

University of Maryland

LGBT Courses affiliated with the LGBT Equity Center

LGBT350 (PermReq) **Lesbian, Gay, Bisexual, and Transgender People and Communication**; (3 credits) Grade Method: REG/P-F/AUD. GenEd: Distributive Studies - Scholarship in Practice; Diversity - Cultural Competency.

Prerequisite: LGBT200; and permission of UGST-Undergraduate Studies. Study of differences, stereotypes, and values distinguishing LGBT people and of effective means of communicating such differences to non-LGBT people. Emphasis on contemporary LGBT life and on the development of didactic skills. Preparation and presentation of forums on LGBT people; facilitation of workshops in various outreach locations (residence halls, Greek system, classes).

EDCP318Q/LGBT398Q (PermReq) Applied Contextual Leadership / Special Topics in Lesbian, Gay, Bisexual, and Transgender Studies: **Facilitation and Leadership Skills in Lesbian, Gay, Bisexual, Transgender, Queer, or Ally Organizations**; (3 credits) Grade Method: REG/P-F/AUD. GenEd: Diversity - Understanding Plural Societies.

Prerequisite: Permission of Instructor. Interested students must be facilitators within an LGBTQA organization or program, and must prepare, organize, execute, and assess a weekly small group discussion. Or, student must have an equivalent leadership project agreed upon with instructor. Students will hone skills in a wide range of areas, including facilitation, interpersonal communication, organization building, and organizing for social change. Students will apply evidence-based leadership practices in an LGBTQA organizational context, and will be expected to analyze their learning and demonstrate growth. Contact Nicholas Sakurai (sakurai@umd.edu) for more information.

LGBT386 (PermReq) **Lesbian, Gay, Bisexual, and Transgender Community Organization Internship**; (3-6 credits) Grade Method: REG/P-F/AUD. GenEd: Diversity - Cultural Competency. Individual Instruction course: contact department or instructor to obtain section number.

Prerequisite: 9 credits in LGBT courses. Restriction: Permission of UGST-Undergraduate Studies. Supervised internship experience with a community organization that expressly serves lesbian, gay, bisexual, and transgender people. Students will be expected to relate course material to experience in an analysis of an organization's activities.

EDCP418I Special Topics in Leadership: **LGBT Leadership**; (3 credits) Grade Method: REG/P-F/AUD. GenEd: Diversity - Cultural Competency.

Non-official description of EDCP418I: This course will help explore several different aspects of leadership within the LGBT community, as well as being an LGBT leader. Students will be challenged to think about their role as a leader in addition to gaining knowledge of the history and theory of LGBT leadership.

Contact:

Nicholas Sakurai
sakurai@umd.edu

EDCP318Q/LGBT398Q
**Facilitation and Leadership Skills in
Lesbian, Gay, Bisexual, Transgender,
Queer, or Ally Organizations**
3 Credits, Fall 2012

Faculty:

Nicholas S. Sakurai, MA, MBA
Associate Director, LGBT Equity Center
2218 Marie Mount Hall
301-405-8722 / sakurai@umd.edu
Biographical info: <http://lgbt.umd.edu/nsakurai.html>
Office hours: by appointment

Course Description and Meeting Location/Times:

This course is a practical, application-based course that looks at facilitation and leadership skills in an LGBTQA organizations or programs context. In this light, the course includes both the academic and classroom component (framed as knowledge and skills-building workshops, discussions, and lectures) and a laboratory credit based on hours of participation in leadership/facilitation projects, as well as LGBTQA knowledge and leadership skills development activities.

To fulfill the leadership/facilitation project component, students must be facilitators within an LGBTQA organization or program, and must prepare, organize, execute, and assess a weekly small group discussion. Or, student must have an equivalent leadership project agreed upon with instructor.

Students will hone skills in a wide range of areas, including facilitation, interpersonal communication, organization building, and organizing for social change. Students will apply evidence-based leadership practices in an LGBTQA organizational context, and will be expected to analyze their learning and demonstrate growth.

Regular time and location: Tuesdays, 3:30pm to 5:10pm, 1127 Woods Hall. For the session on Sunday, September 23, 2012, we will meet on the Chapel side of Marie Mount Hall in order to enter and meet in the LGBT Equity Center for our class. Call my office number (above) if you arrive late or have any problems.

N.B. – There may be alternative locations announced for selected classes. Also see the schedule section on the syllabus, as alternative class times may also be determined, etc.

Schedule:

If all students can come to an agreement with the structure, we will schedule a special Saturday or Sunday class that will run from 12pm to 5pm. This would take the place of three of the weekly classes (meaning there are three weeks where we would not meet for class). If an agreement can not be reached, there is a default class schedule that will be distributed, and all the regularly scheduled weekly sessions will take place.

Benefits to doing a weekend special session:

- We can get more in-depth on facilitation skills earlier in the semester, and you can then sooner apply those skills in your project work.
- You can front load your semester and have three weeks throughout the later part of the semester where we will have no class.
- The hands-on activities we will do flow better educationally in an extensive weekend session than split up across three separate classes.

CLASS SCHEDULE* (with prospective special weekend class session)

**All aspects subject to change.*

Date	Class Session	Class Theme	Assignments Due	Pre-readings
Tues. 9/4	#1	Introductions; syllabus review; ground rules; how to develop vision/mission, goals	Bring calendar (no deliverable)	No
Tues. 9/11	#2	Review and feedback on draft project goals; how to develop a project proposal	Draft goals (bring two paper copies to class)	Syllabus
Tues. 9/18	#3	LGBTQA community building; organization membership building strategies	None	Find and share
Sun. 9/23	#4/5/6	12pm to 5pm triple session on: Facilitation skills, facilitation practice, and session design	None	Yes
Tues. 9/25	#7+8	Identity, diversity, and power dynamics in LGBTQA organizations + ONE-TO-ONE MEETING W/ INSTRUCTOR	Final project proposal due *** DUE by 3:30pm on 9/27 due to Yom Kippur	No
Tues. 10/2	#9	Coming out, transitioning, & identity development	None	Yes
Tues. 10/9	No	N/A	Project progress	N/A

	class		report (submit electronically)	
Tues. 10/16	#10	LGBTQA leadership goes international	None	Find and share
Tues. 10/23	#11	Hot Topic 1	None	Maybe
Tues. 10/30	#12	Hot Topic 2	None	Maybe
Tues. 11/6	No class	N/A	Personal leadership development plan (submit electronically)	N/A
Tues. 11/13	#13	Hot Topic 3	None	Maybe
Tues. 11/20	No class	N/A	None	N/A
Tues. 11/27	#14	Leadership transition	None	No
Tues. 12/4	No class	N/A	None	N/A
Tues. 12/11	#15	Final presentations	Final presentations (to be presented)	No
Weds. 12/19	FINAL EXAM	N/A	Final project report (submit electronically by 12:30pm)	N/A

All Tuesday classes are from 3:30pm to 5:10pm. All assignments with deliverables must be turned in by 3:30pm on Tuesday due dates (with the exception of the final project proposal which will be due at 3:30pm on Thursday, September 27 due to Yom Kippur). The final exam (final project report) is due at 12:30pm on Wednesday, December 19.

Pre-readings:

If there are assigned pre-readings for a class, they will be posted with sufficient advance notice. For weeks with “find and share” readings, students should find relevant resources and share them with classmates in a manner to be discussed in class.

There are no required textbooks for this course. (Required readings are chapters/articles to be posted.) However, you may wish to learn more by referring to the following resources:

Arnold, Rick. *Educating for a Change*. Toronto: Between the Lines Press, 1991.

Bobo, Kimberley A, Jackie Kendall, and Steve Max. *Organizing for Social Change: Midwest Academy Manual for Activists*. Santa Ana, Calif: Seven Locks Press, 2001.

Loffreda, Beth. *Losing Matt Shepard: Life and Politics in the Aftermath of Anti-Gay Murder*. New York: Columbia University Press, 2000.

Simmons, Jeremy, Thairin Smothers, Mathilde Bittner, and Ashley York. *Trans Generation*. New York, NY: Docurama, 2006.

The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex. Cambridge, Mass: South End Press, 2007.

Those are just a few of the many resources you might find useful. If you have questions or you are looking for something in particular, feel free to consult with the instructor or to speak with Glenn Moreton, the LGBT Studies librarian in the University Libraries, or utilize his LGBT Studies research guide available online at:

http://lib.guides.umd.edu/LGBT_Studies

Evaluation:

Many of the assignments for this course are short, fun, or things that you might already be planning to do. The assignments are intended to help you in your development as a leader, both personally/internally and in your application of your growth to your facilitation/leadership roles. Furthermore, the amount of reading assigned for this course is relatively limited. However, you will find that much of this balances out because the number of tasks is relatively high and the expectation of quality to receive a top evaluation is also relatively high.

PASS/FAIL LAB HOURS REQUIREMENTS:

N.B. These items must ALL be fully completed to PASS the course (though your letter grade will be based on the deliverables, not the lab hours). Failing one item from the lab hours requirements means failing the course (F). If you have any questions or concerns, please speak with the instructor. Do not wait until it is too late.

To take this course, you must facilitate a weekly discussion group or else you need a project that you must lead. The discussion group or project should:

- * Take 15 hours or more of your time to complete (not including the writing/reporting/presentations you will be asked to do).
 - * Be a discussion group or project affiliated with or for an LGBTQA organization.
 - * Require critical thinking, judgment, and some amount of interacting with others.
 - * Be able to have a clear breakdown on the use of time and have periodic progress reports.
- Ideally, the project should be spread out fairly evenly throughout the semester with weekly activities.

You would have discussed the facilitation/leadership project with the instructor (or at least your ability to come up with one) prior to being given permission for enrollment. If your project is simply facilitation of a small group discussion, then you should be relatively in the clear. If your project is to be something else, you will have to continue to check in and ensure that your project is acceptable as per the above criteria. This should become clear as you submit your draft and final project proposal document.

- Completion of 15-hour or more discussion group facilitation or leadership project.

Please make sure the instructor fully understands and agrees that your facilitation or leadership project meet the criteria outlined above. Documentation: You will be asked to submit a list of dates and hours for your project. Your progress report and final report and presentation (see graded deliverables) also support your documentation of completing this requirement.

- Attendance to at least 3 hours of leadership or skills development

workshops/conference. You may choose to fulfill this requirement with options given by the instructor or options you propose and have cleared by the instructor. This requirement can be completed early in the semester, so it is recommended you do so. Documentation: Submit to the course instructor electronically the titles, locations, and dates/times for each event attended as well as the name, email, and signature of an organizer for each event.

- Attendance to at least 3 hours of LGBTQA educational events to build content

knowledge. You may choose to fulfill this requirement with options given by the instructor or options you propose and have cleared by the instructor. This requirement can be completed early in the semester, so it is recommended you do so. Documentation: Submit to the course instructor electronically the titles, locations, and dates/times for each event attended as well as the name, email, and signature of an organizer for each event.

- Completion of 8 additional hours that can fall into any of the above categories (facilitation/leadership project, skills development, or knowledge building) and/or may be counted for a mentorship experience (details to be given in class).

GRADED DELIVERABLES/COMPONENTS:

With the exception of the class participation part of the grade, your grade is based on the report/presentation/deliverable itself, not so much what you did during your lab hours. How great the results are for your facilitation or project are not directly graded. This grading principle is intended to ensure that you maintain the autonomy to do what you feel is right and necessary within your LGBTQA organization. It also provides equalization across project experiences that could vary widely.

However, the quality of what you do during your lab hours will have an impact on the quality of what you will be able to write about it. What is graded is the quality and depth of your report/presentation, analysis, learning, etc. Even if you learned through hard lessons or mistakes, showing that you learned and how you have adapted to changing

circumstances or applied what you have learned from mistakes is valued just as is success, hard work, and positive results.

Deadlines are important. They exist in the world outside of the university and they exist in this class. An assignment turned in late will result in a 10% grade drop for that assignment. An assignment turned in more than one week late will result in a 30% grade drop for that assignment. Assignments not completed on the last day of class (except the final exam) receive a 0% grade. As with the professional world, there can sometimes be some flexibility, but flexibility requires planning. Thus, if you feel that an assignment might not be able to be completed on time, talk it out with the instructor WELL in advance. Requests for extensions less than a week before an assignment is due typically will not be granted. Planning and time management are critical life and professional skills. **ASSIGNMENTS ARE DUE AT 3:30PM ON THE DUE DATE AND MUST BE SUBMITTED ELECTRONICALLY. FINAL EXAM DUE ELECTRONICALLY AT 12:30PM ON THE FINAL EXAM DATE. AN UNEXCUSED ABSENCE DURING THE FINAL PRESENTATION OR TURNING IN THE FINAL EXAM LATE WILL RESULT IN A 0% GRADE FOR BOTH THE FINAL REPORT AND PRESENTATION.**

GRADE BREAKDOWN

- Project proposal - 15%
- Project progress report - 10%
- Class participation and preparedness
 - General participation/preparedness - 10%
 - Hot Topic presentation - 20%
- Personal leadership development plan - 15%
- Final project report and presentation- 30%

Each graded item in the above list receives a percentage score that is weighted based on the breakdown, resulting in a final percentage score that is then converted into your final letter grade as per the following scale:

A+	= 97-100%
A	= 93- 96.999%
A-	= 90- 92.999%
B+	= 87- 89.999%
B	= 83- 86.999%
B-	= 80- 82.999%
C+	= 77- 79.999%
C	= 73- 76.999%
C-	= 70- 72.999%
D+	= 67- 69.999%
D	= 63- 66.999%
D-	= 60- 62.999%
F	= 0- 59.999%

As per the UMD grading system, A+, A, and A- represent “excellent mastery,” B+, B, and B- represent “good mastery,” C+, C, and C- represent “acceptable mastery,” D+, D, and D- represent “borderline understanding” or “marginal performance,” and F represents “failure to understand” and “unsatisfactory performance.”

N.B. True quantization of percentage grades to the letter grade only takes place once, in the very final step. Rounding, truncation, and degree of precision for units smaller than 1% increments is at the discretion of the instructor, but will be applied equally to all students.

Extra credit may or may not be offered, at the instructor’s discretion. Such information will be provided in class.

For ALL assignments: Your name should be in your deliverable. End notes, foot notes, and reference lists are not required, but might be sensible depending on the assignment and your approach. They generally do not count towards your word count. Any citation style is fine, but citations should be consistent in their formatting. I am looking more for business/professional writing than research/academic papers. See grading rubric. Your file should be in Microsoft Word format. If that is not possible for you, please contact the instructor well in advance to discuss alternative file formats that are acceptable for submission.

Each of these assignments will be discussed in greater detail as to the expected structure of the deliverables. All deliverables should be your own original work.

Project proposal

750-1500 words. Details to be given separately.

Project progress report

750-1500 words. Details to be given separately.

Class participation/preparedness

Quality of participation is as important as quantity of participation. This portion of your grade is a comprehensive assessment of your overall participation, including your contribution to discussions during class, interactions over the online forum between classes, and preparedness for class (including completion of any mini-assignments that may be given). **Each unexcused absence from class will automatically result in losing 5% of your overall participation/mini-assignments grade.** Excused absences will not directly affect your participation grade, but you will be expected to make up your absence by participating more actively in the online forum or through alternative assignments at the discretion of the instructor. Absences may be excused based on university policy or at the instructor’s discretion in special circumstances. Participation is expected every week, at least online, even if there is no face-to-face class that week.

Personal leadership development plan

750-1500 words. Details to be given separately.

Hot Topic presentation

You or a group of students will present material or facilitate a discussion during one of our classes. Plan for 75 minutes. The instructor is available to help you craft this session. Topics to be determined by the class and approved by the instructor. Details to be given in class.

Final presentation & final report

Presentation: 8-10 minute presentation, 5 minutes Q&A. Details to be given separately.

Report: 1500-2500 words. Details to be given separately.

These two items will be graded as a comprehensive, cohesive package, and should match/complement each other. They should not feel disparate.

GRADING RUBRIC:

This rubric applies to all parts of the grading system except for the Class Participation and Preparedness component. **Meeting the word count requirements and including your name in the deliverable are essential. Failure to meet these requirements will result in a 10% reduction in that overall assignment's grade. This is in addition to any grade reductions that could result from a late submission or within the grading rubric due to insufficient or extraneous content.**

Each section of the rubric will be scored with a percentage from 0% to 100%. The average of the five scores is the final grade for the assignment. A weighted average or alternative rubric might be used for some assignments, and, if so, the instructor will announce this in advance of the assignment's due date.

1. Depth/creativity of thought and reasoning, quality of learning and analysis
2. Presentation/formatting/grammar/flow, writing – conciseness, concreteness, style
3. Realistic, complete, and balanced self appraisal and/or situation appraisal
4. Strong solutions and/or action plans (ambitious, thought-out, reachable, etc.)
5. Incorporates knowledge from class, readings, experience, and research

N.B. All aspects of this syllabus, including the assignments and evaluation are subject to change by instructor; of course, as changes are made they will be made in such manner as to be as equitable as possible across all course participants. Special exceptions may also be applied at the discretion of the instructor (or by cause of university policy) for students with unique circumstances.

Means of Communication and Deliverables Submissions:

You should provide the instructor with the best email where you can be contacted. Official communications may be sent by the instructor to this email. You should check your email at least once a day on weekdays to ensure timely receipt of class-related communications. You are responsible for handling your spam filters and making sure instructor and classmate emails get through.

Statements on Perspective & Language:

“This course, like all courses, has a point of entry into [discussion]; i.e., something it wants to show you, a position, and/or a perspective. Like many courses, it is not neutral or objective. Given this fact, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective.”

“In the discussion of politically complex and charged issues, it is often necessary to explore terminology and concepts that, on occasion, may make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of our topic so that, subsequently, we can learn how to deconstruct and assuage the themes contained therein. If you become particularly distressed about any discussion, please speak to me immediately.”

(Syllabus language for this section courtesy of Dr. Mark Brimhall-Vargas.)

Furthermore, please do not assume that the instructor agrees with a certain perspective merely because it is presented to the class.

Medically Necessary Absence:

Regular attendance and participation are critical for this course. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate. If a student is absent more than one time, the instructor may require documentation signed by a health care professional.

All assignment due dates for assessed work listed in this syllabus are “Major Scheduled Grading Events.” Non-consecutive medically necessitated absences (beyond a single, one-day occurrence for which you may provide a self-signed note as explained above) shall require for excuse: “written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic

information shall be given.” In other words, you might only receive as much additional time to complete an assignment as indicated as medically necessary.

Additional details can be found in various university policies, which further define what qualifies as a health care provider, etc.

(Significantly modified from syllabus language provided by the Office of Faculty Affairs.)

University Policies and Resources:

The University of Maryland maintains numerous policies regarding such issues as medical absences, religious observations, disabilities and accommodations, academic integrity, etc. This course follows university policies and they supersede any other statements in this syllabus. If there should be any policy about which you feel the course or instructor are not meeting the obligations of the policy, or about which you are uncertain, you are invited to speak with the instructor to request an appropriate and rapid resolution.

You are also encouraged to take advantage of the resources of the institution. Should you find any concerns – academic, personal, religious, medical, etc., that you would like to discuss with the instructor, please do so. The instructor can help in referring you to other resources on campus and can sometimes provide exceptions or accommodations as required or requested.

Regarding academic integrity, the instructor expects and assumes academic integrity as a basic criterion of taking the class, and does not require you to write that you reaffirm this – you have automatically taken these pledges on your honor by enrolling in this course.

In case of inclement weather or other exigency, you can find the university’s status as open/closed/etc. on the website (<http://www.umd.edu>) or by calling the snow line: 301-405-SNOW.

The one thing you are asked is to provide as much notice as possible of any requests that you may have. An unreasonable amount of notice may result in a denial of your request, if such denial is permitted under university policies. Review the relevant policies to understand how much notice may be required.

Code of Academic Integrity:

<http://www.shc.umd.edu/code.html>

Disability Support Services:

<http://www.counseling.umd.edu/DSS>

Medically Necessitated Absence:

<http://www.president.umd.edu/policies/docs/V-100G.pdf>

Attendance and Assessment Policy:

<http://www.testudo.umd.edu/soc/atedasse.html>

Collected University Policies:

<http://www.president.umd.edu/policies/>

Counseling Center:

<http://counseling.umd.edu>

Mental Health Service in the Health Center:

<http://health.umd.edu/mentalhealth>

LGBT350: LGBT People and Communication Fall 2012 Syllabus

Instructor

Luke Jensen, Ph.D.
2218 Marie Mount Hall
301 405-8721
ljensen@umd.edu

Time and location

Lecture: Wed 3:30-5:10; 1131 Woods Hall
Lab: TBA

Prerequisite

LGBT200 and permission of the program. Enrollment is open to all students regardless of their sexual identity. Screening is necessary to insure that students have an adequate knowledge base and presentation skills.

Required texts

Readings for this course come from a wide variety of sources. They include chapters of books, articles in periodicals, news clippings, online reports, videos, film etc. The readings currently planned are all available online at <http://elms.umd.edu>. Given the nature of the topic, you should expect last minute changes, additions, substitutions, etc. These may come in a variety of formats including video clips, sound bites, and movies in addition to traditional reading assignments. Be sure to check the online list of readings each week to insure you have the most up-to-date information on reading assignments.

Description

Study of differences, stereotypes and values distinguishing LGBT people and effective means of communicating such differences to non-LGBT people. Emphasis on contemporary LGBT life and on the development of didactic skills. Preparation and presentation of forums on LGBT people; facilitation of workshops in various outreach locations (residence halls, Greek system, classes).

Objectives

1. Identify the knowledge base needed to address issues surrounding LGBT people in public discourse.
2. Develop concrete answers based on both personal experience and current research to these issues.
3. Refine those answers from experience in giving them to different audiences.
4. Provide training for the campus to reduce homophobia and heterosexism.

Requirements and policies

- Academic integrity

You are required to follow the University's Code of Academic Integrity found at <http://www.shc.umd.edu/SHC/Default.aspx> and <http://www.president.umd.edu/policies/iii100a.html>. I do not require you to write the Honor Pledge on any assignments or examinations (*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)*); however, I do assume you affirm that statement whenever you submit an assignment or exam.

- Students with disabilities

Students with disabilities are strongly encouraged to speak with me at the beginning of the semester so that appropriate accommodations can be arranged.

- Attendance and participation

Attendance and participation in class is crucial and required. For each class, you will evaluate your participation and suggest the number of points you feel your participation merited. Please consider the following.

- 1) Did I contribute sufficiently to move the conversation forward, or did I depend too much on others?
- 2) Did I speak too much so that others had difficulty in participating? Was I part of a small group that dominated the conversation excluding some of the other members of the class?
- 3) Were my contributions, including both questions and comments, meaningful and add to the discussion, or did they add little to the richness of the conversation?
- 4) Did I speak from my own experience or personal knowledge? Did I usurp the voice of others, especially others in the class? Did I listen carefully, or did I rely too much on my own previous understandings?

You may earn up to 20 points per class. Do not be shy in asking for points, but do not ask for points you feel you do not deserve. You should give a brief explanation for the number of points you request. I will decide how many points are actually awarded.

You are allowed up to two absences without penalty. If you miss only one class, I will raise your lowest score to the full 20 points. If you miss two classes, I will raise your two lowest scores. You will earn no points for any classes you miss over two.

Class begins promptly at 3:30 every Wednesday and ends at 5:10. You cannot earn the full amount if you are late or leave early.

Please submit your class participation evaluation no later than Friday morning at 9 AM. Typically, that is the time I will make the final point assignments for that week.

- Reading assigned texts

All reading assignments are delivered online via <http://elms.umd.edu>. You are responsible for accessing the assignments. It is your responsibility to resolve any computer software or access difficulties you may experience.

You must thoroughly read all assignments *before* the class in which they are discussed. To read an assignment thoroughly means that you have spent sufficient time to ponder and process what you have read. You may need to read certain passages more than once. And you may find it helpful to write down notes and questions raised by the reading. Be sure to bring relevant materials to class each time.

- Short papers responding to a question and referencing the reading assignment

There is a cluster of questions for each major subject area. These constitute the questions most frequently asked by undergraduate students of LGBT peers. After completing the reading assignment for the week, you will write a short response paper, 1-2 pages, to one of the questions in each cluster. One short response paper is due each week and should be submitted before class begins.

Each member of the class will share their paper at the beginning of each session at least twice during the semester. It is highly preferable that you bring to class a printed copy of the papers you share.

You will want to draw on information found in the readings and on your own personal experience. The questions are addressed to LGBT persons. If you are not an LGBT person, you will need to phrase your answers in a way that responds to the question while simultaneously honoring your own identity and experience. For example, you might begin with, “As a heterosexual ally, I have learned that . . .,” or “When my brother came out to our parents . . .” I will gladly assist any student who feels that he or she does not have any relevant experience upon which to draw.

- Laboratory requirement

Panel presentations comprise the majority of the laboratory requirement. These presentations are intended to lead the group into an honest and informative discussion about topics related to sexual orientation, and gender identity and expression. The bulk of these presentations

will be for UNIV100 and other second-stage orientation programs; however, we lead other classes and other groups in this type of discussion. Other than panel presentations, there *may be* other educational presentations arranged through the LGBT Equity Center that fulfill part of this requirement.

To successfully complete this course, you must participate in a minimum of twelve approved panel or other educational presentations. In the unlikely event that there are too few requests that reasonably fit your schedule, *and we both agree that this is the case*, a mutually agreeable solution will be found with the most likely scenario being an incomplete and finishing the required number of presentations the following semester.

Panel presentations

Before a panel presentation, the instructors requesting a panel will assign their class an online course module that includes two short quizzes. A summary of the class's performance on the quizzes will be provided to you before the presentation.

Each panel presentation consists of three parts. To receive credit for any panel presentation, you must participate fully in each part. They are 1) preparation, 2) presentation, and 3) de-briefing. Preparation and de-briefing occur in the "Discussion Boards" for LGBT 350 at <http://elms.umd.edu>. A discussion space will be available for each panel presentation. For presentation to classes, it will begin with a profile of how well that particular class completed the on-line materials. For presentations outside of any course, the preparation part of the discussion may begin at any time.

Preparation includes deciding which role each member of the panel will take, reviewing the class profile, and determining strategies for addressing any weaknesses evident in the profile. You must post *at least once before the discussion*. Typically, this will be the evening before the day of the panel (i.e., Monday evening for a panel on Tuesday).

For the discussion itself, you must arrive 5 to 10 minutes before the scheduled beginning. Each member of the panel will assume the role decided upon during the preparation. [These roles and other elements of the presentation will be reviewed extensively in class before your first panel presentation.]

De-briefing is the third essential element. Each member of the panel must post *at least twice after the panel presentation*. The de-briefing must be completed *no more than one week after* the presentation. The first post should give a brief overview of how you felt the presentation went. Please reference the types of questions asked especially if a question was unusual or asked in an unusual way. The second post should be a response to the other panelists' first post. You may agree, disagree, clarify, or amplify statements made by others. All comments must be constructive and contribute to giving a fuller description of the experience.

Failure to attend a presentation

Failure to attend a presentation for which you are responsible is a particularly serious offense. The precise penalty will depend on the individual circumstances and will **range from the loss of a minimum of 75 points to immediate failure of the class** (see grading).

- Organizing a panel presentation

In addition to participating on panels, you must also find at least one opportunity for a panel presentation. It may be for a class, but you may also find opportunities in the Residence Halls, in fraternities and sororities, for student groups, or even local community groups. The actual presentation may occur anytime before the last day of classes (December 11) but it must be arranged, scheduled and settled **no later than October 31. This is an essential element of the course.**

- Learning analysis

A learning analysis will serve as the take-home final for this course and will be due at the time of the scheduled final exam. It should be a 6-8 page essay and must include the elements on the following list, but not limited to this list, and not necessarily in this order.

1. The content and purpose of the course, and how they matched or failed to match your expectations.
2. If and in what areas this course expanded your knowledge base.
3. Which reading or video assignments assisted you best in responding to frequently asked questions (discuss *at least* three different assignments).
4. Which area or areas you feel additional reading would have helped you.
5. How the panels helped to improve your presentation skills.
6. Whether your answer to the same or similar questions changed over the course of the semester. The change could be in content, form, emphasis, etc. Provide examples.
7. How well prepared you would feel if you were called upon to be a spokesperson for an LGBT organization. In addition to becoming completely familiar with the particulars of the organization, the steps you would need to take to be better prepared to speak publically about work in the LGBT community.

- Grading

Class Participation	300 points (20 points per class)
Short Response Papers	325 points (25 points per paper)
Laboratory	300 points (25 points per panel)
Organizing a Panel	50 points
Learning Analysis	300 points

Total

1,275 points

Schedule of topics and question clusters

1. August 29: Introduction: Who is your audience? What do they know? What do they want to know? What should they know? Providing a context for your story. Who is not here? A common vocabulary. Providing basic information and telling your story.
2. September 5: Coming out. What does coming out really mean? Isn't this your private business? Why do you have to tell us? Can a heterosexual 'come out'?
3. September 12: Family-of-origin relationships and reaction. Do your parents know? How did they react? How do you relate to them now? How did you tell them? What about siblings and other family members?
4. September 19: Etiology and self-satisfaction. Why do you want to be an LGBT person? What made you that way? Is homosexuality a choice, learned, or instinctive? Did past experiences in childhood affect your sexual preference? Were you influenced by a person or event? Do you enjoy being an LGBT person? Are you ashamed? Do you wish you were straight, or do you like being different? Given a choice, would you become heterosexual? Why?
5. September 26: Media representations. What do you think about *Modern Family* or *Ugly Betty*? What about *Queer As Folk*? Do you watch *Glee*? Do you watch the Logo channel?
6. October 3: Discrimination. Do you feel you have to hide your sexual orientation? Have you ever experienced discrimination because of your sexual orientation? How do your friends react? How do you cope with discrimination? Should you have special rights? Is it hard for you to go out in public? What do you fear most?
7. October 10: Developmental issues. How long have you been LGBT? When did you first feel that way? Did it start in childhood? Was there a 'turning point'?
8. October 17: Intersections with other elements of identity. Are you accepted in your ethnic/racial community? How is being an LGBT person of color different from being a white LGBT person?
9. October 24: Couple relationships. Should same-sex marriage be legalized? Do you wish to marry? Are you married? How do you feel about the laws regarding same-sex marriage?
10. October 31: Parenting. Would you want to adopt a child? Do you think it is fair to the child to be raised in a same-sex headed household in terms of peer pressure, teasing, and

so forth? Do you think you will have an influence on that child's sexual orientation? Do you believe children need male and female role models?

11. November 7: Health. Are you afraid of getting AIDS? What kind of support is there for people with AIDS? Do you practice safer sex? How? What other health risks do LGBT people face? What about suicide rates in LGBT youth?
12. November 14: Strategies. Do you ever have straight people as partners? How do you dress, and what do you do to attract the same sex? How do you find one another? Is there such a thing as 'gaydar'? What would you describe as an ideal relationship? Does one person take a more masculine or feminine role?
13. November 21: Western religious traditions. What is your religious background and present religious affiliation? How do you justify your lifestyle from a religious perspective? How do you justify your actions through the Bible?
14. November 28: Challenges and pride. Tactics of the anti-gay crowd. Proud of what?
15. December 5: Course summary and review.

Saturday, December 15, 1:30pm: Final Learning Analysis due.

LGBT386: LGBT Community Organization Internship

Syllabus– Fall 2012

Instructor

Dr. Luke Jensen
2218 Marie Mount Hall
Voice: 301 405-8721 / Fax: 301.405.4455
ljensen@umd.edu

Prerequisites

Nine hours of prior course work in LGBT Studies including LGBT200, LGBT265 (also listed as ENGL265), and one upper-division course that fulfills a requirement for the LGBT Certificate; and permission of program in LGBT Studies.

Course description

Supervised internship experience with an LGBT community organization. Students will be expected to relate course material to experience in an analysis of an organization's activities.

Course objective

The purpose of this course is to provide supervised experience working in an organization that expressly serves LGBT people. The course is primarily intended for students seeking the Upper Division Undergraduate Certificate in LGBT Studies, but exceptions will be considered for students whose educational or career interests lie in this area.

Course requirements

You must first procure an internship with an LGBT community organization for the semester. The organization must designate a supervisor, provide a brief description of the internship, and supply other information required on the Organization Sign-In Sheet. Internships must include substantive work that relates to your course work. The Organization Sign-In Sheet and your request to enroll must be in my hands no later than September 5, 2012.

Most communication will be through telephone, mail, and email. You should also plan to meet with me twice during the semester; once when you have completed about one third of your hours and again when you have completed about two thirds. You must work a minimum of 135 hours to qualify for 3 credits. In some exceptional circumstances, additional credit to a maximum of 6 credits may be granted. (The basic formula is 45 hours of work per credit hour, or 270 hours of work for 6 credits. The size and scope of the final paper may also be adjusted if more than 3 credits is awarded.)

You are required to keep a weekly journal detailing your experiences. You are to submit your journal *every week*. Based on your journal and experiences, you must complete and submit a term paper that should be 18 to 20 pages. Your field supervisor must also complete and submit an evaluation form at the end of the semester.

The paper must contain the following elements.

1. Briefly introduce the organization for which you work, its scope of operations, and the area in which you worked.
2. What did you learn as an intern that built upon the knowledge and experience you already had, especially anything you learned as a part of your college experience?

3. What did you learn as an intern that required the acquisition of completely new knowledge and/or skills?
4. Provide recommendations for the internship experience. What advice would you give to next semester's interns?

Grading

Your final grade will be determined based on the following.

Weekly journals	15%
Two "in person" discussions	15%
Final paper	50%
Supervisor evaluation	20%

All materials must be in my hands no later than December 11, 2012. An extension of this deadline will be considered only in extreme circumstances and almost always with advanced approval.

LGBT Community Organization Internship Organization Sign-In Sheet

Program in LGBT Studies
University of Maryland College Park

Fall 2012

Student Information

Name:

Address:

Phone:

Email:

Internship Information (You may attach the description on a separate page.)

Internship Description:

Name of Supervisor:

Title of Supervisor:

Signature:

Date:

Address:

Email:

Phone:

Fax:

Start/End Dates:

Work Schedule:

The completed sign-in sheet must be in my hands no later than September 5, 2012. Submit to:

Dr. Luke Jensen
LGBT Equity Center
2218 Marie Mount Hall
University of Maryland
College Park, MD 20742
Fax: 301.405.4455

If you have any questions, please contact me.

LGBT Community Organization Internship Student Evaluation Form

Program in LGBT Studies
University of Maryland College Park

Fall 2012

Name of Organization: _____

Name of Supervisor: _____

Signature of Supervisor: _____

Please rate your intern on the following characteristics:

	Poor	Fair	Good	Very Good	Excellent
Knowledge base					
Punctuality					
Ability to work with others					
Ability to take direction					
Motivation					
Flexibility					
Cooperativeness					
Overall evaluation					

If you have any additional comments about your student intern – positive or negative – please include them below, or attach them to a separate page.

Overall grade that you feel your student intern has earned: _____

Please return this evaluation at the conclusion of your student's internship. It must be in my hands no later than December 11, 2012.

Dr. Luke Jensen
LGBT Equity Center
2218 Marie Mount Hall
University of Maryland
College Park, MD 20742
Fax: 301.405.4455

If you have any questions, please contact me.