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 LGBTQ+ students, faculty, staff and communities in classrooms, schools, as well as both formal and informal spaces of learning (i.e., Gay Straight Alliances and youth groups). The course utilizes seminar discussions and facilitated 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 and educational studies to educational settings and contexts.

Course Delivery Method:
Under no circumstances, may students participate in online class sessions (either by phone or internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be delivered using a seminar format utilizing the following:
- Application activities and assignments
- Individual and/or small group activities
- Research-based writing activities and assignments
- Materials and activities via Blackboard and other online websites

Learning Objectives and Outcomes
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 and 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 #7 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 (i.e., 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 Blackboard Readings (Articles, Chapters, Excerpts from Books):


**Course Performance Evaluation**

- **Reading Discussion Facilitation** 200 points (20%)
- **Book Circle Workshop** 200 points (20%)
- **Artifact Research Project** 200 points (20%)
- **Artifact and Presentation** 200 points (20%)
- **Participation** 200 points (20%)

**Reading Discussion Facilitation**

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. *Students are strongly encouraged to utilize creativity in their delivery format and instructional tools.*

**Book Circle Workshop**

Students will select a book (fiction or nonfiction) from a list of books that relate to LGBTQ+ youth experiences, themes and issues. After reading, students will write a brief synthesis paper (approximately three pages) and then discuss the book with a group in class and respond to provided prompts. Working in their group, students will then work together to create a presentation of their discussion and develop an instructional rationale for their book for future use.

**Artifact Research Project**

Drawing on the themes of the course, students will select a topic of interest and pursue outside research to further develop their understanding of how this issue impacts LGBTQ+ students, families, and/or educators. Students will submit a 5-7 page research paper (not including references) using a minimum of five sources. This research project should be used as a foundation for the curricular/instructional artifact development and presentation.

**Curricular/Instructional Artifact and Presentation**

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. Students are expected to build on the research done in the Artifact Research Project to fully develop this project. Examples of artifacts could include, but are not limited to, lesson plans, unit plans, instructional aides, annotated bibliographies, websites and media resources.

**In-Class Participation**

As an upper-level course, the success of this class is dependent on your active participation. This course covers a lot of material and you are expected to keep up with the readings and to come to class prepared to discuss the material for that day, as well as material covered in previous class meetings. Class attendance, discussions, questions, and written assignments outside of assignments listed above will all contribute to the assessment of your class participation. You must attend class in order to participate. Naturally the design and meeting format of this course has been impacted by the global pandemic from the outset, and I assume that we may all experience individual difficulties in attending classes from time to time. *Please keep me informed*
of any difficulties you have with attending and participating in class; I am open to making alternate plans with students who are experiencing forms of trauma, but we need to ensure that we have open lines of communication and trust to do so.
I also expect that you will conduct yourselves with professionalism. This means arriving on time and focusing your attention on class activities. Please keep yourself muted during lectures and avoid using other devices that may be a distraction, or (inadvertently) sharing inappropriate images or messaging through your screen background or screen sharing.

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**Grading: 1000 points possible**

**Professional Dispositions:**
See [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/)
CLASS SCHEDULE

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

Week 1 (January 27): Introduction to Course and Historical Context

Week 2 (February 3): Policy and Institutional Contexts

Week 3 (February 10): Safe Zone Workshop
Students will participate in an in-class workshop led by GMU Safe Zone facilitators.

Week 4 (February 17): Theoretical Framework – Queer Theory

Week 5 (February 24): Book Circle Workshop

Book synthesis due to BB by 11:59pm on Tuesday, February 23rd.
Week 6 (March 3): Intersectionality and BIPOC Experience
- Watch: Kimberlé Crenshaw, “The Urgency of Intersectionality”

Week 7 (March 10): Trans* Experience
- Watch: *Becoming Me* (2012)

Week 8 (March 17): Violence, Victimization and Survival
- Watch: *Check It* (2016)

Artifact Research Project due to BB by 11:59pm on Tuesday, March 16th.

Week 9 (March 24): Co-Occurring Traumas
Review Artifact Research and Introduce Final Project
Week 10 (March 31): Supporting LGBTQ+ Youth – Resources, Programs and Community

- Watch: Saturday Church (2017)

Week 11 (April 7): Queering Curriculum


Week 12 (April 14): LGBTQ Educators – Panel Discussion

*Students will participate in an in-class panel with FCPS educators.*


Week 13 (April 21): Engaging LGBTQ+ Parents, Families and Communities

Week 14 (April 28): Presentation of Curricula/Instructional Artifacts

Curricular/Instructional Artifact due to BB by 11:59pm on Sunday, May 2nd.
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.

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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
- 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 want 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.
- 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 http://cehd.gmu.edu/