George Mason University
College of Education and Human Development

EDCI 597 [002] – LGBTQ Issues in Education
3 Credits, Spring 2020
Wednesdays, 4:30-7:10; West 1007 – Fairfax Campus

Faculty
Name: Dr. Mark Helmsing, Assistant Professor, School of Education
Affiliate Faculty, Department of History & Art History
Affiliate Faculty, Folklore Studies Program
Office Hours: By Appointment
Office Location: Thompson Hall, 1801 - Fairfax Campus
Office Phone: (703) 993-2384 (e-mail is best means of communication)
Email Address: mhelmsin@gmu.edu; checked once a day M-F

Prerequisites/Corequisites
None

University Catalog Course Description
Provides an overview of contemporary issues and concepts related to lesbian, gay, bisexual, trans, and queer persons and communities as they relate to systems, structures, and experiences within educational contexts (e.g. schools, museums, and community organizations). Focuses on theories, methods, and practices to support learners and educators in settings inclusive of all sexual identities and orientations.

Course Overview
This course provides instruction in how to create supportive, safe, and affirming educational environments for lesbian, gay, bisexual, trans, and queer persons and communities in classrooms, schools, and both formal and informal places of learning (e.g. Gay-Straight Alliances, youth groups). The course utilizes seminar discussions and dialogues, readings, media screenings, guest speakers, and community engagement exercises as a means to apply theories, methods, and practices from LGBTQ Studies, Queer Studies, multicultural studies, and educational studies to educational settings and contexts.

Course Delivery Method
This course will be delivered using a seminar format utilizing the following:
1. Application activities and assignments
2. Individual and/or small group activities
3. Research-based writing activities and assignments
4. Materials and activities via Blackboard, Kanopy, and other online websites
Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Interpret the historical, cultural, and institutional experiences of LGBTQ persons and communities in schools and other places of learning in the United States and globally (InTASC Standard #10).
2. Analyze local, regional, and national standards, practices, and policies relating to LGBTQ issues in schools and other places of learning in the United States and globally (InTASC Standard #9 and Standard #10).
3. Recognize the unique professional demands, constraints, needs, and policies that affect LGBTQ educators working in schools and other places of learning (InTASC Standard #8 and Standard #10).
4. Apply evidence-based and research-informed strategies for delivering educational services that can enhance the well-being of LGBTQ youth and their families through effective facilitation and collaboration (InTASC Standard #2, Standard #3, Standard #7, Standard #8, Standard #9, and Standard #10).
5. Evaluate appropriate utilization of curricular texts and instructional materials that support LGBTQ individuals and communities (InTASC Standard #3, Standard #7, Standard #8, and Standard #9).
6. Investigate appropriate educational experiences that use anti-oppressive pedagogies to challenge bigotry, inequality, and systems of oppression based upon gender expression, gender identity, sexual orientation (InTASC Standard #7, Standard #8, and Standard #9).
7. Construct learning experiences that show an understanding of how sexual identity and gender identity combine with nationality, race and ethnicity, religion, social class, and physical ability to shape the experiences of LGBTQ individuals and communities (InTASC Standard #2 and Standard #3).
8. Design developmentally, educationally, and functionally appropriate educational resources and materials to support LGBTQ learners and the learning of LGBTQ topics and issues (InTASC Standard #7 and Standard #8).
9. Demonstrate an understanding of the social, cultural, political, and material issues LGBTQ youth face in schools and other places of learning, including bullying, violence, homelessness, and discrimination (InTASC Standard #3 and Standard #9).
10. Identify and evaluate opportunities and practices across school curricula that enhance and support deeper engagement and understanding of LGBTQ histories, cultures, identities, and issues (InTASC Standard #7 and Standard #8).
11. Develop an awareness of informal places of learning that support LGBTQ youth and families outside of or in addition to formal classroom learning (e.g. Gay-Straight Alliances, PFLAG, GLSEN, youth groups, etc. (InTASC Standard #10).

Professional Standards
Upon completion of this course, students will have met the following professional standards from InTASC (The Interstate Teacher Assessment & Support Consortium):
Standard #2: Learning Differences
Standard #3: Learning Environments
Standard #7: Planning for Instruction
Standard #8: Instructional Strategies
Standard #9: Professional Learning and Ethical Practice
Standard #10: Leadership and Collaboration

Required Texts

Required Blackboard Readings (Articles, Chapters, Excerpts from Books):


Course Performance Evaluation
Students are expected to submit all assignments on time via submissions to Blackboard.

- Assignments and/or Examinations

1. LGBTQ Interview & Presentation (20 points). Students will interview a person who can share and offer perspectives on LGBTQ issues related to education. This person can be an educator, community organization representative, youth group leader, therapist, etc. Students will write a four-page double-spaced paper discussing the content of the interview and what the student and participant both learned from the interview about the individual’s lived experience.

2. Reading Discussion Facilitation (20 points each time; 40 points total). Twice during the semester students will select a course session to co-facilitate as discussion facilitators of the assigned readings for that week’s session. Each student will prepare a written synthesis of the readings for the instructor and classmates and prepare talking points to discuss about the readings, solicit peer and instructor comments during the discussion, and share questions to consider during the discussion of the readings.

3. Book Circle Paper & Discussion (20 points). Students will select a book (fiction or nonfiction) from a list of books that relate to LGBTQ youth experiences, themes, and issues. Students will then form a book circle to dialogue about the book and how the reading and discussion of the book shapes and informs their thinking about sexuality and education.

4. Curricular/Instructional Artifact (20 points). Students will work with the course instructor to design a curricular and/or instructional artifact to use in future scenarios that would better equip an educator, group leader, instructor, or facilitator on a topic of the student’s choice as it relates to LGBTQ persons and communities in educational contexts. Examples of artifacts could include, but are not limited to, lesson plans, unit plans, instructional aides, annotated bibliographies, websites, and media resources.
• **Other Requirements**
  Students are expected to attend all scheduled class sessions. Absence from a class session to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to this policy. Students who anticipate missing a course for any of those reasons should discuss them in advance with the instructor. Students are expected to be on time to class each week and to be engaged and present during the class session. Students are expected to contribute to class activities and discussions and must be prepared for each class session by having completed all assigned readings and tasks.

• **Grading**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage (out of 100 points)</th>
<th>Grade Point Average</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
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**Professional Dispositions**
See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)

**Class Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Course Session Topics</th>
<th>Readings Discussed</th>
<th>Tasks Due</th>
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<tbody>
<tr>
<td>1. Jan 22</td>
<td>Introduction to Course; Establishing Group and Course Norms</td>
<td>- Syllabus</td>
<td>Choose date to be Reading Discussion Facilitator</td>
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</tbody>
</table>
- Miller (2016)  
- Orr & Komosa-Hawkins (2013)  
- Eckes (2017)  
- *Stepping Up* Chapter 1 | Reading Discussion Facilitation |
| 3. Feb 5 | Dwelling in the Experiences of LGBTQ Students | - Elliot (2012)  
- GLSEN (2013)  
- Pascoe (2011) | Reading Discussion Facilitation |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors / Chapters</th>
<th>Reading Discussion Facilitation</th>
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<tbody>
<tr>
<td></td>
<td>NO CLASS MARCH 11 DUE TO SPRING BREAK</td>
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<tr>
<td>11. April 8</td>
<td>Book Circle Experience Dialogues &amp; Sharing</td>
<td>Book Circle Selection</td>
<td>Book Circle Experience Paper &amp; Discussion</td>
</tr>
<tr>
<td>12. April 15</td>
<td>Queering the Curriculum Across Academic Disciplines in Schools</td>
<td>- Robinson (2016) - Verner Chappell, Ketchum, &amp; Richardson (2018) - Selected readings by student - Stepping Up Chapter 6</td>
<td>Reading Discussion Facilitation</td>
</tr>
</tbody>
</table>
13. April 22  | Sharing Insights from LGBTQ Interview Assignment | None | Reading Discussion Facilitation

- Ryan & Chen-Hayes (2013)  
- Stepping Up Chapter 4 | LGBTQ Interview Assignment Paper & Presentation

15. May 6 | Artifact Presentations; Course Wrap-Up & Evaluations | - Stepping Up Chapter 8 | Curricular/Instructional Artifact Paper & Presentation

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)).

- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see [https://ds.gmu.edu/](https://ds.gmu.edu/)).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must
report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.