

**PSY 778: Topical Seminar in Developmental Psychology**  
**LGBTQ Psychology: A Lifespan Perspective**  
**SPRING 2019**  
**University of Kentucky**

**Course Syllabus**

\*\*\*\*Current January 14, 2019\*\*\*\*

**Instructor:** Dr. Rachel H. Farr  
**Email:** rachel.farr@uky.edu  
**Office:** Kastle 012-B  
**Office hours:** Tues 1-3pm, or by appointment

**Class meets:** Mon 10am-12:30pm, Kastle 206-A (see course schedule for all dates)

**Course Description:**

This graduate course is intended as an overview of issues related to sexual orientation and gender identity across the life course from the standpoint of the social sciences, particularly developmental psychology. The course will highlight recent and historical dimensions of controversies about approaches to conceptualization of sexual and gender identity, origins and development of sexual orientation, and issues related to identity formation and disclosure in adolescence and early adulthood. The course then moves on to consider lesbian, gay, bisexual, transgender, and queer / questioning (LGBTQ) concerns during adulthood, such as relationships within and outside of couples, employment and careers, parenthood, and aging.

**Course Materials:**

To contribute actively to the course, students will complete several weekly reading assignments, primarily selected from top-ranked empirical journals and/or written by topic experts available on our course page on Canvas. Log in with your link blue ID and password <https://uk.instructure.com/>. Here, you will have access to the syllabus, readings, and all other course materials. There is no required text to purchase for the class. We will also have a shared Google Drive folder for additional recommended resources and files.

**Grading and Requirements:**

Each student will complete several assignments (more details for each assignment to follow). First, each student will facilitate (or co-facilitate) class 1-2 times, depending on the size of the class. Second, discussion questions will be generated based on the readings by each student for each class meeting. Third, students will do a “real talk” presentation about midway through the class, in which they connect a class topic to relevant film/TV, a news story, and/or a policy/legal issue. Fourth, students will do a final paper and brief presentation on an LGBTQ lifespan psychology topic of their choosing that is beyond the scope of the syllabus.

Discussion Leadership:	<b>15%</b>
Discussion Questions and Participation:	<b>30%</b>
“Real Talk” Presentation:	<b>20%</b>
Final Project: Presentation (15%) & Paper (20%):	<b>35%</b>

As dynamic and interactive discussion is at the heart of this course, it is expected that all students will, at minimum, read all required readings, attend class regularly, and actively participate. One unexcused absence is permitted, but you are responsible for finding a substitute if you are facilitating discussion. Additional absences (or absences without finding a substitute) will result in a penalty to students' final course grade. The seminar will only be successful if everyone is consistently actively engaged. Beyond assessments described, there will be no other assignments, homework, or examinations unless extraordinary circumstances prevail. **Note for students auditing the course:** the "real talk" presentation, final project, and facilitating discussion are optional, but the discussion posts and participation remain required.

### **Seminar Facilitation (15%) and Discussion Questions (30%):**

Students should come prepared each week to discuss course readings. **By 11:59pm on Fri before our Mon class, please use the Discussion board (via Canvas) to post at least 1 question and 1 comment about at least 1 of the readings** (can be more). Your question(s) and comment(s) should be around 250 words in total at minimum (can be longer). They should reflect critical thinking about the theories, research design, and/or practical application related to the readings. Designated facilitators will use your posts to guide class discussion.

Each student, or a pair of students (depending on the size of the class), will be in charge of leading 1-2 classes covering material on the syllabus (there are 10 weeks of content, not counting Week 1, presentation weeks, or spring break). You are encouraged to sign up for topics that are of particular interest to you (we'll do this in class the first week via Google Drive). For (co-)facilitating **class discussions on the weekly readings**, please prepare a brief (10-15 mins) summary and/or mini-presentation. You do not need to cover every point – focus on the highlights and anything that you found particularly striking about the reading. Please also find a brief news item that is related to the weekly reading and plan to briefly summarize and share with the class. You are welcome to be creative and include other relevant information on the week's topic, including mini-presentations (via PowerPoint), video clips, and other data sources. Feel free to check in with me for such resources. Using student questions posted by the Fri deadline, organize and select 4-5 provocative questions (and add your own!) to ask the class and stimulate discussion. Facilitators should come prepared to class at minimum with their brief summary / mini-presentation, news article, and discussion questions (all students, including facilitators, are expected to complete the weekly 1 question, 1 comment post described above).

### **Real Talk Presentation (20%):**

As a way to connect course content to "real world" topics, students will give a brief class presentation (i.e., 10-12 mins via PowerPoint) about halfway through the semester (notify instructor of your plan for this presentation earlier – see course schedule). To do this, students will be expected to select a TV show or film, news story, or policy/legal issue that is relevant to LGBTQ lifespan psychology. Regardless of the domain of the "real world" topic (i.e., TV/film, news, law/policy), students are expected to make meaningful connections to and application of course content (i.e., including specific course readings, references to developmental and life course theory, and citing empirical research on LGBTQ lifespan psychology) to timely and/or influential issues in our world related to LGBTQ lives.

The organization and flow of information for this project will be different depending on the nature of the project. For example, connecting to law/policy might result in an evaluation of how research evidence is/is not applied in legal/policy decisions related to LGBTQ psychology. In contrast, connecting to film/TV could be executed as a critique of how representative or accurate certain storylines/characters are in relation to course content (and related literature).

Some ideas for beginning this project are to think about particular issues or life stages

that are of interest based on the syllabus and readings, and then to explore relevant news, media, or policy debates. Alternatively, students may want to begin with a favorite TV show or movie, a policy issue they have been following, or some other relevant news story, and then think about the best ways to connect and integrate with particular topics represented on the syllabus. I can help students brainstorm options if needed. This is an opportunity for you to explore LGBTQ psychology more in-depth, in ways that are applicable to our real-life contexts. Thus, make a plan for this presentation to keep it interesting and engaging for you!

In completing this project, please describe why the direction you chose has particular importance or interest to you (e.g., connections to your own research or personal interests; a social justice issue that you are passionate about, etc.). A list of 3-4 “recommended further readings or resources” should be provided as a part of your presentation (beyond those on the syllabus; students should plan to integrate 3-4 required readings in the presentation as well). In addition to providing a class presentation, students will be expected to upload their final presentation file to Canvas by the deadline to be graded and also shared with the class.

### **Final Project: Paper (20%) and Presentation (15%)**

The final project will include a class presentation (i.e., 10-12 mins via PowerPoint) and a final paper (12-15 double-spaced pages without references) due at the end of the semester. Please note that I am happy to review outlines or rough drafts of your presentations and/or papers well in advance of the deadlines. For this final project, students have several options, all geared toward maximum possible benefit of connecting course topics to other program milestones or scholarly accomplishments (e.g., preparing for qualifying exams, submitting a paper for publication) – please prepare to discuss your choice with me (see course schedule):

#### **Final project options:**

- (1) The primary option is for students to summarize the literature on a topic of their choosing related to LGBTQ lifespan psychology. In so doing, students are expected to address relevant research questions, current gaps in the literature on their topic, and discuss relevance of their project to social issues, public controversy, and/or implications for public policy and law. I strongly recommend selecting a topic that goes beyond what is explicitly included in the syllabus, and rather, go into depth about a specific topic related to the broader topics covered in the course. In developing the plan for your final project, it is critical to distinguish how your project goes beyond what we cover in class (although you may use readings and other resources from class, you must incorporate additional references).
- (2) If interested in an opportunity to conduct and write up secondary data analyses (with the goal of preparing a publishable manuscript) related to LGBTQ family dynamics (with a variety of lifespan connections), students could work with existing data from my lab to complete this final project. Longitudinal data (representing 2 time points: early and middle childhood) are available regarding child development, parenting, couple relationships, family dynamics, and individual adjustment from adoptive families including lesbian, gay, and heterosexual parents and their children, as well as children’s teachers. Survey, interview, and family interaction data are represented. As such, many possible project options are possible. Talk to me for more information and with questions. We can discuss project directions and whether IRB approval will be necessary.
- (3) Students could use this final project to research the career of a well-known and noteworthy expert in the field of LGBTQ lifespan psychology. The paper and presentation would involve a pointed discussion of the theories, empirical contributions, career, and life of a scholar whose work has had a major influence on the field. Some ideas for selecting this scholar certainly could be generated by looking at the reading list for this course, and I can help students brainstorm options if needed. This is an opportunity for you to network and connect with a notable scholar, and to explore their life and work more in-depth. Choose someone of

interest to you – perhaps someone you would like an opportunity to get to know! If feasible (i.e., scholar is still living and willing), “interview” your scholar by email or phone (or Skype, Zoom, etc.). Given the nature of our course, some attempt should be made to demonstrate how LGBTQ lifespan psychology has been relevant and integrated in the scholar’s work. Some biographical information will be helpful. Please also mention why the chosen scholar and their research focus is particularly important to you (e.g., giving some autobiographical context for your own scholarly interests). A list of 3-4 “recommended readings” written by the scholar of your choice should be provided as a part of your presentation.

- (4) Lastly, if interested, students could use the final project to design a research proposal (e.g., for a grant application) that is in some way related to LGBTQ issues across the lifespan.

### **Excused Absences:**

You are expected to attend class and complete assignments. Occasionally, circumstances arise that are completely out of your control and that cause you to miss class or be late in completing an assignment or to miss it altogether. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) university-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the University Liaison in the Dean of Students Office, 2 Alumni Gym, (859) 257- 2754. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

### **Students with Disabilities:**

It is the policy of the University of Kentucky to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. If you have a documented disability that requires academic accommodations, please see me as soon as possible during my scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Contact: Director David T. Beach, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu); Multidisciplinary Sci Bldg, #407, 725 Rose St, (859) 257-2754; <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>)

## Class Schedule:

Date (Mon)	Topic
Week 1: Jan 14	Psychology and politics of sexual and gender identities
Jan 21	**MLK Jr Day – NO CLASS
Week 2: Jan 28	Theoretical perspectives on sexual orientation & gender identity <b>**Notify instructor of choice for Real Talk Presentation (submit 250-word plan on Canvas)</b>
Week 3: Feb 4	Heterosexism, homo-, bi-, & transphobia, & victimization
Week 4: Feb 11	Transgender and gender-nonconforming (TGNC*) youth <b>**Notify instructor of Final Project topic choice (submit 250-word plan on Canvas)</b>
Week 5: Feb 18	Sexual minority (LGBQ*) youth
Week 6: Feb 25	LGBTQ adulthood: Physical & mental health
Week 7: Mar 4	<b>Real Talk Presentations</b> **midterm: Mar 4; grade window 2/25-3/11
Mar 11	**SPRING BREAK – NO CLASS
Week 8: Mar 18	LGBTQ adulthood: SES, employment, and career issues
Week 9: Mar 25	LGBTQ adulthood: Sexual and romantic relationships
Week 10: Apr 1	LGBTQ adulthood: Parenting & children
Week 11: Apr 8	LGBTQ aging: Myths & realities
Week 12: Apr 15	Law, policy, and practice relevant to LGBTQ lives
Week 13: Apr 22	<b>Final Project Presentations</b>
Apr 29	<b>**Final papers due by 11:59PM (submit on Canvas)</b>

## Detailed List of Readings (by Week):

Wherever possible, attention has been given to readings that represent a diversity of disciplinary and methodological perspectives, as well as highlight research that is international and intersectional in scope. Some readings also purposefully focus on application to policy, practice, and advocacy, or center on improvements needed in the field related to conceptual and methodological approaches. Although this reading list is not exhaustive, I have made efforts to provide current and rigorous scholarship on these topics (while also keeping the number of articles reasonable; ~3/week). Recommended resources for further exploration of course content are provided through a shared Google Drive folder (please feel free to add more!).

- *Shared folder* (including pdfs) – *NOTE: copy and paste link into your browser:*  
<https://drive.google.com/drive/folders/1L55cJ5ddn6oPleDPo5CjWXRPsq1L3zVi?usp=sharing>
- *List:* <https://drive.google.com/open?id=1XtmHERBNHIT2rD5aqTF-h40K37ajjtlQvG9wQQx9cY>

### Week 1: Psychology and politics of sexual and gender identities

Brown, A. (2017, June 13). 5 key findings about LGBT Americans. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2017/06/13/5-key-findings-about-lgbt-americans/>

Farr, R. H. (2018). Gay, lesbian, bisexual, transgender issues. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 916-921). Thousand Oaks, CA: Sage Publications, Inc.

Gates, G. J. (2017). LGBT data collection amid social and demographic shifts of the US LGBT community [Editorial]. *American Journal of Public Health*, 107(8), 1220-1222.

## **Week 2: Theoretical perspectives on sexual orientation & gender identity**

- Allen, S. H., & Mendez, S. N. (2018). Hegemonic heteronormativity: Toward a new era of queer family theory. *Journal of Family Theory & Review*, *10*, 70-86. doi:10.1111/jftr.12241
- Meyer, I. H. (2010). Identity, stress, and resilience in lesbians, gay men, and bisexuals of color. *The Counseling Psychologist*, *38*, 442-454. doi:10.1177/0011000009351601
- Mustanski, B., Kuper, L., & Greene, G. J. (2014). Development of sexual orientation and identity. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus, & L. M. Ward (Eds.), *APA handbook of sexuality and psychology, Vol. 1: Person-based approaches*. (pp. 597-628). Washington: American Psychological Association.

## **Week 3: Heterosexism, homo-, bi-, & transphobia, & victimization**

- Birkett, M., Newcomb, M., & Mustanski, B. (2015). Does it get better? A longitudinal analysis of psychological distress and victimization in lesbian, gay, bisexual, transgender, and questioning youth. *Journal of Adolescent Health*, *56*, 280-285. doi:10.1016.j.jadolhealth.2014.10.275
- Dashow, J. (2018, November 13). Increases in numbers of reported hate crimes. *The Human Rights Campaign*. Retrieved from <https://www.hrc.org/blog/new-fbi-statistics-show-alarming-increase-in-number-of-reported-hate-crimes>
- Herek, G. M. (2016). The social psychology of sexual prejudice. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (2nd ed., pp. 355-384). New York, NY: Psychology Press.
- Seelman, K. L., Woodford, M. R., & Nicolazzo, Z. (2017). Victimization and microaggressions targeting LGBTQ college students: Gender identity as a moderator of psychological distress. *Journal of Ethnic & Cultural Diversity in Social Work*, *26*, 112-125. doi:10.1080/15313204.2016.1263816

## **Week 4: Trans + GNC youth**

- Edwards-Leeper, L., Leibowitz, S., & Sangganjanavanich, V. F. (2016). Affirmative practice with transgender and gender nonconforming youth: Expanding the model. *Psychology of Sexual Orientation and Gender Diversity*, *3*(2), 165-172. doi:10.1037/sgd0000167
- Kuvalanka, K. A., Allen, S. H., Munroe, C., Goldberg, A. E., & Weiner, J. L. (2018). The experiences of sexual minority mothers with trans children. *Family Relations*, *67*, 70-87. <https://doi-org.ezproxy.uky.edu/10.1111/fare.12226>
- Olson, K. R., & Gülgöz, S. (2018). Early findings from the TransYouth Project: Gender development in transgender children. *Child Development Perspectives*, *12*, 93-97. <https://doi-org.ezproxy.uky.edu/10.1111/cdep.12268>

## **Week 5: Sexual minority (LGBQ\*) youth**

- Poteat, V. P., Calzo, J. P., & Yoshikawa, H. (2016). Promoting youth agency through

dimensions of gay-straight alliance involvement and conditions that maximize associations. *Journal of Youth and Adolescence*, 45, 1438-1451. doi:10.1007/s10964-016-0421-6

Savin-Williams, R. C., & Cohen, K. M. (2015). Developmental trajectories and milestones of lesbian, gay, and bisexual young people. *International Review of Psychiatry*, 27(5), 357-366. <https://doi.org/10.3109/09540261.2015.1093465>

Snapp, S., Watson, R., Russell, S., Diaz, R., & Ryan, C. (2015). Social support networks for LGBT young adults: Low cost strategies for positive adjustment. *Family Relations*, 64, 420-430. doi:10.1111/fare.12124

### **Week 6: LGBTQ adulthood: Physical & mental health**

Frost, D. M. (2017). The benefits and challenges of health disparities and social stress frameworks for research on sexual and gender minority health. *Journal of Social Issues*, 73, 462-476. <https://doi-org.ezproxy.uky.edu/10.1111/josi.12226>

Herek, G. M. (2016). A nuanced view of stigma for understanding and addressing sexual and gender minority health disparities [Editorial]. *LGBT Health*, 3, 397-399. doi:10.1089/lgbt.2016.0154

Smalley, K. B., Warren, J. C., & Barefoot, K. N. (2016). Differences in health risk behaviors across understudied LGBT subgroups. *Health Psychology*, 35, 103-114. doi:10.1037/hea0000231

Walch, S. E., Ngamake, S. T., Bovornusvakool, W., & Walker, S. V. (2016). Discrimination, internalized homophobia, and concealment in sexual minority physical and mental health. *Psychology of Sexual Orientation and Gender Diversity*, 3, 37-48. doi:10.1037/sgd0000146

### **Week 7: Real Talk Presentations**

### **Week 8: LGBTQ adulthood: SES, employment, and career issues**

Conron, K. J., Goldberg, S. K., & Halpern, C. T. (2018). Sexual orientation and sex differences in socioeconomic status: A population-based investigation in the National Longitudinal Adolescent to Adult Health. *Journal of Epidemiology and Community Health*, 72, 1016-1026. doi:10.1136/jech-2017-209860

Dispenza, F., Brown, C., & Chastain, T. E. (2016). Minority stress across the career-lifespan trajectory. *Journal of Career Development*, 43, 103-115. doi:10.1177/0894845315580643

Resnick, C. A., & Galupo, M. P. (2018). Assessing experiences with LGBT microaggressions in the workplace: Development and validation of the microaggression experiences at work scale. *Journal of Homosexuality*. Advance online publication. doi:10.1080/00918369.2018.1542207

### **Week 9: LGBTQ adulthood: Sexual & romantic relationships**

Balsam, K. F., Rothblum, E. D., & Wickham, R. E. (2017). Longitudinal predictors of relationship dissolution among same-sex and heterosexual couples. *Couple and Family Psychology*, 6, 247-257. doi:10.1037/cfp0000091

Hammack, P. L., Frost, D. M., & Hughes, S. D. (2018). Queer intimacies: A new paradigm for the study of relationship diversity. *Journal of Sex Research*. Advance online publication. doi:10.1080/00224499.2018.1531281

Rostosky, S. S., & Riggle, E. D. B. (2017). Same-sex couple relationship strengths: A review and synthesis of the empirical literature (2000-2016). *Psychology of Sexual Orientation and Gender Diversity*, 4, 1-13. doi:10.1037/sgd0000216

### **Week 10: LGBTQ adulthood: Parenting & children**

dickey, lore m., Ducheny, K. M., & Ehrbar, R. D. (2016). Family creation options for transgender and gender nonconforming people. *Psychology of Sexual Orientation and Gender Diversity*, 3, 173-179. doi:10.1037/sgd0000178

Goldberg, A. E., & Sweeney, K. K. (2019). LGBTQ parent families. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), *APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan* (Vol. 1., pp. 743-760). Washington, DC: American Psychological Association.

Pallotta-Chiarolli, M., Haydon, P., & Hunter, A. (2013). "These are our children": Polyamorous parenting. In A. E. Goldberg & K. R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 117-131). New York, NY: Springer.

Patterson, C. J. (2017). Parents' sexual orientation and children's development. *Child Development Perspectives*, 11, 45-49. doi:10.1111/cdep.12207

### **Week 11: LGBTQ aging: Myths & realities**

Dragon, C. N., Laffan, A. M., Erdem, E., Cahill, S. R., Kenefick, D., Ye, J. et al. (2017). Health indicators for older sexual minorities: National Health Interview Survey, 2013-2014. *LGBT Health*, 4, 398-403. doi:10.1089/lgbt.2016.0203

Fredriksen-Goldsen, K. I., Bryan, A. E. B., Jen, S., Goldsen, J., Kim, H.-J., & Muraco, A. (2017). The unfolding of LGBT lives: Key events associated with health and well-being in later life. *The Gerontologist*, 57, S15-S29. doi:10.1093/geront/gnw185

Van Wagenen, A., Driskell, J., & Bradford, J. (2013). "I'm still raring to go": Successful aging among lesbian, gay, bisexual, and transgender older adults. *Journal of Aging Studies*, 27, 1-14. doi:10.1016/j.jaging.2012.09.001

### **Week 12: Law, policy, & practice relevant to LGBTQ lives**

Hasenbush, A., Flores, A. R., & Herman, J. L. (2018). Gender identity nondiscrimination laws in



public accommodations: A review of evidence regarding safety and privacy in public restrooms, locker rooms, and changing rooms. *Sexuality Research & Social Policy*. Advance online publication. doi:10.1007/s13178-018-0335-z

Martos, A. J., Wilson, P. A., & Meyer, I. H. (2017). Lesbian, gay, bisexual, and transgender (LGBT) health services in the United States: Origins, evolution, and contemporary landscape. *PLoS ONE*, 12(7), e0180544. <https://doi.org/10.1371/journal.pone.0180544>

Polikoff, N. D. (2016). Concord with which other families? Marriage equality, family demographics, and race. *University of Pennsylvania Law Review*, 164(1), 99-113. Retrieved from <https://www.pennlawreview.com/essays/index.php?id=38>

Raifman, J., Moscoe, E., Austin, S.B., Hatzenbuehler, M.L., & Galea, S. (2018). State laws permitting denial of services to same-sex couples and mental distress among sexual minority adults: A difference-in-difference-in-differences analysis. *JAMA Psychiatry*, 75, 671-677. doi:10.1001/jamapsychiatry.2018.0757

**Highly recommend: pdf in our shared folder:**  
APA 2015 Guidelines TGNC, Amer Psyc

### **Week 13: Final Project Presentations**

**FINALS WEEK: Final papers due (Mon Apr 29)**