



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 119  
**Descriptive Title:** LGBTQ+ Psychology  
**Course Disciplines:** Psychology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

Lesbian, Gay, Bisexual, Transgender and Queer plus related communities (LGBTQ+) Psychology is an introduction to psychological, social, and cultural aspects of sexual orientation and gender identity. Topics will include historical perspectives on sexual orientation and gender identity; basic research methods used to study gender and sexuality; and applied topics such as identity, relationships, mental and physical health, sexuality, and prejudice and discrimination. Emphasis will be placed on examining these topics from a psychological perspective.

**Conditions of Enrollment:**

**Recommended Preparation:** Psychology 101 or Psychology 101H AND English 1 or eligibility for English 1A or qualification by appropriate assessment

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: 06/17/2019  
**Transfer UC:** X Effective Date: Proposed

**General Education:**  
**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
**Term:** Other:

**CSU GE:**  
**D4 - Gender Studies**  
**Term:** Other:

**D9 - Psychology**  
**Term:** Other:

**IGETC:**  
**4D - Gender Studies**  
**Term:** Other:  
**4I - Psychology**  
**Term:** Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and discuss psychological research methods and to evaluate research findings in the area of Lesbian, Gay, Bisexual, Transgender and Queer plus related communities (LGBTQ+) Psychology.
2. **Fundamental Principles:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to discuss the major perspectives on gender and sexuality as they specifically pertain to LGBTQ+ communities and to evaluate the nature-nurture issue in context of these perspectives.
3. **Everyday Application:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply the knowledge obtained from the topics of the LGBTQ+ community in relation to lifespan developmental issues, health, relationships, parenting/family, and prejudice and discrimination to their own real-life situations.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Define, identify, and discuss terms related to Lesbian, Gay, Bisexual, Transgender and Queer plus related communities (LGBTQ+) Psychology and use this understanding to explore diversity and intersectionality in LGBTQ+ communities.
2. Discuss historical, religious, biological, social, cross-cultural, and psychological perspectives on gender and sexuality as they specifically pertain to LGBTQ+ communities.
3. Evaluate the various "nature-oriented" and "nurture-oriented" perspectives on gender and sexuality as they specifically pertain to LGBTQ+ communities.
4. Define, identify, and discuss quantitative and qualitative research methods and evaluate research findings in the area of LGBTQ+ psychology.
5. Discuss the current understanding of sexuality and gender identity from a psychological perspective.
6. Describe and evaluate the various models of identity development for lesbian, gay, bisexual, and transgender individuals.
7. Consider the various positive and negative consequences of the disclosure of one's sexual orientation and gender identity to family, friends, and others.
8. Discuss some of the most important issues that arise as LGBTQ+ individuals age.
9. Discuss the history of the treatment of LGBTQ+ individuals in regard to their mental health and describe current psychological research on the mental health of LGBTQ+ individuals.
10. Consider issues specifically related to the physical health of LGBTQ+ individuals.
11. Consider issues specifically related to the sexual health of LGBTQ+ individuals.
12. Evaluate the psychological research on the romantic and sexual relationships of LGBTQ+ individuals and compare it to similar research on non-LGBTQ+ individuals.
13. Discuss some of the important issues that arise in LGBTQ+ individuals' relationships with their family members, friends, and others (e.g., classmates, work colleagues).
14. Evaluate the psychological research on LGBTQ+-led families and compare it to similar research on non-LGBTQ+-led families.
15. Examine the psychological research on prejudice and discrimination directed toward individuals in LGBTQ+ communities and discuss prejudice and discrimination within LGBTQ+ communities.

16. Apply the knowledge obtained from the topics of the LGBTQ+ community in relation to lifespan developmental issues, health, relationships, parenting/family, and prejudice and discrimination to one's own real-life situations.

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	9	I	<b>I. Introduction to LGBTQ+ Psychology (9 hours, lecture)</b> A. Terms B. Diversity and Intersectionality in LGBTQ+ Communities C. Perspectives 1. Historical 2. Religious 3. Biological 4. Social 5. Cross-Cultural 6. Psychological 7. Nature and Nurture
Lecture	6	II	<b>II. Research Methods (6 hours, lecture)</b> A. Psychological Research B. Research Methods for Sexuality and Gender Studies
Lecture	6	III	<b>III. Lifespan Developmental Issues (6 hours, lecture)</b> A. Sexuality and Gender Identity B. Identity Development C. Disclosure to Others D. Aging
Lecture	6	IV	<b>IV. Health (6 hours, lecture)</b> A. Mental Health B. Physical Health C. Sexual Health
Lecture	6	V	<b>V. Relationships (6 hours, lecture)</b> A. Romantic and Sexual B. Family C. Peers/Friends D. Other Types of Relationships
Lecture	6	VI	<b>VI. Parenting/Family (6 hours, lecture)</b> A. Paths to Parenthood for LGBTQ+ Individuals B. Comparing LGBTQ+-Headed Families with Heterosexual-Headed Families
Lecture	6	VII	<b>VII. Prejudice and Discrimination (6 hours, lecture)</b> A. Social Psychological Research on Prejudice and Discrimination B. Prejudice and Discrimination Against LGBTQ+ People

Lecture	9	VIII	<b>VIII. Personal Applications of LGBTQ+ Psychology (9 hours, lecture)</b> A. Lifespan Developmental Issues B. Health Issues C. Relationship Issues D. Parenting/Family Issues E. Prejudice and Discrimination F. LGBTQ+ Allies
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Consider the lectures and readings on LGBTQ+ psychology this semester. In a 2-3 page typed paper, discuss three topics that you find particularly relevant to your own day-to-day life. For each topic, summarize the main points and then specifically describe how you can apply this knowledge to improving your own life situation and/or the life situations of others.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. We have studied various models of LGBTQ+ identity development. Now it is your turn to design your own model for one of these identity categories. In two, typed pages, do the following: Present a diagram of your model. Critique your model in relation to a model we studied: Describe one way that your model improves on the existing model. Describe one major weakness of your model in comparison to the existing model.
2. What evidence is there that LGBTQ+-headed families are similar to heterosexual-headed families? What evidence is there that LGBTQ+-headed families are different from heterosexual, cisgender-headed families? Discuss these two categories of evidence in one, typed page. With this evidence in mind, evaluate this statement in 2-3 typed pages: "Children are most likely to be 'healthy' adults when they are reared by two, opposite-sexed, cisgender parents."

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams  
Objective Exams  
Written homework  
Multiple choice  
Other (specify):  
Group work  
Presentation

## V. INSTRUCTIONAL METHODS

Discussion  
Group Activities  
Guest Speakers  
Internet Presentation/Resources  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## VI. WORK OUTSIDE OF CLASS

Study  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Clarke, Ellis, Peel, and Riggs. Lesbian, Gay, Bisexual, Trans, and Queer Psychology. 1st ed. Cambridge, 2015 (Discipline Standard).  
Patterson and D'Augelli. Handbook of Psychology and Sexual Orientation. 1st ed. Oxford, 2013 (Discipline Standard).

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

Articles and Internet sites

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Psychology-101	<b>Category:</b> Course <b>Justification:</b> This course involves terminology taught in the general psychology course which will give students a better chance of success if taken prior to Psychology 119.

Psychology 101H	<b>Category:</b> Course <b>Justification:</b> This course involves terminology taught in the general psychology course which will give students a better chance of success if taken prior to Psychology 119.
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, written homework and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, written homework, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

#### D. Recommended Skills

Recommended Skills
<p>Students may benefit by understanding the common psychological perspectives used to understand behavior and mental processes as well as the common research methodologies used in psychology.</p> <p><u>PSYC 101</u> Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p><u>PSYC 101H</u> Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p><u>PSYC 101</u> Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><u>PSYC 101H</u> Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><u>PSYC 101</u> Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p><u>PSYC 101H</u> Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><u>PSYC 101</u> Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p><u>PSYC 101H</u> Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p>
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and written homework</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by Angela Simon on 08/12/2016.**

**BOARD APPROVAL DATE: 06/19/2017**

**LAST BOARD APPROVAL DATE: 03/23/2020**

**Last Reviewed and/or Revised by Angela Simon on 01/15/2020**

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