TITLE: Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer (LGBTIQ) Health Disparities and Wellbeing, Spring 2008  
MEETING TIME: Tuesdays, 6:00 – 8:50 p.m.  
MEETING LOCATION: Tate Turner Kuralt Building, Room 500  
INSTRUCTOR: Terri L. Phoenix  
LGBTQ Center  
3226 SASB North  
Phone: 919/843-5376  
Fax: 919/843-9778  
Email: tphoenix@email.unc.edu  
OFFICE HOURS: By appointment  
TA: Joseph Lee  
Maternal & Child Health  
Phone: 828/545-1475  
Email: jose.lee@unc.edu  
OFFICE HOURS: By appointment (in Michael Hooker Atrium)  
COURSE DESCRIPTION:  
Introduces students to lesbian, gay, bisexual, transgender, intersex, and queer health issues and disparities by discussing key health and mental health issues across the lifespan.  
COURSE OBJECTIVES:  
- Demonstrate an understanding of the origins and effects of social discrimination, stigma, and oppression with particular attention to sexual orientation and gender identity as well as the intersection of these identities with race, ethnicity, class, age, geographical origins and other socially marginalized identities  
- Demonstrate knowledge of the social and historic forces which impact LGBTIQ people and communities as they relate to health and mental health  
- Demonstrate comprehension of ethical issues and professional responsibilities in working with LGBTQ people and communities  
- Identify health and mental health disparities affecting LGBTIQ people and communities  
- Identify and critique methods and techniques for effective service delivery with and for LGBTIQ people and communities
• Demonstrate knowledge of LGBTIQ health/mental health policies, programs, and history with particular emphasis on North Carolina
• Link LGBTIQ history to contemporary LGBTIQ health issues and disparities
• Identify quality resources for LGBTIQ populations, services, and clients
• Discuss and analyze critical health and mental health issues for LGBTIQ populations across the lifespan
• Refine professional skills related to working with and for LGBTIQ peoples, communities and their families

EXPANDED DESCRIPTION:

This course explicitly recognizes that LGBTIQ lives, identities, and desires have long been ignored or pathologized by health professions. In order to de-pathologize LGBTIQ identity and desire, health professionals must understand, recognize and challenge the disparities that face LGBTIQ individuals and communities. LGBTIQ individuals and communities must be a part of designing and delivering competent health services. This course is not a litany of the health problems and inequities faced by LGBTIQ communities and individuals. Nor does it ignore them. Instead, the course seeks to use grow our understanding by also focusing on resiliency and empowerment within the LGBTIQ community.

Public health and social work are fields that are integrally linked to social justice and the examination of structural inequalities. Special attention is paid to the intersections of sexual orientation, gender, gender identity/expression, race, class, and ethnicity throughout the course.

By structuring the course to follow the life-span, students will be exposed to a full range of issues. Unfortunately, no issue can be fully explored to the extent deserved. We chose to focus on North Carolina as the Schools of Social Work and Public Health have a mandate to serve all North Carolinians. Of course, every region has its own unique history. By delving into the rich history of LGBTIQ life in North Carolina, it becomes easier to identify and explore this history in other geographies.

This course incorporates both historical and current context through various media to accompany the social work and public health literature.

REQUIRED TEXTS/READINGS:

Required readings will be available in a coursepack from student stores. All readings are to be completed before the class for which they are listed. Additional readings will be available on BlackBoard. Anticipate that additional readings/viewings will be added weekly to reading assignments listed in the syllabus. The following are optional textbooks.
RECOMMENDED READINGS:

Students pursuing doctoral work or focusing on LGBTIQ health should consider the following:

Michel Foucault’s history of sexuality series provides an underpinning for much of queer theory.


TEACHING METHODS

Student Rights

As a student, you have the right to criticize and question what you are hearing and reading, without fear of ridicule or threat of retribution. You have the right to support and affirm what is being discussed and shared, as well. You have the right to be treated equally and with respect. You have the right to be fully informed of course requirements and grading procedures. You have the right to receive prompt and actionable feedback on your assignments.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status or sexual orientation. The Dean of Students (Suite 1106 Student Academic Services Building, 450 Ridge Road, Chapel Hill, N.C., 27599-5100 or 919/966.4042) has been designated to handle inquiries regarding the University’s [non-discrimination](#) policies.

Student Responsibilities

We all have things to learn and likewise, things to teach. With this in mind there will be minimal lecture in this class. Primarily we will engage in small group or large group discussions and workshops. These discussions will require you to come prepared having not only read the readings assigned for the week but prepared to engage them within the class community. If you do not complete the required readings each week, it will affect your grade.

As we move through the semester if some things do not work or make sense, say so. You are responsible for your learning. We are responsible for creating a safe, accessible, and resource rich context for your learning.
• Attendance
  o Class activities, discussions, and presentations constitute a major portion of the learning experience in this course. In other words, this course does not exist in textbooks and lecture notes; it exists in the experiences and contributions of the students. Therefore, missed classes cannot be "recovered" by reading the text or borrowing class notes. Attendance and participation are expected for all class days. Because of the emphasis on collaborative learning, any absence interferes with each student’s performance and of the entire class.
  o Two excused absences are allowed during the semester. Excused absences include: family emergencies, illness (with doctor’s note), conference presentations, and graduate school appointments. Let us know in advance if you have anticipated absences during the semester. More than two absences will result in the loss of a letter grade.

• Punctuality
  o Students are expected to arrive at class on time. If you are unable to meet this expectation please notify us well BEFORE CLASS.

• Note-taking
  o When you take notes during class our preference is that these are written (special circumstances may, however, call for the use of laptops). Open laptops are disturbing to the discussion process and to our facilitators. Please speak with instructor if you require adaptive technology to take notes.

CLASS ASSIGNMENTS

Weekly Action/Reaction Discussion Post (10%) —12 posts: 6 postings/6 responses
  • These posts should demonstrate engagement with the readings and our class discussion. Creative posts that demonstrate authentic engagement with the course materials and your peers are highly encouraged. Each post should be the equivalent of approximately one double-spaced typewritten page and should connect your readings/thoughts to a current issue relevant to your desired practice area. Posts that are too short, do not exhibit good writing, do not carefully discuss the readings will receive reduced or no credit. You will be expected to post for twelve weeks. Six should be initial postings of your own original thoughts and the other six should respond to points/issues raised by your classmates.
    o ORIGINAL POSTS should be posted by 5 p.m. on SATURDAY before class.
    o RESPONSE POSTS should be online by midnight on SUNDAY night.

Participation/Reflection Assignments (10%)
  • For some classes and trainings, you will be asked to bring written preparation; other times you will be asked to complete a short writing assignment in class as an opportunity to reflect and assess your needs, strengths, and progress with our tasks. Class participation will be evaluated through these assignments.

Community Meeting Experiences (25%)
Due Date: February 19, 2008

- Part of this course is predicated on using the assigned readings to see the world through what may be a different lens than that with which you entered the course. Additionally, part of becoming familiar with any community is to immerse yourself to some extent in the culture. You will be asked to attend/participate in a total of five (5) LGBTIQ community meeting experience and to complete a 2-4 page reflection paper that connects the experience to some reading or concept that is addressed in the course. Additional assignment details and a grading rubric will be discussed at the beginning of the semester.

Current/Future Practice Project & Presentation (20%)

Due Date: Variable depending on group

- Students will work in groups of 4-5 to prepare a 30-40 minute presentation that focuses on practical application of course concepts and content to a particular developmental period in the lifespan. The specific focus of the presentation will be determined by the group members collectively. Ideas for this assignment should be approved by the instructor ahead of time. Additional assignment details and a grading rubric will be discussed at the beginning of the semester.

Community Advocacy Paper/Project (25%)

Due Date: April 22, 2008

- Written communication is a powerful tool for raising awareness about systemic inequalities and to create change through the garnering of resources (e.g., grant proposals), community education, policy development, or participation in academic discussions via conferences or journal articles. You will choose a writing project that best fits your professional development and future practice area. The project should be approved by the instructor prior to beginning work on it and should logically relate to the course content &/or readings. Deadline for initial approval of project is March 18, 2008. Additional assignment details and a grading rubric will be discussed at the beginning of the semester.

Self-Assessment (10%)

- You will be asked to evaluate your own performance on each of the major components that make up the grading system for this course.

Grade Calculation

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<th>Assignment</th>
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<td>Reflection/Participation Assignments</td>
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<td>Community Meeting Experiences/Paper</td>
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<td>Community Advocacy Writing Paper/Project</td>
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<td>Current/Future Practice Project/Presentation</td>
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<td>Self-Assessment</td>
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Grading System
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**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**

We will be available both via email and in person to help clarify assignments prior to their due dates. Assignments are due at the beginning of class. Assignments that are late will lose one letter grade for each day it is late, extensions will be granted prior to the due date by special consideration of the instructor. Do not come to class and ask for an extension for something due that day.

**POLICY ON ACADEMIC DISHONESTY**

Please refer to the *APA Style Guide*, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. Choose one citation format and use it consistently. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course may notify the Instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

**OTHER POLICIES/GENERAL INFORMATION**

Association of Schools of Public Health (ASPH) interdisciplinary competencies met by this course are available from the teaching assistant. Course content and readings are subject to change at the will of the instructor based upon the learning needs of the community of learners and current events.
READINGS AND COURSE OUTLINE

1. **TUESDAY, JANUARY 15**
   **Welcome, course overview, and introductions**

   **Topics:** Student Introductions; LGBTIQ terminology and concepts; overview of LGBTIQ health topics; and, course expectations

   **Activity:** Introductory ice breaker; small to large group discussion relating readings to current events

   **Required Readings:**

2. **TUESDAY, JANUARY 22**
   **Ethics and working with sexual minority populations**

   **Topics:** Social work and public health standards related to LGBTIQ communities; Historical context of LGBTIQ oppression

   **Activity:** Values clarification; reflexive assessment on professional ethics; and, small to large group discussion relating readings to current events

   **Clips from Greyson, J. (Director). (1993). Zero Patience. (Video Recording).**

   **Required Readings:**
3. **TUESDAY, JANUARY 29**

**HISTORICAL PERSPECTIVES ON LGBTIQ IDENTITY**

**Topics:**
Historical perspectives on LGBTIQ identity, health policy, programming, and service delivery; NC LGBTIQ specific history

**Activity:**

**Required Readings:**


4. **TUESDAY, FEBRUARY 5**

**RECLAIMING SCIENCE—RESEARCH, RESILENCY AND SEXUAL MINORITY IDENTITIES**

**Topics:**
Heteronormative assumptions in research; reframing research, policy, and service delivery related to LGBTIQ communities

**Activity:**
sexual orientation & gender expression in social work practice (112-4). New York: Columbia University Press; and, small to large group discussion relating readings to current events

Required Readings:


5. TUESDAY, FEBRUARY 12

HEALTH DISPARITIES: MAKING THE LINK BETWEEN STRUCTURAL INEQUALITIES AND HEALTH/MENTAL HEALTH ACROSS THE LIFESPAN

Topics: Overview of health disparities in LGBTIQ communities; identify health disparities associated with specific intersections of identity; identify policy frameworks for inclusion of LGBTIQ issues in research and service delivery

Activity: Small to large group discussion relating readings to current events; video presentation and discussion

Required Readings:


**Recommended Readings:**


**Sections of the document will be assigned.**

6. **TUESDAY, FEBRUARY 19**

**LGBTIQ IDENTITY AND CHILDHOOD**

**Topics:** Health disparities, policy development, service delivery relevant to childhood development

**Activity:** Small to large group discussion relating readings to current events; video presentation and discussion; and, student group presentation

**Speaker:** Dr. Jane Foy, Professor of Pediatrics, Wake Forest University School of Medicine; past member of the American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health; chair of AAP Task Force on Mental Health

**Required Readings:**


7. **Tuesday, February 26**

**LGBTIQ Identity and Adolescence**

**Topics:** Health disparities, policy development, service delivery relevant to adolescence

**Activity:** Small to large group discussion relating readings to current events; video presentation and discussion; student group presentation; and, Messinger, L. (2006). Hate crime laws: Making a difference. (Case Study 27). In Morrow, D. F. & Messinger, L. (Eds.). *Case studies on sexual orientation & gender expression in social work practice* (105-8). New York: Columbia University Press.

**Required Readings:**

8. **Tuesday, March 4**

**Young Adulthood**

**Topics:** Health disparities, policy development, service delivery relevant to young adulthood

**Activity:** Small to large group discussion relating readings to current events; video presentation and discussion; and, student group presentation
Speaker: Justin Smith, Coordinator, Project STYLE, http://www.stylenc.org/

Required Readings:


March 11 --- Spring Break ---No Class

9. TUESDAY, MARCH 18
LGBTIQ IDENTITY AND RELATIONSHIPS AND FAMILY

Topics: Health disparities, policy development, service delivery relevant to relationships and family

Activity: Small to large group discussion relating readings to current events; student group presentation; panelists from PFLAG [tentative]/Triangle Families

Speaker: Marcie Fisher-Borne, Doctoral Student and Instructor, School of Social Work

Required Readings:
Additional readings to be assigned by guest speaker(s).


10. **Tuesday, March 25**

**LGBTIQ Identity and Middle Age**

**Topics:** Health disparities, policy development, service delivery relevant to middle age


Video clips and discussion:

**Required Readings:**

11. **Tuesday, April 1**

**LGBTIQ Identity and Aging**

**Topics:** Health disparities, policy development, service delivery relevant to aging

**Activity:** Student group presentation; panel discussion with LGBT seniors and senior advocates (e.g., from Silver Roses); and, Messinger, L. (2006). A policy analysis of a constitutional DOMA amendment: Implications for aging populations. (Case Study 28). In Morrow, D. F. & Messinger, L. (Eds.). *Case studies on sexual orientation & gender expression in social work practice* (109-11). New York: Columbia University Press.
Required Readings:


12. **Tuesday, April 8**

**Looking Ahead—Moving Toward Social Justice for LGBTIQ People and Communities**

**Topics:** Health disparities, policy development, service delivery in relation to social justice for sexual minority communities

**Activity:** Small to large group discussion relating readings to current events

**Required Readings:**


13. **Tuesday, April 15**

**Final Presentations**

**Activity:** Small to large group discussion relating readings to current events; student presentations

**Required Readings:** As assigned by groups

14. **Tuesday, April 22**
Activity: Small to large group discussion relating readings to current events; student presentations; reflections; and, suggestions

Required Readings: