George Mason University
College of Education and Human Development

SEED 406 [001] – LGBTQ Issues in Education
3 Credits, Spring 2020
Wednesdays, 4:30-7:10; West 1007 – Fairfax Campus

Faculty

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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
Blackburn, M.V., Clark, C.T., & Schey, R. (2018). *Stepping up! Teachers advocating for sexual and gender diversity in schools*. New York, NY: Routledge.

Required Blackboard Readings (Articles, Chapters, Excerpts from Books):
Airton, L. (2013). Leave "those kids" alone: On the conflation of school homophobia and suffering queers. *Curriculum Inquiry*, *43*(5), 532–562

Bidell, M. (2016). Changing school culture through Gay-Straight Alliances. In V.E. Bloomfield & M.E. Fisher (Eds.), *LGBTQ voices in education* (pp. 102-116). New York, NY: Routledge.

Blount, J. (2005). *Fit to teach: Same-sex desire, gender, and school work in the twentieth century* (pp. 80-134). Albany, NY: State University of New York Press.

Brockenbrough, E. (2011). Agency and abjection in the closet: The voices (and silences) of black queer male teachers. *International Journal of Qualitative Studies in Education*, *25*(6), 741-765.

Carlile, A. & Paechter, C. (2018). *LGBTQI parented families and schools: Visibility, representation, and pride* (pp. 12-34; 73-135). New York, NY: Routledge.

Carlson, D. (2014). 'It gets better': Queer youth and the history of the "problem of the homosexual" in public education. In A. Ibrahim & S. R. Steinberg (Eds.), *Critical youth studies: A reader* (pp. 141-151). New York, NY: Peter Lang.

Connell, C. (2014). *School's out: Gay and lesbian teachers in the classroom* (pp. 1-34; 94-131). Los Angeles, CA: University of California Press.

Eckes, S.E. (2017). The restroom and locker room wars: Where to pee or not to pee. *Journal of LGBT Youth, 14*(3), 247-265.

Elliot, K.O. (2012). The right way to be gay: How school structures sexual inequality. In E. Meiners & T. Quinn (Eds.), *Sexualities in education: A reader* (pp. 158-166). New York, NY: Peter Lang.

Formby, E. (2016). Sexuality education with LGBT young people. In J.J. Ponzetti, Jr. (Ed.), *Evidence-based approaches to sexuality education: A global perspective* (pp. 249-260).

Fox, S. (2011). Dear diary: A narrative journal of my first year as a 'fag teacher.' In L. Horvitz (Ed.), *Queer girls in class: Lesbian teachers and students tell their classroom stories* (pp. 27-30). New York, NY: Peter Lang.

GLSEN. (2013). *The experiences of LGBT students in school athletics (research brief)*. New York, NY: Author.

Goldstein, T. (2019). *Teaching gender and sexuality at school: Letters to teachers* (pp. 49-95). New York, NY: Routledge.

Goodrich, K. & Barnard, J. (2019). Transgender and gender non-conforming students in schools: One district's approach for creating safety and respect. *Sex Education, 19*(2), 212-225.

Greteman, A. (2016). Queer thrival. In N.M. Rodriguez, W.J. Martino, J.C. Ingrey, & E. Brockenbrough, (Eds.), *Critical concepts in queer studies and education: An international guide for the twenty-first century* (pp. 309-317). New York, NY: Palgrave Macmillan.

Greytak, E.A. & Kosciw, J.G. (2013). Responsive classroom curriculum for lesbian, gay, bisexual, transgender, and questioning students. E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 175-188). New York, NY: Routledge.

Human Rights Watch. (2016). "Like walking through a hailstorm": Discrimination against LGBT Youth in US Schools (research brief). New York, NY: Author.

Lapointe, A. & Crooks, C. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth, 15*(3), 149-161.

Meyer, E.J. (2007). "But I'm not gay": What straight teachers need to know about queer theory. In N. M. Rodriquez & W. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education* (pp. 15-32). New York, NY: Peter Lang.

Miller, sj. (2016). Glossary of terms: Defining a common queer language. In sj. Miller (Ed.), *Teaching, affirming, and recognizing trans and gender creative youth: A queer literacy framework* (pp. 299-318). New York, NY: Springer.

Miller, sj. & Gilligan, J.R. (2014). Heteronormative harassment: Queer bullying and gender non-conforming students. In E.J. Meyer & D. Carlson (Eds.), *Gender and sexualities in education: A reader* (pp. 217-229).

Nicolazzi, Z. (2017). What's transgressive about trans* studies in education now? *International Journal of Qualitative Studies in Education*, *30*(3), 211-216.

Orr, A. & Komosa-Hawkins, K. (2013). Law, policy, and ethics: What school professionals need to know. In E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 91-122). New York, NY: Routledge.

Pascoe, C.J. (2011). *Dude, you're a fag: Masculinity and sexuality in high school* (2nd ed.). Los Angeles, CA: University of California Press.

Payne, E. C., & Smith, M. (2011). The reduction of stigma in schools: A new professional development model for empowering educators to support LGBTQ students. *Journal of LGBT Youth*, *8*(2), 174–200.

Pollack, S.L. (2006). Counselor roles in dealing with bullies and their LGBT victims. *Middle School Journal, 38*(2), 29-36.

Robinson, S. (2016). Out of the closet and into the classroom: LGBTQ issues and inclusive classroom practice. In V.E. Bloomfield & M.E. Fisher (Eds.), *LGBTQ voices in education* (pp. 161-175). New York, NY: Routledge.

Ryan, C. & Chen-Hayes, S.F. (2013). Educating and empowering families of lesbian, gay, bisexual, transgender, and questioning students. In E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 209-229). New York, NY: Routledge.

Tierney, W.G. & Ward, J.D. (2017). Coming out and leaving home: A policy and research agenda for LGBT homeless students. *Educational Researcher, 46*(9), 498-507.

Verner Chappell, S., Ketchum, K.E., & Richardson, L. (2018). *Gender diversity and LGBTQ inclusion in K-12 schools: A guide to supporting students, changing lives* (choose section based upon grade level preference). New York, NY: Routledge.

Volper, M. (Ed.) (2013). *This assignment is so gay: LGBTIQ poets on the art of teaching*. Alexander, AR: Sibling Rivalry Press.

Waite, S. (2017). *Teaching queer: Radical possibilities for writing and knowing* (pp. 25-55). Pittsburgh, PA: University of Pittsburgh Press.

Wegwert, J. (2011). LGBTQ youth and the hidden curriculum of citizenship education: A "Day of Silence" in a suburban high school. In D. Carlson and D. L. Roseboro (Eds.), *The sexuality curriculum and youth culture* (pp. 90-107). New York, NY: Peter Lang.

Woolley, S.W. (2014). (Im)perceptible silences: hearing LGBTQ silences and voices in school. In E.J. Meyer & D. Carlson (Eds.), *Gender and sexualities in education: A reader* (pp. 328-341).

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**

Grade	Percentage (out of 100 points)	Grade Point Average
A	95-100	4.00
A-	90-94	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	<69	0.00

Professional Dispositions

  See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Session	Course Session Topics	Readings Discussed	Tasks Due
1. Jan 22	Introduction to Course; Establishing Group and Course Norms	- Syllabus	Choose date to be Reading Discussion Facilitator
2. Jan 29	Understanding the Policy & Institutional Contexts of LGBTQ Issues in Schools	- Carlson (2014) - 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

		- Woolley (2014) - *Stepping Up* Chapter 5	
4. Feb 12	Bullying, Harassment, & Violence Towards LBGTQ Students & Educators	- Human Rights Watch (2016) - Miller & Gilligan (2014) - Pollack (2006) - *Stepping Up* Chapter 2	Reading Discussion Facilitation
5. Feb 19	Resources, Programs, & Practices to Support Queer Youth in Schools	- Blackburn - Greytak & Kosciw (2013) - Formby (2016) - Payne & Smith (2011) - *Stepping Up* Chapter 3	Reading Discussion Facilitation
6. Feb 26	Applying Queer Theory to Educational Thought & Practices	- Airton (2013) - Greteman (2016) - Meyer (2007) - Wegwert (2011)	Reading Discussion Facilitation
7. March 4	Gay-Straight Alliances, Youth Groups, & Community Support	- Bidell (2016) - Lapointe & Crooks (2018) - Tierney & Ward (2017)	Reading Discussion Facilitation
NO CLASS MARCH 11 DUE TO SPRING BREAK			
8. March 18	Professional Issues for LGBTQ Educators and Mentors, Part I	- Blount (2015) - Brockenbrough (2011) - Volper (2013)	Reading Discussion Facilitation
9. March 25	Professional Issues for LGBTQ Educators and Mentors, Part II	- Connell (2014) - Fox (2011) - Waite (2017)	Reading Discussion Facilitation
10. April 1	Understanding Current Conversations on Trans* Identities and Experiences	- Goodrich & Barnard (2019) - Nicolazzi (2017) - Goldstein (2019)	Reading Discussion Facilitation
11. April 8	Book Circle Experience Dialogues & Sharing	Book Circle Selection	Book Circle Experience Paper & Discussion
12. April 15	Queering the Curriculum Across Academic Disciplines in Schools	- Robinson (2016) - Verner Chappell, Ketchum, & Richardson (2018) - Selected readings by student - *Stepping Up* Chapter 6	Reading Discussion Facilitation

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13. April 22	Sharing Insights from LGBTQ Interview Assignment	None	Reading Discussion Facilitation
14. April 29	Engaging with LGBTQ Parents, Families, & Communities	- Carlile & Paechter (2018) - 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/.

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/).

- Students must follow the university policy for Responsible Use of Computing (see 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/).

- 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

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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/ .